

STARPOINT MIDDLE SCHOOL COURSE GUIDE

2022-2023

Starpoint Middle School is a partnership among parents, staff, and community committed to fostering the academic achievement and growth of our students. We are dedicated to providing a rigorous curriculum, while empowering students to become life-long learners with a positive attitude toward our changing world. Students will be challenged to develop a strong character and become actively involved in the creation of their own learning.

~Mission Statement



Starpoint Middle School
4363 Mapleton Road
Lockport, NY 14094

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An Important Message to Parents/Guardians and Students

This Curriculum Handbook has been prepared by the Student Services Office and is a comprehensive summary of the requirements, policies and courses offered by Starpoint Middle School. This booklet has been organized to assist you, the student, in developing a program of study to meet your individual interests, needs and educational goals. It is imperative to note that Starpoint's curriculum and the State Education Department requirements are continually in revision and evolving with new goals and objectives; therefore, this information may be modified during the year. Additional information may be obtained from the school counselors.

The planning you are about to undertake is important! You are asked to thoroughly examine the course offerings in this booklet and, with the assistance of your counselor, teachers and parents/guardians, give careful consideration to all available options. You should strive to develop a program that explores and challenges your individual abilities and talents. Your counselor can help you in many ways: planning your course of study, providing career and college information, and helping you develop a better understanding of yourself.

Let's work together to make the next school year an enjoyable and rewarding experience!

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Middle School Principal

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Middle School Assistant Principal

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Middle School Counselor

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TITLE IX NOTICE - EQUAL OPPORTUNITY

The Starpoint Central School District does not discriminate on the basis of sex, race, color, national origin, or handicapping condition in the educational programs or activities which it operates, and is required by Title IX and Section 504 of the Educational Amendments of 1972 not to discriminate in such a manner. This policy of non-discrimination includes the following areas: recruitment and appointment of employees; employment pay and benefits; counseling services for students; and access by students to educational programs, course offerings, and student activities. The district official responsible for the coordination of activities relating to compliance with Title IX and Section 504 is the Director of Administrative Services. This official will provide information, including complaint procedures, to any student or employee who feels that his or her rights under Title IX and Section 504 may have been violated by the district or its officials.

COURSE PLANNING PROCESS

Step One – Course Orientation and Requirements

Beginning in early spring, students will have the opportunity to become familiar with all course offerings through a presentation by the school counselors in the students' classrooms. At this time, course selection and requirements will be addressed. Students in grades 5, 6, and 7 will be asked to make some selections for their schedule for the following year.

The counselors will assist the students in making course selections to ensure they meet the requirements of courses that interest them. In planning their program, students should keep in mind that the majority of the courses they will be taking are mandatory.

Students in grade 8 will be given information regarding High School course selections and graduation requirements. They will also be asked to make some selections for their schedule for next year. Parents of eighth graders will be invited to an Information Night in order for them to participate in the scheduling process.

Step Two – Parent Approval

The course selections developed with the student and counselor must receive parental approval. If parents have any questions or concerns, they can contact the student's counselor at 716-210-2222. If the course selections are satisfactory, parents of students in grades 6, 7 and 8 are asked to sign and return the course selection form to Student Services. At this point, the course selection process is complete.



PROMOTIONAL REQUIREMENTS – GRADES 6~8

The academic subjects – English language arts, mathematics, science, and social studies – must be passed. Any of the subjects failed during the academic year must be successfully completed in summer school.

Grade 6: Students who fail one academic subject will be promoted to seventh grade, but will receive additional instruction in that area. Students who fail two or more academic subjects will not be promoted to seventh grade and must repeat all sixth grade courses (including courses passed) and will be assigned to a sixth grade homeroom.

Grade 7: Students who fail one academic subject will be promoted to eighth grade, but will receive additional instruction in that area. Students who fail two or more academic subjects will not be promoted to eighth grade and must repeat all seventh-grade classes (including courses passed) and will be assigned to a seventh-grade homeroom.

Grade 8: Students who fail one academic subject will be promoted to ninth grade. Students who fail two or more subjects will not be promoted to ninth grade and must repeat all eighth-grade courses (including courses passed) and will be assigned to an eighth-grade homeroom.

Students may take up to two academic courses in summer school if failed during the school year.

SUMMER SCHOOL

Students who fail required classes are strongly encouraged to attend summer school. Failure to do so could result in students **not** graduating on time with their class. Students wishing to take any summer school course must have counselor approval. Students who fail two academic subjects will have the opportunity to be promoted if courses are successfully completed in summer school.

COURSE SELECTIONS & SCHEDULE CHANGES

The deadline for making course selections or changes for the upcoming school year will be July 1, 2022. Schedule change requests after that date will not be honored unless the student is new to the district or summer school grades indicate a change must be made. Please note, this policy must be adhered to if we are to schedule for the upcoming year with any degree of balanced class sizes. This includes all courses.



ACADEMIC ELIGIBILITY

- A student failing one course is eligible for sports or extracurricular activities.
- A student failing two courses with both grades between 60% and 65% is eligible, but on probation.
- A student failing two courses with one grade below 60% is ineligible for sports or extracurricular activities.
- A student failing three or more courses is ineligible for sports or extracurricular activities
- A student with an “incomplete” grade is ineligible for sports or extracurricular activities until the “incomplete” grade has been replaced with a passing grade.

HIGH HONOR ROLL/HONOR ROLL/MERIT ROLL

A student is eligible for the quarterly high honor roll by achieving an overall average between 95 and 100. A student is eligible for the honor roll by achieving an overall average of 90 – 94.99. Merit roll status is achieved with an average of 85 – 89.99.

