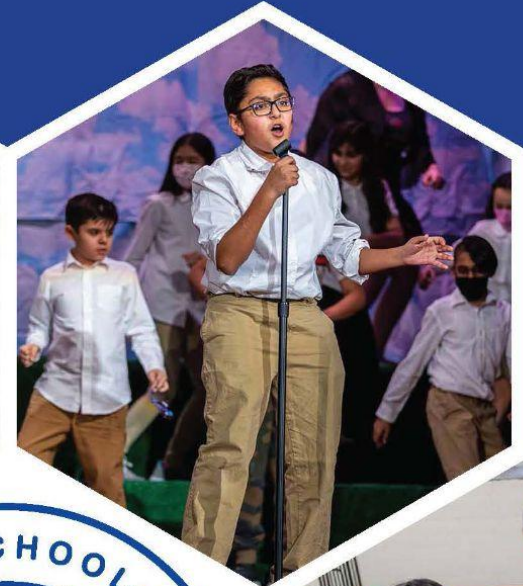


# HICKSVILLE

MIDDLE SCHOOL



# 2023-2024

COURSE OF STUDIES CATALOG

## Administration

### Middle School

|  | <u>Telephone</u> |
|--|------------------|
| Mara Jorisch, Principal                | 733-2261         |
| Lauren Castellane, Assistant Principal | 733-2289         |
| Benjamin Tangney, Assistant Principal  | 733-2288         |
| Todd Wallace, Assistant Principal      | 733-2290         |

## Central Administration

### Directors:

|  | <u>Telephone</u> |
|--|------------------|
| Inna Mishiev, Director of Special Education & Pupil Personnel Services                               | 733-2160         |
| Vicki Montalvo, Assistant Director of Special Education & Pupil Personnel Services - Grades 9-12     | 733-2265         |
| Bryan Offermann, Assistant Director of Special Education & Pupil Personnel Services - Grades 6-8     | 733-2160         |
| Christine Snow, Assistant Director of Special Education & Pupil Personnel Services - Pre-K - Grade 5 | 733-2160         |
| Matthew Calarco, Physical Education, Health, Athletics, Driver Education & Recreation                | 733-2245         |

### Supervisors:

|   | <u>Telephone</u> |
|---|------------------|
| Brendan McGowan, <a href="#">Supervisor of English, Reading, and Library</a>                    | 733-2147         |
| Chad Wyman, <a href="#">Supervisor of Fine Arts</a>   | 733-2142         |
| Linda Pfaffe, Ed.D., <a href="#">Supervisor of Mathematics, Business and Computer Education</a> | 733-2146         |
| Janet Suarez-Lovett, <a href="#">Supervisor of World Languages, ENL and Bilingual Programs</a>  | 733-2144         |
| Michael O'Connell, <a href="#">Supervisor of Science/Technology</a>                             | 733-2143         |
| Bryan Sarandrea, <a href="#">Supervisor of Social Studies and Home &amp; Careers</a>            | 733-2148         |
| Efthymia Rafaelides, <a href="#">Supervisor for Guidance Services K-12</a>                      | 733-2221         |

*\*Supervisors' titles are links to their departments' websites*

## Hicksville Middle School Guidance Department

### Counselors:

Amanda Dellacona  
Gregory Louis

Sanjay Paranandi  
Michael Rivera

### Telephone:

733-2275

# Table of Contents

| <b>Section</b>  | <b>Page</b> |
|---|-------------|
| <a href="#"><u>Principal's Welcome Letter</u></a>               | 1           |
| <a href="#"><u>Mission Statement/ Introduction/ Teaming</u></a> | 2           |
| <a href="#"><u>Guidance and Counseling/Naviance</u></a>         | 3           |
| <a href="#"><u>Middle School Frameworks</u></a>                 | 8           |
| <a href="#"><u>Special Area Course Selections</u></a>           | 9           |
| <a href="#"><u>Programming Worksheet</u></a>                    | 10          |
| <a href="#"><u>Course Selection Worksheet</u></a>               | 11          |
| <a href="#"><u>STEM Double Accelerated</u></a>                  | 12          |
| <b>Departments</b>  |             |
| <a href="#"><u>Business Education</u></a>                       | 13          |
| <a href="#"><u>English</u></a>                                  | 14          |
| <a href="#"><u>Family and Consumer Science</u></a>              | 18          |
| <a href="#"><u>Fine Arts/Music/Theatre</u></a>                  | 20          |
| <a href="#"><u>Mathematics</u></a>                              | 25          |
| <a href="#"><u>Physical Education and Health</u></a>            | 27          |
| <a href="#"><u>Science</u></a>                                  | 29          |
| <a href="#"><u>Social Studies</u></a>                           | 31          |
| <a href="#"><u>Technology</u></a>                               | 33          |
| <a href="#"><u>World Language</u></a>                           | 34          |
| <a href="#"><u>Special Education</u></a>                        | 37          |

**Dear Parents/Guardians:**

**Welcome to the Hicksville Middle School Course of Studies Catalog!** The middle school years are an exciting time for students. Having a schedule with a nine period day provides students with the opportunity to enroll in a wide variety of both core and elective classes. The Course of Studies Catalog can help guide both parents and students through the scheduling choices and decisions that are unique to each grade level. In addition to the resources of our guidance counselors, teachers, and administrators, the catalog can also provide additional insight into the possibilities that exist for students as they begin to plan for their future endeavors.

Our motto at the middle school is “**Heart + Motivation = Success**”. This embodies our belief that all students can be successful. Students are recognized for their academic accomplishments as well as their character and their commitment on our Principal’s List, Honor Roll, and our Heart + Motivation=Success and Star Boards.

The middle school offers many additional ways that students can get involved and connect with their school. Our advisory program, *Home Base*, provides students with the daily opportunity to interact with students across grade levels as well as with an advisory teacher in an interactive setting that provides both support and a variety of activities. In addition to a wide array of clubs, Student Council, National Junior Honor Society, interscholastic sports for grades 7 and 8, and numerous initiatives, we also have themed dances, which are held on specified Friday nights.

Our team approach to academic subjects provides both students and parents with a supportive learning environment. Academic programs at the middle school range from the challenge of honors level coursework through supportive services for English language learners and students with disabilities. Our strong emphasis on academic achievement is complemented by a technology-infused learning environment that features a state of the art library that includes a Maker Space Learning Lab. All of our students are assigned Chromebooks for use at school and at home for homework and other assignments. In addition, our classrooms are equipped with interactive boards.

We consider our parents essential partners in the education of our students. The information provided in the Course of Studies Catalog can assist in that process. We also invite you to stay connected regarding events, updates, daily progress and attendance through PowerSchool as well as our middle school website.

On behalf of the staff and administration, we look forward to working with you and your children during their middle school years.

Sincerely,

***Mara Jorisch***

***Hicksville Middle School Principal***

# **HICKSVILLE PUBLIC SCHOOLS**

## **Mission Statement & Vision**

The Board of Education and the entire Hicksville Public School community remain committed to providing a quality educational program for all students in a safe, secure and nurturing environment that will assist them, each in their own way, in becoming caring, contributing and responsible citizens. It is our intention to provide a broad range of tailored learning pathways to prepare every student regardless of individual challenges with 21st century College and career opportunities ensuring all students graduate empowered with the academic, social and emotional competencies required in navigating today's ever changing world.

## **Introduction**

This Course of Studies Catalog has been prepared to assist the students at Hicksville Middle School in selecting their programs of study for the following school year. Each department has listed its proposed course offerings and a brief description of each course. Also included are grade-level requirements and prerequisites.

## **Teaming**

Interdisciplinary teams exist on all grade levels at Hicksville Middle School. There are three teams; the Red team, the White team and the Blue team. Students are randomly assigned a team. Teams consist of generally 4-6 teachers from the core academic subjects that work with a smaller portion of the grade level. Teams provide a collaborative community structure which supports the work of students, teachers and parents. Teachers develop common expectations, strategies, instructional approaches, and calendars. Parents may request to meet with their child's team of teachers at any time during the academic year.

# Guidance & Counseling

**Guidance Vision:** *Every student will acquire the personal, academic, college and career readiness skills to reach their fullest educational potential so they may successfully manage their lives as healthy, responsible, competent and productive citizens who respect themselves and others.*

Hicksville Middle School offers a comprehensive program of guidance and counseling services to all students, their parents and members of the school community. At the middle school, the school counselors are trained to guide students through all phases of the middle school experience while recognizing the unique qualities of each middle school student. Early adolescent years represent a time when young people experience rapid changes physically, emotionally, socially and intellectually. Assistance in decision making and problem solving helps students realize their personal, academic and social potential.

