

Course Outlines

2009 - 2010



Grade 8

FARRAGUT MIDDLE SCHOOL
Hastings-on-Hudson, NY 10706

COURSE OUTLINE

SUBJECT: Art **GRADE:** 8

Course description:

The emphasis in eighth grade is on design, or how to utilize all of the fundamental elements of art on a two-dimensional surface and how to direct the eye around a three-dimensional form. Discussion focuses on the journey from observation to design: on how artists can accurately communicate what they observe or believe while still being true to basic principles about successful design.

We will try to simulate the creative, problem-solving atmosphere of an actual graphic design studio.

Students solve a series of design problems involving the separate elements of art: line, shape, pattern, texture, color, and value while mastering the use of different media. The course begins with simple composition exercises: arranging a variety of lines and deconstructing shapes, all in black and white. Line and shape are further explored with Japanese calligraphy and design problems using letters and positive/negative shapes. Three-dimensional design is explored through the construction of fantasy clay figures.

Anticipated student outcomes: *By June of this year, students in this class should understand that:*

- an essential purpose of the visual arts is communication.
- design principles should promote effective communication.
- artists and designers have a broad range of tools and methods to help them express and communicate.
- the organizing elements of rhythm, pattern and balance create the grammar of our visual language.
- the ability to express oneself and be understood involves the synthesis of intentions and media.
- successful art production is a combination of inspiration, planning, craftsmanship, and rigorous evaluation.
- Commercial, Applied and Fine Art use the same media and design principles for differing (but not mutually exclusive) purposes.
- their world is filled with good and bad design, and that they must be demanding and critical of their visual environment.

Materials required or used:

Pencils, paper, markers, craypas, acrylic paint, linoleum, inks, clay, colored pencils, glues; line drawing, volume and shading, watercolor wash and ink techniques, water-based and hot-gun dispenser gluing, intaglio and relief printing, 3-dimensional sculpting.

Criteria for grading:

- Effort and personal improvement
- cooperation
- completion of assignments & ability to follow directions..

Outline developed by: Art Department

Date: Spring 2009

FARRAGUT MIDDLE SCHOOL

Hastings-on-Hudson, NY 10706

COURSE OUTLINE

SUBJECT: Earth Science

GRADE: 8

Course description:

Earth Science is the study of four disciplines. *Meteorology*, the study of the conditions of the atmosphere, including weather and climate. *Astronomy*, the study of the Universe and the solar system. *Geology*, the study of the structure of the earth, and the forces that constantly change the planet on which we live. *Oceanography*, the study of the water part of our earth.

Anticipated student outcomes: *By June of this year, students in this class should be able to...*

- recognize the forces that occur each day on our planet earth.
- understand the role that you, the student, play in living on planet earth.
- properly use a scientific vocabulary.
- demonstrate in a laboratory exercise the forces that shape the earth and universe.
- show the interaction of geology and meteorology on the earth's surface.
- apply new technology in the study of earth science.

Materials required or used:

pencils, ruler or straight edge, protractor, notebook, pen, pencil compass.

Criteria for grading:

- Exam average - 50%
- Lab grade average - 30%
- Homework average - 20%
- Points may be added to your average for participation in class and special projects.

Outline developed by: Science Department

Date: Spring 2009

FARRAGUT MIDDLE SCHOOL

Hastings-on-Hudson, NY 10706

COURSE OUTLINE

SUBJECT: Science – MST

GRADE: 8

Course description:

MST is a hands-on course that investigates our physical world. Students will use lab activities to learn about basic chemistry, physics, and earth science. Most concepts will have at least one activity to go along with the class discussion. It is important that all students participate in all labs. At the end of the year students will take the New York Intermediate Level Science Exam. The exam, which has multiple choice, free response, and hands-on sections, test the student on the New York State Core Curriculum for Science, grades 5 – 8.

Anticipated student outcomes: *By June of this year, students in this class should be able to...*

- use and read a graduated cylinder
- use and read a balance
- describe mass and volume
- use the basic metric units for mass, volume, and length
- define and find density
- find the boiling/melting point of a substance
- draw a time vs. temperature graph
- describe a solution and factors affecting solubility
- separate various types of mixtures
- safely use basic scientific equipment
- read information from the periodic table
- identify a simple unknown substance
- describe a compound
- describe an element
- record accurate and organized observations and data
- identify and apply Newtonian laws of physics
- describe the structure of the earth
- describe and explain the theory of Plate Tectonics
- describe the relationship between plate boundaries and earthquakes, volcanoes, and mountain building
- identify basic rocks and minerals
- classify rocks based on their method of formation
- describe the rock cycle
- describe the different types of weathering and erosion
- identify the layers and composition of the atmosphere
- describe how temperature and pressure change within the atmosphere

- describe how the uneven heating of the earth's surface is the cause of changing weather
- identify air masses based on temperature and humidity
- describe how local weather changes due to the movement of air masses, fronts, and pressure systems
- identify the conditions of various types of severe weather
- distinguish between climate and weather
- identify factors that affect climate
- describe the water cycle
- describe the basic structure of the universe
- explain stellar evolution and the structure of stars
- compare and contrast sizes and distances of celestial bodies
- describe the motions of the planets in the solar system
- describe the earth/moon relationship in terms of tides, eclipses, and the phases of the moon+
- locate positions on a map using lines of latitude and longitude

Materials required or used:

calculator for class work and homework, loose leaf notebook, pen/pencil, ruler

Criteria for grading:

- tests and quizzes – 50%
- homework – 20%
- lab work – 30%

Outline developed by: Science Department

Date: Spring 2009

FARRAGUT MIDDLE SCHOOL

Hastings-on-Hudson, NY 10706

COURSE OUTLINE

SUBJECT: Science - Living Environment **GRADE:** 8

Course description: The New York State Regents Level **Living Environment** Course is designed to provide a broad introduction to the fundamental principles of life science. It will provide students the necessary skills and understandings for successful performance on the Living Environment Regents science examination. In accordance with district policy this course will be taught on an Honors Level covering topics beyond those required for successful completing by New York State.

Anticipated student outcomes: *By June of this year, students should be able to...*

- Utilize scientific inquiry to develop explanations of natural phenomena.
- Utilize the scientific process to test proposed explanations and Analyze data for natural phenomena.
- Identify the living and nonliving components of an ecosystem and their interdependencies.
- Describe and explain the structures and functions of the human body at different organizational levels.
- Explain processes and structures that allow organisms/cells to pass genetic. Information to offspring, link this to an understanding of genetic engineering.
- Identify and apply the mechanisms and patterns of evolution.
- Explain how reproduction and development sustain the continuity and diversity of life.
- Compare and contrast processes and diseases that either maintain or disrupt the dynamic equilibrium that sustains life in all living things.
- Illustrate the interrelationship between plants and animal, their needs in their environments, the diversity of species and change that occurs over time.
- Explain the profound impact humans have on the physical and living environment.
- Use a compound/stereo microscope effectively to view and measure specimens.
- Prepare wet-mount slides.
- Use a dichotomous key, metric-measuring tools, and computer for data analysis.
- Dissect plant and animal specimens.
- Use chromatography and/or electrophoresis to separate molecules.
- Follow safety rules in the laboratory.
- Demonstrate the successful completion of 30 hours of laboratory work through written laboratory reports including four specifically mandated by New York State.

Materials required or used:

Text: Prentice Hall Biology, New York State

Pencils, pens, , small binder, filler paper, colored pencils.

