

Commack Middle School

Curriculum Guide

A PARENT GUIDE TO THE SEVENTH AND EIGHTH
GRADE MIDDLE SCHOOL CURRICULUM



Respect, Responsibility, Relationships

Commack Union Free School District



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DEAR PARENTS,

This curriculum guide is designed and published to provide parents with an overview of the areas of study for Grade 7 and Grade 8 at Commack Middle School.

The educational program at Commack Middle School is guided by the leadership from the Superintendent and the following individuals or groups:

- Executive Director of Instructional Services
- Principal of Leadership and Instruction
- Curriculum Associates
- Middle School Principal and Assistant Principals
- Curriculum Directors and Coordinators
- Lead Teachers

The Superintendent and the Board of Education steward the district towards continuous review of its educational program to ensure that students have the access and opportunity to engage in learning that exemplifies the Commack tradition of excellence in education.

Please use this publication as a guide to the educational program that your seventh and eighth grade students experience at Commack Middle School. If you have any questions about the educational program at Commack Middle School please contact your child's teacher or counselor.

Sincerely,
Dr. Michael Larson
Middle School Principal



Middle School Philosophy

Commack Middle School provides an educational program that is designed to meet the developmental needs of early adolescents by offering a full range of intellectual, social, emotional, physical, and developmental programming.

Our Middle School program is based on the following fundamental principles:

- A philosophy and mission that reflects the intellectual and developmental needs and characteristics of young adolescents.
- An educational program that is comprehensive, challenging, purposeful, integrated, relevant and standards-based.
- An organization and structure that support both academic excellence and personal development.
- Classroom instruction appropriate to the needs and characteristics of young adolescents provided by skilled and knowledgeable teachers.
- Strong educational leadership and a building administration that encourage, facilitate, and sustain involvement, participation, and leadership.
- A network of academic and personal support available for all students.
- Professional learning and staff development for all staff that are ongoing, planned, purposeful, and collaboratively developed.

Commack Middle School provides an educational program that is designed to meet the developmental needs of early adolescents by offering a full range of intellectual, social, emotional, physical, and developmental programming.

Our Mission:

The Commack Middle School will provide a child-centered environment with a wide range of learning experiences that enables children to achieve developmentally-appropriate academic and personal growth, helps them meet educational objectives, and supports them in their development as independent, life-long learners and responsible, global-minded citizens.

Our middle school program is based on the following fundamental principles:

- A philosophy and mission that reflect the intellectual and developmental needs and characteristics of young adolescents.
- An educational program that is comprehensive, challenging, purposeful, integrated, relevant, and standards-based.
- Classroom instruction appropriate to the needs and characteristics of young adolescents provided by skilled and knowledgeable teachers.
- Strong educational leadership and a building administration that encourage, facilitate, and sustain involvement, participation, and leadership.
- A network of academic and social emotional support available for all students.
- Professional learning and development for all staff that are ongoing, planned, purposeful, and collaboratively developed.

The Middle School is divided into teams amongst the grade levels. The teachers and counselors of each team meet together weekly to discuss academic and/or social issues as they relate to individual students and entire classes. All educators work collaboratively with mental health staff, administrators, and parents to ensure that the developmental, social, emotional and academic needs of individual students are met.



Middle School Administrators

Vanderbilt Parkway
Commack, NY 11725
631-858-3500

Dr. Michael Larson, Principal
Frank Agovino, Assistant Principal
Amy Martin Assistant Principal

Middle School Counselors

Counseling Center
631-858-3535

Mrs. Kregler, Director of Counseling
Mr. Schwartz, Lead Counselor

Mrs. Marino
Mrs. Neibloom

Mrs. Denton
Ms. Nicols

Mr. DiLorenzo
Mrs. Pihlkar

Directors/Coordinators/Lead Teachers

Art

Mr. Stuckey, Director of Art & Music
Mrs. Young-Dorn, Lead Teacher

Computers

Ms. Dagastine, Lead Teacher

English

Mr. Sautner, Director of Humanities
Mrs. Sturchio, Lead Teacher

Family Consumer Science/Health

Mr. Stuckey, Director of Art & Music
Ms. O'Donnell, Lead Teacher

Mathematics

Ms. Fennessy, Director
Mr. Cuff, Lead Teacher

Music

Mr. Stuckey, Director of Art & Music
Mr. Abrescia, Lead Teacher

Reading

Ms. Vitola, Lead Teacher

Physical Education

Mr. Friel, Director of Health & Physical Education
Mr. Kullack, Lead Teacher

Science

Ms. Longo, Director
Ms. Ferreri, Lead Teacher

Social Studies

Mr. Sautner, Director of Humanities
Mr. Boundy, Lead Teacher

Special Education

Mrs. Savrena Riddle, Director
Dr. Seebeck, Coordinator
Ms. Walerstein, Lead Teacher

Technology

Mr. Murray, Lead Teacher

World Languages

Ms. Olivares-Lazcano, Director of World Languages
Ms. Rizzo, Lead Teacher

STUDENT SUPPORT SERVICES

Middle School Counselors

School counselors are professionally trained and New York State certified. Their role is to identify and address student needs that will ultimately formulate into academic and personal success. Their main goal is to advocate for their students to ensure they have a positive and successful middle school experience. Counselors work with students individually, in small groups, and within the classroom setting to support and assist them in their academic, social, emotional, and personal development. Counselors also are the liaison between students, parents, and administrators. Oftentimes, the counselor will facilitate the needs of the student to identify and minimize barriers that stand in the way of student success. Our counselors are important sources of information for referrals and outside resources. The counselors offer support in areas including:

- Decision making skills
- Peer relationships
- Communication and conflict resolution
- Fostering self-awareness, acceptance, and diversity
- Teaching time management and organizational skills
- Crisis intervention for students and parents
- Academic Planning
- Individual and Group Counseling

Middle School Psychologists

The psychologist's role in the middle school involves support to school staff, parents and students regarding any academic, emotional, social or behavioral needs that may arise. The psychologist evaluates students who are referred to the Committee on Special Education (CSE) to assist in determining if special education services are necessary. The psychologist also provides counseling and crisis intervention services. They are an active participant in the development of functional behavior assessments and behavior plans. The school psychologist consults with teachers, administration, parents, and outside providers as an integral component on ensuring the student's success. They provide teachers and parents with strategies regarding student academic and behavioral issues and work with families when referrals for outside counseling are needed. In addition, the psychologist is responsible for assessments (using a variety of techniques to evaluate cognitive skills and learning aptitudes, personality and emotional development, and eligibility for special services).

