

**SUSQUEHANNA VALLEY  
CENTRAL SCHOOL DISTRICT**

**RICHARD T. STANK  
MIDDLE SCHOOL**

**CURRICULUM  
GUIDE**

**2017 – 2018**

# **SUSQUEHANNA VALLEY CENTRAL SCHOOL DISTRICT**

## **RICHARD T. STANK MIDDLE SCHOOL**

### **CURRICULUM GUIDE 2017-2018**

#### **MISSION STATEMENT**

We, the members of the Richard T. Stank Middle School, believe that all students can learn. It is our desire to provide an equitable and quality education to all students. In our belief that learning is a lifelong goal, we will nurture the desire to learn. We will build self-esteem and provide the skills so that all students can fulfill this goal and function in an ever-changing technological society.

**Susquehanna Valley  
Central School District**

**Richard T. Stank  
Middle School**

**P.O. Box 225  
Conklin, New York 13748  
Phone: (607) 775-9129**

**2017 – 2018**

**Course Description Guide  
Grades 6, 7, 8**

**Principal: Mr. Carmen Marino**

**Susquehanna Valley Central School District  
Richard T. Stank Middle School  
P.O. Box 225  
Conklin, New York 13748  
Telephone: (607) 775-9129**

Mr. Carmen Marino, Principal  
775-0303

Mr. Scott Snyder, Assistant Principal  
775-9131

Mrs. Colleen Squire  
School Counselor, Students A – K  
775-9133

Mrs. Marissa Paulo  
School Counselor, Students L – Z  
775-9134

Mrs. Colleen Lynch, School Nurse  
775-9136

Mrs. Karen Comella, Principal's Secretary  
775-0303

Ms. Kristy Hill, Asst. Principal & Athletics Secretary  
775-9131

Mrs. Julianna Quinn, Main Office Secretary  
775-9129

Mrs. Suzann Huntley, Guidance Office Secretary  
775-9132

Mr. Herman Tio, School Psychologist  
775-9135

Mr. Daniel Kosick, School Social Worker  
775-9127

# TABLE OF CONTENTS

<u>SUBJECT</u>	<u>PAGE</u>
Introduction	5
Guidance Services	6
School Social Worker	7
Instructional Staff	8
Art Department	9
English Department	10
Family and Consumer Science Department	11 - 12
Foreign Language Department	13
Library Media Department	14
Mathematics Department	15
Music Department	16
Physical Education and Health Department	17 - 18
Science Department	19
Social Studies Department	20
Technology Education	21
Middle School Activities	22

# **INTRODUCTION**

## **RICHARD T. STANK MIDDLE SCHOOL**

Susquehanna Valley's Richard T. Stank Middle School is organized as a grade 6-8 building serving a diverse population of approximately 300 students. The school offers a quality program of instructional and co-curricular activities designed to meet the unique physical, emotional, social and intellectual needs of the adolescent. The middle school programs serve as a "bridge" between elementary school and high school, helping our students develop skills for their continued success academically and beyond. Students at Richard T. Stank Middle School are organized into interdisciplinary teams at each grade level. At the sixth grade level, the interdisciplinary team teachers teach ELA, math, science, social studies, and a skills class. At the seventh and eighth grade levels, the interdisciplinary team teachers provide instruction in ELA, math, science, and social studies. Dependent upon grade level, students also receive instruction in art, music, health, family and consumer science, technology and foreign languages. All students participate in physical education classes. Interdisciplinary teaming at the middle school allows our teachers to organize instruction in a more meaningful fashion, helping in the transition to ninth grade and high school course work.

As required by the Board of Regents' Action Plan, opportunities exist for selected students to be recommended for an accelerated program in math and/or science. During their sixth grade year, students will select one language to study in seventh and eighth grade. By successfully completing French or Spanish in seventh and eighth grades, and passing the local final assessment, students earn a high school credit of foreign language.

At the beginning of each school year, all students and parents are provided with information regarding middle school programs. You are encouraged to review this information at the beginning of the school year and contact the appropriate office at RTS Middle School if you have any questions.