Criteria for grading:

- **Test/Tasks** – 50%
- **Lab** – performance and written reports 30%
- **Homework** – assignments and quizzes 20%

- The **final course grade** will be calculated based on the four quarter grades and the Regents Exam contributing 10%

Outline developed: by Science Department _____ Date: Spring 2009

FARRAGUT MIDDLE SCHOOL

Hastings-on-Hudson, NY 10706

COURSE OUTLINE

SUBJECT: French I B **GRADE:** 8

Course Description:

Foreign language study in level I B is a continuation of instruction through grades 5, 6 and 7. Students will have studied the basic grammatical structures and verb forms in the target language and should possess a strong foundation in auditory and reading comprehension. In level I B, the students will further develop the skills of speaking, listening, reading and writing and are required to take the New York State Proficiency Examination in the foreign language in June.

Anticipated student outcomes:

By June of this year, students in this class should be able to...

- demonstrate oral/aural proficiency and accuracy. (NYS 1, N 1.1)
- write clear sentences in French using correct grammatical form. (NYS 1; N 1.3)
- read basic announcements and articles in French. (NYS 1; N 1.2)
- respond accurately and appropriately on both a written and verbal level to situational questions and directions. (NYS 1; N 1.1, 1.2)
- appreciate foreign cultures. (NYS 2; N 2.1, 2.2)
- understand the importance of foreign language learning for both personal and career use. (NYS 1; N 5.1, 5.2)

Materials:

Text: **Discovering French Bleu I B**, with accompanying workbook, tapes and software

Supplementary Materials: *Petites Contes Sympathiques*, *Panorama*, French magazines and games including Selections (Reader's Digest), Monopoly, Scrabble

Required Supplies: Marble notebook for French, with folder for class materials.

Criteria for assessment:

- quizzes - tests - exams, projects: 50%
- class participation: 25%
- aural recognition
- student attention and response
- student performance
- homework: 25%

Opportunities for Support / Enrichment: Students are encouraged and sometimes required to seek extra help when necessary. Students may choose from a variety of French magazines and readers for both enjoyment and enrichment. Individual projects (oral and/or written) based on student interest may be developed for extra credit. Additional practice in speaking, reading and writing in preparation for the Proficiency exam is strongly suggested.

Outline developed by: Foreign Language Department Date: Spring 2009

FARRAGUT MIDDLE SCHOOL

Hastings-on-Hudson, NY 10706

COURSE OUTLINE

SUBJECT: Health Education

Grade: 8

Course description:

This course is a continuation of our Health Education curriculum which follows the NYS curriculum. The goal of Health Education is to provide students with the knowledge, skills, and attitudes to make decisions about their own health.

Topics to be covered:

Risk Behaviors: attitudes and decision-making regarding drugs, alcohol, tobacco and sexual experimentation

Human Development: puberty, reproduction anatomy

Mental Health: poor self-esteem and decision making, body image and the media, eating disorders, drug (including alcohol) addiction

Nutrition: review of nutritional vocabulary, Food Pyramid, Fad Dieting, and safe weight management

Common Diseases of the Human Body: cancer, sexually transmitted diseases (including HIV), and heart disease, diabetes

Red Cross Certification: CPR/AED

Anticipated student outcomes: *By June of this year, students in this class should be able to...*

- Make appropriate decisions to promote personal wellness and maintain a high quality of life.
- Play a responsible role in promoting self and community.
- Analyze the cause and possible solutions to common health problems.
- Understand the role of individual responsibility to one's health and wellness.
- Use skills necessary to make healthy and wise decisions with respect to drugs, alcohol, and tobacco.
- Better understand their self-concept and what influences one's self-image.
- Recognize the power of one's decision-making.
- Understand, recognize symptoms, and identify resources regarding eating disorders.
- Have a workable knowledge of the MyPyramid food pyramid, food choices, and nutritional values.
- Recognize symptoms of common physical, mental and social health problems.

- Use resources to help them with common physical, mental and social health problems.
- Understand the influences of media with regard to body image, drugs, and smoking

Materials required or used:

Anatomical charts; DVD's current TV programs, current newspaper, magazine and internet articles.

Criteria for grading:

- class participation - 30%
- independent reading - 40%
- homework - 5%
- tests and quizzes - 25%

Opportunities for Enrichment:

An ongoing assignment in this class is to have students read and react to current health related articles. As the semester progresses students begin to develop and pursue health related issues more fully on their own and share the information with the class.

Outline developed by: Health Department

Date: Spring 2009

FARRAGUT MIDDLE SCHOOL

Hastings-on-Hudson, NY 10706

COURSE OUTLINE

SUBJECT: Home & Careers

Grade: 8

Course description:

This year builds on the previous year, enhancing the skills which prepare our students to be competent, confident and caring in managing their personal, family and career lives. Eighth grade Home and Career Skills topics include:

Career Awareness; values, goals, interest, aptitudes, personality types, work ethics, career opportunities and entrepreneurship.

Money Management: applying consumer and decision making skills to personal finances.

Anticipated student outcomes: *By June of this year, students in this class should be able to demonstrate the following competencies. (The notation in parenthesis refers to the New York State Learning Standard to which that competency is linked. The complete list of standards is included at the back of this booklet.)*

- Students will develop an awareness of their personal values, goals, aptitudes, interests and personality types as they relate to career decisions. (CD1 - HE3)
- Students will be aware of their options upon graduation from high school. (CD1,2 - HE3)
- Students will understand the meaning of "good work ethic." (CD1 - HE3)
- Students will be aware of the importance of career choices to society. (CD1 - HE3)
- Students will demonstrate the ability to get & use information about a career. (CD1,2 - HE3)
- Students will demonstrate an ability to prepare & use a budget. (CD1,2,3)
- Students will demonstrate an ability to make an appropriate decision about various types of bank accounts. (CD3 - HE3)
- Students will demonstrate an ability to balance a checkbook. (CD3 - HE3)
- Students will further their interpersonal skills (i.e. cooperation & communication) essential for successful employment.(CD3)
- Students will be able to verbally explain the interconnection between school subjects & the world of work. (CD1,2,3)
- Students will be able to explain the interweaving of school subjects into their personal daily lives. (CD1,2,3)
- Students will review kitchen and food preparation safety; explore career choices related to food industry.

- Students will practice SCANS (Government recognized skills necessary for successful employment) skills through cooperative food groupings.

Materials required or used:

Text: Exploring Careers

Speakers, films, worksheets, personal interviews, role-play, computer simulations and presentations.

Criteria for grading:

- Students are expected to:
- Participate fully in discussion
- Interview a family member about their career
- Complete a research project on a career of choice
- Justify a decision about a financial goal
- Prepare a personal spending plan/budget
- **Quizzes – 30%**
- **Final Career Paper – 25%**
- **Homework & Projects – 25%**
- **Classwork & Class Participation - 20%**

Opportunities for Enrichment:

Students may find opportunities of enrichment within the modalities that they use to turn in their family member interviews and career research reports. Students are encouraged to make these projects more fun by using multimedia presentation techniques.

Outline developed by: Related Arts Department Date: Spring 2009

FARRAGUT MIDDLE SCHOOL

Hastings-on-Hudson, NY 10706

COURSE OUTLINE

SUBJECT: Language Arts

GRADE: 8

Course description:

This course is a study in literature and writing. The literature aspect of the course focuses on interpretation, critical thinking, comprehension and discussion. The writing aspect concentrates on the writing process from brainstorming to rewriting.