ACCELERATED/HONOR CLASSES

Enrollment in accelerated and honor classes is subject to change based on student’s progress. Eligibility for accelerated/honor classes is based on teacher recommendation, New York State assessment scores from the previous school year and course average. Accelerated/honor classes are offered in math 6, math 7, and math 8, English / Language Arts 8, Physical Setting Earth Science and Living Environment/Biology.

ART DEPARTMENT

ART 6

Grade Recommendation: 6

Prerequisite: Completion of Grade 5

Course Content: At the 6th grade level, students express their ideas through the exploration of two and three dimensional art materials. The students’ ideas are inspired through the study of various artists, art movements and world culture. Students also build upon their knowledge of elements and principals of art.

ART 7

Grade Recommendation: 7

Prerequisite: Completion of Grade 6

Course Content: In the 7th grade, students enhance their understanding of art as a visual language. Along with the study of art history, students begin to find connections between art and other subjects.

Students are also introduced to ceramics and continue to strengthen their skills in drawing, painting and color theory.

COMPUTER ARTS 7

Grade Recommendation: 7

Prerequisite: Completion of Grade 6

Course Content: Computer Arts is an interdisciplinary subject that covers 4 main units: Computer Safety, Photography, Digital Art (Adobe Photoshop), and Media Arts (various web programs). In this course, students will learn the artistic side of the computer and how to think and work like a digital artist. Students will be introduced to Adobe Photoshop (a program that is considered to be #1 by many photographers, designers and advertisers) where they will create a variety of digital projects such as logos, advertisements and digital art. Students will learn the basics of photography, photography techniques and explore an array of famous photographers. Throughout the course, students will discover many positive aspects of creating art on the computer but will also be informed about the dangers of the internet and the potential harmful effects of digital manipulation, social media and technology on our everyday lives.

ART 8

Grade Recommendation: 8

Prerequisite: Completion of Grade 7

Course Content: Grade 8 Art encourages students to appreciate art as a part of their everyday life. The students learn more advanced techniques with various art materials and begin to critically analyze the artworks of others as well as their own. This course prepares the students for future art courses in high school.

BUSINESS DEPARTMENT

BUSINESS ESSENTIALS

6th Grade (20 Weeks)

Business Essentials introduces 6th grade students to the world of business and helps prepare them for the economic roles as consumer, worker, and citizen in an ever changing world through effective written and oral communication, adaptability, and leading by influence. In this semester course, students will learn the following skills: Personal Finance, Ethics, Social Responsibility of Business, Marketing, Advertising, Careers, Communication skills and Leadership skills.

ENTREPRENEURSHIP

8th Grade (20 Weeks)

How do you turn an idea into a business? Experience just that in this course! Entrepreneurship focuses on recognizing a business opportunity, starting a business, operating and maintaining a business. 8th grade students will be exposed to the development of critical thinking, problem solving, and innovation in this course. Integration of accounting, finance, marketing, business management, legal and economic environments will be developed throughout projects in this course. Various forms of

technologies will be used to expose students to resources and application of business principles for starting, operating and maintaining a business. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students for high school and the world of work. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry.

CRITICAL THINKING

CRITICAL THINKING 7 – BIOMEDICAL SCIENCE

Grade Recommendation: 7

Prerequisite: Completion of Grade 6

Course Content: This class embeds literacy skills into a STEM (Science Technology Engineering Math) program. Literacy skills will be strengthened through forensic and medical topics. Students take on the roles of physician and detective as they explore the mysteries of the human body, diagnosis, and solving crime. Hands-on activities and projects are emphasized as well as cooperative learning experiences and developing inquiries. Students become familiar with related careers and hone problem-solving skills throughout the course. Lab work includes learning to take/interpret vital signs, extracting DNA, and dissecting a sheep brain.

CRITICAL THINKING 8 – ENVIRONMENTAL ENGINEERING

Grade recommendation: 8

Prerequisite: Completion of Grade 7

Course Content: This class embeds literacy skills into a STEM (Science, Technology, Engineering, and Math) program. In this course, students will be challenged to think toward the future as they explore sustainable solutions to our energy needs and investigate the impact of energy usage on our lives and the world around us. Teams will design and model alternative energy sources and evaluate options for reducing consumption. Taking on the role of engineers, students will construct and test prototypes to generate and measure power. They will attain background knowledge about our environment and work to reduce our carbon footprint. Lab work will include soil testing, heat transfer analysis, windmill design, and more.

ENGLISH DEPARTMENT

LANGUAGE ARTS / READING 6

Grade Recommendation: 6

Prerequisite: Completion of Grade 5

Course Content: At grade 6, students will follow the NYS curriculum modules designed to address Common Core Learning Standards ELA outcomes during an 80-minute English Language Arts block. The focus for all modules is on building students' literacy skills as they develop knowledge about the world. Taken as a whole, these modules are designed to provide concrete strategies to address the "instructional shifts" required by the CCLS. Each module provides eight weeks of instruction, broken into three shorter units. Each module includes seven assessments: six unit-level assessments that

require students' independent work on a reading, writing, speaking, or listening task. Each unit includes one final performance task that is a more supported project, often involving research.

ENGLISH 7

Grade Recommendation: 7

Prerequisite: Completion of Grade 6

Course Content: In ELA 7 students will focus on various pieces of literature, which include: the themes of oppression, challenging environments and survival. Students will also write multiple pieces aligned to the CCLS framework and complete a creative Writer's Workshop. Vocabulary is a focus and is utilized throughout literature units. Students become critical thinkers of vocabulary by studying etymology.

