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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:

- Assistant Superintendent for Curriculum, Instruction, Assessment, and Student Support Services
- Executive Director of Instruction
- Curriculum Associate for Secondary Education
- 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,

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

Michael Larson, Principal
Frank Agovino, Assistant Principal
Evelyn Cárdenas, Assistant Principal
Carrie Lipenholtz, Assistant Principal

Middle School Counselors

Counseling Center
631-858-3535

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

6th Grade
Ms. Martella
Mrs. Neibloom

7th Grade
Mrs. Denton
Ms. Nicols

8th Grade
Mr. DiLorenzo
Mrs. Pihlkar

Directors/Coordinators/Lead Teachers

Art
Mr. Infante, Director of Fine & Applied Arts
Ms. Barrett, Lead Teacher

Computers
Mr. Bisulca, Lead Teacher

English
Mr. Schulz, Coordinator
Ms. Cohn, Lead Teacher

Family Consumer Science/Health
Ms. Sigloch, Lead Teacher

Literacy/Advanced Studies
Mr. Lewin, Director

Mathematics
Mrs. Gerson, Director
Mr. Cuff, Lead Teacher

Music
Mr. Burr, Lead Teacher

Reading
Ms. Vitola, Lead Teacher

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

Science
Dr. Offerman-Celentano, Director
Ms. Ferreri, Lead Teacher

Social Studies
Mr. Sautner, Director
Mr. Boundy, Lead Teacher

Special Education
Dr. Kingstein, Director
Dr. Jurgens, Coordinator
Ms. Walterstein, Lead Teacher

Technology
Mr. Murray, Lead Teacher

World Languages
Ms. Weiss, Coordinator
Ms. Hirth, Lead Teacher
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. Often times, 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
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.
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.

Creative Connections
How does art help us to understand different people, places and cultures? How does art make us aware of ourselves and the needs of a community and motivate us to act? In this course you will learn about the ways that people use the arts to communicate and solve big issues that are of concern to all. You will interact with visiting artists and art students from around the world that will inspire you in your own art making process. By the end of the course, you will investigate and develop your own creative plan to help a community of your choice. One innovative thinker can make a difference!

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 MovieMaker and iMovie, 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, 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 our 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.

#LyricsLiteratureLife
Are your earbuds in all the time? Do you constantly listen to music? Do you use Twitter, Snapchat, Facebook, Instagram, SoundCloud, or other social media? Are you always reading Tweets and quotes that you can totally relate to? Do you love to get lost in a powerful book? Then join #lyricsliteraturelife, where you will discover how song writers and authors use words to express ideas and feelings in order to spark needed change in the ever-changing world in which we live. This course also uses popular music and social media to see how lyrics and texts have impacted and continue to impact the world around us as the words stir up our emotions. You will evaluate how songs and texts have historically made a difference in culture, and you will discover how to read and interpret lyrics and literature passionately and independently with both your head and your hearts. Ultimately, you will create a community service project of your choice, which will promote a change that you think is needed in the world today. You will be the sole or partnered Passion Project designer to put words into action. Join #lyricsliteraturelife today and be the voice of a better tomorrow.

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!

**MindWhatMatters**

Do you ever feel overwhelmed with all that you need to do or do your feelings sometimes get the best of you? Do you ever contemplate how social media can be used to change the world for the better? Would you like to experience how doing something for others can help you to feel better about yourself? Well, then this is the course for you! Throughout this course, you will have an opportunity to engage in meaningful, hands-on activities that relate to you, the middle school student! Did you know that the brain is like a muscle? Well, in this course, you will have opportunities to explore the power of brain development; how our emotions, stress levels and ability to develop a growth mindset can have enormous impact on your total wellness! You will also have opportunities to explore many relevant issues that adolescents and teens face on a daily basis. In doing so, you will begin to develop important decision-making and self-reflective skills to deal with those issues such as social media, personal health and wellness, and building healthy relationships. You will also have an opportunity to apply those skills you have learned and help to take an active role in your community by making a positive difference for others.

**Newsroom**

Broadcasting live from Commack Middle School! Are you interested in current events? Proud of your Commack community? Curious about the behind the scenes of news casting or want to experience being in front of the camera? Then come on into the Newsroom! You will have the opportunity to broadcast and deliver school, community, and global news to the middle school building through blogs, podcasts, and video announcements. Using web programs and audio/video equipment, students will produce written and audio/video news presentations. This course is great for anyone interested in the ins and outs of a newsroom. Newsroom: reporting on the pulse of Commack - our school, our community, and our news.