Middle School Social Workers

The Social Worker provides services to students, families, and school personnel to promote and support a student's academic and social/emotional success. The Social Worker is part of the comprehensive educational team of the school, working together with other disciplines to provide the best educational experience for all students. Social work services may include the following (direct and indirect service):

- Individual and Group Counseling
- Intervention strategies to increase students' academic success and social/emotional well being
- Conflict resolution and anger management
- Access students with mental health concerns
- Intervention services for students with attendance and disciplinary issues
- Provide staff with essential information to better understand factors affecting student performance and behavior
- Crisis intervention for students and families
- Identify and report child abuse and neglect
- Access and develop school safety plans
- Initiate referrals for community resources
- Liaison between school and community agencies



INTERNATIONAL BACCALAUREATE

MIDDLE YEARS PROGRAMME

For detailed information on the IB Middle Years program, please refer to the Commack Middle School page on the District website: <http://www.commack.k12.ny.us/MiddleYears.aspx>

IB MYP Learner Profile

Knowledgeable

Risk-Takers

Principled

Balanced

Communicators

Reflective

Caring

Thinkers

Open-Minded

Inquirers

The IB Middle Years Programme (MYP) provides a framework of academic challenge that allows students to connect what they learn in school to the outside world, thereby producing a culture of global-minded learners. The MYP is focused on encouraging students to become critical and reflective thinkers. The Middle Years Program, as distinct from the high school Diploma Program, involves ALL our students, ALL our teachers, and ALL our courses. It is inclusive and focused on every child. Our students are in a crucial period of personal, social, physical, and intellectual development. The MYP is designed to help them find a sense of belonging in this ever-changing and increasingly interrelated world and to foster their positive attitude toward learning.

The IBO Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



7th and 8th Grade Enrichment

American Justice & Mock Trial (New for 2024-2025)

If you are interested in the justice system and would like to compete in a fictional court case against another school on Long Island, American Justice & Mock Trial may be for you. You will start by learning about how the justice system works in the United States and in other countries around the world. You will then play the role of a lawyer or witness in a mock court case where you will compete against your classmates and against another school. Finally, you will have the chance to apply your knowledge in a justice-related service project.

Building and Beyond

If you enjoy building, designing, and using tools to create, then Building and Beyond is the course for you. Here you will develop hands-on engineering and manufacturing skills by designing products, reading and creating blueprints, and constructing projects. Come work with tools from rulers and compasses to drill presses and belt sanders. You will create simple and complex projects and identify a construction project you would like to undertake to help people in our community.

Digital Media

If you are interested in scripting, filming, editing, or producing videos, then Digital Media Productions is a great option for you. You will learn to take on different roles as you produce interviews, movie scenes, "How-To" videos, advertisements, PSAs, and a community video project. Working in groups, you will learn how to use video equipment such as cameras, tripods, and microphones to film, and programs such as WeVideo, to edit. Students will take ownership over all aspects of production in their approach to film and media and celebrate the viewing of each video project with classmates. Digital Media Productions: Collaborate. Create. Capture!

Gaming & Coding

Would you like to create your own video games, interactive stories, and animations? In this course, you will learn key programming concepts (loops, conditionals, variables, even program debugging) and then design your own programs. We will use the computer language, Scratch, developed by MIT professors, to create and design programs, pursue personal interests, and interact with peers through imaginative collaborations.

Leaders of Tomorrow

"Leaders aren't born, they are made." Everyone has what it takes to be a successful leader! In this course, you will learn how to become a positive leader in your school, in your community, and throughout your life. You will engage in a variety of team building activities. Our Leaders of Tomorrow will first explore examples of local, national, and international leadership throughout history, entertainment, sports, and politics and then take leadership action to impact a cause you feel is important.

Math & Science Research

What color frequencies do ants detect best? How do fruit flies raised in different environments react to light? Have you ever wanted to explore your own questions about the world? In this course, you will team up with your peers and conduct an original research project in science and/or math. Working with a science and a math teacher, you will have an opportunity to learn, have fun, and enter competitions!

Objective Detectives: Forensics

Have you ever wondered how experts solve mysteries, perhaps even catch and convict criminals? In this course, we will investigate the basics of forensic science and how it is used to study, evaluate, and analyze crime scenes to unlock hidden clues and solve cases. Students will master investigative skills to determine and control a crime, design an examination plan, process physical evidence, and solve mysteries through the amazing world of forensic science.

Project Invention

Are you creative? Do you like to make new things? Tinker with different materials? Do you like to solve problems? Then this course is for you. This is a hands-on course that will provide you with a place to use your creativity in solving problems and challenges. You will have opportunities to tinker, research, design, create a prototype, test ideas, and share your ideas in a variety of formats. This course allows for both independent and group challenges. Shark Tank-like activities, Break-out challenges, and Fashion Design are just some areas to explore in this fun course.

7th and 8th Grade Enrichment (cont'd)

Robotics

Imagine it, design it, build it, and code it! Come explore the exciting world of robotics! You will learn concepts and gain skills that are needed to use the technology of the future. In this course, we will problem-solve while working in groups with three different robotic systems: Moss Robotics, littleBits, and NAO. Bring your creativity and imagination and prepare to have fun!