# GUIDANCE SERVICES

The Middle School Guidance Office is staffed by two certified school counselors, Mrs. Colleen Squire and Mrs. Marissa Paulo, as well as a full time secretary, Mrs. Suzann Huntley. Mrs. Squire works with all students with last names beginning with the letters A through K. Mrs. Paulo works with all students with last names beginning with the letters L through Z.

Three main services provided by the school counselor include advisory assistance, counseling services, and an annual review.

Advisory assistance is proactive in nature. Through it, guidance personnel reach out to students who need help or information. Advisory assistance is provided to students to enable them to learn about curriculum options and develop educational and career plans. It is also designed to help students who exhibit attendance, academic, behavioral and/or adjustment difficulties.

Counseling services are available for students. Sometimes students need more than “advisory assistance” to resolve a situation, solve a problem or reach an appropriate decision. At these times, students are encouraged to utilize counseling services. Counseling is a process of interaction between the counselor and the student. It is both confidential and goal directed. It is a learning process for students so they will know that they have choices, can act on their choices, must want to take responsibility for their actions and must solve their own problems.

The Annual Review is an individual conference between the student and the school counselor. It is an important way of identifying individual student needs in the areas of educational progress and career planning. At the eighth grade level, parents are formally invited to attend their child’s planning conference via a letter mailed home.

You are welcome to visit or call your child’s school counselor.

Mrs. Squire: 775-9133

Mrs. Paulo: 775-9134

# SCHOOL SOCIAL WORKER

**Daniel Kosick, LMSW**

School social workers are the link between home, school and community. They focus on family and community factors that influence learning. They provide intensive services for students facing multiple risk factors. Together with counselors and psychologists, school social workers provide counseling and mental health services. As members of the building's educational team, school social workers promote and support students' academic and social success by providing specialized services that include the following:

- Individual and group counseling
- Support groups for students and parents
- Crisis prevention and intervention
- Home visits
- Social-developmental assessments
- Parent education and training
- Professional case management
- Information and referral
- Collaboration with other pupil services professionals
- Advocacy for students, parents, and the school system
- Administration and supervision of pupil services programs
- Coordination of services for students and families with community agencies and programs
- Staff development
- Policy development such as discipline and attendance policies
- Dignity Act Coordinator

Our school social worker is Mr. Daniel Kosick, LMSW. His office is located within the Middle School's Guidance/Health Services suite. He can be reached at 775-9127.



# INSTRUCTIONAL STAFF

## Art

Chairperson - Jeff Renner  
Bassem Eldakar  
Bridget Ray

## English

Chairperson - Margaret Guyette  
Terri Howard  
William Leudemann  
Sara Loftus  
Cory Valentine

## Family/Consumer Science

Chairperson - Teresa Steflik  
Jessica Esperon-Meneilly  
Teresa Steflik

## Foreign Language

Chairperson - Sharon Rowe  
Helga Jensen - Spanish  
Denise Miller - Spanish  
Jessica Wright - French

## Library

Librarian - Rita Foran

## Math

Chairperson - Richard Brice  
Shawn Baldwin  
Stacey DiRenzo  
Marcy Herrick  
David Rader

## Music-General/Instrumental

Co-Chairperson - James Apicella  
Co-Chairperson - Gail Markstein  
Jennifer Perkins

## Physical Education/Health

Director - Scott Snyder  
Karen Bidwell - P.E.  
Michael Ford - P.E.  
Allison Cass - Health

## Science

Chairperson - Lorraine Buckley  
Erin Robertson  
Jennie Sherman  
Jay Vimislik  
Ashley Zietz

## Social Studies

Chairperson - Norm Cline  
Daniel Fitzgerald  
Andrea Gresko  
Connie Hardy  
Eric Holmberg  
Matthew Schneider

## Technology

Chairperson - Teresa Steflik  
Kurt Rezuca  
Quentin Taylor

## Special Education

Director - Maureen Kline  
Shirley Goodman  
Michele Harder  
Rachel Heslin  
Breanna Ryder  
Denise Yeager