**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.

**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 though 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 to 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!

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

Are you up for a challenge? From exploring simple ideas, to engineering complete working models, if you have the drive, we will find a way to further explore it in Commack Middle School’s S.T.E.M. elective. This course allows for an in-depth exploration of Science, Technology, Engineering, and Math with a hands-on, project based approach. Students will have a space to come and lose themselves in various design challenges and tasks. For those that like to take things apart, we explore reverse engineering. Want to make something from scratch? We can design and 3D print prototypes and parts. Interested in computers? We spend time learning about programming and coding, and then apply what we learn to robotic design. Students will be guided through the engineering process with focus on project planning, design, testing solutions, examining results, making revisions, and developing final products.

**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 world activist and use your leadership skills to make your voice matter. It is your turn to change the world.

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**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.
The **Grade 7 Art** Wheel unit topic is identity and examines the key and related concepts of personal and cultural expression and relationships.

The **Grade 8 Art** Wheel unit topic is public art and examines the key and related concepts of communication, audience and innovation.

In the 7-8 curriculum students will develop skills that will enable them to:

- Generate and conceptualize artistic ideas and work
- Organize and develop artistic ideas and work
- Refine and complete work
- Analyze, interpret and select artistic work for presentation
- Convey meaning through work for presentation
- Apply criteria to evaluate artistic work
- Relate knowledge and personal experiences to make art
- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding

The art department also offers two 20-week enrichment courses: **Creative Connections and Digital Media**. These courses are blended 7th and 8th grades.

**The Art Service Club is an after school club that connects art with service learning.**
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.
The “English as a New Language” (ENL) program is designed to teach English to students whose native language is not English. Admittance into the ENL program is determined by an initial screening process as well as a score on the New York State Identification Test for English Language Learners (NYSITELL). Once in the program, the number of ENL classes is determined by the student’s proficiency level. The five levels of proficiency (from lowest to highest) are Entering, Emerging, Transitioning, Expanding, and Commanding. Entering and Emerging students receive two periods of study per day; Transitioning and Expanding students receive one period of study per day; and Commanding students receive a minimum of .5 periods of study per week for two years. The periods of study are a combination of stand-alone ENL instruction and integrated ENL instruction in the student’s English Language Arts class, dependent upon the student’s proficiency level. The NYSESLAT (New York State English as a Second Language Achievement Test) is a state assessment given to students each spring to assess their English reading, writing, speaking, and listening skills. Scores from the NYSESLAT are used to dictate the proficiency level and the number of required periods of ENL for the following school year. Also, students who pass all four modalities are deemed Commanding and are exited from the program, yet still receive two years of support services as well as testing accommodations. Students in the ENL program will work on developing English language skills. Ongoing conversations will take place between the ENL teachers and the content area teachers. If it is determined that a student’s language skills are impacting their grade, an “NRG” (Not Ready for Grading) will appear on the report card. When there is evidence that the language skills have improved, students may be transitioned to numerical grades.
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 fits into the Technology component of the Middle Years Programme curriculum model. The IB Programme defines technology as “...the know-how and creative processes that may assist people to utilize tools, resources and systems to solve problems that may improve the human condition...” Through the use of the Design cycle, student curiosity, ingenuity and 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. A student will learn hand and machine sewing while reflecting on how his/her creative work provides insight into who they are. Students will also begin using Naviance, a computer based career exploration program. These lessons are team taught by both a FACS teacher and guidance counselor.

Grade 8 FACS is a ten week course that empowers students to begin career and financial planning. Students will use Naviance, participate in guest speaker presentations and perform food labs focusing on international foods. Students will make a community connection by participating in a class community and service project. Eighth graders will delve into who they are, what they would like to achieve and how they can give back to other.
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
The Library Media Center is the student oriented information 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.

The American Association of School Library Standards, which provide a framework for the CMS library program, are based on six components; inquire, include, collaborate, curate, explore and engage. The key competencies for each standard include thinking, creating, sharing and growing.

The CMS library provides students a wonderful opportunity to select a book from over 22,000 titles and to utilize one of our computers for research or other instructional activity. Each morning a sign is posted on the circulation desk indicating available lunch and ELO periods for the day. Students are encouraged to get their passes first thing in the morning since they run out quickly!