Science-History Through Popular Cinema

Did that really happen? Is that really possible? Have you ever watched a movie or a popular TV show and wondered if what you were seeing was fact or fiction? Is the transportation system in Black Panther the wave of the future? Can we invent flying cars like in Back to the Future? Will we be able to say, "Beam Me Up" in a few decades or fly through space like in Guardians of the Galaxy? Do scientists really believe there is an "Upside Down" as described in Stranger Things? In Science and History Through Popular Cinema, you will have the chance to watch parts of scientific and historical videos, analyze and research the evidence presented, and share your findings. In the movie First Man, there is a scene in which astronaut Neil Armstrong pilots an X-15 rocket plane into the stratosphere. Is it possible for a plane to exit the atmosphere and safely return? If so, was it depicted accurately in the movie? What do science and history say? Take this enrichment course and find out!

Sports Management (New for 2024-2025)

The sports industry is a dynamic, rapidly growing and multi-billion dollar industry. The Sports Management enrichment class will focus on all facets of sports programming. Students will have opportunities to research and explore careers in sports marketing, facilities management, product development, sports finance, sports law and officiating. Students will have opportunities to enjoy real life experiences, authentic projects and interact with guest speakers.

S.T.E.M. (Science, Technology, Engineering & Math)

Would you like to explore real-life problems then research and use your knowledge of science, technology, engineering, and math to create solutions? In this hands-on course, you will learn and use your abilities to design, test, and evaluate original products of your own.

Theatre

Acting and performing are exciting ways for you to express yourself and develop a meaningful understanding of your world. This class allows a form of expression where you will reach your audience through storytelling, movement, design and interaction. Working with your teacher, you will explore the different aspects of theater, including set design, costuming, performance, and culture. You will also have opportunities to perform both individually and in groups.

The Writers Studio

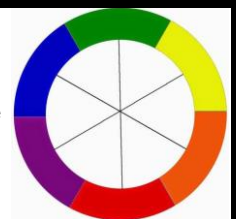
What is your story, your message, your passion? In the Writers Studio, there are no wrong answers and no limits to what you can create. You have the freedom to write about what interests you. Together we will explore stories, movies, anime, editorials, poetry, fiction, or any genre you are passionate about. Through Writers Studio you will self-publish a book that you can take home and add to your bookcase. Imagine how it would feel to be a published author... What will your voice be?

World Activists

World Activists is a course that will provide you with the unique opportunity and the resources to make a positive change in the world. Together we will address, discuss, and create action plans to find solutions for worldwide needs and issues. Through technology and social media, we will communicate with international pen pals and foster relationships with teens all over the world. In this class you will experience various cultural traditions, cuisines, music, and rituals, as well as examine and reflect on your own cultural customs in order to grow into an open-minded citizen of the world. Come be a world activist and use your leadership skills to make your voice matter. It is your turn to change the world. "It is in your hands to make a difference."- Nelson Mandela.

Wheel Classes

Wheel Classes consist of courses from the following departments: Art, Family and Consumer Sciences, Health, and Technology. Students will be enrolled in four classes throughout the year, taking one of each class every day and rotating each quarter. All 7th and 8th grade students are placed in **Art, Family and Consumer Science, Health, and Technology.**



Seventh & Eighth



SEVENTH GRADE ART

Seventh Grade Art in the Studio provides the enhancement of foundation concepts and skills within a 10-week sequence. This course offers the opportunity to work independently and together with other students to uncover the process of artistic creation and self-discovery. Explore art-making as you experiment with a variety of materials including paints, pencils, markers, pastels and clay.

The Seventh Grade Art in the Studio curriculum incorporates an introduction to the concept of identity, color expression, one-point perspective drawing skills, symbolism, and reflective writings. Students will examine the key and related concepts of innovation, identities and relationships. In accordance with the N.Y.S. Standards for the Arts and the I.B. Middle Years Program, we offer developmentally aligned 10-week courses for all grades 6-8 in art.

EIGHTH GRADE ART

Eight-grade students have the option of choosing one of the two following art classes within a 10-week sequence:

The Eighth Grade Art in the Studio curriculum incorporates an introduction to the concept of public art, application, color aesthetics, figure drawing skills, social messaging, and evidence-based writings. Students will use both technology and traditional methods to produce projects that raise awareness about school related topics such as conflict, digital citizenship and life in the middle school. Students will examine the key and related concepts of visual change, audience and fairness and development. In accordance with the N.Y.S. Standards for the Arts and the I.B. Middle Years Program, we offer developmentally aligned 10-week courses for all grades 6-8 in art.

Grade 8 Fine Art

This course offers the opportunity to work independently and together with other students to uncover the process of artistic creation and self-discovery. Explore art-making as you experiment with a variety of materials including paints, pencils, markers, pastels, found objects and clay.

Grade 8 Digital Art

This course offers the opportunity to learn about careers in digital animation, advertising, computer illustration and graphic design. Explore art-making as you create and design physical and digital art using the industry standard software Adobe Illustrator and Photoshop.

Seventh & Eighth Grade

English Language Arts

Grade 7

Students in English 7 strengthen their reading, writing and speaking skills throughout the units of study. They encounter novels, short stories, poetry, non-fiction and drama while working collaboratively to analyze, appreciate and interact with texts. Use of the reading and writing workshop model allows students to select high-interest titles that are appropriate for their reading level. The workshop environment allows students to work individually and cooperatively to conference, reflect and respond to their chosen texts.

Throughout the year, student writing focuses on summarizing, utilizing text evidence to support a claim, researching and responding to create a persuasive product, and exploring various creative tasks. Students continue to develop their understanding of the conventions of the English language: grammar, usage, punctuation and spelling, and they increase their vocabulary within the context of the units of study.

English Language Arts 7th Grade Standards

1. Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.
2. Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text.
3. In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning.
4. Introduce a precise claim, acknowledge and distinguish the claim from a counterclaim, and organize the reasons and evidence logically.
5. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
6. Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.
7. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Grade 8

Students in English 8 develop their reading, writing and speaking skills in preparation for entering the high school. Students study short stories, novels, non-fiction and drama, and they continue to improve their ability to analyze text through an understanding of literary terms and author's craft.