Each middle school student has an assigned grade level counselor who will follow them through all three years of middle school, and monitor progress throughout each school year. Counseling services are diversified and address the special needs of each grade level. Parents and students participate annually in review conferences, grade level meetings or any other combination of activities with school counselors. Through the cooperative collaboration of partnerships of home, school and community, we will provide our students with an environment which will ensure a successful transition from elementary to middle school, middle school to high school and beyond.

## Naviance

Through Naviance, an internet based program that parents and students can access from home and beginning in the sixth grade, students will be engaged in career exploration activities and will plan their educational goals. In order for our students to develop a good plan moving forward, we ask them to begin to know themselves, their strengths, values, and subjects they enjoy in school. Naviance allows students to assess their individual skills and areas of interest, access their career interest inventory results, and define their strengths and interests. This is an excellent tool that assists our middle school and high school students in exploring various career paths. Naviance supports students towards college and career readiness and in partnership with counselors and parents, students will continue to develop roadmaps for success.

The Career Key in Naviance is based on John Holland's theory of vocational choice. This theory is the best known and most widely researched theory on the topic of vocational and career choice and it is the theory used by most career counselors.

# Holland's Six Personality Types

According to John Holland's theory, most people are one of six personality types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. The characteristics of each of these are described below:

## **Realistic**

“Do-er” Realistic occupations frequently involve work activities that include practical, hands-on problems and solutions. They often deal with plants, animals and real-world materials like wood, tools and machinery. Many of the occupations require working outside and do not involve a lot of paperwork or working closely with others. Likes to work with animals, tools, or machines; generally avoids social activities like teaching, healing, and informing others; Has good skills in working with tools, mechanical or electrical drawings, machines, or plants and animals; Values practical things you can see, touch, and use like plants and animals, tools, equipment, or machines; and Sees self as practical, mechanical, and realistic.

## **Investigative**

“Thinker” Investigative occupations frequently involve working with ideas and require an extensive amount of thinking. These occupations can involve searching for the facts and figuring out problems mentally. Likes to study and solve math or science problems; generally avoids leading, selling, or persuading people; Is good at understanding and solving science and math problems; Values science; and Sees self as precise, scientific, and intellectual.

## **Artistic**

“Creator” Artistic occupations frequently involve working with forms, designs and patterns. They often require self-expression, and the work can be done without following a clear set of rules. Likes to do creative activities like art, drama, crafts, dance, music, or creative writing; generally avoids highly ordered or repetitive activities; Has good artistic abilities -- in creative writing, drama, crafts, music, or art; Values the creative arts -- like drama, music, art, or the works of creative writers; and Sees self as expressive, original, and independent.

## **Social**

“Helper” Social occupations frequently involve working with, communicating with, and teaching people. These occupations often involve helping or providing service to others. Likes to do things to help people -- like, teaching, nursing, or giving first aid, providing information; generally avoids using machines, tools, or animals to achieve a goal; Is good at teaching, counseling, nursing, or giving information; Values helping people and solving social problems; and Sees self as helpful, friendly, and trustworthy.

## **Enterprising**

“Persuader” Enterprising occupations frequently involve starting and carrying out projects. These occupations can involve leading people and making decisions. Sometimes they require risk taking and often deal with business. Likes to lead and persuade people, and to sell things and ideas; generally avoids activities that require careful observation and scientific, analytical thinking; Is good at leading people and selling things or ideas; Values success in politics, leadership, or business; and Sees self as energetic, ambitious, and sociable.

## **Conventional**

“Organizer” Conventional occupations frequently involve following set procedure and routines. These occupations can include working with data and details more than ideas. Usually there is a clear line of authority to follow. Likes to work with numbers, records, or machines in a set, orderly way; generally avoids ambiguous, unstructured activities Is good at working with written records and numbers in a systematic, orderly way; Values success in business; and Sees self as orderly, and good at following a set plan.

## What is a Career Cluster?

A career cluster is a group of occupations with similar features. Jobs in the same cluster require similar knowledge or skill sets. If someone enjoys a job in a particular cluster, they are more likely to enjoy related occupations in the group. These clusters were developed by the U.S. Department of Education in collaboration with various industry organizations.

Through the Naviance platform, students are able to explore 16 career clusters. Students are encouraged to make their elective course selections based on their interests in these 16 career clusters.

All parents and students are strongly encouraged to explore all aspects of the Naviance program. Guidance counselors are available to assist parents and students every step of the way throughout their secondary school experience.

By clicking on the link below, you will be able to view the 16 Career clusters listed in Naviance as well as courses and extracurricular activities available under these clusters in both the middle school and high school.



WELCOME TO THE **MIDDLE SCHOOL & HIGH SCHOOL**  
CAREER CLUSTER EXPLORATION WEBSITE

*This site is designed to be a one-stop-shop in helping Hicksville students determine their high school and post-secondary plans.*

<https://sites.google.com/hicksvillepublicschools.org/hicksville-career-clusters/home>

**Click below to enter the Hicksville High School Course of Studies**

[2022-2023 Hicksville HS Course Studies Catalog](#)



# 16 Career Clusters

## **Agriculture, Food and Natural Resources**

To focus on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products or resources.

## **Architecture & Construction**

*To focus on careers in designing, planning, managing, building and maintaining the built environment.*

## **Arts, Audio/Video Technology & Communication**

To focus on designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism and entertainment services.

## **Business Management & Administration**

To focus on careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.

## **Education & Training**

To focus on planning, managing and providing education and training services, and related learning support services.

## **Finance**

To focus on planning, services for financial and investment planning, banking, insurance, and business financial management.

## **Government & Public Administration**

To focus on planning and performing government functions at the local, state and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.

## **Health Science**

To focus on planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

## **Hospitality & Tourism**

To focus on management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.

## **Human Services**

To focus on preparing individuals for employment in careers that relate to families and human needs such as counseling and mental health services, family and community services, personal care and consumer services.

## **Information Technology**

To focus on building linkages in information technology occupations for entry level, technical and professional careers related to the design, development, support and management of hardware, software, multimedia and systems integration services.

**Law, Public Safety, Corrections & Security**

To focus on planning, managing, and providing legal, public safety and protective services and homeland security, including professional and technical support services.

**Manufacturing**

To focus on planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing, and process engineering.

**Marketing**

To focus on planning, managing and performing marketing activities to reach organizational objectives.

**Science, Technology, Engineering & Mathematics**

To focus on planning, managing and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.

**Transportation, Distribution & Logistics**

To focus on planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

“Career Clusters.” *Career Clusters | Advance CTE*, Advance CTE, <https://careertech.org/career-clusters>.  
Career Resource Network, ND Department of Career and Technical Education [www.nd.gov/cte/crn/docs/HollandTypes.p](http://www.nd.gov/cte/crn/docs/HollandTypes.p)

# Hicksville Middle School Frameworks

| <u>Grade 6</u><br>Course of Study   | <u>Grade 7</u><br>Course of Study   | <u>Grade 8</u><br>Course of Study   |
|---|---|---|
| <b>Required Courses - 40 weeks</b>  |   |   |
| English<br>Math<br>Social Studies<br>Science<br>Communication Arts<br>FLEX<br>Physical Education  | English<br>Math<br>Social Studies<br>Science<br>World Language<br>Physical Education  | English<br>Math<br>Social Studies<br>Science (with lab)<br>World Language<br>Physical Education   |
| <b>Special Area Courses - 40 weeks alternating days</b>   |   |   |
| Computer Literacy 6<br>Family and Consumer Science (FACS) 6<br>Health 6<br>Music 6<br>Art 6<br>Technology 6   | Art 7<br>Clothing, Textiles, and Fashion 7/8<br>Computer Skills for the Digital Age 7/8<br>Express Yourself Creative Writing 7/8<br>Family and Consumer Science (FACS) 7/8<br>Food For Thought 7/8<br>Global Conversations 7/8<br>Health 7/8<br>Music 7<br>Science Research 7/8<br>Technology 7 | Clothing, Textiles, and Fashion 7/8<br>Computer Skills for the Digital Age 7/8<br>Express Yourself Creative Writing 7/8<br>Family and Consumer Science (FACS) 7/8<br>Food for Thought 7/8<br>Global Conversations 7/8<br>Health 7/8<br><br>Introduction to Digital Media 8<br>Music 8<br>Robotics 8<br>Science Research 7/8<br>Studio in Art 8<br>Woodworking 8 |
| <b>Support Services</b><br>iLit<br>ELA AIS<br>Math AIS<br>ENL<br>Reading Lab<br>Resource Room<br>Speech and Language  |   |   |
| <i>* Students requiring support services will be identified using a variety of measures.<br/>           If needed, a course may be replaced with a support class.</i> |   |   |