In addition to providing student services on an individual basis, the librarians also support the teaching staff by providing whole class instruction. Classes visit for a variety of reasons ranging from orientation, book talks and research to specialized lessons on skyping with an author, genre, poetry and pourquoi. English classes often provide book selection opportunities as well.

The Library hosts daily activities and frequent contests. The Library is noteworthy for pop-up maker spaces that are purposeful and student driven.

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 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, construct 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 radicals and integer exponents.
- Connections between proportional relationships, lines and linear equations.
- Analyze, solve and graph linear equations and pairs of simultaneous linear equations.
- Proving congruence using rigid motions.
- The effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
- Factoring algebraic expressions.
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.
- Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.
- Use functions to model relationships between quantities.
- Investigate patterns of association in bivariate data.
- Understand and apply the Pythagorean Theorem.

Algebra 1 is the beginning of high school mathematics. 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. The major emphasis of study includes: Seeing Structure in Expressions, Arithmetic with Polynomials and Rational Expressions, Creating Equations, Reasoning with Equations and Inequalities, Interpreting Functions, Interpreting Categorical and Quantitative Data. The Mathematical Practice Standards apply throughout this 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 Common Core 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 student’s high school transcript.
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, 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 playing or choral singing 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.

**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 keyboards, tone bells, percussion instruments, and guitars.
- Basic keyboard skills.
- An understanding of music elements
- A greater understanding of music through hands-on performance using the keyboard, tone bells, the guitar, and percussion instruments.
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 Owning 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 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 physical science with introductory units of chemistry and physics. There are three major units during the school year, Air Quality, Moving Big Things and Energy. In the air quality unit, students learn the composition of air in the context of chemistry concepts such as elements, compounds, mixtures and cycles. Students delve into studies of chemical reactions the law of conservation of matter, acids and bases, movement of heat, density, air pollution, the greenhouse effect and global climate change. In the Moving Big Things unit of study, students explore the ideas of forces, both balanced and unbalanced, Newton’s laws, and simple machines. In the Energy unit of instruction, students learn about different forms of energy, circuits and electricity. Some units of instruction are transitioning to the New York State Science Learning Standards (NYSSLS) which can be found here: [http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/p-12-science-learning-standardsms9-18.pdf](http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/p-12-science-learning-standardsms9-18.pdf)

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 number 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 student’s high school transcript. The standards for this course can be found here: [http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/p-12-science-learning-standardshsupdated10-18.pdf](http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/p-12-science-learning-standardshsupdated10-18.pdf)

**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 number 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 student’s high school transcript. Some units of instruction are transitioning to the New York State Science Learning Standards (NYSSLS) which can be found here: [http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/p-12-science-learning-standardshsupdated10-18.pdf](http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/p-12-science-learning-standardshsupdated10-18.pdf)

**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 New York State Science Assessment in the spring. The standards for this course are part of the 5-8 continuum and can be found here: [http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/intersci.pdf](http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/intersci.pdf)

Eighth grade class placement is based on teacher recommendation and 7th grade achievement.
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
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.
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 1, Italian 1, French 1

Level 1 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, level 1 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.

Daily Routine, which includes the following samples of student learning experiences:

- Identifying personal responsibilities
- Exploring how to maintain personal health and hygiene
- Identifying objects used during one’s daily routine
- Creating a time schedule for specific activities
- Researching the extent to which individuals are balanced
- Defining and sharing the importance of balance and one’s balance in life

Education, which includes the following samples of student learning experiences:

- Identifying and describing classes and instructors, and related class activities
- Expressing personal feelings about classes and content
- Creating and discussing one’s school schedule relative to time and class period
- Identifying the items found in various learning spaces and those necessary for success in school
- Describing after school activities

House and Home, which includes the following samples of student learning experiences:

- Identifying different types of homes and locations
- Describing what a home is like, including the structural features, size and furnishings
- Describing the placement of items throughout the home, independently and in relation to one another
- Expressing how family members and others pass time in the home
- Sharing how members of the family contribute to the care and maintenance of the home
- Reflecting on how the home makes people feel

Sample Lines of Inquiry in Grade 7 Include:

- Students will explore time, space and place in relation to the concept of balance.
- Students will debate about how time, place and space play a role in achieving balance in identities and relationships.
- Students will establish an argument about how time, place and space impacts the balance of personal identities and relationships.
- Students will explore the elements of purposeful communication.
- Students will explore the various ways in which a message can be communicated.
- Students will debate the best way to purposefully communicate a message about education.
- Students will be able to identify the various components that make up the structure of a home.
- Students will identify contributions made within the home.
- Students will explore the relationship between a house and a home.
Eighth Grade
World Languages

Grade 8: Spanish 2, Italian 2, French 2

Students in Level 2 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. Mid-year, grade 8 students demonstrate their mastery of Checkpoint A knowledge and skills, when they sit for a State required locally-developed Checkpoint A exam in June. Upon successful completion of the course, students will earn 1.0 high school credit. Final course grade and Checkpoint A exam grade will be listed on student’s high school transcript.

