

STARPOINT MIDDLE SCHOOL COURSE GUIDE 2017-2018

The Starpoint Central School District, serving the children of five communities, provides opportunities that encourage, instruct, and challenge student to become self-directed learners and to reach their maximum potential.

Mission Statement



Starpoint Middle School
4363 Mapleton Road
Lockport, NY 14094

Starpoint Middle School Course Guide

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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!

James Bryer
Middle School Principal

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Middle School Counselor

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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.

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Course Planning Process

STEP ONE – Course Orientation and Requirements

Starting in January, 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.

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Promotion Requirements - Grades 6, 7 and 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.

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.

- Promotional requirements subject to scheduling process.
- 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 Changes & Schedule Changes After Schedules are Printed & Distributed

The deadline for making course selections or changes for the upcoming school year will be July 1, 2017. 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 and lunchroom assignments.

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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.

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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 and Cyber Citizenship, Media Literacy, Digital Art (Photoshop), and Media Arts (various web programs). Students will create projects that demonstrate their understanding of various topics and themes, often incorporating other subjects such as ELA and history

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.

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 Engineer Math) program. 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 and developing inquires. 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 dissection a sheep brain.

CRITICAL THINKING 8 – ENVIRONMENTAL ENGINEERING

Grade recommendation: 8

Prerequisite: Completion of Grade 7

Course Content: Description will be available in September, 2017

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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. Finally, students experience guided reading instruction 1-2 times during the year where they are grouped according to their instructional reading level in a small group setting.

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.

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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 designed for Starpoint students to learn acceptance of personal responsibility and their lifelong health. The course is designed to promote

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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. The following units are taught during the semester: Health Introduction, Healthy Relationships, Safety and First Aid, Alcohol, Tobacco 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 & 7

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.

ELA Lab 6, 7, & 8 and Math Lab 6, 7, & 8 –ELA Lab and Math Lab classes in the Middle School are Response to Intervention (RTI) 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 the RTI Team. Data from student’s NYS Tests, STAR Testing, and teacher feedback are examined by the RTI Team to determine student growth. These labs are a form of supplemental support which are intended to assist students who are at risk of not achieving the state learning standards by going back and assisting to “fill in gaps.” Lab classes do not necessarily support the classroom curriculum; they are designed around each student’s individual needs. Labs are made available to students with disabilities on the same basis as non-disabled students provided, however,

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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 LMS'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 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.

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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.

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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. Because it is built on the middle grades standards this is a more ambitious version of Algebra I than has generally been offered. 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

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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.

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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.

MUSIC 6

Grade Recommendation: 6

Prerequisite: Completion of Grade 5

Course Content: Grade six General Music fosters creativity and self-expression while inspiring students to have a lifelong appreciation for music. The class meets every-other-day for the entire school year. The curriculum is divided into units, which are closely aligned with the NYS Standards for Music and incorporate the following: singing, composition, listening, group projects and/or playing instruments. Composers and performers are explored, along with musical form, dance, instruments, theatre, music history and style.

MUSIC 7

Grade Recommendation: 7

Prerequisite: Completion of Grade 6

MUSIC 8

Grade Recommendation: 8

Prerequisite: Music 7, Chorus 7, or Band 7

Course Content: Grade seven and eight General Music includes singing, alone and with others, a varied repertoire of music, performing on instruments, alone and with others, a varied repertoire of music, improvising melodies, variations, and accompaniments, composing and arranging music within specified guidelines, reading and notating music, listening to, analyzing, and describing music, evaluating music and music performances, understanding relationships between music, the other arts, and disciplines outside the arts, and understanding music in relation to history and culture.

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BAND 6

Grade Recommendation: 6

Prerequisite: Grade 5 Band

Course Content: Sixth grade band strives towards improving upon students' musical knowledge and technical and tonal skills in playing their instruments. This course will help prepare them for continuation of their musical participation in future years. Participation in concerts/performances during evening and weekend hours is a requirement of this course.

BAND 7

Grade Recommendation: 7

Prerequisite: Band 6

Course Content: Seventh grade band strives towards improving students' musical knowledge and technical & tonal skills in the playing of an instrument. This course will prepare them to continue their musical participation in eighth grade band. Band rehearsals take place every other day and lessons are once a week. Participation in concerts and performances during evening and weekend hours is a requirement of this course.

BAND 8

Grade Recommendation: 8

Prerequisite: Band 7

Course Content: Eighth grade band strives toward improving the students' musical knowledge, technical and tonal skills in an instrument and preparing them with the skills required to continue their musical participation in Senior High Band. Band rehearsals take place every other day and lessons are once a week. Participation in concerts and performances during evening and weekend hours is a requirement of this course.

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PHYSICAL EDUCATION DEPARTMENT

PHYSICAL EDUCATION 6, 7, 8

Grade Recommendation: 6, 7, 8

Prerequisite: Completion of grades 5, 6 or 7 respectively

Course Content: A variety of activities are offered so that individual skills and basic fundamentals can be developed. Emphasis is on developing interpersonal skills including the 5 Star Character Traits: respect, responsibility, cooperation, empathy, integrity and sportsmanship. Activities taught on a unit basis include field hockey, flag football, soccer, basketball, volleyball, softball, track and field, dance, swimming, bowling, cooperative games, recreational games, physical fitness/wellness, floor hockey, lacrosse and badminton.

SCIENCE DEPARTMENT

SCIENCE 6

Grade Recommendation: 6

Prerequisite: Completion of Grade 5

Course Content: Students will explore various physical, earth and life sciences. Topics include early scientists, communicable diseases, energy/circuits, nutrition, digestive and circulatory systems, cells and heredity, ecosystems and biomes, light and sound, and weather and climate. Students will be actively engaged in many hands-on activities and experiments with each unit of study. Use of technology, when applicable, is incorporated into each unit to create research papers, group projects and presentations.

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.

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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 of 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.

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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, Egypt, India, 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.

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

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democracy, Civil War, and Reconstruction. Students will interpret pictures, charts, graphs, tables, maps, and political cartoons. Course objectives hope to build one's critical thinking, evaluate and organize information, and understand chronology of historical events. Discussion, group work, multimedia materials, class work, and homework will 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 a study skills class, which is taught by the Special Education staff.

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.

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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.

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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).

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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
World 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 (one must be passed)
Regents score of 65 or above	Regents score of 65 or above	Regents score of 65 or above	Regents score of 65 or above

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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 vigorous 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**

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- **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 vigorous 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.

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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

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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