## Math Specialist

Deborah Bunker

## Reading Specialist

Leslie Lance

## Teacher Aides/Monitor

Gayle Ditch - Computer Lab Aide  
Richard Hine - Special Education  
Ted Hudock - Monitor  
Theresa Prozeralik - Special Education  
Michele Reilly - Special Education  
Kathleen Seidel - Special Education  
Kim Tingley - Special Education  
Jeneen Wiggins - Special Education

# ART DEPARTMENT

Jeff Renner, Department Chairperson

New York State Learning Standards for the Arts:

Standard 1: Creating, Performing and Participating in the Arts

Standard 2: Knowing and using Arts Materials and Resources

Standard 3: Responding to and Analyzing Works of Art

Standard 4: Understanding the Cultural Contributions of the Arts

Art is a powerful tradition. In creating art, you are continuing a tradition of the human race that goes back to the beginning of time. Every culture, throughout time, has had art as an expression. Like ancient people and their cultures, you as students will be:

1. Expressing ideas
2. Creating aesthetically appealing artwork
3. Communicating ideas and values through art
4. History and culture

The Art Teacher's role is to provide each student with the knowledge to succeed. You will improve your skills, learn and use new materials and techniques, learn about Art History and other cultures and learn to discuss and analyze your own, and others artwork.

## **ART 6 & 8**

Both 6<sup>th</sup> and 8<sup>th</sup> grade students will have the equivalent of 20 weeks of art; each geared towards their appropriate grade, ages, skills and interests.

## **TOPICS**

The courses cover The Language of Art, Art History, Light and Color, Shape and Form, Sequence and Kinetics. Students will use a wide variety of media in both Two Dimensions and Three Dimensions, and Computer Aided Design.

## **GOALS**

Emphasis is on creative problem solving, personal expression, and learning how to use the elements and principles of design to create aesthetically pleasing results.

## **ANNUAL ART SHOW**

The Middle School presents a "Music and Arts Festival" in May. Every student and his/her art is represented at the festival.

This culminates the year's creations and hard work, it should not be missed.

# ENGLISH DEPARTMENT

Margaret Guyette, Department Chairperson

## ENGLISH 6-8 CURRICULUM

The English program in grades six through eight is aligned with the New York State P-12 Common Core Learning Standards for English Language Arts and Literacy approved on January 10, 2011 by the NYS Education Department. Students will be engaged regularly in activities and tasks designed to prepare them for success on the Common Core English Language Arts Test administered in the spring. Across the grade levels, students will read, write, listen and speak in order to gain fluency, comprehension, analytic, and communication skills necessary to be on track for college and career readiness.

### ENGLISH 6

Challenging literature is paired with nonfiction pieces that the students analyze and synthesize in order to write narrative and expository essays. Students gather evidence from both fiction and nonfiction in order to determine theme, conflict, point of view and author's purpose. Listening, speaking, reading and writing skills support the content of Social Studies and Science within the Common Core Learning Standards.

### ENGLISH 7

Literature units follow a thematic approach and include the study of short stories, novels, biographies, drama and poetry. Listening, speaking, reading, and writing skills and assignments connect to nonfiction material in the Science and Social Studies Departments, as does the study of vocabulary, a concept that supports the Common Core Learning Standards. Composition includes writing in a variety of styles that include narrative and expository, such as writing from sources to make an argument.

### ENGLISH 8

Students will engage regularly in independent reading of fiction, nonfiction, poetry, periodicals, and primary source documents. Students will focus on building skills in making inferences that can be defended with evidence gathered from rigorous literary and informational sources. Writing emphasizes use of evidence from both fiction and nonfiction sources to inform or make an argument. Students will gain knowledge and skills they need to succeed in high school, college, and their careers.

# FAMILY AND CONSUMER SCIENCE DEPARTMENT

**Teresa Steflik, Department Chairperson**

The purpose of Family and Consumer Science education is to prepare individuals to be competent, confident and caring in managing their personal, family and career lives.