Anticipated student outcomes: *By June of this year, students should be able to demonstrate the following competencies. (The notation in parenthesis refers to the New York State Learning Standard to which that competency is linked. The complete list of standards is included at the back of this booklet.)*

Students will:

write an analytical essay. (ELA1,2,3)

demonstrate the writing process. (ELA1,2,3)

achieve fluidity and coherence in writing. (ELA1,2)

better understand the grammatical structure of their language. (ELA1,2,3)

learn how to effectively edit and analyze their writing. (ELA1,2,3)

analyze content on the literal, interpretive, and applied levels. (ELA1,2,3,4)

become better critical editors, readers, and writers. (ELA1,2,3,4)

understand and gain insight into drama. (ELA1,2,3,4 - A1,2,4)

write a paragraph using sequencing, cause/effect, comparison and conflict. (ELA2,3)

analyze the characteristics of a short story. (ELA1,2,3,4)

analyze the characteristics of a poem. (ELA1,2,3,4)

complete a visual, oral, and written presentation on a passage of literature from any of the pieces read during the course of the year. (ELA1,2,3,4)

understand, through an interdisciplinary unit of study, the interconnection among the various disciplines. (ELA1,2,3,4)

use the Internet to access information for their interdisciplinary projects. (ELA1,2)

(ELA1,2,3,4 - A1,2)

utilize note-taking skills to reinforce listening and increase reading comprehension (ELA1,2,3)

Materials required or used:

Writing folder containing students' work and evidence of what they learned from each assignment.
Analyzing work folder containing tests
Response journals and writer's journals (ELA2,3,4)
Grammar booklet developed by district

Novels/Plays/Short Story Anthologies

8 + 1

<i>The Outsiders</i>	<i>The Hobbit</i>
<i>Great Tales of Action and Adventure</i>	<i>I Know Why the Caged Bird Sings</i>
<i>Anthem</i>	"The Lottery"
<i>The Cage</i>	
<i>To Kill a Mockingbird</i>	<i>A Midsummer Night's Dream</i>
<i>A Year Without Michael</i>	<i>Jurassic Park</i>
<i>The Contender</i>	<i>Homecoming</i>
<i>Grey King</i>	<i>Lost In Yonkers</i>
<i>The Secret Life of Bees</i>	<i>Lottery Rose</i>
<i>Tombs of Atuan</i>	<i>The Diary of Anne Frank</i>
<i>Maus I & II</i>	<i>Briar Rose</i>
<i>The Great Escape</i>	<i>A Raisin In the Sun</i>
<i>Martian Chronicles</i>	<i>Girl with a Pearl Earring</i>
<i>21 Great Stories</i>	<i>The Alchemist</i>
<i>In These Girls, Hope Is a Muscle</i>	<i>The Pearl</i>
<i>Siddhartha</i>	

Selected Poetry

Criteria for grading:

tests, essays, creative pieces, homework, independent reading, interview of author/character, group work, journal, letter to self, radio show, video story book, oral, written and visual projects.

Opportunities for Support / Enrichment:

Extra help is available during lunch and the activity period. Students who are having difficulty will be requested to attend extra help sessions. The interests and needs of high ability students are met through independent, extra-credit assignments, by allowing them to use more sophisticated technology such as the multi-media equipment, and by providing them with challenging projects which tap their intellectual and creative curiosity. Independent projects are also available, such as, research on a particular theme in literature.

Outline developed by Language Arts Department Date: Spring 2009

FARRAGUT MIDDLE SCHOOL

Hastings-on-Hudson, NY 10706

COURSE OUTLINE

SUBJECT: Language Arts Remediation

GRADE: 8

Course description:

The emphasis in eighth grade A.I.S. is on reinforcing the state standards for writing and reading. Work focuses on improving writing and reading skills and learning test-taking strategies. Students will be exposed to various writing patterns, such as cause and effect, comparison/contrast, and sequencing.

Anticipated student outcomes: *By June of this year, students in this class should be able to demonstrate the following competencies:*

- listen, speak, read and write for information and understanding
- listen, speak, read and write for literary response and expression
- listen, speak, read and write for critical analysis and evaluation

Materials required or used:

Pencils, paper, pens, state assessment books, journal notebook

Criteria for grading:

- effort and personal improvement
- completion of assignments

Opportunities for Enrichment:

All students can attend the extra help period from 2:45 - 3:15 to receive support with any aspect of our language arts class (writing, reading, etc.), or with study skills. Study skills may include organizational skills or assignment pad completion. The expectation is that students will use this time to get clarification on their homework assignments and on completion of late work.

Outline developed by: Language Arts Department

Date: Spring 2009

FARRAGUT MIDDLE SCHOOL

Hastings-on-Hudson, NY 10706

COURSE OUTLINE

SUBJECT: Language Arts – Special Education **GRADE:** 7 & 8

Course description:

This course is individualized according to the basic needs of each student. The general aim is to improve basic reading and written expression skills. Through the use of novels, poems, plays, short stories, and worksheets, students will learn and utilize a variety of reading comprehension skills. Students will develop the rules and skills associated with grammar both through their reading and writing assignments, and grammar lessons. Students will write in a personal journal, as well as write compositions, poems, and letters. Spelling and vocabulary will be developed through lists made from the reading selections.

Anticipated student outcomes: *By June of this year, students in this class should be able to demonstrate the following competencies. (The notation in parenthesis refers to the New York State Learning Standard to which that competency is linked. The complete list of standards is included at the back of this booklet.)*

- Write a complete report based on our reading selections of 1-3 pages by brainstorming, writing drafts, revising and editing. (ELA1,2,3)
- Use the computer to edit writing assignments by spell checking, rereading, making grammatical corrections, and choosing appropriate words. (ELA1,2,3)
- Increase their writing skills by writing in a daily journal for 5-10 minutes. (ELA 1,2)
- Demonstrate appropriate use of standard grammar through writing focusing on sentence structure, capitalization and punctuation rules, subject verb agreement, and verb tense. In addition, the students will learn specific rules of grammar through class lessons. (ELA1,2)
- Learn new words from our reading selections and other sources through identifying their definitions, parts of speech and by employing context clues to write these new words in original sentences. In addition, the students will incorporate learned vocabulary into speaking and writing activities. (ELA1,2,3,4)
- Compose a poem based on the form and structure of specific poetry selections. (ELA1,2,3)
- Write a creative short story using the characteristics of a short story. (ELA1,2,3)
- Increase their reading skills and conceptual understanding by reading aloud or silently in class. In addition, the students will demonstrate proper reading comprehension skills of the literal content of the novels, poems, short stories, and plays we read. This will be accomplished through worksheets, tests, and in class reading and discussion of the reading material. (ELA1,2,3,4)
- Outline a passage to include the main topic, sub-topics, and details while preparing to write an essay based on one of our reading selections. (ELA1,2)

- Identify the elements of narrative text including character, plot, setting, mood, and theme through semantic mapping. Students will be asked to create a semantic map for each reading selection. (ELA1,2)
- Identify conflicts, along with comparing and contrasting characters in literature.
- Follow instructions to perform academic tasks. (ELA1,2)
- Increase oral expression through class discussion of literature. (ELA1,2,3,4)
- improve handwriting skills to produce legible words and sentences. (ELA1,3)

Materials required or used:

Trade Books, notebook for quotations, poems, and proverbs, process writing technique materials, notebook for the daily journal, loose-leaf binder with a Trapper folder, pencils, pens, erasers, loose-leaf paper, pencil case, agenda book, and various novels, short stories, plays, and poems used in class; vocabulary words from various word-a-day calendars; quotations, proverb and poetry websites; videos based on books read.