ENGLISH 8

Grade Recommendation: 8

Prerequisite: Completion of Grade 7

Course Content: ELA 8 provides a challenging curriculum for all learners that is aligned with the NYS Common Core Learning Standards. As a result of these standards, we will be focusing on fluency, comprehension, and communications skills that are necessary for students to be on track for college and career readiness. In this course students will readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. This course incorporates great works of literature, along with non-fiction and historical documents. By the end of the course, students will develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

HONORS ENGLISH 8

Grade Recommendation: 8

Prerequisite: Completion of Grade 7

Recommendation of Grade 7 teacher

Course Content: English 8 course material will be covered. In addition, the students will learn the importance of language, style, structure, literary techniques and theme in a variety of genres and apply these to their writing. Students will share ideas in class discussions, presentations and writing. Honors English 8 students should demonstrate strong critical thinking and reading skills as well as the ability to work on assignments independently.

FAMILY AND CONSUMER SCIENCES DEPARTMENT

FAMILY AND CONSUMER SCIENCES 7

Grade Recommendation: 7

Prerequisite: Completion of Grade 6

Course Content: The objective of Family and Consumer Sciences 7 is to help students apply decision-making and management skills to the areas of wellness, nutrition, and foods. The goal is for students to develop the knowledge and skills needed to use in real-life situations related to their own nutritional needs.

FAMILY AND CONSUMER SCIENCES 8

Grade Recommendation: 8

Prerequisite: Completion of Grade 7

Course Content: Family and Consumer Sciences 8 is a continuation of seventh grade Family and Consumer Sciences. Further skill development in career awareness, decision-making, problem solving, and management in the home, family life, school & community, and work place are the primary concerns of this course.

HEALTH DEPARTMENT**HEALTH 6**

Grade Recommendation: 6

Prerequisite: Completion of Grade 5

Course Content: Health 6 is a 20-week course. The course is designed to promote respect for the health of others and for students to understand their own personal growth and development at this time in their lives. The course will inform Starpoint students of health-related information, and products or services that will make them healthier people for the rest of their lives. Students will demonstrate the necessary knowledge and skills to promote healthy adolescent development, they will demonstrate a variety of problem solving, communication and stress management skills to address health compromising behaviors. Students will also describe the interrelationship of social, emotional and physical health during adolescence. The following units are taught during the semester: Health Introduction, Healthy Relationships, Safety and First Aid, Tobacco/Vaping, Alcohol, and Drugs.

HEALTH 8

Grade Recommendation: 8

Prerequisite: Completion of Grade 6 Health

Course Content: In the second 20-week unit of health, students will have a general review of sixth grade health and will begin to learn about mental health. Students will become aware of the complex idea of what “being healthy” means. They will learn that “health” includes physical, mental, and social health. Good health is the responsibility of every individual. Students must learn how to take control of their own health. Emphasis on tobacco, alcohol and drugs, fitness, human growth and development, family life education and environmental health will also be included in the course.

LABS**READING AND WRITING WORKSHOP LAB 6**

Reading and Writing Workshop is a 20-week course designed to give students choice in what they read and write in order to increase achievement. During the reading workshop, students read a novel of their choice and are taught to compose thought provoking responses, to link prior knowledge in order to gain understanding and to make connections with the text. Students are given individual reading conferences throughout the year to monitor their learning. As a culminating activity, students are asked to complete an independent reading project. During the writing workshop, students are given the interdependent triad of time, ownership and response. They have the opportunity to

brainstorm ideas, write their first draft, self-edit and revise, peer conference, teacher conference, publish and share their finished pieces. At the conclusion, students create their own writing portfolio which documents their growth as a writer.

READING AND WRITING WORKSHOP LAB 8

Reading and Writing Workshop 8 is a 20-week course designed to improve students' reading and writing through collaborative discussion and inquiry. Students are asked to read a fiction and nonfiction text which have a common central idea; parallel journeys. Students will learn to view different perspectives, looking at both sides of a situation. Throughout the semester students will closely read to determine the central idea of a text, cite evidence that most strongly supports their analysis and answer thoughtful, text-based questions. Students will be able to write short responses based on what they read, as well as expository writing and photo narratives. Our goal is to have students become lifelong readers and writers.

ELA LAB 6, 7, 8 & Math Lab 6, 7, 8

ELA Lab and Math Lab classes in the middle school are Academic Intervention Services (AIS) small group classes. Students who are at risk of not gaining the knowledge and skills needed to meet performance levels on state assessments are scheduled into these labs by a team of teachers, counselors, and psychologists. Data from the student's NYS tests, STAR testing, and teacher feedback are examined by the team to determine student growth. These labs are a form of supplemental support which are intended to assist student who are at risk of not achieving the state learning standards by going back and assisting to "fill in the gaps." Lab classes support the regular classroom curriculum and also address the prerequisite skills that should already have been mastered in order to be successful. The practice of basic skills is also included as part of a spiral review. Labs are made available to students with disabilities on the same basis as non-disabled students provided, however, that such services shall be provided to the extent consistent with the student's individual education program.

LIBRARY MEDIA CENTER

INFORMATION LITERACY

Grade Recommendation: 6

Prerequisite: Completion of Grade 5

Course Content: Information Literacy is designed to supply students with the skills necessary to use technology in a safe, responsible, and efficient manner. Information Literacy explores internet safety, Google apps, and the research process, including determining the reliability of online sources. Students are also taught various ways to create organized online class folders, notes, documents, and presentations. Students become familiar with the LMC's OPAC (online public access catalog) and databases. Digital Portfolios are created to encourage a reflection on the progression of learning, while showcasing students' proudest academic achievements. Students should leave this class with a toolbox to support them in their core classes.