In order to improve language skills, students work in a range of group settings and in various modalities. They utilize technology in order to create and study in a variety of media. As writers, they further improve their ability to use text and relevant evidence to support their ideas. Students continue to develop their understanding of the conventions of the English language: grammar, usage, punctuation and spelling, and they increase their vocabulary within the context of the units of study.

English Language Arts 8th Grade Standards

1. Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences.
2. Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text.
3. In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision.
4. Write arguments to support claims with clear reasons and relevant evidence.
5. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
6. Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.
7. Analyze the purpose of information presented in diverse formats.
8. Use knowledge of language and its conventions when writing, speaking, reading, or listening.



Seventh & Eighth Grade Family and Consumer Sciences

Building skills that last a lifetime.

The goal of the CMS Family and Consumer Sciences curriculum is to prepare every student for family and work life through hands on learning experiences that:

- Shape responsible citizens and leaders.
- Strengthen cooperative and communication skills.
- Foster critical and creative thinking skills.
- Promote optimal nutrition and wellness.
- Encourage students to act as responsible consumers and resource managers.
- Provide stepping stones for optimal life management and career success.

The Family and Consumer Sciences Department (FACS) fits into the “Design” component of the Middle Years Programme curriculum model. The IB Programme defines Design as “...the know-how and creative processes that may assist people in utilizing tools, resources and systems to solve problems that may improve the human condition...” Through the use of the Design Cycle, student curiosity, ingenuity, self-confidence and resourcefulness is nurtured. Students can fine-tune practical and critical thinking skills while creating food products, setting career goals, discovering financial solutions, and sewing pillow projects.

Grade 7 FACS is a ten-week course that focuses on using fine art and design skills to create a pillow project. Students will learn hands-on sewing while reflecting on how their creative work provides insight into who they are. Students will also be introduced to Naviance, a computer-based career exploration program. These lessons are team-taught by both a FACS teacher and a guidance counselor.

Grade 8 FACS is a ten-week course that empowers students to begin career and financial planning. Students will use Naviance to explore their personal strengths and aptitudes, making connections to high school electives and a possible future career path. Students will make a community connection by participating in a class community service project. Eighth graders will delve into who they are, what they want to achieve and how they can give back to their community.



Seventh and Eighth Grade

The Commack Middle School Health curriculum focuses on acquiring knowledge to maintain optimum health and the ability to appreciate the value of good health. Throughout the 7th and 8th grade Health courses, students will observe and practice making healthy decisions. Each student will be encouraged to recognize the value of respect for oneself as well as others. Emphasis will be placed on responsibility and building positive relationships.

Topics for the 7th and 8th Grade Health Student:

- Wellness and a Healthy Lifestyle
- Mental Health/Mindfulness
- Nutrition/Fitness
- Family Living and Sexuality
- Substance Use, Misuse and Abuse Prevention
- Skeletal and Muscular Systems
- Violence Prevention and Bullying
- Environmental Health
- Owning Up Curriculum in Grade 8



Commack Middle School Library

The Library Media Center is the student-oriented information and media hub of Commack Middle School. Our overarching mission is to ensure that students are empowered to become efficient, ethical researchers, enthusiastic readers, and critical thinkers.

Students are welcomed to the middle school with a sixth-grade library orientation which highlights the library's programs and procedures. Students are provided the opportunity to visit during ELO and lunch periods to collaborate with classmates, work on projects and study for tests, or explore an updated collection of 18,000 titles recently overhauled and organized by genre.

In addition to providing student services on an individual basis, the School Media Specialists also provide whole class instruction in support of the Middle Years Program. Our School Media Specialists provide book talks and selections to guide Statements of Inquiry and build ATL Skills such as Communication, Socialization, Self-Management, and Thinking. Sixth, seventh, and eighth graders receive scaffolded, student-centered research instruction across all disciplines. Students examine real world problems and determine how "Human activities have consequences that can change the balance of the environment" and "Changes to science and technology have an impact on communities and environments" among several other inquiry statements. Instruction and assessments utilize a range of modern multimedia technology such as Canva and Nearpod.

A cornerstone of the library program is our Digital Forensics unit, designed to teach students how to become critical consumers of information and recognize how media influences our thinking, our decisions, and ultimately, our actions. Students build news and media literacy skills while engaging in lessons centered on algorithms, artificial intelligence, and misinformation. Media literacy is crucial to empower students as they navigate an ever-changing information landscape and develop a deeper understanding of the world.

Commack Middle School has six computer labs for student use. Students are encouraged to receive a pass in the morning to visit during their lunch period or ELO. Students have access to computers as well as printers.



Seventh Grade Mathematics

Seventh Grade Math

The emphasis of the seventh-grade math program, as integrated with the IB Middle Years Program, is on the continued development of problem solving and reasoning strategies while continuing to refine the students' understanding of mathematical skills and concepts. The curriculum builds upon the foundation of many of the topics that were introduced in sixth grade. The Standards for Mathematical Practice are infused in the curriculum. These include:

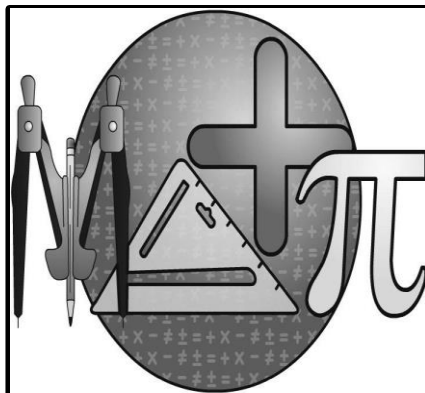
- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

Math 7 students will focus on the study of ratios and proportional reasoning and the arithmetic of rational numbers. Upon completion of this course, all students should be able to:

- Analyze proportional relationships and use them to solve real-world and mathematical problems.
- Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers.
- Use properties of operation to generate equivalent expressions.
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
- Draw and describe geometrical figures and describe the relationships between them.
- Solve real-life and mathematical problems involving angle measure, area, surface area and volume.
- Use random sampling to draw inferences about a population.
- Investigate, use and evaluate probability models.