## Special Area Course Selections

|   |   |
|---|---|
| <p><b>Business Courses (need 1)</b><br/>         Computer Literacy 6<br/>         Computer Skills for the Digital Age 7/8</p>   | <p><b>Health Courses (need 2)</b><br/>         Health 6<br/>         Health (Must be taken in grade 7 or 8)</p>   |
| <p><b>Family and Consumer Sciences FACS Courses (need 2)</b><br/>         Clothing, Textiles, and Fashion 7/8<br/>         FACS 6<br/>         FACS 7/8<br/>         Food for Thought 7/8</p>   | <p><b>Technology Courses (need 2)</b><br/>         Technology 6<br/>         Technology 7<br/>         Robotics 8<br/>         Woodworking 8</p>  |
| <p><b>Visual Arts (need 2)</b><br/>         Art 6<br/>         Art 7<br/>         Introduction to Digital Media 8 (must take Art 7)<br/>         Studio in Art (must take Art 7)</p>  | <p><b>Music (Required for grades 6 and 7)</b><br/>         Band 6, Band 7, Band 8<br/>         Chorus 6, Chorus 7, Chorus 8<br/>         Music Appreciation 6, Music Exploration 7<br/>         Modern Music Creation 8<br/>         Orchestra 6, Orchestra 7, Orchestra 8<br/>         Piano 6, Piano 7, Piano 8</p> |
| <p><b>World Language Courses (Required in grades 7 and 8)</b><br/>         ASL 7<br/>         ASL I (Must complete ASL 7)<br/>         French 7<br/>         French I (Must complete French 7)<br/>         Italian 7<br/>         Italian I (Must complete Italian 7)<br/>         Spanish 7<br/>         Spanish I (Must complete Spanish 7)<br/>         LIA Spanish</p> | <p><b>Additional Elective Courses</b><br/>         Express Yourself Creative Writing 7/8<br/>         Global Conversations 7/8<br/>         Science Research 7/8</p>  |

# Programming Worksheet

|     |                                  |     |                      |     |  |
|-----|----------------------------------|-----|----------------------|-----|--|
| 1   | English 6                        | 1   | English 7            | 1   | English 8                                  |
| 2   | Math 6                           | 2   | Math 7               | 2   | Algebra I/Math 8                           |
| ADV | Advisory                         | ADV | Advisory             | ADV | Advisory                                   |
| 3   | Social Studies 6                 | 3   | Social Studies 7     | 3   | Social Studies 8                           |
| 4   | Science 6                        | 4   | Science 7            | 4   | Living Environment/Earth Science           |
| 5   | Lunch 6                          | 5   | Lunch 7              | 5A  | Living Env Lab/Earth Sci Lab               |
| 6A  | Physical Education 6             | 6A  | Physical Education 7 | 5B  | Physical Education 8                       |
| 6B  | Communication Arts               | 6B  | Art 7                | 6   | Lunch 8                                    |
| 7A  | FLEX                             | 7A  | Technology 7         | 7   | World Language I (Continuation)            |
| 7B  | Technology 6                     | 7B  | Music 7              | 8   | Music and/or Studio In Art/<br>2 Electives |
| 8A  | Art 6                            | 8A  | Elective             | 9A  | Elective                                   |
| 8B  | Health 6                         | 8B  | Elective             | 9B  | Elective                                   |
| 9A  | FACS - or -<br>Computer Literacy | 9   | World Language 7     |     |  |
| 9B  | Music 6                          |     |                      |     |  |

### Music Options:

Band  
Orchestra  
Piano  
Music Appreciation 6  
Chorus

### Music Options:

Band  
Orchestra  
Piano  
Music Exploration 7  
Chorus

### World Language Options:

ASL  
French  
Italian  
Spanish  
LIA Spanish

### Elective Options:

Computer Skills for the Digital Age 7/8  
Clothing, Textiles, and Fashion 7/8  
Express Yourself: Creative Writing for the Middle School Student 7/8  
Family and Consumer Science 7/8  
Food For Thought 7/8  
Global Conversations 7/8  
Health 7/8 -**Must be taken in 7th or 8th grade**  
Science Research 7/8

### Elective Options:

Music  
Studio in Art (recommendation required)  
Computer Skills for the Digital Age 7/8  
Clothing, Textiles, and Fashion 7/8  
Express Yourself: Creative Writing for the Middle School Student 7/8  
Family and Consumer Science 7/8  
Food For Thought 7/8  
Global Conversations 7/8  
Health 7/8- **Must be taken in 7th or 8th grade**  
Science Research 7/8

Introduction to Digital Media 8  
Modern Music Creation 8  
Robotics 8  
Woodworking 8

- Highlighted periods indicate student/parent choices for each grade level.
- Classes listed above may be affected by the need for AIS, ENL or Special Education services as well as honors classes and STEM Program. Some classes require teacher recommendation (Studio in Art and Honors)

## Course Selection Worksheet

|            |                               |            |                         |            |   |
|------------|-------------------------------|------------|-------------------------|------------|---|
| 1          | English 6                     | 1          | English 7               | 1          | English 8                                   |
| 2          | Math 6                        | 2          | Math 7                  | 2          | Algebra I/Math 8                            |
| <b>ADV</b> | Advisory                      | <b>ADV</b> | Advisory                | <b>ADV</b> | Advisory                                    |
| 3          | Social Studies 6              | 3          | Social Studies 7        | 3          | Social Studies 8                            |
| 4          | Science 6                     | 4          | Science 7               | 4          | Living Environment/Earth Science            |
| 5          | Lunch 6                       | 5          | Lunch 7                 | <b>5A</b>  | Living Env Lab/Earth Sci Lab                |
| <b>6A</b>  | Physical Education 6          | <b>6A</b>  | Physical Education 7    | <b>5B</b>  | Physical Education 8                        |
| <b>6B</b>  | Comm, Arts                    | <b>6B</b>  | Art 7                   | 6          | Lunch 8                                     |
| 7A         | FLEX                          | 7A         | Technology 7            | 7          | (World Language Continued)                  |
| 7B         | Technology 6                  | 7B         | (Music 7 Choice)        | 8          | (Music and/or Studio In Art or 2 Electives) |
| 8A         | Art 6                         | 8A         | (Elective Choice)       | 9A         | (Elective Choice)                           |
| 8B         | Health 6                      | 8B         | (Elective Choice)       | 9B         | (Elective Choice)                           |
| 9A         | FACS - or - Computer Literacy | 9          | (World Language Choice) |            |   |
| 9B         | (Music 6 Choice)              |            |                         |            |   |

Parents and students are encouraged to review the Hicksville Middle School Course of Studies Catalog and to complete the above worksheet together when making course selections. Students will select the courses they're most interested in taking. Every effort will be made for students to receive their course selections. Please note that due to scheduling constraints, some students may not receive their first choice. As always, guidance counselors are here to assist with the course selection process and answer any questions.

## **STEM Double Accelerated Mathematics and Science Courses**

| for the 2023-24 6th Grade Cohort |   |                                 |                             |  |                        |                         |
|----------------------------------|---|---------------------------------|-----------------------------|--|------------------------|-------------------------|
| <b>Grade 6</b>                   | <b>Grade 7</b>                          | <b>Grade 8</b>                  | <b>Grade 9</b>              | <b>Grade 10</b>  | <b>Grade 11</b>        | <b>Grade 12</b>         |
| Math 6<br>STEM                   | Algebra 1<br>Honors<br>STEM             | Geometry<br>Honors<br>STEM      | Algebra 2<br>Honors<br>STEM | Pre-Calculus<br>Honors<br>STEM<br>and<br>AP Statistics<br>STEM | AP Calculus BC<br>STEM | Advanced Math<br>Course |
| Science 6<br>STEM                | Living<br>Environment<br>Honors<br>STEM | Earth Science<br>Honors<br>STEM | AP Physics 1<br>STEM        | AP Chemistry<br>STEM   | AP Biology<br>STEM     | Bio-Chemistry<br>STEM   |

**Students who are selected for the STEM pathway in fifth grade will begin their 6<sup>th</sup> grade school year in a “Double Accelerated” Science and Mathematics course of study. This rigorous pathway will enable students to experience advanced research, science, and mathematics courses leading to challenging coursework while still in high school in preparation for STEM professions. Students have been selected for this pathway based upon a review of a qualifying exam, student performance, and teacher recommendation.**

# **Business Education**

**Linda Pfaffe Ed.D., Supervisor of Math, Business, and Computer Education (516) 733-2146**

Business Education courses are open to all students and offer the opportunity to learn basic career, work and business skills. Business Education has something of value for every student.