MATH DEPARTMENT

MATH 6

Grade Recommendation: 6

Prerequisite: Completion of Grade 5

Course Content: This course emphasizes fractions, algebra, integers, proportional reasoning, statistics, measurement, and geometry. There is a brief review of decimals from grade 5, but most of the curriculum will be new. The goal of this course is to prepare the student to be successful in problem solving and applying mathematics in their daily life. The students are also being prepared for the grade 6 state assessment that will be administered in May. Therefore, the use of calculators will be limited. Students will be exposed to the use of a calculator and its various keys and functions, but will be expected to do most work without it. Topics covered in Math 6 include: exponents, order of operations, the metric system, analyzing data, integers, expressions and equations, fractions, percents, ratios, rates, probability, angles, circumference, and area.

ADVANCED MATH 6

Grade Recommendation: 6

Prerequisite: Completion of Grade 5 and meets criteria on 6th grade advanced placement test.

Course Content: The advanced math program in grade 6 is designed to cover a portion of the sixth grade curriculum along with all 7th grade curriculum. Requirements for admission may include the following: recommendation from fifth grade teacher, counselor, state assessment scores and proficiency on entrance exam. There must be a strong commitment by the student to do the work involved in the program. The pace of the course is more intense than Math 6 and must be maintained to be successful in the advanced program. Note: All accelerated/advanced math students must maintain at least an 85% average to continue to the next level of advanced math. Teacher recommendation is necessary.

MATH 7

Grade Recommendation: 7

Prerequisite: Completion of Grade 6

Course Content: Math 7 is a course which emphasizes computation, operations, algebra, and geometry. The main concentration is on fractions, ratio, proportions and percents. We use NYS Modules series to help us to deliver this curriculum and bring mathematics to life with many real-life applications. We will briefly review some of the material from 6th grade, but most of the curriculum will be new. The goal of this course is to prepare the student to be successful in problem solving and applying mathematics in their daily life. We are also preparing them to be successful on the 7th grade state exam that will be taken in May. With this in mind, the use of the calculator will be limited. The student will be exposed to the use of a calculator and its various keys and functions, but will be expected to do most work without it. Topics to be covered include: problem solving, number relationships and fractions, fractions and their operations, algebra and integers, data analysis and statistics, ratio and proportions, percents and decimals, geometry in the plane (area, perimeter), geometry in space (surface area and volume), algebra (using integers), probability, algebra (equations and functions).

ACCELERATED MATH 7/8

Grade Recommendation: 7

Prerequisite: Completion of Advanced Math 6 or placement exam

Course Content: This course covers the topics of the last half of 7th grade and all of the 8th grade math program, thus enabling the student to study Common Core Algebra at the eighth grade level. Major topics will include: algebraic equations, integer investigation, language of algebra, data and graphs, number theory and fractions, rational numbers and percents, proportion, real numbers and inequalities, geometry concepts and transformations.

Note: Teacher recommendation is necessary. All accelerated/advanced math students must maintain at least an overall 85% average to continue to the next level of advanced math. All students will be evaluated each quarter. Students with averages lower than 85% will be monitored or possibly removed from the Accelerated Math class.

MATH 8

Grade Recommendation: 8

Prerequisite: Completion of Grade 7

Course Content: Eighth grade mathematics is about (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

COMMON CORE ALGEBRA

Grade Recommendation: 8

Prerequisite: Accelerated Math 7/8 or placement exam

Credit: 1 Unit

Course Content: The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The modules deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students engage in methods for analyzing, solving and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations Note: All Common Core Algebra students must maintain at least an 85% average to continue to the next level of advanced math. Teacher recommendation is necessary.

UNIVERSITY AT BUFFALO GIFTED MATH PROGRAM

The Gifted Math Program (GMP) at the State University of New York at Buffalo currently enrolls approximately 270 area middle and high school students of outstanding mathematical ability. The university courses replace mathematics courses in their home schools with the program staff providing the schools with student grades for their course work. Student acceptance into the program is determined during sixth grade. Twice weekly, two and one-half hour sessions at the university are broken into two 70-minute classes. GMP has been recognized as one of the outstanding mathematics-

science programs in the country by the National Council of Teachers of Mathematics, National Science Teachers Association, and American Association of School Administrators sponsored project.

UNIVERSITY AT BUFFALO GIFTED MATH PROGRAM

SHORT DESCRIPTION OF COURSES

- Grade 7 – Introduction to Logic
- Grade 8 – Logic and Sets
- Grade 9 – Introduction to Fields
- Grade 10 – Relations and Functions
- Grade 11 – Discrete mathematics I or II
- Grade 12 – College Calculus I or II

With the evolution of technology in the real world and all of the changes that are happening at such a quick pace, it is essential for students to gain a solid mathematical background in order to succeed. It is our job to equip students with not only mathematical knowledge and know-how, but also with a strong work ethic and imagination to solve problems. It is the philosophy of the Math Department that a student must have solid fundamentals in order to achieve at these higher levels. It is also important for students to have strong mental math abilities as well as a sense of whether a solution makes sense.



MUSIC DEPARTMENT

CHORUS 6

Grade Recommendation: 6

Prerequisite: Completion of Grade 5

Course Content: Sixth grade chorus is a continuation of choral skills that began in fourth and fifth grade. These include: proper breathing and vocal technique, choral score reading, singing two-part harmony (possibly three-part harmony), proper performance etiquette and stage presence. The chorus usually performs two times during the school year, once in fall/winter and again in spring. Students are responsible for attending all required rehearsals and concerts, behaving properly during rehearsals and concerts, taking direction from the conductor, learning and memorizing their music.