Criteria for grading:

- tests/quizzes – 25%
- class assignments - 25%
- participation - 25%
- homework - 25%

Opportunities for Enrichment:

Students may qualify for various extra credit assignments. All students can attend the extra help period from 2:45 - 3:15 to receive support with any aspect of our language arts class (writing, reading, etc.), or with study skills. Study skills may include organizational skills or assignment pad completion. It is expected that students will use this time to get clarification on their homework assignments and on completion of late work.

Outline developed by: Special Education Department

Date: Spring 2009

FARRAGUT MIDDLE SCHOOL

Hastings-on-Hudson, NY 10706

COURSE OUTLINE

SUBJECT: Integrated Algebra & Integrated Algebra Extended **GRADE:** 8

Course description:

Algebra I is a regents level course that will culminate with a three hour Regents exam in June. The course consists of mostly algebra, with a few topics in geometry and trigonometry. An important component of the Algebra I course is the introduction and continual use of the Programmable Graphing Calculator. Algebra I extended is the first year of a two year regents program. These students will take the regents next year in High School.

The syllabus and semester breakdown for Course I follow this page.

MATH Algebra I OUTLINE FOR 8th GRADE

SEPTEMBER:

Real Number Systems and Properties of Real Numbers

Evaluating Algebraic Expressions

Combining Like Terms

Solving Equations

-two step, multi step, variables on both sides of the equation, distributive property, checking solutions.

Inequalities

-solving two step and graphing on a number line

-dividing/multiplying by a negative and reversing the symbol

Recall Topics

-Percent: discount and sale price

-Absolute value and PEMDAS

OCTOBER:

Rules of Exponents:

-negative, zero, scientific notation

Polynomial Operations:

-add, subtract, multiply, divide, use of algebra tiles

Proportional and Fractional Equations

Recall Topics:

- percent of increase and decrease
- surface area and volume

NOVEMBER:

Translating verbal statements into algebraic expressions

- one variable: perimeter, age, consecutive integer

System of Equations

- elimination method

- substitution method

Verbal Problems

- distance = rate x time

- direct variation

- indirect variation

Intro to Rectangular Coordinate System

plotting points and graphing linear equations

DECEMBER:

Graphing linear equations

- chart method, slope formula, midpoint, $y = mx + b$ as a method for graphing, writing an equation of a line, inequalities

System of Equations Graphically

- solution set, system of inequalities

Reading Graphs

- function, domain, range

JANUARY:

Supplementary, Complementary and Vertical Angles

- algebraic applications

- adjacent angles

Angle Pairs

Similar Polygons

Use of a Ruler, Protractor and Compass

Scale Drawings

Interior and Exterior angles of a polygon

FEBRUARY:

Symmetry

Probability

Statistics

Transformational Geometry

Pythagorean Theorem

Trigonometry

MARCH:

Radicals:

- simplifying, 4 basic functions, rationalizing
- pythagorean theorem
- distance formula

Factoring:

Prime Factorization (LCM and GCF), GCF, Difference of Squares, Trinomials $a = 1$, trinomials with $a > 1$, factoring completely.

APRIL:

Algebraic Fractions

- undefined, simplifying, adding and subtracting with like denominators
- adding and subtracting with different denominators
- multiplying and dividing

Solving Quadratic Equations

- verbal applications

MAY:

Graphing Quadratic Equations

Graphing System of Quad/Linear Equations

Graphing Calculator Work

JUNE:

Graphing Calculator Work

Review for Regents or Final Exam

Outline developed by: Math Department

Date: Spring 2009

FARRAGUT MIDDLE SCHOOL

Hastings-on-Hudson, NY 10706

COURSE OUTLINE

SUBJECT: Math Remediation

GRADE: 8

Course description:

This course is designed to give students an opportunity to receive extra help in math. The student will have an opportunity to work on daily assignments as well as study for tests and quizzes. It is also a chance for students to improve work habits and organizational skills. Parents should encourage their children to use the support effectively.

Anticipated student outcomes: *By June of this year, students in this class should be able to...*

- better understand basic math skills
- plan time more effectively to complete daily assignments on time
- be proficient in their current course work
- improve on concepts and skills tested in NYS Assessment Exam and New York state Regents exam.

Materials required or used:

5 Subject spiral notebook with pocket folders for handouts

Criteria for grading:

- students will be expected to come to class prepared to work with all materials needed
- the class will be graded on a Pass/Fail basis
- if a student is not using the class effectively, the parent will be notified by phone or in writing

Outline developed by: Math Department: _____ Date: Spring 2009

FARRAGUT MIDDLE SCHOOL

Hastings-on-Hudson, NY 10706

COURSE OUTLINE

SUBJECT: Math – Special Education

GRADE: 7 & 8

Course description:

This course is individualized according to the basic needs of each student. The general aim is to learn mathematical concepts and their applications through the use of manipulative materials, teacher-made materials, and math workbooks. Students will learn how to use math in their daily lives. An emphasis will be placed on the following mathematical concepts: addition, subtraction, multiplication, division, place values, fractions, decimals, percents, basic geometry, measurement, graphing, consumer math, and word problems.

Anticipated student outcomes: By June of this year, students in this class should be able to demonstrate the following competencies. The competencies are listed under one of the New York State Key Ideas that correlate to.

Key Idea 1 – Mathematical Reasoning

Proportional Thinking

Proper Use of Mathematical Notation

Support Solutions with Explanations

Utilize critical thinking skills to analyze and solve word problems by applying the following 4-step process:

What is being asked?

What is the important information?

How do I set up the math problem?

How do I solve the math problem?

Key Idea 2 – Numbers & Numeration

Numeration Systems

Rational and Irrational Numbers

Properties of Real Numbers

Order of Real Numbers

Key Idea 3 – Operations

Basic Mathematical operations

Rational Numbers

Integers, whole numbers, natural numbers

Operations with decimals and fractions

Compare rational numbers using a number line

Recognize equivalent forms

Order of Operations & Evaluating Expressions

Number Theory

Prime numbers & Prime Factorization

CGF and LCM

Make basic transactions using money by simulating the following in the classroom: ordering food at a restaurant and paying the bill; going shopping at a supermarket and getting the best buys; and calculating tax and tips on bills.

Key Idea 4 – Modeling/Multiple Representation

Types of Angles

Study of Triangles

Study of Quadrilaterals

Parallel and Perpendicular Lines

Congruence

Similarity

Coordinate Geometry

Mathematical Representation of Real-Life Problems Using Algebraic and Geometric Models

Key Idea 5 – Measurement

Application of Formulas

Perimeter of Polygons & Circumference of Circles

Area of Quadrilaterals and Circles

Volume of Solids

Apply Appropriate Units and Tools

Metric/English Conversion

Use of Tools

Measure of Central Tendency: Mean, Median, Mode, Range

Ratios and Proportions

Percent

Similar Figures

Equation of a Line

Parallel and Perpendicular Lines

Key Idea 6 – Uncertainty

Computing Probability of Simple Events

Counting Principle

Tree Diagrams

Sample Spaces and Events

Probability of Simple Events

Key Idea 7 – Patterns and Functions

Finding Patterns in Number Sequences

Materials required or used:

Pencils, loose-leaf binder, graph paper, compass, protractor, ruler, calculator, red pen, markers, and highlighters.

manipulatives: geometric shapes, money, flash cards, workbooks, teacher-made dittos.