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## **67621 Computer Literacy Grade 6 (Alternate Day/Full Year)**

Students will learn basic Microsoft Office skills using Word, Powerpoint and Excel. They will be introduced to proper touch typing techniques using the home row keys and will move from beginner to intermediate typing. Internet safety and ethics will be discussed with concentration on safe internet usage. Coding using JavaScript and Blockly will be taught with an introduction of the terms associated with coding. There will be use of algorithms, drag & drop, sequencing, events, repeat loops, conditionals and debugging. Students will progress from beginning coding to intermediate level coding.

---

## **67821 Computer Skills for the Digital Age Grade 7/8 (Alternate Day/Full Year)**

Students will build upon the foundational skills learned in Computer Literacy Grade 6. Students will move from intermediate to advanced Word, Powerpoint, and Excel in Microsoft Office. In addition, students will be introduced to the basics of Publisher. This class will introduce students to the design, creation and maintenance of web pages and web sites. Students will learn how to work with images and properly create, link and maintain web pages. In addition, coding will be more advanced using JavaScript and Blockly with students creating functions, nested loops, while loops and conditionals. Students will become more proficient at debugging. Also, an introduction to basic HTML will be taught. Students will be introduced to basic financial literacy and learn concepts relating to budgeting, saving, investing, and general consumer skills. Students can take Computer Skills for the Digital Age either in grade 7 or grade 8.

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# English

**Brendan McGowan, Supervisor of English, Reading, and Libraries (516) 733-2147**

English Language Arts skills are vital in facing the challenges of higher education, future employment, and the demands of life in a changing world. Reading, writing, speaking, and listening skills develop in early childhood years and continue throughout each student's entire school career. Classes at the middle school are essential to a student's growth.

All students in New York State must earn 4 high school English credits in order to graduate with either a regents diploma or advanced regents diploma. Students normally earn one credit in each grade, 9 through 12. The important work done at the middle school level prepares students for success in high school by challenging them with age-appropriate instruction and assessments in English Language Arts.

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## 16110 English 6

ELA 6 is a student's first course in English Language Arts at the Middle School. Emphasis is placed on daily reading and writing. Students should expect an increased emphasis on the analysis of informational text. A significant portion of students' quarterly averages in the course is based on a literacy folder that includes multiple writing assignments. Throughout the course, preparation for the NYS ELA 6 Assessment, given in the spring, is embedded into instruction. Major works read in English 6 may include *The True Confessions of Charlotte Doyle*, *The Lightning Thief*, and *The Great Fire*, a full-length informational text about the 1871 fire that destroyed Chicago. Sixth-grade students who wish to enroll in ELA 7 Honors in the subsequent year must have an end-of-year minimum average of 90% for the course, score at least two levels above grade-level on the Reading Growth portion of the NWEA: Measures of Academic Progress (MAP) testing, and receive the endorsement of their ELA 6 teacher. All placements are reviewed for approval by the departmental supervisor.

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## 17625 ELA AIS 6

ELA AIS 6 provides students with Tier II instruction as part of the District's Response to Intervention (RTI) plan and is designed for those who require additional support to improve their reading and writing skills. Placement in the course is determined primarily by students' performance on the Grade 5 NYS ELA Assessment, but other factors, including their classroom averages in ELA 5 and their fifth-grade teachers' assessments of their classroom performance, are taken into consideration. Students who do not take the Grade 5 New York State ELA Assessment may still be placed in ELA AIS 6 based on a review of multiple factors including their NWEA: Measures of Academic Progress (MAP) Reading Growth scores, their classroom performance, and the recommendation of their fifth-grade teacher. A student may exit ELA AIS 6 by earning a Level 3 or Level 4 score on the Grade 6 NYS ELA Assessment.

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### **17687 Reading Lab 6 (Alternate Day/Full Year)**

Reading Lab 6 provides Tier III instruction as part of the District’s Response to Intervention (RTI) plan and is designed for students who require focused intensive instruction in smaller classes in order to improve their literacy skills. Placement in the course is determined by multiple factors, including the fifth-grade teachers’ assessments of classroom performance. Additionally, an emphasis is placed on students’ fifth-grade NWEA: Measures of Academic Performance (MAP) Reading Growth scores for placement. The improvement of language fluency, vocabulary development, and reading comprehension skills are key components of the course.

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### **15610 Communication Arts 6 (Alternate Day/Full Year)**

Communication Arts is a supplemental course to ELA 6 that meets alternate days throughout the school year; it is expected that all sixth-grade students will take Communication Arts. In the course, students explore literature through creative avenues such as storyboarding, presentations, projects, and readers’ theater. Works read during Communication Arts may include *Rules*, *Number the Stars*, and *On My Honor*.

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### **17120 English 7**

The development of more advanced reading and writing skills continues in ELA 7. A significant portion of students’ quarterly averages in the course is based on a literacy folder that includes multiple writing assessments. Throughout the course, preparation for the NYS ELA 7 Exam, given in the spring, is embedded into instruction. Major works read in ELA 7 may include *The Giver*; *Roll of Thunder, Hear My Cry*; and *The Witch of Blackbird Pond*. Seventh-grade students who wish to enroll in ELA 8 Honors in the subsequent year must have an end-of-year average for the course of at least 90%, score at least two levels above grade-level on the Reading Growth portion of the NWEA: Measures of Academic Progress (MAP) test, and receive the endorsement of their ELA 7 teacher. All placements are reviewed for approval by the departmental supervisor.

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### **17110 English 7 Honors**

ELA 7 Honors offers qualified students the opportunity for accelerated study in English Language Arts; those enrolled have demonstrated superior literacy and analysis skills along with a strong academic approach to their studies. Major texts for the course may include *The Adventures of Tom Sawyer*; *The Diary of Anne Frank*, *The Call of the Wild*, and William Shakespeare’s *A Midsummer Night’s Dream*. Preparation for the NYS ELA 7 Exam, given in the spring, is embedded throughout the course. Those enrolled in ELA 7 Honors are expected to continue to perform at a level commensurate with heightened requirements in order to continue into ELA 8 Honors the following school year.

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## **17725 ELA AIS 7**

ELA AIS 7 provides students with Tier II instruction as part of the District's Response to Intervention (RTI) plan and is designed for those who require additional support to improve their reading and writing skills. Placement in the course is determined primarily by students' performance on the Grade 6 New York State ELA Exam, but other factors, including their averages in ELA 6 and their sixth-grade teachers' assessments of their classroom performance, are taken into consideration. Students who do not take the Grade 6 New York State ELA Exam may still be placed in ELA AIS 7 based on a review of multiple factors including their NWEA: Measures of Academic Progress (MAP) Reading scores, their classroom performance, and the recommendation of their sixth-grade teacher. A student may exit ELA AIS 7 by earning a Level 3 or Level 4 score on the Grade 7 NYS ELA Exam.

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## **17787 Reading Lab 7**

Reading Lab 7 provides Tier III instruction as part of the District's Response to Intervention (RTI) plan and is designed for students who require focused intensive instruction in smaller classes in order to improve their literacy skills. Placement in the course is determined by multiple factors, including teachers' assessments of students' classroom performance, but strong emphasis is placed on student's sixth-grade NWEA: Measures of Academic Performance (MAP) Reading Growth scores. The improvement of language fluency, vocabulary development, and reading comprehension skills are key components of the course.

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## **18120 English 8**

In ELA 8, students extend their language arts skills to complete their foundational preparation for high school study of English. An increased emphasis is placed on the ability of students to make logical inferences and develop statements supported by accurate evidence and textual references. Throughout the course, preparation for the NYS ELA 8 Exam, given in the spring, is embedded into instruction. Works read in ELA 8 may include *The Adventures of Tom Sawyer*, *Out of the Dust*, and *The Outsiders*. Eighth-grade students who wish to enroll in English 9 Honors in the subsequent school year must have an end-of-year average for the course of at least 90%, score at least two levels above grade-level on the Reading Growth portion of the NWEA: Measure of Academic Progress (MAP) test, and receive the endorsement of their ELA 8 teacher. All placements are reviewed for approval by the departmental supervisor.

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## **17878 Express Yourself: Creative Writing for the Middle School Student 7/8 (Alternate Day/Full Year)**

This course introduces students to the value of creative writing as a means of self-reflection and personal expression. The course will seek to celebrate and grow young adult voices by developing their ability to put into words the ideas and emotions in their minds and hearts. Central to the course is the idea of students' sense of identity and the value of one's individual expression as a way to further understand oneself and to connect to the world around them. These themes are combined with an appreciation for various art forms, styles, and mediums of

written expression. The process of writing strengthens students' skills in brainstorming, organizing, planning, composing, and editing while also enhancing the notion of perspective. *Express Yourself* is open to 7th and 8th grade students as an English elective.