Math 7 Pre-Algebra students will focus on the same topics as Math 7 but will also study additional Math 8 topics. These include:

- Additional work with expressions and equations including cases of no solution, one solution and infinite solutions.
- Connections between proportional relationships, lines and linear equations.
- The effect of dilations, translations, rotations and reflections on two-dimensional figures using coordinates.
- Exploring congruence and similarity of figures using rigid motions
- Real-world applications of percentages that introduce students to financial literacy.



Eighth Grade Mathematics

Eighth Grade Math

The emphasis of the eighth grade math program, as integrated with the IB Middle Years Program, is on the application of arithmetic concepts to algebra. Students will study the connections between proportional relationships, lines and linear equations. They will begin the study of functions using algebra, graphs and numerical representations. Congruence will be explored using rigid motions. The Standards for Mathematical Practice are infused in the curriculum. These include:

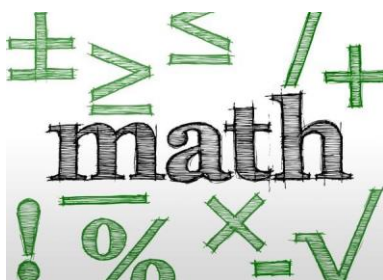
- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision
- Look for and make use of structure.
- Look for and express regularity in a repeated reasoning.

Math 8 students, upon completion of the course, should be able to:

- Work with radicals and integer exponents.
- Understand the connections between proportional relationships, lines and linear equations.
- Analyze and solve linear equations and pairs of simultaneous linear equations.
- Define, evaluate and compare functions.
- Use functions to model relationships between quantities.
- Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.
- Investigate patterns of association in bivariate data.
- Understand and apply the Pythagorean Theorem.
- Understand congruence and similarity in figures

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Students extend their understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and engage in methods for analyzing, solving, and using quadratic functions. This course is aligned with the Next Generation Learning Standards and topics include: seeing structure in expressions, arithmetic with polynomials and rational expressions, creating equations, reasoning with equations and inequalities, interpreting and building functions, and statistics and probability. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Algebra 1 is a course that formalizes and extends the mathematics that students learned in the middle grades. Students extend their understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and engage in methods for analyzing, solving, and using quadratic functions. This course is aligned with the Next Generation Learning Standards and topics include: seeing structure in expressions, arithmetic with polynomials and rational expressions, creating equations, reasoning with equations and inequalities, interpreting and building functions, and statistics and probability. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Students enrolled in this course will sit for the Algebra 1 Regents in June. Upon successful completion of the course, students will earn 1.0 high school credit. Final course grade and Regents grade will be listed on students' high school transcript.



Seventh & Eighth Grade Music

In **seventh-grade music**, students have the opportunity to participate in one of the courses below:

- Orchestra
- Band
- Chorus
- General Music

In **eighth-grade music**, students have the opportunity to participate in one of the courses below:

- Orchestra
- Band
- Chorus

Additionally, orchestra/band students who wish to be in a second music class have the opportunity to join a Lunch Chorus which meets on alternate days during the lunch period. Students in Lunch Chorus go first to the music class for 20 minutes, then are escorted by the music teacher to the cafeteria where they eat their lunch in the remaining 20 minutes of the period.

In Orchestra, Band, and Chorus, students will:

- Further develop instrumental or vocal skills.
- Continue to develop a greater understanding of musical elements including:
 - Pitch
 - Rhythm
 - Melody
 - Harmony
 - Timbre
 - Form
 - Expression
 - Style
- Deepen their appreciation for music through a wide variety of performance opportunities.

Small Group Instructional Music Lessons: In addition to the alternating-day ensemble rehearsals, all students that perform in band, choral and orchestral ensembles are scheduled for small group instructional music lessons on a rotating class period basis throughout the school day, approximately once per week. These music lessons are an expectation of the music program throughout the district, and are an extension of classroom instruction, providing students the ability to work on individualized music, specific instrumental or vocal technique, and concepts with their music teacher.

In General Music, students will develop:

- A greater appreciation for all aspects of music through listening to a variety of musical styles.
- The ability to play an active role in "music making" when using electric piano, tone bells, percussion instruments, guitars and ukuleles.
- An understanding of music elements



Seventh and Eighth Grade

Middle Years Program Physical Education aims to empower students to understand and appreciate the value of being physically active and develop the motivation for making healthy choices. The Commack Middle School Physical education coed curriculum focuses on the development of knowledge, skills and attitudes that will contribute to a student's balanced and healthy lifestyle. Our curriculum will focus on learning about and learning through the physical, and includes Owing Up, which supports the social and emotional development of students.

The following New York State Physical Education Standards will be included in our lessons:

- Personal Health and Fitness-Students will have the knowledge and skills necessary to establish and maintain fitness, participate in physical activity and maintain personal health.
- Safe and Healthy Environment-Students will acquire skills necessary to create and maintain a safe and healthy environment.
- Resource Management-Students will understand and be able to manage their personal and community resources.

Physical activity is important to human identity and global communities. It creates meaningful connections among people, nations and cultures.

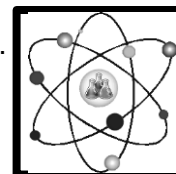


Seventh & Eighth Grade Science

Seventh Grade Science Curriculum

All of the Commack Middle School science curricula are designed to cultivate inquiring minds about science and the natural world, encourage transferable thinking skills, and promote positive social relationships among all learners within the school community. To this end, the students are engaged in hands-on lessons that develop:

- Scientific, mathematical, technological, and literacy skills so that students acquire relevant and essential knowledge.
- An appreciation and understanding of the scientific process in order to carry out scientific investigations.
- The ability to record, organize, process, and interpret data.
- Communication skills that enable students to present scientific information in a variety of formats, through a variety of modes, using appropriate scientific language.
- Problem-solving skills, practical skills, and intellectual rigor.
- An awareness of the interdependence between science and society and the willingness to act responsibly.
- The disposition and capacity to become lifelong learners in a rapidly changing world.
- The capacity and self-confidence to act both individually and collaboratively.
- Respect for others and an appreciation of similarities and differences.