CHORUS 7 AND 8

Grade Recommendation: 7, 8

Prerequisite: Completion of Grade 6 or 7, respectively

Course Content: According to the NYS Standards for Arts Education, students will receive rhythmic and tonal training, while exploring their voice and learning how to sing. Students will work on developing proper choral technique, and singing in tune to support the ensemble while enhancing individual musicianship. Care is taken in handling the changing voice so that the vocal student will have an understanding of his or her own vocal abilities. Good vocal health, low breath support, basic score reading, music theory, and sight singing/ear training are addressed. Students also learn about stage presence, concert etiquette and are acquainted with choral music of a variety of styles and genres. Participation in concerts, lessons and after-school rehearsals is required.

GENERAL MUSIC 6

Grade Recommendation: 6

Prerequisite: General Music 5

GENERAL MUSIC 7

Grade Recommendation: 7

Prerequisite: General Music 6

MUSIC 8

Grade Recommendation: 8

Prerequisite: General Music 7

Course Content: General Music in grades 6, 7, & 8 seeks to inspire students to have a lifelong appreciation for music. The class meets every-other-day for 20 weeks. The curriculum is divided into units, which are aligned with the **New York State Learning Standards for the Arts: CREATING-**conceiving and developing new musical ideas and works; **PERFORMING-** realizing musical ideas and work through interpretation and presentation; **RESPONDING-** understanding and evaluating how music conveys meaning; **CONNECTING** – relating musical ideas and work with personal meaning and external context.

BAND 6,7,8

Grade Recommendation: 6,7,8

Prerequisite: Completion of Band grade 5,6, or 7 respectively. New band students must contact the band director before registering.

Course Content: The Middle School Band class offers instruction on woodwind, brass, and percussion instruments with a focus on the skills necessary for long-term student success. Fundamentals stressed include proper posture and playing position, development of characteristic tone quality and training in music literacy. Students will develop skills in instrumental music related to performing, analyzing, creating and responding to music, as well as the skill to become a successful musician and 21st century citizen. Students typically perform in 2-3 concerts throughout the school year. Small performances also take place to contribute positively to culture and the school community. Participation in assemblies, lessons and after school concerts is required.

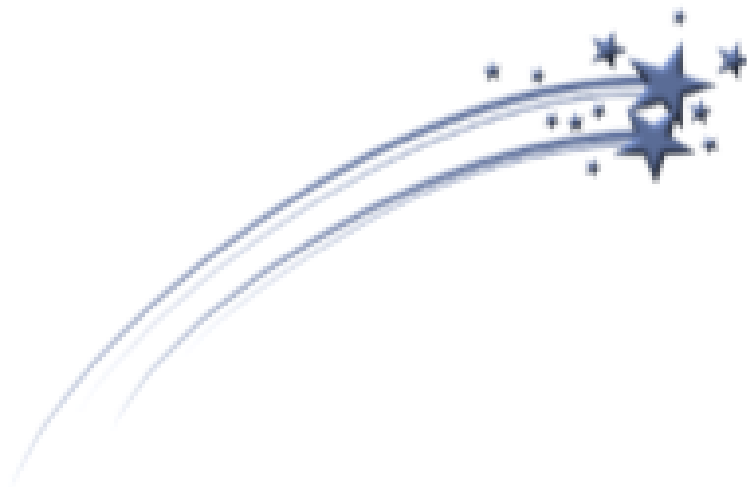
PHYSICAL EDUCATION DEPARTMENT

PHYSICAL EDUCATION 6, 7, 8

Grade Recommendation: 6, 7, 8

Prerequisite: Completion of grades 5, 6 or 7 respectively

Course Content: Middle School is a critical time for developing and refining physical skills and exploring abilities and interests. Movement and activity experiences will form a foundation for lifelong participation in health enhancing physical activity. Students will participate in a variety of activities that develop individual skills, teamwork and game concepts. There will also be an emphasis on developing interpersonal skills including the 5 Star Character Traits: respect, responsibility, cooperation, empathy and integrity. Activities taught on a unit basis include football, soccer, basketball, volleyball, swimming, bowling, cooperative games, recreational games, physical fitness/wellness, hockey, lacrosse, badminton and ping pong.



SCIENCE DEPARTMENT

SCIENCE 6

Grade Recommendation: 6

Prerequisite: Completion of Grade 5 Course Content

Course Content: The sixth grade science curriculum incorporates the rigorous and engaging NYSSLS standards. These standards are designed with the idea that students should have a science education that they can use in their lives. It should empower students to be able to make sense of the world around them, and give students the critical thinking, problem solving, and data analysis and interpretation skills that they can use in any career. Students will explore various topics centered around scientific phenomena which include the microbiome, metabolism, traits and reproduction, matter and energy in ecosystems, ocean, atmosphere, climate, and weather patterns. Students will also participate in two engineering tasks throughout the year connected to specific units of study.

SCIENCE 7

Grade Recommendation: 7

Prerequisite: Completion of Grade 6

Course Content: The curriculum is grounded on concepts in Earth Science, Life Science, and Physical Science. Topics in Earth Science include such areas as geology, geologic time, earthquakes and volcanoes, plate tectonics and space. Cells, classification, the five kingdoms, and plants will be included in the Life Science section. Metrics and measurement, atomic theory and the periodic table will be a part of Physical Science. There will be demonstrations and lab work in the course. Students will be exposed to the different instruments of Scientific Inquiry. They will begin to receive basic proficiency in the use and handling of lab equipment.