Community, which includes the following samples of student learning experiences:
- Identifying different types of communities, and the important places within
- Describing professionals within the community, their various roles and contributions
- Describing the activities that take place in a community
- Exploring the landscape(s) of a community, and learning and following directions within

Meal Taking, which includes the following samples of student learning experiences:
- Identifying types of foods and drinks both locally and globally
- Setting the table here and across the globe
- Describing personal choices in relation to food
- Comparing global meal taking practices
- Making connections between culture and lifestyle choices
- Ordering food in a restaurant setting
- Determining whether a lifestyle is healthy or not, based on individual choices

Shopping, which includes the following samples of student learning experiences:
- Expressing what people do in a community and where
- Discussing where and how to purchase items
- Expressing opinions on individual’s clothing preferences here and across the globe
- Describing occasion-specific clothing across cultures
- Exploring personal and cultural preferences and judgment of others/stereotypes

Sample Lines of Inquiry in Grade 8 Include:
- Students will identify various types of communities and their functions.
- Students will explore how individuals contribute to a community.
- Students will analyze the impact of various members of a community.
- Students will identify the meaning of being healthy.
- Students will explore the effects of culture on identity.
- Students will explore how culture impacts personal health.
- Clothing choices support the development of identities.
- Students will demonstrate the ways in which culture connects values and expression.
- Students will evaluate how clothing choices reflect culture and attitudes.
Middle School Clubs/Athletics

**Clubs:**
- 7th Grade Math Team
- 8th Grade Math Team
- 24 Math Club
- Art Service Club
- Art & Literary Magazine
- Best of Buddies
- Boys Leaders’ Club
- Girls Leaders’ Club
- Cause Four Paws
- Chamber Orchestra
- CMS Unplugged
- Digital Media Club
- Europa Club
- The Fan 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
- Newspaper Club
- National Junior Honor Society
- Nature, Explorers, and Earth Protectors
- Pay It Forward
- The Political Activism Club
- Pride Club
- Rocket Club
- Science Olympiad
- Science Quiz Bowl
- Science Research Club
- The Scrapsters Club
- Select Band
- Select Chorus
- Stage Band
- Treble Singers
- Tri-M Music Honor Society
- Woodworking Club
- Yearbook

**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

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GET INVOLVED!
DEPARTMENT FLOW CHARTS
6th Grade to 8th Grade

**Art**

- 6th Grade Art: Art 6, Digital Art 6
- 7th Grade Art
- 8th Grade Art

**English**

- 6th Grade ELA
- 7th Grade ELA
- 8th Grade ELA

**Family and Consumer Sciences**

- 7th Grade FACS
- 8th Grade FACS

**Health**

- 7th Grade Health
- 8th Grade Health

**Math**

- 6th Grade Math
- 7th Grade Math
- 8th Grade Math
- Pre-Algebra 6
- Pre-Algebra 7
- Algebra I
DEPARTMENT FLOW CHARTS
6th Grade to 8th Grade

Music

6th Grade Music: Band, Chorus, Orchestra, General Music

7th Grade Music: Band, Chorus, Orchestra, General Music

8th Grade Music: Band, Chorus, Orchestra

Science

6th Grade Science

7th Grade Science

8th Grade Science: Regents Living Env. Regents Earth Science General Science

Social Studies

6th Grade Social Studies

7th Grade Social Studies

8th Grade Social Studies

Technology

6th Grade Technology: Design Technology, Innovation through Technology

7th Grade Technology

8th Grade Technology

Physical Education

6th Grade Physical Education

7th Grade Physical Education

8th Grade Physical Education

World Languages

6th Grade World Language: French, Italian, Spanish

7th Grade World Language: French, Italian, Spanish

8th Grade World Language: French, Italian, Spanish
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