Students in seventh grade study mainly physical science topics with introductory units in chemistry and physics. Life science and Earth and space science ideas are woven into many units and students have opportunities to do some engineering projects as well. There are five major units during the school year, Structure and Properties of Matter, Air Quality, Energy, Waves, and Forces and Motion. The Structure and Properties of Matter unit focuses on how matter is measured, classified, and how it can change. Air Quality is an interdisciplinary life, physical, and earth and space science unit focused on topics like the carbon cycle, pollution, and human impacts on the atmosphere. The Energy unit delves into types of energy, energy transformations, and includes more detailed study of thermal energy. The Waves unit introduces students to the characteristics of sound and light, how these waves interact with surfaces, and how they are used in various communication technologies. Finally, the Forces and Motion unit introduces Newtonian physics concepts as well as those of electricity and magnetism.

Eighth Grade Science Curriculum

In eighth grade, students are enrolled in one of three paths of study.

Regents Living Environment This high school level course is designed to give insight into the science of living things, with an emphasis on **understanding the basic structure and physiology of living organisms, the relationships between these living things, and how they have adapted to survive in their environment.** A detailed examination of the process of genetic expression and the process of evolution is also conducted. A minimum of 1200 minutes of successfully completed laboratory experiments are required to be performed. Students will take the New York State Regents Examination – Living Environment at the end of this course. Upon successful completion of the course, students will earn 1.0 high school credit. Final course grade and Regents grade will be listed on the student's high school transcript.

Regents Earth Science This high school level course addresses the content and process skills in the New York State Physical Setting—Earth Science Core Curriculum. An emphasis is placed on current discoveries in the field to help the student better **understand today's environmental issues, through the lens of geology, astronomy, meteorology, oceanography and hydrology.** This is a laboratory oriented course with an emphasis on deductive reasoning and thinking skills. A minimum of 1200 minutes of successfully completed laboratory experiments are required to be performed. Students will take the New York State Regents Examination in Physical Setting—Earth Science. Upon successful completion of the course, students will earn 1.0 high school credit. Final course grade and Regents grade will be listed on the student's high school transcript.

General Science This course focuses on life science. There is an introduction to cell biology, body systems and ecosystems to provide a foundation for movement into a Regents Living Environment course in grade 9. Students in this course will take the Grade 8 Intermediate Level Science Test.

Eighth grade class placement is based on teacher recommendation and 7th grade achievement.

Seventh & Eighth Grade

7th Grade Social Studies Curriculum

The primary purpose of 7th grade Social Studies is for our students to continue their journey through the Middle Years Program and help them develop into internationally minded students who will make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. In Grade 7, Social Studies is based on the geography and history of the United States. The course content traces the human experience in the United States from pre-Columbian times through the Civil War, with a focus on significant people, events, and locations. Grade 7 Social Studies is arranged chronologically and incorporates geography as well as economic, social, and political trends. There is a strong literacy component that engages students in utilizing historical thinking skills such as: gathering and interpreting evidence, chronological reasoning, comparing and contextualizing regions and events, geographic reasoning, understanding economic systems, and analyzing different perspectives. For more detailed information about the Social Studies Standards, Themes, Conceptual Understandings, and Social Studies Practices, please refer to the: [New York State K-8 Social Studies Framework](#)

Topics at the seventh grade level include:

- Native Americans
- Colonial America
- American Independence
- Foundations of Democracy
- Expansion of the Nation
- Reform Movements
- Civil War

8th Grade Social Studies Curriculum

The primary purpose of 8th grade Social Studies is for our students to conclude their journey through the Middle Years Program and help them to continue to develop into internationally minded students who will make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. Grade 8 Social Studies is arranged chronologically and incorporates geography as well as economic, social and political trends. The course content traces the human experience in the United States from Reconstruction through the present. Students will examine different themes in United States history which provides the opportunity to explore contemporary issues. There is a strong literacy component that builds upon the historical thinking skills developed in 6th and 7th grade social studies such as: gathering and interpreting evidence, chronological reasoning, comparing and contextualizing regions and events, geographic reasoning, understanding economic systems, and analyzing different perspectives. For more detailed information about the Social Studies Standards, Themes, Conceptual Understandings, and Social Studies Practices, please refer to the: [New York State K-8 Social Studies Framework](#)

Topics at the eighth grade level include:

- Reconstruction
- Industrialization, Immigration, and Reform
- Expansion and Imperialism
- World War I and the Roaring Twenties
- Great Depression
- World War II
- The Civil Rights Movement
- Modern Domestic Issues



Seventh & Eighth Grade Special Education Program

A continuum of programs and services are available for students with disabilities. Students with disabilities have been designated as such through a comprehensive referral process that includes cognitive, psychological, and academic testing. Determinations for special education services are made through the Committee on Special Education (CSE). The CSE may decide to recommend that a student participate in related services or special education programs, based on their specific strengths, needs, and goals.

Related Services:

Many students with disabilities receive related services. Common related services include, but are not limited to: speech/language services, counseling, occupational therapy, physical therapy, assistive technology services, vision services, and hearing services. These services are provided at school to assist the student in accessing the general education curriculum.

Resource Room:

Resource Room provides specialized supplementary small group instruction. This supplementary instruction, delivered in a maximum of a 5:1 student to teacher ratio, is provided in addition to the general education or special education classroom instruction that the student receives. It is not provided in place of the student's regular instruction.

Integrated Co-Teaching:

Integrated Co-Teaching Services provide academic and specially-designed instruction in the general education setting to an integrated group of students. These classes contain students with disabilities as well as general education students in an environment where collaborative teaching takes place between a general education teacher and a special education teacher.