Criteria for grading:

- Tests/quizzes - 35%
- Class assignments - 20%
- Participation - 25%
- Homework - 20%

Opportunities for Support and Enrichment:

All students can attend the extra help period from 2:45-3:15 to receive support with any aspect of our math class or with study skills. Study skills may include organizational skills or assignment pad completion. It is expected that students will use this time to get clarification of their homework assignments and on late work.

Outline developed by: Special Education Department Date: Spring 2009

FARRAGUT MIDDLE SCHOOL

Hastings-on-Hudson, NY 10706

COURSE OUTLINE

SUBJECT: Music Appreciation **GRADE:** 8

Course description:

This course is intended to bring the students an understanding of music's relationship to the world in both contemporary and historical contexts. This will be done while reinforcing the fundamental musical elements (i.e. pitch, rhythm, meter, harmony, etc.) learned in previous music classes and exploring the creation and evolution of musical forms and styles. This is an interdisciplinary approach which will draw on language arts, social studies, history, etc. Composers will be discussed in their relationship to their world and their contribution to music's evolutionary nature and societal involvement.

Anticipated student outcomes: *By June of this year, students in this class should be able to demonstrate the following competencies.*

- Identify musical style; classical, jazz, country, pop, etc.
- Identify musical form; song, symphony, ballet, sonata, etc.
- Explain the growth and changes in music from one historical period to another
- Be familiar with major composers and their contribution
- Be more aware of music's relationship to daily life and how each is dependent on the other

Materials required or used:

Students will bring to each class a notebook, or section in an existing binder, and pens or pencils. They will also bring to each successive class any and all handouts from previous classes. The instructor and students will have access to various audio-visual equipment as needed. Instruments will be supplied by the instructor on an "as needed" basis. Students need to bring with them a curiosity and a willingness to work with and support the efforts of their classmates. Listening is an intellectual activity and needs the cooperation of all present so that each may practice this life enriching skill.

Criteria for grading:

- Class participation
- Quizzes and texts
- Written assignments, both in class and at home
- Cooperation
- Projects
- Notebooks

Outline developed by Fine Arts Department Date: Spring 2009

FARRAGUT MIDDLE SCHOOL

Hastings-on-Hudson, NY 10706

COURSE OUTLINE

SUBJECT: Physical Education **GRADE:** 8

Course description:

The Middle School Physical Education Department wholeheartedly endorses the district-wide sets of goals and objectives. We also have a series of objectives geared to meet specific needs of our students. Our department aims for the provision of adequate facilities and skilled leadership which will afford an opportunity for the individual or group to interact in situations that are wholesome physically, intellectually, emotionally, and socially - to the full extent of their potential. The students we work with are experiencing a very unique time in their lives. During this life cycle, ages 10-14, young people are undergoing tremendous transitions in physical growth, emotional growth, and chemical changes in their young bodies. We attempt to aid students through this difficult transition in a positive and uplifting manner. Therefore, the program is structured in a way that encourages the student to work at his/her optimal level. The students' work habits and improvement are the basis upon which she/he is awarded a grade.

During the students' tenure in the middle school, they will be offered approximately twenty different activities. In a given year, each student will participate in an activity where the stress is on skills and safety. In 5th and 6th grades, the stress is on rules, regulations, safety, and game situations. In 7th and 8th grades, the stress is on safety, teamwork and games.

Anticipated student outcomes: *By June of this year, students in this class should be able to...*

- develop physical fitness through vigorous physical activities.
- develop a high degree of proficiency in basic movement and synthesize these basic skills into complex situations in games, fitness, dance, circus skills, and lifetime sports.
- have the physical skills and coordination and abilities to be used at work or play.
- develop an awareness of safety habits necessary for healthful and efficient activity in school and in the community.
- maintain a positive attitude toward physical activity.
- learn to further develop an understanding of the physical abilities and limitations of others.
- develop an appreciation for physical activities and their importance in the total development of people.
- acquire an understanding of one's own limitations with continued desire to improve.
- develop positive actions and attitudes toward competition which are characteristic of good citizenship.

Materials required or used:

folder to file handouts, sweatshirt, sweatpants/or tee shirt, shorts, athletic sneakers with lace and socks.

Criteria for grading:

- Participation in physical education class at all times unless medically excused by doctor or parent.
- Adhering to physical education dress code as stated above
- Completion of Fitnessgram test.
- Constructive and appropriate behavior reflective of the middle school's code of conduct.

Opportunities for Enrichment:

The instructor will assess the students' skill level. The high ability students will be challenged to perform advanced techniques of a specific skill once the basic skills have been mastered. The high ability students will continue to strive for higher standards.

Outline developed by: Physical Education Department Date: Spring 2009

FARRAGUT MIDDLE SCHOOL

Hastings-on-Hudson, NY 10706

COURSE OUTLINE

SUBJECT: Resource Room

GRADE: 6, 7, and 8

Course description:

The primary focus of this program is to provide students with learning strategies, study techniques, organizational and social emotional skills that address IEP objectives. Students also utilize the Resource Room for testing accommodations and to receive review, reinforcement and re-teaching of content area concepts. The overall goal of Resource Room is to offer students the tools required to become independent and self directed learners.

Anticipated student outcomes:

By June of this year, students in this class should be able to demonstrate the following competencies.

- Internalize and effectively apply learning, organizational, study skills and social emotional strategies in various academic and social arenas, throughout the school day.
- Take greater initiative, and more responsibility for their academics and learning
- Utilize testing accommodations and program modifications
- Develop skills necessary to achieve goals on Individualized Education Plans
- Request assistance from the Special Education and General Education teachers as necessary

Materials required or used:

Content area text books, agenda books, independent student work folder, writing journals, individual student spelling dictionaries, technology, various skill building work books, manipulatives, visuals, and graphic organizers. The special education teachers in the Resource Room regularly utilize the strategies and techniques outlined in Mel Levine's Schools Attuned Program as well as The Habits of Mind dispositions.

Criteria for grading:

- Student effort and receptiveness to provided support
- Demonstration of academic growth and progress
- Prepared with required materials
- Behavior and efficient use of class time

Outline developed by: Special Education Department

Date: Spring 2009

FARRAGUT MIDDLE SCHOOL

Hastings-on-Hudson, NY 10706

COURSE OUTLINE

SUBJECT: Social Studies **GRADE:** 8

Course description:

This is the second year of a two year sequential course. The 8th grade course focuses on American History since the Civil War.

Anticipated student outcomes: *By June of this year, students in this class should be able to...*

- comprehend the growth of the United States as an industrialized nation, as a world power and as a nation with an ongoing progressive reform movement.
- develop a geographic knowledge of the United States and of the areas of the world in which the country was involved.
- appreciate the national political process and constitutional changes.
- evaluate evidence through exposure to primary sources.

Materials required or used:

Textbook: American Nation published by Prentice Hall (left at home). The students must maintain a notebook and chapter or unit note outlines punched for a three-ring binder are provided.

Criteria for grading: Total points earned divided by the total number of possible points.

- Unit tests are announced a minimum of one week before the test. Students will take the NYS Social Studies Assessment test toward the end of the year.

Outline developed by: Social Studies Department Date: Spring 2009

FARRAGUT MIDDLE SCHOOL

Hastings-on-Hudson, NY 10706

COURSE OUTLINE

SUBJECT: Spanish I B **GRADE:** 8

Course Description:

Foreign language study in level I B is a continuation of instruction through grades 5, 6 and 7. Students will have studied the basic grammatical structures and verb forms in the target language and should possess a strong foundation in auditory and reading comprehension. In level I B, the students will further develop the skills of speaking, listening, reading and writing and are required to take the New York State Proficiency Examination in the foreign language in June.