SCIENCE 8

Grade Recommendation: 8

Prerequisite: Completion of Grade 7

Course Content: The objective of the Science 8 program is to produce scientifically literate students. In order to achieve this objective, Science 8 has been designed to meet the goals produced by the National Science Education Standards, the New York State Math Science and Technology Standards, as well as produce students that are prepared to take the New York State Science Assessment Grades 5 – 8. Therefore, the Science Department of Starpoint Central School District has aligned the science curriculum to maximize the student growth and potential in science. Topics to include the nature of science, properties of waves and light, states of matter, human impact on the environment, the human body and comprehensive State Test Review.

LIVING ENVIRONMENT/BIOLOGY

Grade Recommendation: 8

Prerequisite: Completion of Grade 7, Recommendation of Grade 7 science teacher

Credit: 1 unit

Course Content: Living Environment/Biology is a Regents Level course based on regular laboratory and field investigations that include a study of structures and functions of living organisms and their interactions with the environment. Biology is the study of the living world, including microscopic

organisms, fungi, plants, and animals. In Biology it is important to attempt to understand life and life processes. This course therefore is aimed at introducing principles and concepts that apply to life at all levels or organization, no matter how simple or complex it may be. Our study begins by examining those general characteristics that are shared by all living things. These include similarities in chemical makeup, energy usage, ability to reproduce, and community involvement. This course includes a separate lab class where at least 1200 minutes of lab work will be completed making students eligible to take the Regents exam in June. This course is required for High School graduation. Upon completion and passing of the course and Regents exam, students will receive one High School science credit. Note: Teacher recommendation is necessary. All Living Environment/Biology students must maintain at least an overall 85% average to continue to the next level of advanced science. All students will be evaluated each quarter. Students with averages lower than 85% will be monitored or possibly removed from the Living Environment/Biology class.

PHYSICAL SETTING/EARTH SCIENCE

Grade Recommendation: 8

Prerequisite: Completion of Grade 7, Recommendation of Grade 7 science teacher

Credit: 1 unit

Course Content: The Physical Setting/Earth Science Advanced course of study is designed for students who can learn at an accelerated pace. The course focus encourages students to understand the processes of change in earth and space through first-hand observation and inference. Throughout the various units, including Rocks and Minerals, Earthquakes, Landscapes, Geological History, Meteorology and Astronomy, emphasis is placed on scientific inquiry and analysis of data relevant to the NYS Learning Standards. Students will be taught to formulate questions that relate to their experiences and to use their acquired skills to investigate these questions. Throughout the year, timely environmental issues such as global warming and environmental pollution will be explored, with an emphasis on how we interact with the Earth, and our responsibility to understand and value our natural environment. The level of difficulty in the advanced course is designed to offer a challenge to capable students. Students in the advanced course are also expected to participate more and willingly meet the additional challenge. Students **MUST** satisfactorily complete all required laboratory experiences in order to sit for the Regents examination.

Note: Teacher recommendation is necessary. All Physical Setting/Earth Science students must maintain at least an overall 85% average to continue to the next level of advanced science. All students will be evaluated each quarter. Students with averages lower than 85% will be monitored or possibly removed from the Physical Setting/Earth Science class.

SOCIAL STUDIES DEPARTMENT

SOCIAL STUDIES 6

Grade Recommendation: 6

Prerequisite: Completion of Grade 5

Course Content: Social Studies 6 examines the history of the Eastern Hemisphere beginning around the year 10,000 B.C. and continues throughout the Middle Ages. The civilizations of Mesopotamia, China, Arabia, Greece, and Rome will be explored, as well as the culture of Europeans during the Middle Ages. Each time period or civilization that is studied will focus on the economics, culture, science-technology, history, government, social skills, geography, religion and citizenship of that time

period. Students will also learn about the origins and major beliefs of 5 major religions: Judaism, Christianity, Islam, Hinduism, and Buddhism.

UNITED STATES AND NEW YORK STATE HISTORY 7

Grade Recommendation: 7

Prerequisite: Completion of Grade 6

Course Content: This course is the study of United States history up to 1865 with highlights of New York's history (references to Canada and Mexico). Topics include exploration, colonization, colonial life, the United States Constitution, expansion, growth of democracy, Civil War, and Reconstruction. Students will interpret pictures, charts, graphs, tables, maps, and political cartoons. Course objectives are to develop critical thinking, evaluate and organize information, and understand chronology of historical events. Discussion, group work, multimedia materials, class work, and homework are used to meet objectives.

UNITED STATES AND NEW YORK STATE HISTORY 8

Grade Recommendation: 8

Prerequisite: Completion of Grade 7

Course Content: This course includes five major topics in its course content including domestic affairs of the United States, American Industrialization, immigration, expansion of the United States, and Foreign Policy of the United States. This course begins where the seventh grade history class ends, which is the Civil War and Reconstruction.

SPECIAL EDUCATION DEPARTMENT

CONSULTANT TEACHER PROGRAM

Grade Recommendation: 6, 7, 8

Prerequisite: Committee on

Special Education Recommendation

Course Content: The Consultant Teacher model is a less restrictive environment on the continuum of special education services. This model meets the students' needs within the regular education setting. The students are mainstreamed in all classes deemed appropriate by the Committee on Special Education. Support is provided by the Special Education staff in the regular education classes, as well as through conferences and consultation with the general education teacher. The student's learning may be supported by an Academic Support class, which is taught by the Special Education staff.

Special Education students will be scheduled onto a team in compliance with their Individual Educational Plan (IEP). Additional information on Special Education Services is available in the Special Programs Office.

SELF-CONTAINED CLASSES

Grade Recommendation: 6, 7, 8

Prerequisite: Committee on

Special Education Recommendation

Course Content: Self-contained classes are smaller classes designed to meet the academic and social needs of students through an individualized program. The course work relates to the individual student’s IEP. Social studies, science, math and Academic Enrichment classes are available depending upon student schedules and IEP goals. Special education teachers, school counselors, social workers, instructional associates, and administration work collaboratively to help students with special needs adjust to and thrive in the middle school setting as well as prepare for high school.