Special Class:

Special classes provide primary instruction that is specially-designed to meet the similar needs of a group of students with disabilities in a smaller setting. These classes are taught by a special education teacher in conjunction with a teacher assistant.



Learning Knows No Bounds

Seventh & Eighth Grade Technology

In seventh grade Technology, students will learn to:

- Become competent using the Middle Years Program (MYP) Design Cycle.
- Build upon their knowledge of SolidWorks, a computer aided design (CAD) program to design projects.
- Use Cura, a computer aided manufacturing (CAM) program, in conjunction with a 3D printer, to manufacture projects.
- Continue to develop their understanding of the manufacturing process through the use of various hand and power tools.
- Use mathematical modeling to improve upon the design process.
- Understand the connections between math, science and technology.
- Work cooperatively towards a common goal.

In eighth grade Technology, students will learn to:

- Become proficient using the Middle Years Program (MYP) Design Cycle.
- Continue to gain efficiency in their understanding of the manufacturing process through the use of various hand and power tools.
- Develop a better understanding of the technological systems approach to problem solving.
- Use the Carnegie Mellon VexIQ curriculum guide to aid in the programming of robots.
- Establish a proficiency using RobotC, an adaptation of 'C', to program robots to autonomously perform prescribed tasks.
- Work cooperatively towards a common goal.



Seventh Grade World Languages



Grade 7: Spanish 7, Italian 7, French 7

Grade 7 Language is a daily course, in which students are introduced to new, interesting topics and myriad opportunities to grow their communicative skills of speaking and listening, reading and writing within a positive and supportive environment. Still an introductory course, grade 7 language learning focuses on skills and concepts at the NYS Checkpoint A level and the Novice Low- Mid levels on the national World Readiness Standards for Learning Languages scale.

Below are listed the units of study in grade 7 World Languages:

Education, within this unit of study, students will explore several introductory topics, including:

- school subjects
- school schedule
- school day and after school activities
- describing classes and preferences
- time (including parts of day)
- classroom objects
- school supplies
- types of schools in US and target culture(s)

House and Home, within this unit of study, students will explore several introductory topics, including:

- types of homes
- locations of homes
- physical features (urban vs. rural, etc.)
- descriptions of homes
- rooms and outside features in a home
- furniture
- home activities and responsibilities

Shopping, within this unit of study, students will explore several introductory topics, including:

- clothing and descriptive adjectives
- stores
- review of colors
- review of weather
- review of numbers / numbers above 100
- currency exchange

Travel, within this unit of study, students will explore several introductory topics, including:

- means of transportation
- maps
- schedules and fares
- time (24 hour clock)
- signs and instructions
- interaction at ticket counter
- advertisements / promotional information

Eighth Grade World Languages



GRADE 8 - Spanish 1, Italian 1, French 1

Students in Level 1 Language continue to explore topics, vocabulary and structures that support them. As in each year of study, the focus is to nurture the growth of communicative proficiency, through promotion of interpersonal, presentational and interpretive skill building opportunities. At the culmination of the school year, grade 8 students demonstrate their mastery of Checkpoint A knowledge and skills when they sit for a NYS required, locally-developed Checkpoint A assessment. Upon demonstrating proficiency in the course and on the Checkpoint A assessment, students earn the necessary 1 credit needed for graduation with a NYS Regents diploma.

Below are listed the units of study in grade 8 Level 1 World Languages:

Neighborhood and Community, within these units of study, students will explore several introductory topics, including:

- local facilities and points of interest
- recreational activities
- local stores and products
- review methods of transportation

Meal Taking, within this unit of study, students will explore several introductory topics, including:

- meals, courses, times
- food and drink
- food preparation
- restaurant vocabulary
- cultural cuisine
- nutrition

Health and Welfare, within this unit of study, students will explore several introductory topics, including:

- parts of the body
- ailments
- advice and remedies
- extending/declining invitations

Technology, Media, Social Media, within this unit of study, students will explore several introductory topics, including:

- technology vocabulary (computer, tablet, etc.)
- application vocabulary (app, post, follower, etc.)
- activities with technology (to browse, to follow, to comment, etc.)
- comparisons
- expressions (no service, phone died, etc.)

Middle School Clubs/Athletics

Clubs:

6th Grade Math Olympiads
7th Grade Math Team
8th Grade Math Team
24 Math Club
Art Club
Art & Literary Magazine
Best of Buddies Service Club
Beekeeping Club
Boys and Girls Leaders' Club
Cause Four Paws
Chamber Orchestra
Chess Club
Digital Media Club
Fashion, Sewing and Crafts Club
The Fitness Club
Flip-It!
Geography Club
The History and Research Club
International Cooking Club
Jazz Band
Lego Club
Lego Robotics Club
Math Counts
Mock Trial/Debate Team
Musical
Newspaper Club
National Junior Honor Society
Nature, Explorers, and Earth Protectors
Pay It Forward
Pride Club
Rocket Club
School Club
Science Olympiad
The Scrapsters Club
Select Band
Select Chorus
Service Club
Stage Band
Student Government
Treble Singers
Tri-M Music Honor Society
Yearbook
Yoga

Athletics:

Fall

Cheerleading
Boys Cross Country
Girls Cross Country
Field Hockey
Football
Kickline/Danceline
Boys Soccer
Girls Soccer
Girls Tennis

Early Winter

Boys Basketball
Cheerleading
Girls Volleyball

Late Winter

Girls Basketball
Boys Volleyball
Wrestling

Spring

Baseball
Girls Gymnastics
Boys Lacrosse
Girls Lacrosse
Softball
Boys Tennis
Boys Track
Girls Track