## INTRODUCTION TO FAMILY AND CONSUMER SCIENCE 6 & 7

Introduction to Family and Consumer Science is a course designed to help adolescents live in a society of constant change and to improve their quality of life by preparing them to meet their present and future responsibilities as family members, consumers, home managers and wage earners. The broad objectives of this curriculum are to:

1. Develop skills, which lead to effective decision making, problem solving, and management in the home, school/community and workplace.
2. Develop concepts and skills basic to home and family responsibilities.
3. Develop personal skills, which will enhance employment potential.

These course objectives are aligned with required New York State Learning Standards for Family and Consumer Science:

- Standard 1: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity and maintain personal health.
- Standard 2: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
- Standard 3: Students will understand and be able to manage their personal and community resources.

In addition, Introduction to Family and Consumer Science is one of the few classes in the middle school that devotes a significant amount of time to career development. It is primarily through Introduction to Family and Consumer Science that the Learning Standards for Career Development and Occupational Studies are addressed. These standards are:

- Standard 1: Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.
- Standard 2: Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.
- Standard 3: Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Introduction to Family and Consumer Science is a required course for all middle school students in New York State. At Richard T. Stank Middle School, students receive one semester (20 weeks) of Introduction to Family and Consumer Science in 6<sup>th</sup> grade and one semester of Introduction to Family and Consumer Science in 7<sup>th</sup> grade.

## **INTRODUCTION TO FAMILY AND CONSUMER SCIENCE CURRICULUM**

This course is designed to prepare students to meet their present and future responsibilities as family and community members, consumers, home managers, and wage earners. The goal is to educate students to think constructively, make sound decisions, solve problems, and manage resources.

### **PROCESS SKILLS**

- Communication
- Leadership
- Management
- Thinking

### **CONTENT TOPICS**

- Community Connections
  - How can I integrate multiple life roles and responsibilities into family, school, and community settings?
- Career Development
  - How can I develop skills to help me find meaningful work and determine the role work will play in my life?
- Clothing Management
  - How can I develop skills that demonstrate effective clothing management and that show how clothing decisions affect me?
- Consumer Resource Management
  - How can I develop skills that demonstrate responsible consumer practices?
- Financial Management
  - How can I develop skills that demonstrate effective money management?
- Human/Child Development
  - What are the roles and functions of individuals at each stage of the lifecycle?
- Interpersonal Relationships
  - How can I develop skills that demonstrate appreciation of diversity and that facilitate effective relationships with others?
- Nutrition and Wellness
  - How can I develop skills that demonstrate nutrition and wellness practices that enhance individual and family well-being?

# FOREIGN LANGUAGE DEPARTMENT

**Sharon Rowe, Department Chairperson**

In sixth grade, students will get an introduction to both French and Spanish and then will select one language for two full years in middle school. Upon successful completion of French or Spanish in 7<sup>th</sup> grade and 8<sup>th</sup> grade, in addition to successfully passing the local final assessment, students will earn a high school credit of foreign language. These students may proceed to accelerated Level 2 or opt not to continue with a foreign language. Students that do not successfully complete the requirements for the high school foreign language credit must take Level 1 in 9<sup>th</sup> grade. One high school credit is required for graduation in New York State (unless a student is exempt as per his/her individual IEP).

The goals of the foreign language courses in 7<sup>th</sup> and 8<sup>th</sup> grade are to have students learn a variety of vocabulary topics as well as learn grammar structures and expressions needed for communication in the target language. Reading, Writing, Listening, and Speaking are the skill areas students will practice at Checkpoint A in the New York State foreign language standards. Students will also develop cross-cultural skills and understandings in foreign language courses.

In high school, students who wish to receive the Regents Diploma with Advanced Designation will need to continue on and successfully complete Level 3 French or Spanish.

Spanish students have the additional opportunity to earn up to 9 credits of Tompkins-Cortland Community College concurrent college credit in high school. In order to qualify for the first TC3 concurrent college course, SPAN 102 in the Spring of Level 3, students must have an 80+ average in the first 2 quarters of Level 3. Students that continue to qualify for concurrent college credit may take SPAN 201 in the Fall of Level 4 and SPAN 202 in the Spring of Level 4. If a student chooses to begin Spanish 201 in Level 4, he/she must have an 85+ average in all previous Spanish courses to qualify.