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### **18110 English 8 Honors**

ELA 8 Honors offers qualified students the opportunity for accelerated study in English Language Arts. Those enrolled have demonstrated superior vocabulary, advanced literary analysis skills and excellent written expression. Consistent academic responsibility and a strong work ethic are also key factors for placement. Initiative and independence are critical traits for success in this course. Major texts for the course include *The Odyssey* by Homer and William Shakespeare's *Romeo and Juliet*. Students are also required to read additional works independently. Preparation for the NYS ELA 8 Exam, given in the spring, is embedded throughout the course. Those enrolled in ELA 8 Honors are expected to continue to perform at a level commensurate with heightened expectations in order to be recommended into ELA 9 Honors in the subsequent school year.

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### **17825 ELA AIS 8**

ELA AIS 8 provides students with Tier II instruction as part of the District's Response to Intervention (RTI) plan and is designed for those who require additional support to improve their reading and writing skills. Placement in the course is determined primarily by students' performance on the Grade 7 NYS ELA Exam, but other factors, including their averages in ELA 7 and their seventh-grade teachers' assessment of their classroom performance, are taken into consideration. Students who do not take the Grade 7 New York State ELA Exam may still be placed in ELA AIS 8 based on a review of multiple factors including their NWEA: Measures of Academic Progress (MAP) Reading Growth scores, their classroom performance, and the recommendation of their seventh-grade teacher. A student may exit ELA AIS 8 by earning a Level 3 or Level 4 score on the Grade 8 NYS ELA Assessment.

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### **17887 Reading Lab 8**

Reading Lab 8 provides Tier III instruction as part of the District's Response to Intervention (RTI) plan and is designed for students who require focused intensive instruction in smaller classes in order to improve their literacy skills. Placement in the course is determined by multiple factors, including the NYS ELA 7 Exam and teachers' assessments of students' classroom performance, but strong emphasis is also placed on student's seventh-grade NWEA: Measures of Academic Performance (MAP) Reading Growth scores. The continued improvement of language fluency, vocabulary development, and reading comprehension skills are key components of the course.

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# Family and Consumer Science

**Bryan Sarandrea, Supervisor of Social Studies & Home and Careers (516) 733-2148**

The role of the Family and Consumer Science department at the middle school level is to prepare students with the life skills necessary to lead productive and fulfilling lives. Through discovery and hands-on experiences, students will become more self-reliant and more knowledgeable about themselves and others and in doing so they are better prepared for their life's journey.

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## **66621 Family and Consumer Science 6 (Alternate Day/Full Year)**

Family & Consumer Science 6 covers the topics of interpersonal growth, clothing management, nutrition, and foundational culinary skills. During our Personal Growth Unit, students will explore self-awareness, decision-making process, careers, family relationships, friendships, communication, and bullying prevention. Students will also participate in a service learning project. During our Clothing Management Unit, students will learn basic sewing skills by making their own hand-sewn sewing project. Students will also receive instruction regarding clothing care, including repairing seams, sewing buttons, reading garment labels, laundering and stain removal. During our Nutrition and Culinary Unit, students will learn the basics of measuring, knife handling, recipe literacy, food and kitchen safety, related culinary vocabulary and techniques, small and large appliance use and kitchen math. Healthful food choices will be emphasized through the dietary guidelines and how to read and interpret food labels to build healthful meal choices. Instruction will also be provided regarding cultural foods and celebrating culinary traditions.

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## **67822 Family and Consumer Science 7/8 (Alternate Day/Full Year)**

Family & Consumer Science 7/8 covers the topics of clothing management, nutrition and culinary skills, and career development and financial management. During our Clothing Management Unit, students will learn basic sewing skills building on the skills they learned in grade 6 to create their own hand-sewn sewing project. During our Culinary Unit, students will revisit the basic culinary skills introduced in 6th grade and will progress to more advanced understandings, vocabulary, skills and techniques and apply what they learned through actively preparing multi-step recipes. During our Career and Budgeting Unit, students will use Naviance and explore career options that match their interests and skills. In the Budgeting Unit students will explore needs and wants, then use their "salary" to allocate lines of spending for the necessities for independent living and discover if their desired lifestyle is attainable. In Family & Consumer Science, students have the opportunity to learn skills that can be applied to everyday life enabling their independence, ability to make positive choices, learn to work well with others, manage resources, and keep themselves and others safe and healthy. Students can take Family & Consumer Science either in grade 7 or grade 8.

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### **67389 Food For Thought 7/8 (Alternate Day/Full Year)**

Is it true that an apple a day keeps the Doctor away? Can chicken soup help cure a cold? There are many myths about food. We are constantly bombarded by claims of miracle food we should eat and poisons we must avoid. Choosing good foods to eat can be confusing. To make good choices, we need good science. Students will learn about the connection between diet and health and how diet and lifestyle play a key role in the development and prevention of illness. By following along with the engaging recipe of the week, taking precise measurements and making skillful observations, students will learn to think like both a cook and a scientist. Students can take Food For Thought either in grade 7 or grade 8.

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### **67850 Clothing, Textiles and Fashion 7/8 (Alternate Day/Full Year)**

Through hands-on experiences and projects in Clothing, Textiles and Fashion, students will use sewing and design techniques to complete a variety of projects related to the selection, construction, care, and repair of clothing and accessory items. Students will explore how clothing communicates personal style and identify appropriate clothing items for roles in various settings. Students will have the opportunity to explore the wide variety of career options related to apparel and textiles and identify the knowledge, skills, education, and training necessary for success within these fields. Topics in this course will include types of clothing, fashion trends, basic elements of fashion design, patterns and fabrics, fabric care, wearable electronics, upcycling, and fashion design and related careers. Students can take Clothing, Textiles and Fashion either in grade 7 or grade 8.

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# Fine Arts

**Chad Wyman, Supervisor of Fine Arts (516) 733-2142**

The HMS Fine Arts department is very excited to offer courses that provide students with the skills necessary to succeed in hundreds of careers in our global society. Our students receive accolades for their art and music involvement through numerous county and state level events. Our faculty of professional artists and performers with specific areas of expertise will guide and prepare students to excel in whatever their chosen art pathway might be.

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## **76070 Band 6 (Alternate Day/Full Year)**

**Prerequisite: Successful completion of 5th Grade Band or permission of the instructor.**

This course satisfies the 6th Grade Music requirement. This program requires participation during the school day in alternate day large ensemble rehearsals as well as smaller group lessons. Public performances outside of the school day are also required and students must be prepared to participate as scheduled. Band students may also elect to sing in chorus on a once-weekly basis.

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## **76060 Chorus 6 (Alternate Day/Full Year)**

**Prerequisite: Successful completion of 5th Grade Band, Orchestra or Chorus or permission of the instructor.**

This course satisfies the 6th Grade Music requirement. This program requires participation during the school day in alternate day large ensemble rehearsals as well as smaller group lessons. Public performances outside of the school day are also required and students must be prepared to participate as scheduled.

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## **76020 Orchestra 6 (Alternate Day/Full Year)**

**Prerequisite: Successful completion of 5th Grade Orchestra or permission of the instructor.**

This course satisfies the 6th Grade Music requirement. This program requires participation during the school day in alternate day large ensemble rehearsals as well as smaller group lessons. Public performances outside of the school day are also required and students must be prepared to participate as scheduled. Orchestra students may also elect to sing in chorus on a once-weekly basis.

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### **76050 Piano 6 (Alternate Day/Full Year)**

This course allows for students to make individualized progress in piano in a class setting and satisfies the 6th Grade Music requirement. Materials appropriate to various levels of experience and ability are utilized along with individual electronic piano consoles for in-class practicing. Students learn keyboard skills and how to read music. A piano or organ for home practice is helpful, but not required. This class meets on alternate days for the full year. Motivated students may choose to showcase their progress in the Middle School Piano Recital (outside of the school day) as a form of enrichment.

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### **76041 Music Appreciation, Grade 6 (Alternate Day/Full Year)**

This course satisfies the 6th Grade Music requirement.

The Music Appreciation course allows students to discuss and analyze music as they create individualized playlists, design their own listening maps, keep a music critique journal, study the instruments and music of different countries, and explore the history of American musical genres from Blues and Jazz to today. Students will participate in interactive musical activities, group and individual projects, and will attend in-school musical performances.

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### **77010 Band 7 (Alternate Day/Full Year)**

**Prerequisite: Successful completion of 6th Grade Band or permission of the instructor.**

This course satisfies the 7th Grade Music requirement. This program requires participation during the school day in alternate day large ensemble rehearsals as well as smaller group lessons. Public performances outside of the school day are also required and students must be prepared to participate as scheduled. Band students may also elect to sing in chorus on a once-weekly basis.