Anticipated student outcomes:

By June of this year, students in this class should be able to...

- demonstrate oral/aural proficiency and accuracy. (NYS 1, N 1.1)
- write clear sentences in Spanish using correct grammatical form. (NYS 1; N 1.3)
- read basic announcements and articles in Spanish. (NYS 1; N 1.2)
- respond accurately and appropriately on both a written and verbal level to situational questions and directions. (NYS 1; N 1.1, 1.2)
- appreciate foreign cultures. (NYS 2; N 2.1, 2.2)
- understand the importance of foreign language learning for both personal and career use. (NYS 1; N 5.1, 5.2)

Materials:

Text: Realidades I B with accompanying workbook, tapes and software

Supplementary Materials: Vistazos, Cuentitos Simpaticos, Spanish magazines and games including Selecciones (Reader's Digest), Monopoly, Scrabble

Required Supplies: notebook for Spanish (3 ring binder) with folder for class materials.

Criteria for assessment:

- quizzes - tests - exams, projects: 50%
- class participation: 25%
- aural recognition
- student attention and response
- student performance
- homework: 25%

Opportunities for Support / Enrichment: Students are encouraged and sometimes required to seek extra help when necessary. Students may choose from a variety of Spanish magazines and readers for both enjoyment and enrichment. Individual projects (oral and/or written) based on student interest may be developed for extra credit. Additional practice in speaking, reading and writing in preparation for the Proficiency exam is strongly suggested.

Outline developed by: Foreign Language Department

Date: Spring 2009

FARRAGUT MIDDLE SCHOOL

Hastings-on-Hudson, NY 10706

COURSE OUTLINE

SUBJECT: Technology **GRADE:** 8

Course description:

This course will expose the students to practical applications of our network software. Assignments will require the use of:

Keyboarding

MS Excel – Spreadsheet

MS Word – word processing

the Internet as an information source

The curriculum involves the completion of various projects designed to both challenge and enlighten the students.

Anticipated student outcomes: *By June of this year, students in this class should be able to...*

- effectively use a standard computer keyboard
- state the benefits of using various software programs
- demonstrate appropriate use of various software programs
- use the internet as a research tool

Materials required or used:

Required of students: folder, or section in a 3-ring binder, pens, note paper, product sample. Used in class: handouts provided by teacher; files placed on file-server by teacher.

Criteria for grading:

- class participation & cooperation - 10%
- class activities - 10%
- products of individual and group work - 80%

Opportunities for Enrichment:

Students who excel in Technology will be given opportunities to lead activities, to work with other computer programs appropriate to their interests and to work in additional areas and on other activities. Enrichment activities will not be graded.

Outline developed by: Related Arts Department Date: Spring 2009

**ENRICHMENT
COURSES**

FARRAGUT MIDDLE SCHOOL

Hastings-on-Hudson, NY 10706

COURSE OUTLINE:

SUBJECT: Art Enrichment **GRADES:** 7 & 8

Course Description: This course will focus on famous historic and contemporary artists, themes, and styles that are not covered in the regular art curriculum. Some possible subjects might include:

Narrative Art: storytelling, action and comics (Faith Ringgold, Keith Haring, and picture stories);

Calligraphy: basic pen use, papers and alphabets (Illuminated manuscripts, typefaces and alphabets);

Sculpting: figures, mobiles and constructions (Moore, Calder, Lipchitz and public art); and

Collage: pictures and paste and the art of assemblage (Picasso, Rauschenburg and Rosenquist)

Anticipated student outcomes: Students will:

- Become acquainted with recurring themes in the history of art;
- Study the style of certain artists in depth;
- Begin or continue to develop a personal style and explore personal preferences in media and subject; and
- Develop an awareness of how the artist can manipulate the viewer's emotions and opinions.

Criteria for grading:

- This course will be graded on a pass/fail basis

Outline developed by: Fine Arts Department *Date:* Spring 2009

FARRAGUT MIDDLE SCHOOL

Hastings-on-Hudson, NY 10706

COURSE OUTLINE

SUBJECT: Band **GRADES:** 6, 7 & 8

Course description: Middle school band members meet every other day in order to have the experience of learning to play traditional and not-so-traditional band repertoire. The experience is geared to make learning fun and as comprehensive as possible. Middle school band members should be prepared to enter the high school band after eighth grade. Band is a full year commitment.

Anticipated student outcomes: *By June of this year, students in this class should be able to...*

- play basic rhythmic patterns.
- sight read music prepared for their grade level.
- play their instrument and follow the conductor at the same time.
- while playing, execute the dynamic markings and articulation markings in the music.
- understand the differences in double and triple meter.
- understand the relationship and role that their instrument plays in the total ensemble.

Materials required or used: Each student must own an instrument or rent one.

Criteria for grading:

- Students are graded on preparation, participation, behavior, attendance,
- Attendance at lessons, rehearsals, and concerts will be reflected in grades.

Outline developed by: Fine Arts Department Date: Spring 2009

FARRAGUT MIDDLE SCHOOL

Hastings-on-Hudson, NY 10706

COURSE OUTLINE

SUBJECT: Chorus

GRADE: 7/8

Course description:

Choral ensemble where students learn proper vocal technique and ensemble singing skills.

Anticipated student outcomes: *By June of this year, students in this class will have performed in both the winter and spring concerts as well as yet to be determined performance/competition field trip.*

Materials required or used:

Choral music
Piano and other instruments as necessary
Recording equipment
Concert accompanist

Criteria for grading:

Students will be able to sing their assigned parts within a choral setting.
Students will learn and demonstrate proper vocal technique.
Students will learn and demonstrate proper rehearsal etiquette

Opportunities for Enrichment:

Choral students will have the opportunity to audition for the MS select chorus. The select chorus will learn and perform more advanced choral repertoire. Students who are chosen for the select chorus will demonstrate a strong grasp of the assessment criteria as listed above before acceptance into the advanced group

Outline developed by Fine Arts Department

Date: Spring 2009

FARRAGUT MIDDLE SCHOOL
Hastings-on-Hudson, NY 10706

COURSE OUTLINE

SUBJECT: Conversational Spanish

GRADE: 6-8

COURSE DESCRIPTION

The Spanish Conversation course will focus on the development of oral proficiency skills through interactive activities such as games, music, and conversation. The course will also use aspects of Hispanic cultures and Spanish-language films as topics for discussion.

ANTICIPATED STUDENT OUTCOMES

By June of this year, students in this class should be able to...

- *Demonstrate an understanding of Hispanic cultures through discussion of products, practices, perspectives, and comparisons to their native cultures.*
- *Use a variety of words and expressions appropriate to topics being discussed and/or presented.*
- *Improve pronunciation.*
- *Express and support an opinion and engage in debate on topics and themes being explored.*
- *Develop their speaking skills..*

MATERIALS

- Authentic realia (newspapers, poster, music, advertisements, videos, etc...)
- One subject notebook or a section in a binder

CRITERIA for ASSESSMENT

- Presentations
- Speeches
- Debates
- Conversations

Opportunities for Support/Enrichment:

Students may complete a variety of enrichment activities that will be available to them.

Outline developed by: Middle School Teacher

Date: Spring 2009

FARRAGUT MIDDLE SCHOOL

Hastings-on-Hudson, NY 10706

COURSE OUTLINE

SUBJECT: Creative Scrapbooking **GRADE:** 6, 7, & 8

Course description:

Creative Scrapbooking is designed to teach the students how to create a keepsake album of their photos and memories. The students will learn to crop photos to use in colorful page layouts. They will use stickers, paper, die cuts, and pens to enhance the pages of their albums. By the end of the class they will have a wonderful and personal album to cherish for a lifetime.