French students have the additional opportunity to earn up to 10 credits of SUNY Broome Community College concurrent college credit in high school. Students that have an 85+ average in all previous French courses are eligible for SUNY Broome Community College credit beginning in the Fall of Level 3. FRE 102 is a full year course and is 4 college credits. Upon successful completion of FRE 102, students may continue to FRE 201 in the Fall and then to FRE 202 in the Spring of Level 4. If a student chooses to begin FRE 201 for college credit, he/she must have an 85+ average in all previous French courses to qualify.

# LIBRARY MEDIA DEPARTMENT

The Library Media Center at Richard T. Stank Middle School utilizes current technologies in Information Science to enhance and support the curriculum and related research projects.

During the school year, the Librarian works in conjunction with the classroom teacher to plan and schedule classes for extended research projects and presentation. Students have instruction and practice in searching on-line card catalogs, the Internet, and numerous electronic databases. The Susquehanna Valley Central School District on-line card catalog and various databases can be searched at home on the internet at <http://www.svsabers.org/LibraryMediaCenter1.aspx>. Passwords are available from the librarian.

Our approach to instruction is based on an inquiry model that emphasizes logical research techniques, standard note taking skills, and correct works cited format. In addition, we continue to update the fiction, informational text, and periodical collections with print and on-line materials that will support the curriculum and encourage the lifelong habit of reading and learning.

# MATHEMATICS DEPARTMENT

Richard Brice, Department Chairperson

New York State has adopted the Common Core Learning Standards (CCLS) for Mathematics. State assessments will reflect the new standards.

The CCLS are designed to:

- focus on fewer topics at each grade level in order to allow students to gain a deeper understanding, and to allow students to build their understanding coherently as they move from grade to grade;
- help students develop speed and accuracy with basic calculations and skills (for example, multiplying and dividing with numbers up to 100 in grade 3);
- support students in understanding concepts from multiple perspectives, rather than just learning how to “get the answer;”
- provide more applications of math concepts to real world situations, and to develop problem-solving skills and the ability to apply concepts appropriately.

## **MATH 6**

A central topic will be fractions, rational numbers and ratios. Students will understand ratio concepts and use ratios to solve problems. They will extend their previous knowledge of fractions to dividing fractions by fractions.

In algebra, students will learn to work with algebraic expressions, and will reason about and solve one-variable equations and inequalities. They will represent and analyze relationships between dependent and independent variables. In geometry they will learn to solve real-world and mathematical problems involving area, surface area and volume.

## **MATH 7**

Building on their understanding of ratios from 6<sup>th</sup> grade, students will analyze proportional relationships and use them to solve real-world and mathematical problems. They will become adept at adding, subtracting, multiplying and dividing rational numbers.

In algebra, they will use properties of operations to generate equivalent expressions, and they will solve real-life and mathematical problems using numerical and algebraic expressions and equations. In statistics and probability, students will use random sampling to draw inferences about a population and will learn to use probability models.

## **MATH 8**

In algebra, students will work with radicals and with integer exponents. They will understand the connections between proportional relationships, lines and linear equations, and will analyze and solve linear equations and pairs of simultaneous linear equations.

In geometry, students will understand and apply the Pythagorean Theorem. They will learn about and apply the concepts of congruent and similar figures.

Students will learn the concept of a function, use functions to model relationships between quantities, and use scatterplots and linear relationships to investigate patterns of association in bivariate data.

**Students at each grade level will take a New York State Assessment. The exams will be administered over portions of 3 days.**



# MUSIC DEPARTMENT

James Apicella, Gail Markstein  
Co-Chairpersons

## GENERAL MUSIC 6 & 7

General Music is a twenty-week equivalent course of study offered every other day focusing on the development of different skills and music appreciation. Examples include active listening, performance on different instruments including guitar, and unpitched and pitched percussion. Students experience as many different periods, styles, and organizations in music that time allows.