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### **77060 Chorus 7 (Alternate Day/Full Year)**

**Prerequisite: Successful completion of 6th Grade Band, Orchestra or Chorus or permission of the instructor.**

This course satisfies the 7th Grade Music requirement. This program requires participation during the school day in alternate day large ensemble rehearsals as well as smaller group lessons. Public performances outside of the school day are also required and students must be prepared to participate as scheduled.

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### **77020 Orchestra 7 (Alternate Day/Full Year)**

**Prerequisite: Successful completion of 6th Grade Orchestra or permission of the instructor.**

This course satisfies the 7th Grade Music requirement. This program requires participation during the school day in alternate day large ensemble rehearsals as well as smaller group lessons. Public performances outside of the school day are also required and students must be prepared to participate as scheduled. Orchestra students may also elect to sing in chorus on a once-weekly basis.

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### **77050 Piano 7 (Alternate Day/Full Year)**

This course allows for students to make individualized progress in piano in a class setting and satisfies the 7th Grade Music requirement. Materials appropriate to various levels of experience and ability are utilized along with individual electronic piano consoles for in-class practicing. Students learn keyboard skills and how to read music. A piano or organ for home practice is helpful, but not required. This class meets on alternate days for the full year. Motivated students may choose to showcase their progress in the Middle School Piano Recital (outside of the school day) as a form of enrichment.

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### **77041 Music Exploration, Grade 7 (Alternate Day/Full Year)**

This course satisfies the 7th Grade Music requirement.

The Music Exploration course is a hands-on class which focuses on the science of sound, electronic music, and music technology. Students will discover and try electronic instruments, learn to use modern day recording technology/equipment, and study copyright law/music sampling guidelines. The culmination of this course is the Foley Arts unit, where students will learn how sound effects are added to movies, video games, and television shows.

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### **78010 Symphonic Band 8 (Full Year)**

**Prerequisite: Successful completion of 7th Grade Band or permission of the instructor.**

Students in the eighth grade are introduced to music and techniques at a more advanced level of difficulty. More demanding aspects of wind and percussion playing are addressed. Public performance and lessons are required parts of the program and students should be prepared to participate as scheduled. This class meets daily, full year.

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### **78030 Concert Choir 8 (Full Year)**

**Prerequisite: Successful completion of 7th Grade Chorus or permission of the instructor.**

This is a course designed to help students better understand and deal with their changing voices. Singing in three and four-part harmony is the norm, along with more complicated note reading. Public performances and lessons are required parts of the program and students should be prepared to participate as scheduled. This class meets daily, full year.

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### **78020 Symphonic Orchestra 8 (Full Year)**

**Prerequisite: Successful completion of 7th Grade Orchestra or permission of the instructor.**

Students in the eighth grade orchestra are introduced to music and techniques at a more advanced level of difficulty. More demanding aspects of string playing are addressed. Public performances and lessons are required parts of the program, and students should be prepared to participate as scheduled. This class meets daily, full year.

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### **78040 Piano 8 (Full Year)**

This course allows for students to make individualized progress on piano in a class setting. Materials appropriate to various levels of experience and ability are utilized along with individual electronic piano consoles for in-class practicing. Students learn keyboard skills and

how to read music for both hands. A piano or organ for home practice is helpful, but not required. This class meets daily, full year.

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### **77821 Modern Music Creation 8 (Alternate Day/Full Year)**

This course is designed for students who wish to gain a basic understanding of the rules and principles involved in learning the language of music, including establishing strong fundamental skills in the reading and writing of pitch, rhythm, melody, and harmony. Students will use technology and computer based software to increase their ability to analyze music and create the tools necessary for composing and creating music. Modern Music Creation is a preparatory course for students looking to take Music Theory I and AP Music Theory at Hicksville High School.

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### **76170 Art 6 (Alternate Day/Full Year)**

#### **Prerequisite: 5th Grade Art**

Students will learn about the Elements of Art and Principles of Design by creating a variety of work in various 2-D and 3-D media. The use of one-point perspective will be learned enabling students to simulate depth when drawing on a two-dimensional surface. Students will also develop their ability to create an interesting “still life” composition. Sixth Grade Art is required for all sixth grade students and meets on an alternating day basis throughout the year.

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### **77170 Art 7 (Alternate Day/Full Year)**

#### **Prerequisite: 6th Grade Art**

In Seventh Grade Art, students will continue to expand their understanding and application of the Elements of Art and Principles of Design by creating new and exciting projects in various 2-D and 3-D mediums. Students will also learn to draw in two point perspective to simulate three-dimensions when drawing geometric objects or cityscapes on a two-dimensional surface. Seventh Grade Art is required for all seventh grade students and meets on an alternating day basis throughout the year.

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### **76100 Studio in Art 8 (Full Year)**

#### **Prerequisite: 7th Grade Art & Recommendation of Instructor**

Eighth Grade Studio in Art is an accelerated high school art course. As such, it requires strong artistic ability and intense interest in art demonstrated through highly successful completion of 6th and 7th Grade Art as well as the recommendation of the 7th Grade Art teacher. This first level high school art course takes a comprehensive view of the visual arts in sufficient depth to allow students to move on to more advanced and specialized art courses at the high school level. Students will acquire a strong foundation in drawing, painting, two and three-dimensional design, mixed media and other techniques. Interested students should possess a definite desire to pursue advanced art instruction at the high school level. There is a review process for students interested in taking Studio in Art 8 as seats are limited.

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## **76370 Introduction to Digital Media 8 (Alternate Day/Full Year)**

### **Prerequisite: Successful Completion of Art 7**

This course is designed for students who have an interest in digital media creation and editing. The curriculum will provide students with basic skill sets in; Photography, Videography, Desktop Publishing, Graphic Design, and much more. Students will have the opportunity to use professional level DSLR Cameras to capture various types of media that can then be edited using the Adobe Creative Cloud Suite of applications such as Photoshop and Adobe Illustrator to name a few. There will also be opportunities for students to learn how to capture and edit media using their own handheld devices. Introduction to Digital Media is a great first step for students that may be looking to take such electives as Photography, Graphic Design or Video Tech at the High School level.

# Mathematics

**Linda Pfaffe Ed.D., Supervisor of Math, Business, and Computer Education (516) 733-2146**

The NYS Math Curriculum is centered around eight mathematical practices that encourage students to think critically, become better problem solvers, attend to precision and make connections to the real world. Students will progress through various programs geared toward successful completion of the Algebra 1 Regents in either 8th or 9th grade. Our curriculum will continue to evolve to incorporate Next Generation Learning Standards.

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## **36110 Math 6**

This course is designed to prepare students for the 7th grade and the 7th grade honors class. Such topics include number sense, decimals, fractions, geometry, algebraic expressions and equations, ratios, rates, percents and proportions.

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## **37120 Math 7**

This course is designed to prepare students for Algebra 1 or Algebra 1 honors. This curriculum consists of both 7th and 8th grade topics such as rational numbers, proportions, percents, equations, expressions, statistics and probability.

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## **37110 Math 7 Honors**

This course is designed to prepare students for Algebra 1 or Algebra 1 honors. This curriculum consists of both 7th and 8th grade topics such as rational numbers, proportions, percents, equations, expressions, statistics and probability. Honors classes go more in depth and are more challenging than 7th grade Regents.

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## **37125 Math 7 NL**

Math 7 NL is a course for students whose native language is Spanish. The course will be instructed in both English and Spanish. All classwork and homework assignments will be given to students in both languages. Students will study topics including rational numbers, expressions and equations, geometry, probability and statistics, and ratios and proportional relationships. Students will take the New York State Grade 7 Mathematics Assessment in the spring.

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### **31021 Math 8**

This course consists of 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; grasping the concept of a function and using functions to describe quantitative relationships; analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Enrollment is based on teacher recommendation. Students enrolled in this course will take the NYS Grade 8 Mathematics Assessment.

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### **31000 Algebra 1**

Algebra 1 is a high school course needed to meet high school requirements. Successfully completing and passing the course and Regents will earn one high school course credit and one Regents credit. Some of the course topics include linear functions, quadratic functions, systems, inequalities and polynomials

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### **31001 Algebra 1 Honors**

Algebra 1 Honors is an advanced high school course needed to meet high school requirements. Successfully completing and passing the course and Regents will earn one high school course credit and one Regents credit. Some of the course topics include linear functions, quadratic functions, systems, inequalities and polynomials. Some of the advanced topics may include geometry, radicals and algebraic fractions.

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### **31050 Algebra 1 ENL**

Algebra 1 ENL is a high school course for English as a New Language students. Students will learn the Algebra 1 curriculum while developing reading, writing, listening and speaking skills. The course is needed to meet high school requirements. Successfully completing and passing the course and Regents will earn one high school credit and one Regents credit. Some of the course topics include linear functions, quadratic functions, systems, inequalities and polynomials.