Materials required or used:

Approximately 5 – 10 photos per week
Shoebox for storage

Optional Materials*

Scrapbook/album
Adhesive
Pens
Photo mounting paper
Stickers
These items should be acid-free.

Criteria for grading:

- The grade for the course will be pass/fail. To pass the course the students will be required to complete scrapbook pages using ideas from class as well as ideas they develop. They must also complete bi-weekly assignments, which will be completed during the class period.

Outline developed by: Related Arts Department

Date: Spring 2009

FARRAGUT MIDDLE SCHOOL

Hastings on Hudson, NY 10706

COURSE OUTLINE

SUBJECT: Debating **GRADE:** 6, 7 & 8

Course description:

Students will learn the methods of debate in order to “argue for acceptance to various answers to a given question.” (The Debater’s Guide) Debate topics will be chosen based on students’ interest and current world issues. Students will research topics and prepare arguments to be presented following a modified “university style debate” procedure.

Anticipated student outcomes: *By June of this year, students will have the following experiences:*

- Researching in order to learn about a given debate topic.
- Evaluating and using evidence to support an idea.
- Collaborating with other students in order to brainstorm and write.
- Learning strategies for speaking convincingly.
- Learning strategies for writing clearly.
- Preparing for an oral presentation (reading and memorizing text).
- Giving and receiving constructive criticism of student performances.

Criteria for grading:

- This is a pass/fail course. Students will be graded on effort and enthusiasm, as well as willingness and ability to work collaboratively with classmates.

Outline developed by: Social Studies Department *Date:* Spring 2009

FARRAGUT MIDDLE SCHOOL

Hastings-on-Hudson, NY 10706

COURSE OUTLINE

SUBJECT: Expressive Reading

GRADE: 6-8

COURSE DESCRIPTION

Students participate in activities which enhance their expressive speaking skills, mainly in the area of reading. Activities include the creation of books on tape, reading aloud to elementary school students, and preparing and giving speeches. Students receive teacher feedback as well as that from their peers.

ANTICIPATED STUDENT OUTCOMES

By June of this year, students in this class should be able to...

- | | | |
|---|--|----------------------|
| • | publicly with expression. | read aloud/speak |
| • | of a group with confidence. | read /speak in front |
| • | publicly with fluency and clarity. | read aloud/speak |
| • | technology into the creation of “books on tape”. | incorporate |
| • | are appropriate for their listening audience. | choose texts that |
| • | present a speech effectively. | research, write, and |
-

MATERIALS

Students are welcome to bring picture books from home.

CRITERIA for ASSESSMENT

- 70% Reading/Speaking aloud
- 20% Overall participation, including coming to class prepared
- 10% Providing helpful feedback to peers

Opportunities for Support/Enrichment:

Students may attend the *extra help* period from 2:45-3:15.

FARRAGUT MIDDLE SCHOOL

Hastings-on-Hudson, NY 10706

COURSE OUTLINE

SUBJECT: Literature and Art Magazine **GRADE:** 6, 7 & 8

Course description:

Students will share their voices and talents by creating a school/community based magazine that invites experiments with different kinds of writing. Written entries may include, among others, interviews, vignettes, factual pieces, editorials, plays, narratives, poems, critiques, comics, book reviews, and movie reviews. Students will start the course looking for their mission statement and brainstorming what an audience might be interested in. Generally, we will strive to make the magazine thematic. Throughout the course students will also write letters to publishers and authors. Art work will be submitted in connection with the written pieces.

Anticipated student outcomes: *By the end of the course, students in this class should be able to...*

- work as a team toward the goal of a final publication
- exercise and hone writing skills (creative/formal)
- copy-edit effectively
- improve skills in grammar

Criteria for grading:

- completion of written entries
- satisfying weekly/monthly jobs
- cooperation and effort

Outline developed by: Language Arts Department Date: Spring 2009

FARRAGUT MIDDLE SCHOOL

Hastings-on-Hudson, NY 10706

COURSE OUTLINE

SUBJECT: Orchestra **GRADE:** 6, 7, & 8

Course description:

Students of the orchestra vary in experience from those who have studied for 2 years to some of those who have been studying for 10 years. The aim of the orchestra is to provide music which will hold the interest of the more advanced player while continuing to teach basic orchestral skills to the more beginning students. All students will experience the joy of ensemble playing and performance. Orchestra is a full year commitment.

Anticipated student outcomes: *By June of this year, students in this class should be able to demonstrate the following competencies. (The notation in parenthesis refers to the New York State Learning Standard to which that competency is linked. The complete list of standards is included at the back of this booklet.)*

- understand moderately complex rhythmic notation (i.e., various meters, syncopation, etc.). (A1)
- be able to identify keys by key signature. (A1)
- understand musical terms which indicate tempos, dynamics and bowings. (A1)
- have a language for various kinds of bowings, and be able to demonstrate them. (A1,2)
- have good posture with their instrument. (A1)
- be responsive to cues from the conductor. (A1,2)
- have an understanding of various musical styles such as classical, pop, jazz, etc.
- Demonstrate knowledge about some of the major composers, with some background information on the time period in which they lived.
- Play music at NYSSA levels 2 - 3 (A1)

Materials required or used:

Instrument: violin, viola, cello or bass, either owned by student or rented. (There is money available for students who would like to play an instrument but cannot afford to pay the rental fees. These students should speak to Mr. Rubino to obtain financial aid in these cases. All information is kept confidential.)

Music: Students will be given music for their home practice.

Notebook: Students should keep a small note pad in their instrument case, on which they will write down their weekly assignments.

Criteria for grading:

- Grades are primarily based on the student's ability to adequately perform the music. By attending rehearsals and weekly lessons, in addition to daily home practice, each student should be able to achieve this goal. Playing exams are given quarterly to determine how well students can execute the material for orchestra.

Opportunities for Support / Enrichment:

Mr. Carini is available each day during the help period for those students who need help in performing or understanding the music and assignments. More advanced students are encouraged to audition for the all-county orchestra or the Westchester Junior String Orchestra, both of which have their auditions in the Spring. Chamber and ensemble work is offered as time permits.

Outline developed by: Fine Arts Department Date: Spring 2009

FARRAGUT MIDDLE SCHOOL

Hastings-on-Hudson, NY 10706

COURSE OUTLINE

SUBJECT: Rescue Animals

GRADE: 6-8

COURSE DESCRIPTION

Rescue Animals empowers student to apply the concepts of respect, kindness and compassion toward animals in their own lives. Students become active participants in helping animals through fundraising, finding homes for homeless shelter dogs and cats, writing letters to help pass laws, and guest speakers (including a visit from a shelter dog.) Students will learn about the effects of factory farming on the environment, and learn tools to help initiate change in the treatment of our environment and the lives of our wild and domesticated furry friends. Food oriented celebrations in the successes we achieve are common.

ANTICIPATED STUDENT OUTCOMES

By June of this year, students in this class should be able to...

- Be proactive in helping animal rescue organizations and shelters.
- Discuss animal care, behavior, emotions, and survival skills.
- Share with others ways we can be more respectful and live in harmony with animals and nature.

MATERIALS: 1 notebook or section of binder. Pen or pencil.

CRITERIA for ASSESSMENT

Projects, individual or group presentations, reports or gathering of information, letter writing, reflections, group discussions, class participation.