## CHORUS 6, 7 & 8

Chorus is available every other day during Saber Time for interested students. The ACE chorus is comprised of 7<sup>th</sup> and 8<sup>th</sup> grade students and the BDF Chorus consists of 6<sup>th</sup> grade students. This course will involve the study, preparation and performance of music in the choral repertoire. All students are required to perform in and attend all RTS MS concerts. Students are also required to spend additional time outside of school time in preparation for this course.

## CONCERT ORCHESTRA 6, 7 & 8

Orchestra consists of students in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade interested in playing in an orchestra on a string instrument. This group meets during Saber Time. Students will be exposed to a variety of orchestral repertoire and string techniques through rehearsals and performances. All orchestra members must take instrumental music lessons, perform in and attend all RTS MS concerts as a part of their grade for this course. Students will be expected to spend additional time outside of school in preparation for this course.

## MIDDLE SCHOOL BAND 6, 7 & 8

The ACE Band meets on days A, C & E. It contains mostly 6th grade students. The group performs several concerts each year and works on NYSSMA level 1 and 2-band literature (level 1 – very easy • level 2 – easy).

The BDF Band meets on days B, D, & F. It is made up of 7<sup>th</sup> and 8<sup>th</sup> grade students and performs several concerts each year. The band works on music equivalent to NYSSMA level 3 literature.

This course will involve the study, rehearsal, and performance of music in the band repertoire. Students will be required to spend additional time outside of school time in preparation for this course. All students will be required to take a weekly instruction period in school.

Students will be required to adhere to the music policy given to each student at the beginning of each year.

Objectives for students are both individual and group: Individual – position, embouchure, articulation, breath control, tone quality, technique, phrasing, style and theory; Group – same as above with the addition of balance, dynamics, interpretation and listening.

## INSTRUMENTAL ORCHESTRA LESSONS 6, 7 & 8

All band and orchestra players are required to take lessons. They are arranged on an individual basis in small classes on a rotating schedule. Students are given assignments to work on based on their ability level. Students not in Band or Orchestra who have an interest in learning an instrument are encouraged to sign up for lessons.

# PHYSICAL EDUCATION AND HEALTH DEPARTMENT

Scott Snyder, Athletic Director

## *Why is Physical Education required?*

Physical education is a learning process that focuses on knowledge, intellectual skills, character development, motor abilities, physical strength and endurance, social interaction and self-expression. Physical education is a New York State mandated course.

## *Materials Needed*

1. Proper attire is required for class activities. We suggest each student keep a pair of shorts, sweatpants, tee shirt and sweatshirt in their lockers. We will go outside often, and clothing will need to be weather appropriate. Students who are unprepared for class (do not change clothes or wear proper footwear) will need to make up class during remediation period when the teacher is available to recover lost points.
2. Students must wear proper sneakers (i.e. no platform sneakers, loose-fitting skater sneakers, slip-ons, wheelies, etc.).
3. Students will need an appropriate swimsuit for the mandatory swim unit (a one-piece or “tankini” is preferable for girls, but a two-piece can be worn if it is “swim appropriate,” swim trunks for boys). No “street clothing” allowed.

## *Attendance and Make-up Policy*

Students have class every other day. Regular class attendance is important in order to engage in physical activities and develop knowledge and concepts of physical education, health, and fitness. Students are required to make-up classes that are missed due to absences (home sick, doctor’s appointment, band/music lesson, etc.). In the event that a student does not make up missed classes, the student will receive a “0” (zero) for the missed class, until the class is made up. Please see your teacher as soon as possible after the missed class to arrange the make-up. Make-ups should take place during remediation period within 2 weeks.

## *Medical Excuses*

All medical excuses/doctor notes should be sent to the nurse’s office. Upon verification, students on extended medical will be excused from physically participating in the class, and will be given an alternate assignment such as a project or “Sportfolio” to complete during class time. Students are required to check in with their P.E. teacher daily, before reporting to the library or computer lab to work on their assignment. Once the project or Sportfolio is turned in, it will be graded and students will receive make-up credit for the classes missed. Additional work may be required during remediation period, as deemed appropriate by the teacher. A one-day medical excuse will be treated as an absence from class, and should be made up during remediation.