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# Physical Education

**Matthew Calarco, Supervisor of Physical Education, Health,  
Athletics, Aquatics, Driver's Education and Recreation (516) 733-2245**

The K-12 physical education program offers the students an age appropriate curriculum that promotes an understanding of a variety of activities that stress knowledge, competence, fitness, cooperation, and lifetime involvement in the benefits of being an active participant in sports and recreational endeavors.

Some of the benefits of a good physical education experience are:

- Improved fitness
- High self esteem
- Weight regulation
- Understanding sportsmanship
- Developing interpersonal skills
- Stress relief
- Reduce the risk of illness and disease
- Discover opportunities for recreational experience

Health Education provides students with the knowledge and skills needed to maintain health and wellness throughout their lifetime. The intent of a comprehensive health education program is to motivate students to improve their health, prevent disease and avoid or reduce health related risk behaviors. All teaching and learning is focused on student achievement of learning standards (National and New York State). In order to meet graduation requirements, students are required to complete .5 units of credit in Health and 2.0 units of credit in Physical Education.

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## 87615 Physical Education 6

Initial sixth grade activities focus on game and cooperative activities and events, where the students get a chance to get to meet their new classmates and teachers. Socialization, respect for others and participation is stressed. The basic skills of a variety of team sports will be introduced. Fitness testing is done twice per year and students are evaluated and scored.

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## 87715 Physical Education 7

Introduction of team sports with the emphasis on higher skills and fundamentals. Students learn the rules of each sport and an emphasis is placed on sportsmanship. Sport Education is utilized as an integral part of the curriculum at this grade level. Fitness testing is done twice per year and students are evaluated and scored.

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## **87815 Physical Education 8**

Sport Education is utilized throughout the school year at this grade level. Continuing with team sports, higher level skills are introduced and taught. An emphasis is placed on the strategies used in each sport. Individual activities and sports are also introduced. Fitness testing is done twice per year and students are evaluated and scored. At each grade, fitness levels are emphasized, evaluated and monitored throughout the year.

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## **87616 Health 6 (Alternate Day/Full Year)**

Health class provides students with the knowledge and skills needed to maintain lifelong health and wellness. The sixth grade curriculum focuses on the concepts of overall wellness which includes the physical, mental, emotional and social areas. Students will learn to become health literate and be able to reach, maintain and improve their overall wellness through class discussion, use of technology, research and self-assessment. Health class will reinforce and strengthen many lifelong skills such as self-esteem, healthy decision making, goal setting, peer pressure and bullying, coping skills, good nutrition, exercise, substance abuse, disease prevention, and reducing health related risk behaviors. Students will seek to improve their health, prevent disease and avoid or reduce health related risk behaviors.

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## **87821 Health 7/8 (Alternate Day/Full Year)**

This course focuses on the everyday issues in the life of a Middle School student and beyond. The primary focus of this class will be on improving Health and Wellness, with an emphasis on good decision making and coping skills. Other key topics include cyber bullying, body image, stress management and substance abuse. Students will use technology as well as the media to elicit student discussion in addition to group participation in an atmosphere where students are encouraged to express their feelings, attitudes and behavior patterns. Students are expected to take this course in 7th or 8th grade.

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# Science

**Michael O'Connell, Supervisor of Science and Technology (516) 733-2143**

The Science Department aims to capture the enthusiasm of our students and direct their interest, curiosity, and past experiences towards the understanding of biological and physical phenomena. Instruction will be directed to assist students to understand and apply scientific concepts, principles, and theory and to recognize the historical development of scientific ideas. Science literacy is a basic requirement in today's global society. The course work incorporates the Next Generation Science Standards. All students in grade eight will take a Regents course in either Earth Science or Living Environment.

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## **46110 Science 6**

All incoming grade 6 students are required to enroll in Science 6. It is an inquiry based Science course that provides the students with hands-on experience to engage in an array of Life Science and Physical Science Topics. Students will concentrate on the themes and topics that are required for future higher level Science courses.

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## **47120 Science 7**

Science 7 is an inquiry based Science course that provides the students with hands-on experience to engage in an array of Life Science and Physical Science topics. Students will concentrate on the themes and topics that are required for future higher level Science courses.

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## **47110 Science 7 Honors**

The student must have a 90 average or above in Science and teacher recommendation. Honors Science 7 is an inquiry based Science course that provides the students with hands-on experience to engage in an array of Life Science and Physical Science topics. Students will concentrate on the themes and topics that are required for future higher level Science courses.

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## **42000 Living Environment**

This course will provide students with a more in-depth understanding of the living world. It includes characteristics of plant and animal life and the ways in which they interact with their environment. Ecology, evolution, anatomy and physiology, genetics, and biochemistry are major units within the course. This course is aligned with the New York State's Living Environment core content guide and addresses the Learning Standards. Satisfactory completion of laboratory work is a requirement of the course. Students must pass the Living Environment Regents exam to receive high school course credit.

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### **41001 Earth Science Honors**

The student must have a 90 average or above in Science and teacher recommendation. This course includes all topics of the Regents Earth Science program and enrichment in major units of geology, oceanography, meteorology and astronomy are emphasized. Laboratory work, original projects and investigations are an important part of the course. Satisfactory completion of laboratory work is a requirement of the course. Students must pass the Earth Science Regents exam to receive high school course credit.

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### **47849 Science Research 7/8 (Alternate Day/Full Year)**

Students practice the methodology of independent research, use laboratory equipment, and develop understanding of experimental design and methods of statistical analysis. Students are expected to present and defend their research at science fairs and exhibits during the year. This class may be taken more than once for credit. This course will meet

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# Social Studies

**Mr. Bryan Sarandrea, Supervisor of Social Studies & Home and Careers (516) 733-2148**

The Middle School social studies program tries to build upon the curiosity and enthusiasm that characterizes middle school students so that students can experience a sense of wonder and understanding about the world they live in. Students begin their journey in social studies with the study of Ancient and Medieval World History in Grade 6. Students then move from the study of World History to United States History in grades 7 & 8. The ultimate goal of social studies education is to develop students' ability to think critically and creatively and equip students to become effective global citizens in an interdependent world.

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## **26110 Social Studies 6**

This course concentrates on the history, economy, government, geography and cultures of the Eastern Hemisphere, focusing on Europe and Asia. Emphasis is placed on the interdependence of all people and the influences of earlier civilizations of our world today. Students read and analyze primary source documents and complete essays. Hands-on projects are required throughout the year incorporating research and opportunities for public speaking.

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## **27120 Social Studies 7**

The Social Studies Core Curriculum in grade 7 traces the experience of people in the Western Hemisphere from pre-Columbian times through the Civil War and Reconstruction. The focus is on social political and economic trends in United States history as well as New York State history, when relevant. The following topics are studied: The Global Heritage of the American People Prior to 1500, European Exploration and Colonization of the Americas, Building a New Nation, Experiments in Government, Life in the New Nation and a Nation Divided. Students research, organize, use and present information individually as well as in groups.

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## **27110 Social Studies 7 Honors**

The Social Studies Core Curriculum in grade 7 traces the experience of people in the Western Hemisphere from pre-Columbian times through the Civil War and Reconstruction. Students analyze primary and secondary source documents and complete short response questions and expository essays. The honors option offers students additional enrichment opportunities and asks students to engage in more rigorous application of the essential concepts and content of the course.

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## **28120 Social Studies 8**

The Social Studies Core Curriculum in grade 8 continues America's story started in grade 7 and reinforces concepts and skills introduced in the prior course. The following topics are studied: Reunification - Life in the United States after the Civil War, The Development of the Industrial United States, The United States emerges as a Modern Nation, Prosperity, Depression and War, the Changing Nature of the American People from World War II to the Present. Students research relevant topics, individually as well as in groups, and are given opportunities to organize, synthesize, interpret, explain and/or evaluate information in a variety of formats, such as oral presentations, document analysis and research papers. An emphasis is placed on honing Social Studies skills with respect to the analysis of primary and secondary source documents and writing expository essays.

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## **28110 Social Studies 8 Honors**

Students examine the history of the United States and the actions of the American people domestically and internationally. The curriculum follows American History 8 Regents. An emphasis is placed on honing Social Studies skills with respect to the analysis of primary and secondary source documents and writing expository essays. While still adhering to New York State Social Studies Standards and Curriculum, the honors option offers students additional enrichment opportunities and asks participants to engage in more rigorous application of the essential concepts and content of the course.

