

**PUTNAM VALLEY MIDDLE SCHOOL
COURSE CATALOG**

Administration

Travis W. McCarty
Principal
(845) 528-8101 x1207
tmccarty@pvcasd.org

Dr. Letitia Payne
Assistant Principal
(845) 528-8101 x1210
lpayne@pvcasd.org

Clinical Staff

Leighann Bale
School Social Worker
(845) 528-8101 x1206
lbale@pvcasd.org

Kendall Coleman
School Counselor
(845) 528-8101 x1209
kcoleman@pvcasd.org

Jason Kane
School Psychologist
(845) 528-8101 x1219
jkane@pvcasd.org

Office Staff

Maria Margiotta
Office Assistant - Attendance
(845) 528-8101 x1298
mmargiotta@pvcasd.org

Karen McCarney
Office Assistant
(845) 528-8101 x1201
kmccarney@pvcasd.org

Christine Wallach
Senior Office Assistant
(845) 528-8101 x1200
cwallach@pvcasd.org

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Program Requirements for the Middle Grades (Grades 5 – 8)

Grades 5 and 6

All students shall receive instruction that is designed to facilitate their attainment of the State intermediate learning standards in the seven general curriculum areas:

- Mathematics, including arithmetic, science, and technology;
- English language arts, including reading, writing, listening, and speaking;
- Social studies, including geography and United States history;
- Languages other than English (pursuant to section 100.2(d) of Commissioner's Regulations);
- The arts, including visual arts, music, dance, and theatre;
- Career development and occupational studies;
- Where student need is established, bilingual education and/or English as a second language;
- Health education, physical education and family and consumer sciences with health education pursuant to section 135.3(b) of Commissioner's Regulations and physical education pursuant to section 134.4(c)(2)(i) of Commissioner's Regulations.

Grades 7 and 8

All students shall be provided instruction designed to enable them to achieve, by the end of grade eight, State intermediate learning standards through: (**Unit of study** means at least 180 minutes of instruction per week throughout the school year, or the equivalent.)

- English language arts, two units of study;
- Social studies, two units of study;
- Science, two units of study;
- Mathematics, two units of study;
- Career and Technical Education, one and three-quarters unit;
- Physical education as required by section 135.4(c)(ii) of Commissioner's Regulations;
- Health education, one-half unit of study as required by section 135.3(c) of Commissioner's Regulations;
- The arts, including one-half unit of study in the visual arts, and one-half unit of study in music;
- Library and information skills, the equivalent of one period per week in grade seven and eight;
- Languages other than English pursuant to section 100.2(d) of Commissioner's Regulations;
- Career development and occupational studies.

Flexibility Available to All Schools with Middle-Level Grades in Section 100.4 of Commissioner's Regulations (Model A)

- Unit of study (seat time) vs. unit of credit (achievement). Units of study, not units of credit, are applicable to the middle grades (specifically, grades 7 and 8).
- Unit of study requirements for the middle grades are to be met "by the end of grade 8."
- The unit of study requirements for technology education and/or home and career skills may be initiated in grade 5, provided that such subjects shall be taught by teachers certified in those areas.
- The unit of study requirement for languages other than English may be initiated in any grade prior to grade 8.
- Students who have been determined to need academic intervention services may have the unit of study requirements for one or more of their subjects reduced (but not eliminated).
- A student may meet the required half unit of study in music by participating in a school's band, chorus, or orchestra, provided that such participation is consistent with the goals and objectives for the school's music program for grades 7 and 8.
- The half unit of study requirement for health education may be provided in grade 6, provided that such subjects shall be taught by teachers certified in health education.
- Library and information skills instruction provided the equivalent of one period per week in grades 7 and 8.
- Students in grade 8 shall have the opportunity to take high school courses in mathematics and in at least one of the following areas: English, social studies, languages other than English, art, music, career and technical education subjects, and science courses.
- Incidental teaching assignment.

Additional Flexibility Available Under Section 80-5.12 of Commissioner's Regulations:

(NOTE: This flexibility is not automatic; districts must apply for it)

When a school district is granted an Experiment in Organizational Change (or, as it is commonly called, "Experimental Middle School Status") under Section 80-5.12 of Commissioner's Regulations, the assignments permissible pursuant to this regulation are:

A certified elementary school teacher (i.e., a teacher of the common branch subjects) may provide instruction in one or more of the common branch subjects exclusive of those defined as special subjects in grades seven and/or eight of a middle or intermediate school; and

A certified teacher of a secondary academic subject may provide instruction only in the academic subject for which he or she is certified in grades five and/or six of a middle or intermediate school.

Encore Department

Encores meet on average from 35 - 38 days and then rotate to their next course throughout the year in 5th and 6th grade. Students will take all 5 courses in a full academic school year. Encore classes in 7th and 8th grade rotate on a 3-day schedule for 20 weeks (approx. 33 days). These students have 2 courses over the full academic school year.

Fifth Grade Encores

Textiles & Design 5

In this class, students will learn about the different content areas of the designed world that were created by humans to satisfy their needs and wants outside of the natural and social worlds.

The content areas include:

- Medical technologies
- Agriculture and biotechnologies
- Energy and power technologies
- Communication and information technologies
- Transportation technologies
- Manufacturing technologies
- Construction technologies.