### Lockers

1. Keep valuables locked in your locker at all times. *You* are responsible for your own clothes, jewelry, etc...
2. No sharing lockers.
3. Do not give anyone your combination.
4. The teacher reserves the right to change your locker location if deemed necessary.

### Classroom and Safety Rules

1. Be prepared. Keep P.E. clothes in your locker so you do not forget them. Bring in a new change of clothes before you take the old ones home to wash.
2. Be on time to class, or have a pass.
3. Be respectful and cooperative toward peers, teachers, substitutes and guests.
4. Listen and follow directions, especially safety guidelines.
5. For safety, please refrain from chewing gum during P.E. class.
6. Jewelry should be locked in your locker during class for safety.
7. Respect other people's property.
8. Give your best effort each and every day.

### Grading Policy

#### Daily Assessment

- Up to 4 points can be earned each class for the following:
  - *Preparedness for class* (changed clothing into appropriate P.E. attire: shirt, shorts and sneakers, bathing suit, etc.).
  - *Participation* (student actively participates in the daily activity).
  - *Effort* (student participates to their highest personal level, demonstrates leadership, shares ideas with class, extra effort).
  - *Attitude* (respectful toward adults and classmates, shows concern for others, listens, follows directions, demonstrates sportsmanship and civility).

### Overview of Activities

The middle school Physical Education curriculum will consist of a wide variety of skills, games, activities, and projects that promote cooperative learning, lifetime fitness, health-related fitness, and various sports knowledge. We look forward to a fun-filled, active and exciting new year!

# HEALTH DEPARTMENT

The health education program is required for every eighth grade student. The program incorporates the topics recommended by the New York State syllabus. Major content areas covered fall under mental health, physical health, and social health. Emphasis is placed on skills necessary for life-long health and wellness.

# SCIENCE DEPARTMENT

Lorraine Buckley, Department Chairperson

## SCIENCE 6

Students are exposed to both Physical Science and Life Science concepts in sixth grade. Laboratory skills such as the use of the compound light microscope are developed as students engage in a study of cells, cell structure, and cell reproduction. A significant portion of the year is devoted to physical science topics. Through the use of laboratory investigation and teacher demonstration, students master the concepts of physical and chemical changes, the conservation of matter, energy relationships, statics and electricity, the atmosphere, weather, and climate. Lab skills such as linear measurement, determination of volume, the use of a triple beam balance and the microscope are developed throughout the year. Students are assessed by a variety of means throughout the year. This assessment includes both traditional paper and pencil testing in addition to the demonstration of the ability to perform various laboratory skills.

## SCIENCE 7

Seventh Grade Science builds on the concepts of Life and Physical Science learned in fifth and sixth grades. Students continue to develop their skills of observation and refine their skill in the use of basic scientific instruments through a variety of laboratory activities. Application of scientific literature is an integral part of many activities throughout the year. Students study minerals, the rocks that they compose, and the fossil record. Students investigate the natural earth processes, both physical and chemical, that weather and erode rocks and geologic structures. The flow of energy is made evident to students as they explore the circulation of water and begin to look at the movement of plates as a result of the flow of heat within the earth. Life science concepts of competition, extinction, and change through time are seen as students explore the fossil record. Students continue to develop their skills with the use of the microscope, classification, applying the scientific method and the integration of mathematics as is done in the determination of density. Students are assessed by a variety of means throughout the year. This assessment includes both traditional paper and pencil testing in addition to the demonstration of the ability to perform various laboratory skills.

## SCIENCE 8

In eighth grade, students will increase their understandings of Life, Physical, Chemical and Earth Science. Students build on their previous experiences while conducting more in depth studies of course topics. They regularly use the inquiry method and apply mathematical analysis. Scientific skills are continually developed through laboratory investigations.

Laboratory skills are assessed as a part of the New York State Education Department's Intermediate Level Examination. Part A is multiple choice questions, while Part B is in a constructed response format. Part C of the exam is the laboratory component mentioned previously.