TECHNOLOGY DEPARTMENT

TECHNOLOGY EDUCATION 7, 8

Grade Recommendation: 7, 8

Prerequisite: Completion of Grades 6 & 7, respectively

Technology is a course of study designed to enable seventh and eighth grade students to understand the concepts that underlie technological systems. Students will learn about the influence of technological systems on their total lifestyle, including home, school and the world of work. The instruction is provided through hands-on, laboratory-based activity utilizing modern tools and machines. Students will learn about the evolution of technology, as well as the three forms of technology (biological, informational/communications, and physical).

Our Project Lead the Way (PLTW) Gateway Program is incorporated into the seventh and eighth grade tech programs. This curriculum will challenge, inspire and offer students rigorous and relevant experiences through activity-, project- and problem-based learning. Industry-leading technology is used to solve problems while gaining skills in communication, collaboration, critical thinking, and creativity.



WORLD LANGUAGES

INTRODUCTION TO SPANISH 7

Grade Recommendation: 7 (State Requirement)

Prerequisite: Completion of Grade 6

Credit: One high school credit contingent upon successful completion of the proficiency examination in Spanish, after completion of Spanish 1 (*All students must pass the proficiency examination in order to graduate from high school).

Course Content: This course provides students with an introduction to the Spanish language and culture in an interesting and stimulating context. Basic conversation and practical use of the language are stressed to allow the student ample opportunity to develop the skill of oral proficiency. The course is communicatively based, offering a solid grammatical foundation and promoting student development in the four skill areas of reading, writing, listening and speaking. This course covers the first half of the curriculum that is taught in Spanish 1 at the high school level.

SPANISH 1

Grade Recommendation: 8 (State Requirement)

Prerequisite: Introduction to Spanish 7

Credit: One high school credit contingent upon passing the course and successful completion of the proficiency examination in Spanish given at the end of this course. (*All students must pass level one of a foreign language in order to graduate from high school).

Course Content: This course is a continuation of Introduction to Spanish 7 and completes the curriculum that is taught in Spanish 1 at the high school level. Reading, writing, and listening comprehension are stressed, with a special emphasis on oral communication. The student continues to develop the solid grammatical foundation necessary to effectively and comprehensibly speak Spanish. At the end of this course of study students should have developed the skills necessary to achieve a passing grade on the proficiency examination, thereby earning one high school credit in Spanish. These students may continue the study of Spanish at level two in the high school.

**A student who fails the Spanish 1 proficiency examination must take Spanish 1 at the high school level for a minimum of 40 weeks and pass the course in order to satisfy the new graduation requirement, i.e.: a proficiency in a language other than English. The second language proficiency examination is offered only in June of each year; summer school is not an option for taking the proficiency examination.*



INTRODUCTION TO FRENCH 7

Grade Recommendation: 7 (State Requirement)

Prerequisite: Completion of Grade 6

Credit: One high school credit contingent upon successful completion of the proficiency examination in French, after completion of French 1. (*All students must pass the proficiency examination in order to graduate from high school.)

Course Content: This course provides students with an introduction to the French language and culture in an interesting and stimulating context. Basic conversation and practical use of the language are stressed to allow the student ample opportunity to develop the skill of oral proficiency. The course is communicatively based, offering a solid grammatical foundation and promoting student development in the four skill areas of reading, writing, listening, and speaking. This course covers the first half of the curriculum that is taught in French 1 at the high school level.

FRENCH 1

Grade Recommendation: 8 (State Requirement)

Prerequisite: Introduction to French 7

Credit: One high school credit contingent upon passing the course and successful completion of the proficiency examination in French given at the end of this course. (*All students must pass level one of a foreign language in order to graduate from high school).

Course Content: This course is a continuation of Introduction to French 7 and completes the curriculum that is taught in French 1 at the high school level. Reading, writing, and listening comprehension are stressed, with a special emphasis on oral communication. The student continues to develop the solid grammatical foundation necessary to effectively and comprehensibly speak French. At the end of this course of study students should have developed the skills necessary to achieve a passing grade on the proficiency examination, thereby earning one high school credit in French. These students may continue the study of French at level two in the high school.

**A student who fails the French 1 proficiency examination must take French 1 at the high school level for a minimum of forty weeks and pass the course in order to satisfy the new graduation requirement, i.e.: a proficiency in a language other than English. The second language proficiency examination is offered only in June of each year; summer school is not an option for taking the proficiency examination.*



MINIMUM GRADUATION REQUIREMENTS

To graduate from Starpoint High School, you must earn 22 credits.

SUBJECT	REGENTS DIPLOMA	ADVANCED REGENTS DIPLOMA
English	4	4
Social Studies	4	4
Mathematics	3	3
Science (one unit must be Living Environment)	3	3
Health	.5	.5
The Arts (art and music courses)	1	1
Modern Languages	1	3*
Physical Education	2	2

* or 5 units CTE or 5 units Arts

Required Regents Exams

COMPREHENSIVE ENGLISH	MATHEMATICS <i>(Common Core Algebra)</i>	SOCIAL STUDIES <i>(U.S. History and Global Studies)</i>	SCIENCE <i>(one must be passed)</i>
Regents score of 65 or above	Regents score of 65 or above	Regents score of 65 or above	Regents score of 65 or above

ADVANCED REGENTS DIPLOMA

To earn the Advanced Regents Diploma the following Regents exams must be passed with a score of 65 or above:

- Trigonometry/Algebra exam
- Geometry exam
- Additional Science Regents exam

Plus, one of the following:

1. A language other than English (3 credits) plus World Languages exam
2. CTE (5 credits)
3. The Arts (5 credits)

NOTE:

Students with disabilities – See your counselor for exemptions regarding Regents exam requirements.