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## **27853 Global Conversations 7/8 (Alternate Day/Full Year)**

Global Conversations is a course in which students will study global challenges such as health issues, clean water, education, rich-poor gap, and/or the status of women and children. In this issue based course, students will have choices as to the topics they would like to discuss and research. An important goal of the course is to empower our young people to make the transition from learning about an issue to making a difference and thus becoming global citizens. Students will be linked through a video letter exchange with a classroom in either Asia or Africa. Literature will be used throughout the course as a vehicle to bring understanding and empathy. Students will then research a challenge facing the world community with the goal of taking informed action to make our world a better place. Global Conversations elective is open to students in grade 7 and 8.

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# Technology

**Michael O'Connell, Supervisor of Science and Technology (516) 733-2143**

Hicksville Public Schools Technology Department offers students opportunities to connect with past, present and future technologies in learning technical content, problem solving and design solutions. The technology program provides students with the skills and hands on opportunities to complete projects meeting the demands of an ever-changing world.

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## **67622 Technology 6 (Alternate Day/Full Year)**

This course requires the students to design and construct an array of projects by infusing STEM into the curriculum. Students will be presented with unique problems and are required to develop an engineering solution. The student proceeds through various stages of project development. The activities are developed by incorporating the engineering practices of brainstorming, thumbnail sketches, rough sketches, final design drawing, testing, modification and final product. Students will be required to utilize power tools and hand tools. All grade 6 students are required to take this course.

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## **67719 Technology 7 (Alternate Day/Full Year)**

Technology 7 is an active learning course that combines cognitive and manipulative skills with student centered STEM-related modules. Each module is tied to a STEM career pathway providing instruction in topics such as: Robotics, Pneumatics, Electricity, Biomedical Technology, Construction Engineering, Alternative Energy and Bridge Building. All grade 7 students are required to take this course.

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## **67842 Robotics 8 (Alternate Day/Full Year)**

The objective of this course is to introduce the student to basic programming as well as problem solving strategies. This course will involve students in the development, building and programming of a VEX IQ robot. Students will work hands-on in teams to design, build, program and document their progress. Robotics combines all aspects of STEM in an engaging course that exposes the students to 21st Century careers. This course is open to all grade 8 students.

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## **67840 Woodworking 8 (Alternate Day/Full Year)**

Woodworking is a course designed to introduce students to general woodworking practices. Students will be expected to learn about and safely use hand tools, power tools and woodworking machinery. The projects are designed to give students as much experience as possible by using many different machines and tools. Students will be required to utilize power tools and hand tools. This course is open to all grade 8 students.

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# World Languages

**Janet Suarez- Lovett, Supervisor of World Languages,  
ENL & Bilingual Programs (516) 733-2144**

Students shall earn at least one unit of credit in a world language other than English in order to complete the world language requirement for the Regents diploma.

For the Advanced Regents Diploma, students shall earn two additional units of study in a world language other than English for a total of three units in the same language and pass the locally developed Comprehensive Examination in that language, which is aligned to the NYS Learning Standards for World Languages for Checkpoint B. In lieu of this requirement, students may use a five-credit sequence (see page 5) in the Arts or CTE (Business, Construction, Engineering, Communication).

The World Languages Department (formerly known as Foreign Languages) in Hicksville Public Schools offers students a plethora of languages from which to choose beginning at the elementary level with the Foreign Language at the Elementary School (FLES) program through Advanced Placement and College level courses at Hicksville High School. To study another language and culture is to gain an especially rich preparation for the future. Studying a World Language and its cultural influences enhances one's personal education in many ways. Students who study a second language and culture have a powerful foundation for successful communication in the ever-growing local, national, and world communities. Below is a chart outlining the different World Language courses and sequences that are available to students as well as which year they are permitted to take them.

*\*ASL courses levels I & II started at the High School in grades 10 , 11, or 12 are only elective credits.*

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## **56020 FLEX - Foreign Language Exploration**

Flex students will be introduced to four languages: French, Spanish, Italian, ASL, plus the rudiments of Latin. During Latin, students will encounter word roots, groups of familiar word endings, prefixes and suffixes useful in recognizing the connection between Latin, English and the Romance Languages. Topics presented will include alphabets and pronunciations, greetings and expressions of courtesy, numbers, colors, days of the week, months of the year and cognates. Students will also be exposed to cultural aspects of the people and countries where the languages are spoken. Upon completion of this course, students will choose French, Spanish, Italian, or ASL as the language of study beginning in seventh grade.

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### **57030 French 7**

French 7 embraces the first half of the proficiencies outlined in the NYS Language Standards for Checkpoint A. This course introduces the students to the fundamentals of listening, speaking, reading and writing in French. Students develop second language acquisition skills by applying French to real-life situations. Students will simulate everyday life through the use of authentic activities such as role-playing, dramatizations and other language skill sets. This course integrates current events and a cultural component.

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### **58030 French I (Grade 8)**

French I embraces the second half of the proficiencies outlined in the NYS Language Standards for Checkpoint A. This course reinforces the fundamentals of listening, speaking, reading and writing in French. Students develop second language acquisition skills by applying French to real-life situations. Students will continue to simulate everyday life through the use of authentic activities such as role-playing, dramatizations and other language skill sets. This course integrates current events and a cultural component.

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### **57050 Italian 7**

Italian 7 embraces the first half of the proficiencies outlined in the NYS Language Standards for Checkpoint A. This course introduces the students to the fundamentals of listening, speaking, reading and writing in Italian. Students develop second language acquisition skills by applying Italian to real-life situations. Students will simulate everyday life through the use of authentic activities such as role-playing, dramatizations and other language skill sets. This course integrates current events and a cultural component.

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### **57000 Italian I (Grade 8)**

Italian I embraces the second half of the proficiencies outlined in the NYS Language Standards for Checkpoint A. This course reinforces the fundamentals of listening, speaking, reading and writing in Italian. Students develop second language acquisition skills by applying Italian to real-life situations. Students will continue to simulate everyday life through the use of authentic activities such as role-playing, dramatizations and other language skill sets. This course integrates current events and a cultural component.

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### **57020 Spanish 7**

Spanish 7 embraces the first half of the proficiencies outlined in the NYS Language Standards for Checkpoint A. This course introduces the students to the fundamentals of listening, speaking, reading and writing in Spanish. Students develop second language acquisition skills by applying Spanish to real-life situations. Students will simulate everyday life through the use of authentic activities such as role-playing, dramatizations and other language skill sets. This course integrates current events and a cultural component.

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## **58000 Spanish I (Grade 8)**

Spanish I embraces the second half of the proficiencies outlined in the NYS Language Standards for Checkpoint A. This course reinforces the fundamentals of listening, speaking, reading and writing in Spanish. Students develop second language acquisition skills by applying Italian to real-life situations. Students will continue to simulate everyday life through the use of authentic activities such as role-playing, dramatizations and other language skill sets. This course integrates current events and a cultural component.

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## **57080 ASL 7**

ASL 7 embraces the first half of the proficiencies outlined in the NYS Language Standards for Checkpoint A. This course introduces the students to the fundamentals of American Sign Language. Finger spelling and basic vocabulary will be introduced. Receptive and expressive skills will be practiced through dialogues, games, role-playing and visual readiness activities. Students will gain insight into deaf culture through study of the deaf community.

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## **59500 ASL I (Grade 8)**

ASL I embraces the first half of the proficiencies outlined in the NYS Language Standards for Checkpoint A. This course continues with the fundamentals of American Sign Language. Advanced finger spelling and vocabulary will be stressed. Receptive and expressive skills will be practiced through dialogues, games, role-playing and visual readiness activities, short stories and movies. Students will continue to gain insight into deaf culture through study of the deaf community.

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## **59032 LIA - Latinos in Action Leadership Skills Development**

### **Prerequisite: Placement by Counselor & Supervisor Only**

The course is proposed as a full year elective to be offered to English Language Learners in Grades 7-8. The approach of Latinos in Action (LIA) addresses the student as a whole, tying academics, leadership, and self-development into a single program. The LIA course is designed to empower Latino students to lead and strengthen their community through college and career readiness. In order to achieve its programmatic goals, the course considers the organization of diverse committees where students will apply leadership skills, participate in various extracurricular activities, and tutor other students from partner schools in the community.

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# Special Education

**Bryan Offerman, Assistant Director of Special Education and PPS, Middle School  
(516) 733-2160**

This special education continuum includes specially designed instruction, accommodations and related services in general education, special education and/or community environments. Classes will be assigned based on individual student needs and the CSE process in accordance with IDEA, Part 200 Regulations and state graduation requirements. Students receiving special education services who are enrolled in general education courses may require accommodations and supplementary aids to access the curriculum with equity. Students are provided with differentiated instruction to meet the standards and expectations of the curriculum.





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