The complete Intermediate Level Science Core Curriculum Grades 5-8 may be accessed through the New York State Education Department's site at [www.p12.nysed.gov/ciai/mst/pub/intersci.pdf](http://www.p12.nysed.gov/ciai/mst/pub/intersci.pdf).

# SOCIAL STUDIES DEPARTMENT

Norm Cline, Department Chairperson

## THE EASTERN HEMISPHERE 6

**Grade 6:** The grade 6 social studies program emphasizes the interdependence of all people, keying on the Eastern Hemisphere. The core disciplines are used to develop and draw relationships and understandings about the social/cultural, political, economic and historical aspects of life in the Eastern Hemisphere.

Study will begin with archeological evidence of life in the Neolithic Era through to a study of the Renaissance. Comparisons will be made of various civilizations selected from the continents of Africa, Asia and Europe.

There will be a comprehensive final examination on the material covered in June. The test format will include multiple choice, short answer, and a writing section.

## UNITED STATES AND NEW YORK STATE HISTORY 7 & 8

**Grade 7:** This course will cover the time period 1500 – 1876. Students will study major social, political, and economic trends that influenced and shaped American History. Areas of special attention will include: Iroquois Civilization, European Exploration, and Colonization, The American Revolution, The Constitution, The Age of Homespun, The Age of Jackson, The Civil War and Reconstruction.

There will be a comprehensive final examination on the material covered in June. The test format will include multiple choice, short answer, and a writing section.

**Grade 8:** This course will cover the time period of 1860 – present day. As in year one (grade 7), students will study major social economic and political trends that shaped American History. Special attention will be given to: Industrialization of America, America Becomes a World Power, World War I, The Roaring 20's, World War II, America As Leader of the Free World, and America and Change Since World War II. Citizenship, State and Local Government will also be emphasized.

There will be a comprehensive final examination on the material covered in June. The test format will include multiple choice, short answer, and a writing section.

# TECHNOLOGY EDUCATION DEPARTMENT

**Teresa Steflik, Department Chairperson**

The Technology Education program at Richard T. Stank Middle School emphasizes hands-on activities that will improve skills such as: creative thinking, decision-making, critical thinking, problem solving and teamwork. Technology Education provides the link between theory and application of math and science skills. By studying Technology our capacity to understand the world and how to control the natural and man-made is enhanced.

Opportunities will be provided for students to learn from their mistakes; to solve problems through analysis, modeling, trial and error elimination, and other techniques; and to propose varied solutions to technical problems.

## **INTRODUCTION TO TECHNOLOGY 7**

In 7<sup>th</sup> grade, students will have 20 weeks of Technology Education primarily focused on Materials Processing activities. Students will be engaged in a variety of design and production activities that will integrate math, science, and technological concepts.

## **TECHNOLOGY 8**

In 8<sup>th</sup> grade, students will have 20 weeks of Technology Education designed to build on skills learned in seventh grade, as well as introduce new concepts that will be continued in high school technology classes. Eighth grade curriculum components will include: Brief History of Technology, Technical Drawing, Materials Processing, Engineering Design Process, and Basic Video Production.

# MIDDLE SCHOOL ACTIVITIES

There are a number of co-curricular activities that are available for student participation at the Middle School. As one can see from the list below, activities range from the traditional athletic and academic offerings to Jazz and Ski Club. We like to think of all of the co-curricular activities at the school as fun. They also help students to enjoy life more in the future and make the middle school years more interesting. Through these activities, students can develop and demonstrate qualities of leadership, make lasting friends, learn how to get along with others, and gain a valuable background of experiences.

Listed below are some of the co-curricular activities that have been offered at the Richard T. Stank Middle School:

6 <sup>th</sup> Grade Intramurals	Drama Club	Mathways to the Stars	Student Council
Band	FACS Club	Odyssey of the Mind	Video Club
Book Club	Games Club	Orchestra	Yearbook
Chess Club	Honor Society	Science Olympiad	YES! Leads
Chorus	International Club	Select Chorus	
Concert Band	Jazz Ensemble	Ski Club	