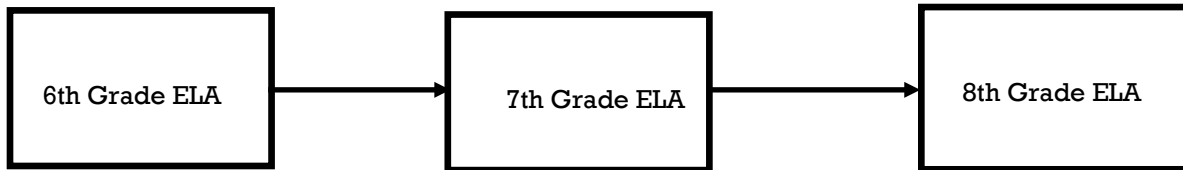
DEPARTMENT FLOW CHARTS

6th Grade to 8th Grade

Art



English



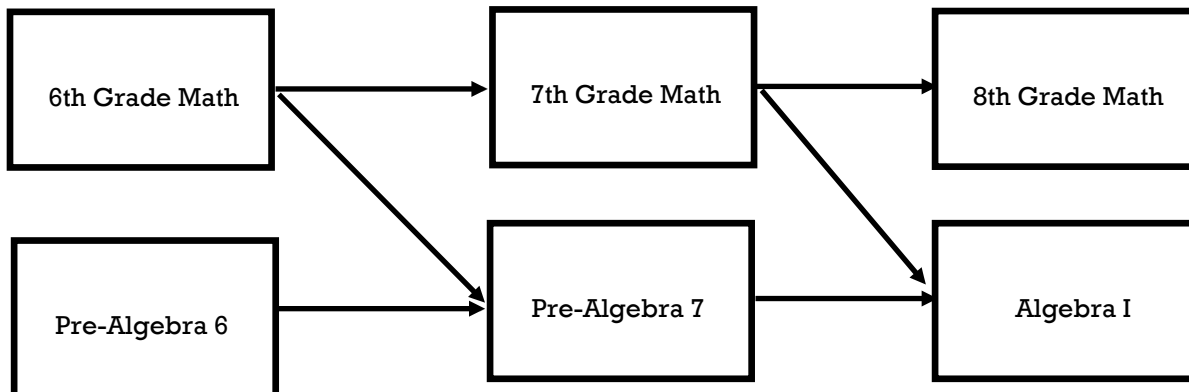
Family and Consumer Sciences



Health



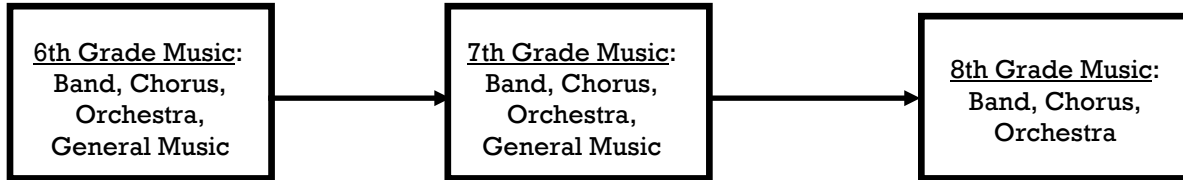
Math



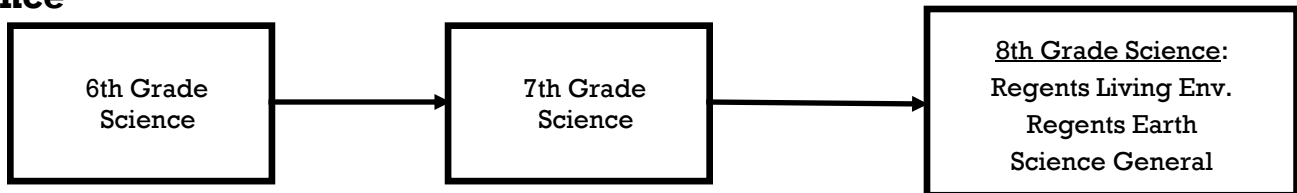
DEPARTMENT FLOW CHARTS

6th Grade to 8th Grade

Music



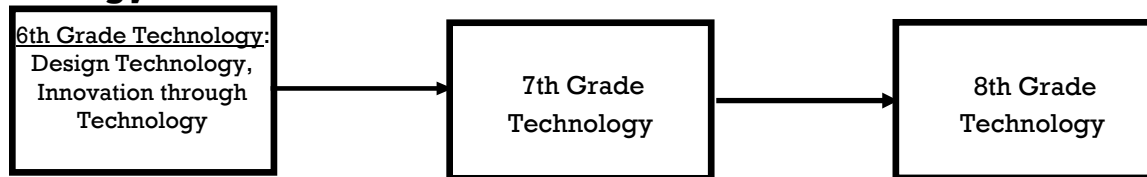
Science



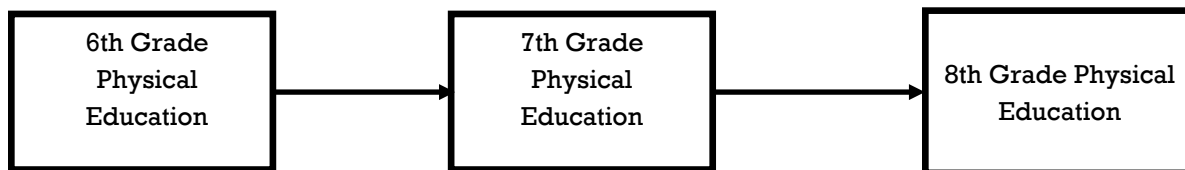
Social Studies



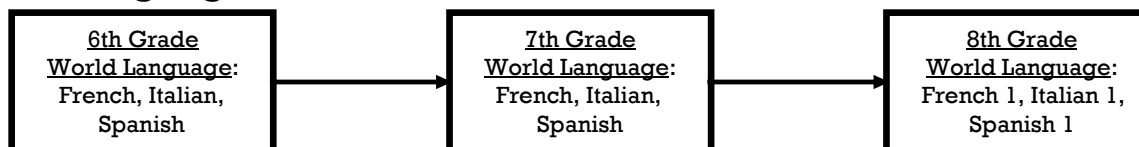
Technology



Physical Education



World Languages



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