Career and Technical Education – CTE includes the following: Business, Technology Education, and BOCES vocational sequences.

Regents Policy – You must pass a course with a final average of 65% in order to receive Regents credit. Receiving a passing grade on the Regents exam does not qualify you to receive course credit.

COLLEGE ENTRANCE RECOMMENDATIONS **START PLANNING YOUR FUTURE NOW**

If you do not know what you want to do after high school, that's okay. But keep in mind that more and more jobs require higher education. Don't sell your dreams and aspirations short. Start by taking **challenging classes** that will prepare you for the future! These classes can prepare you for entrance into the work force, trade schools, college (two or four year), or the military. Whatever you decide to pursue after graduation, taking rigorous and challenging classes will help you to be prepared to succeed. The following are guidelines for students in grades 9 – 12 to take to be prepared for college entrance:

- **4 years of English**
- **4 years of social studies**
- **3 or more years of mathematics**
- **3 or more years of World Languages (formerly known as Language Other Than English)**
- **3 or more years of science**
- **1 course in music/art**
- **1 course in computers**

College admissions requirements vary according to program, major, etc. Students who prepare may have the opportunity to choose many more careers than students who take the minimum for graduation from high school. You must be able to:

- **speak and write clearly**
- **comprehend what you read**
- **have a clear understanding of how to use computers**
- **be able to manage time for yourself**
- **solve problems using math or logic**
- **understand scientific ideas and facts**
- **appreciate the ways history has shaped U.S. political and social issues**

ADVANCED PLACEMENT/NU-STEP COURSES- GRADES 9-12

Advanced Placement and Niagara University courses are offered at Starpoint for students who desire to academically challenge themselves. The courses are rigorous and demanding. The primary emphasis is to enhance the students' chances for success in college, and the secondary emphasis is collecting college credit. Starpoint currently offers the following college-level courses:

- **AP English 12**
- **AP Global 10**
- **AP History 1**
- **AP Chemistry**
- **NU/STEP Calculus (Niagara University)**
- **AP Computer Science**
- **AP Government**

These courses will be offered only with sufficient enrollment as determined by the administration and Board of Education for any school year. Students who are not on a recommended list may apply for entrance into advanced college courses if they have at least an 85% average. The AP/NU-STEP teacher and counselor will review the student's academic record.

CAREER AND TECHNICAL EDUCATION (CTE) AT B.O.C.E.S.

Note: Career and Technical Education classes are for students in grade 11 and 12. This information is being provided only as a reference resource for future planning.

Career and Technical Education refers to a curriculum which is intended to prepare students for employment. They may expect to earn a living in occupations in which success is dependent largely upon the skillful use of hand or machine tools, knowledge of the properties and characteristics of materials, and a command of the principles and skills related to the occupation. Students in occupational courses study modern industrial methods and procedures in buildings equipped with up-to-date equipment comparable to that used in the occupation for which they are preparing. In their academic and related classes, they also study the basic subjects for a well-rounded program in general education. The training is designed to gain experience through direct contact with materials, the manipulation of objects, the use of tools, the application of instruments, and the construction of various items.

Required Standards for Career and Technical Education

Starpoint Central School has a goal of having all students meet and exceed state and local graduation requirements. To accomplish this goal, we need to ensure that students achieve identified benchmarks prior to moving on to more sophisticated programs. Starpoint remains committed to providing a quality career and technical education program to interested students. We believe that, for students to be successful in a career and technical program, they must have successfully completed specific courses required to graduate. Therefore, students interested in pursuing a career and technical education program at B.O.C.E.S. must have completed a minimum of eleven credits. To be eligible, students must complete the following: two units of math, two units of science, Global Studies 9 and 10, English 9 and 10, one unit of physical education, and one unit of art and/or music.

B.O.C.E.S. Philosophy

The Career and Technical Center is basically for the student who plans to enter the labor market upon graduation from high school. Experience indicates that approximately twenty percent of center graduates choose to increase their skills and understandings by post-secondary education. This decision, for the most part, is made after exposure to the career and technical programs. The center is interested in increasing choices for students rather than narrowing their options. We are interested in working with the home schools towards flexibility in program, which will provide a wider choice for students. The center feels accountable for those students attending its programs. We feel that no student should consider himself as having too much or too little ability for success at the center. We believe that the ability range varies in different occupations with some offering a more restricted range than others. This means that student enrollment at the center should provide training in an area where students' abilities allow for eventual, gainful employment. We are equally concerned with the development of a positive self-concept and the development of manipulative and conceptual skills. We are concerned that each student will experience success and gain the skills and understanding necessary to become a participating member of society.

The following career and technical courses are offered through BOCES:

- AIR CONDITIONING
- AUTOMOBILE BODY REPAIR
- AUTOMOBILE MECHANICS
- BUILDING TRADES
- COMPUTER AIDED DRAWING
- ENVIRONMENTAL AND RECREATIONAL NATURAL RESOURCE MANAGEMENT (Conservation)
- LICENSED COSMETOLOGY
- EARLY CHILDHOOD EDUCATION
- ELECTRICITY/ELECTRONICS
- FOOD SERVICE
- GRAPHIC ARTS
- PRECISION MACHINE TECHNOLOGY
- HEALTH OCCUPATIONS TECHNICIAN
- SECURITY AND LAW ENFORCEMENT
- EMERGENCY MEDICAL SERVICES
- WELDING