Opportunities for Support/Enrichment:

Students may complete an assortment of enrichment assignments that are available to them.

Outline developed by: Middle School Teacher

Date: Spring 2009

FARRAGUT MIDDLE SCHOOL

Hastings-on-Hudson, NY 10706

COURSE OUTLINE

SUBJECT: Teen Choice Books

GRADE: 6, 7, 8

COURSE DESCRIPTION

This course is for students who love to read. The Children's Book Council recently announced its top finalists for the 2009 Teen Choice Book Award. These recent titles include: The Hunger Games, Airhead, Lock and Key, and Paper Towns. In this class, students will select one finalist book to read and discuss and then choose other nominated titles to read. Students will consider contemporary authors on this list such as Meg Cabot. How do her books become wildly popular? How do her books hook the reader? What criteria should be used to award the best new books for teenagers? Also, students will choose one of their own titles dealing with adversity and fitting with the Social-Emotional Learning culture of the school and Habits of the Mind. Materials will include selected books and possible newspaper and catalog book reviews and articles.

ANTICIPATED STUDENT OUTCOMES

By June of this year, students in this class should be able to...

Read, write, listen and speak for information and understanding.

- A. Research various contemporary authors & Teen Choice Book nominees
 - B. Research criteria for Teen Choice Book Award
 - C. Choose engaging issues dealing with adversity
 - D. Research books that would connect with Habits of the Mind/SEL and specific issues
 - E. Locate and use resources such as book reviews and editorials to assist in selecting books
 - F. Listen to reviews of peers for later reading choices
 - G. Create annotated bibliographies of choice books (after students read them) for future students and class participants
- II. Read, write, listen and speak for critical analysis and evaluation
- A. Critically read Teen Choice books & SEL-connected books
 - B. Employ active reading strategies for later critique of books
 - C. Analyze book reviews and/or devise book reviews to accompany annotated bibliography
 - D. Consider the background of the writer and the different points of view in texts
 - E. Present clear analysis, details, and reasons for nominating a book for the Teen Choice Award or using it as a text for SEL
- III. Read, write, listen, and speak for social interaction
- A. Discuss books in small groups or "book clubs" whose participants are all reading the same title
 - B. Present new book choices to peers through a "jigsaw" format to draw future interest in the title
 - C. Convince others to read their presented titles for enjoyment and enrichment
 - D. Suggest new or additional criteria for book selection/book awards

MATERIALS

Novels chosen by students to read such as (but not limited to):

- The Hunger Games
- Paper Towns
- Lock and Key
- Speak (SEL)
- The Absolutely True Diary of a Part Time Indian (SEL)
- Crash (SEL)
- Deep Down Popular (SEL)

Reference materials:

- Book Crush
- Top 500 Books for Teens
- “Children’s Book Council” website

CRITERIA for ASSESSMENT

- The ninth period rubric will be used for assessment
- Students will also compile an annotated bibliography of their book choices. Individual book reviews and bibliographies could be assessed for understanding and reflection

Opportunities for Support/Enrichment:

Students may move from the young adult genre to the adult/non-fiction genre to select more challenging titles with SEL-connections such as The Curious Incident of the Dog in the Night Time, The Kite Runner, or Barack Obama’s book Dreams from My Father.

Outline developed by: Middle School Teacher Date: Spring 2009

FARRAGUT MIDDLE SCHOOL

Hastings-on-Hudson, NY 10706

COURSE OUTLINE

SUBJECT: Theater Arts **GRADE:** 6, 7 & 8

Course description:

This course will focus on communication skills, especially listening, writing, and acting skills.

Anticipated student outcomes: *By June of this year, students in this class should be able to...*

- read and enact short scenes from existing plays.
- participate in acting games created by students.
- communicate an idea or scene as a mime.
- write and enact interior monologues.
- write and perform dialogues based on the characters created in the monologues
- write and perform short plays adapted from stories and myths.
- write and perform original plays and skits.
- participate with confidence in improvisational theater.

Materials required or used:

Materials gathered from existing books in the school library.

Criteria for grading:

- Written assignments
- Dramatic readings
- Enacted performances
- Class participation

Outline developed by: Fine Arts Department

Date: Spring 2009

FARRAGUT MIDDLE SCHOOL

Hastings-on-Hudson, NY 10706

COURSE OUTLINE

SUBJECT: Time and Materials Management **GRADE:** 6,7,8

COURSE DESCRIPTION:

This course is designed for students to increase and further develop their executive functioning skills on an individualized basis. Students will learn to better organize assignments, keep track of due dates, organize personal materials and self advocacy skills.

ANTICIPATED STUDENT OUTCOMES

By June of this year, students in this class should be able to...

- Accurate record assignments
- Be able to organize due dates
- Better manage time
- Keep handouts and notebooks organized
- Seek out their missing assignments
- Advocate and articulate themselves to teachers and coaches

MATERIALS

- Agenda book
- Pens, pencils, folders
- Subject Binders

CRITERIA for ASSESSMENT

- Demonstration of improvement in executive functioning
- Feedback from teachers
- Attitude towards making use of class time
- Completing homework and projects on time
- Keeping school materials organized

Opportunities for Support/Enrichment:

Each student sets their own goals and successes for this course.

FARRAGUT MIDDLE SCHOOL
Hastings-on-Hudson, NY 10706

COURSE OUTLINE

SUBJECT: World Geography & Current Events **GRADE:** 7 & 8

Course description:

World Geography focuses on the political boundaries of Nation-States as well as the physical geography that may impact political boundaries and/or peoples of a region. Also, the impact of geography is examined with respect to current events, studying the role geography plays in shaping foreign and domestic policies of particular regions and nations.

Anticipated student outcomes: *By June of this year, students in this class should be able to...*

- Locate most nations in the world, particularly those that have had a large impact in the international arena.
- Locate important physical geographic features such as rivers, mountains, bodies of water, and deserts, and examine the impact these features have on nations and regions.
- Develop an understanding and appreciation for current events as well as developing an appreciation for different cultures.

Materials required or used:

Maps
Smartboard and Smart technology
Classroom Jeopardy
Colored pencils
Construction paper

* Only students with a sincere interest in Geography should take this course.

Criteria for grading:

- This class will be graded on a pass/fail basis but students must pass a final exam at the end of the semester to pass the course.

Outline developed by: Social Studies Department *Date:* Spring 2009

The New York State Standards

English Language Arts

Students will:

1. listen, speak, read, and write for information and understanding.
2. listen, speak, write, read for literacy response and expression.
3. listen, speak, read, and write for critical analysis and evaluation.
4. listen, speak, read, and write for social interaction.

Mathematics, Science, and Technology

Students will:

1. use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.
2. access, generate, process, and transfer information using appropriate technologies.
3. understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.
4. understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.
5. apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.
6. understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.
7. apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions

Social Studies

Students will:

1. use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.
2. use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.
3. use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.
4. use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.
5. use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

The Arts

Students will:

1. actively engage in the processes that constitute creation and performance in the arts (dance, music,
2. theatre, and visual arts) and participate in various roles in the arts.
3. be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.
4. respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.
5. develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Health, Physical Education, and Home Economics

Students will:

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

Career Development and Occupational Studies

Students will:

1. be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.
2. demonstrate how academic knowledge and skills are applied in the workplace and other settings.
3. demonstrate mastery of the foundation skills and competencies essential for success in the workplace.
4. choose a career major and acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

Languages Other Than English (LOTE)

Students will:

1. be able to use a language other than English for communication.
2. develop cross-cultural skills and understandings