These different areas are not exclusive from one another, but instead are interrelated and interdependent. The seven content areas offer many opportunities for project-based and problem-based learning in the technology laboratory. Opportunities exist to integrate content and practices from the other technology modules when teaching about the seven content areas. For example, a manufacturing activity or unit can apply design and financial concepts. A programming activity can include communication and information technologies, design, and troubleshooting. A vehicle design activity can include concepts of history, energy, and environmental impacts.

All of these areas offer opportunities for integrating communication through drawing, tool use, prototyping, and modeling through hands-on activities. This module is intended as the fifth of five modules that can be completed in sequence or integrated with content with the other technology modules through laboratory activities and problem-based assignments.

Social Emotional Learning 5

Students will grow their social and emotional intelligence and adopt an emotions matter mindset in order to recognize emotions in themselves and others, understand the causes and consequences

of emotions, label emotions accurately, express emotions appropriately, and acquire a bank of personalized strategies to help them regulate their own emotions effectively. (RULER) Students will also be using the Second Step curriculum to reinforce these lessons and learn how to deal with anxiety and frustration, how to be more assertive, and how and when to seek help from others.

Sustainability 5

Topics of study in fifth grade may include: ocean pollution, plastic waste, consumer trash and recycling, composting, food waste, clothing waste, water as a resource, climate change and extreme weather. The fifth grade final project offers students the opportunity to research endangered animals and their habits, which serves as an introduction to the sixth grade course, largely focused on the connection between sustainability and ecology.

Technology 5

Fifth grade students will continue and expand upon their elementary technology experiences with a focus on further developing their knowledge and skills related to Technology and Problem Solving. Students will:

- Understand why coding is important.
- Write, debug, and test written code.
- Work through challenges to solve different problems.
- Collaborate with classmates to solve different problems.
- Explore and solve problems generated from school, home, and community situations, using concrete objects or manipulative materials when possible.

Visual Arts 5

Fifth grade students will continue and expand upon their elementary art experiences, with a focus on further developing their knowledge and skills related to the Elements of Art and Principles of Design. Fifth grade art aims to teach students to think like artists; sharpening their unique problem-solving skills, cultivating self-expression, imagination, and creativity. Students will:

- Explore a variety of 2D and 3D Art media, while also learning about arts many interdisciplinary connections.
- Engage in thoughtful art dialogue as they are introduced to various artists, and art movements, from different cultures and time periods.
- Participate in the process of art critique with their peers in order to reflect on their own work.

Projects will emphasize the process of utilizing specific Art tools and media.

Sixth Grade Encores

Apparel & Textile Production and Design 6

Sixth grade Apparel & Textile Production and Design introduces students to the ways in which needs, wants, cultures, traditions, and situations impact apparel and textile decisions. Through hands-on experiences, students will:

- Develop skills for the selection, construction, care, and repair of clothing and accessory items.
- Explore how clothing communicates personal style and identify appropriate clothing items for roles in various settings.
- 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.

Health 6

A skills-based and pragmatic approach to understanding health and wellness as it will impact the student now and in the future. Topics include:

- Physical Activity
- Nutrition
- Tobacco
- Vaping
- Puberty
- Peer Pressure
- Decision Making
- Stress Management

Sustainability 6

Sixth grade students delve more deeply into topics such as sustainable power sources, new technologies, and biodiversity. The sixth grade final project offers students the opportunity to explore how climate change impacts ecosystems.

Technology 6

Sixth graders begin their journey in Technology working with PhotoShop, manipulating, editing, and creating images. Collaborating with one another in solving problems using logic skills and sequential reasoning to complete a circuit maze prior to working with copper tape, LED lights, and other tools to make paper circuits. The Chibitronics kits are truly a great way to introduce young students to electrical concepts!

Visual Arts 6

During sixth grade Visual Arts, students are encouraged to make personal connections to their work and enjoy the art making process. Throughout the course, students will spend time gaining

some experience with a variety of different art media and techniques through a series of hands-on experiences. Students will:

- Use the Elements of Art and Principles of Design to translate thoughts and feelings into 2 and 3 dimensional works of art.
- Draw from direct observation, memory and their imagination.
- Be introduced to the art of various artists and cultures to expand their appreciation of the role of the arts in different societies and time periods.

As a culminating activity students will assemble a digital portfolio of the work they created.

Seventh Grade Encores

Technology 7

Seventh grade students will be given opportunities to be innovative as well as show their understanding of Technology through different projects. Over the course of the Encore, students will:

- Learn to be critical thinkers and improve their problem-solving skills.
- Be introduced to 3D printing.
- Gain a better understanding of the world through their printed projects.
- Learn how 3D printers work and troubleshoot problems.
- Code, build, create and invent through their study of Robotics.
- Build different projects and invent solutions to open-ended design challenges.

Visual Arts 7

Seventh grade students demonstrate their knowledge and skills of the Elements of Art, and Principles of Design, by designing and creating artwork based on concepts and ideas. They continue to learn about art's impact throughout history, and its role in the present, as they question the meaning behind art movements. Projects allow students to continue to explore a variety of 2D and 3D art media. Students will:

- Learn how to face creative obstacles by generating their own solutions, and harness the power of their imagination as they make meaningful connections between their art and their lives.
- Focus on improving their craftsmanship, and artwork presentation.
- Engage in art dialogue through the process of group and partner critiques.
- Learn about various artists across cultures and time periods, in order to better understand the intent of the artist, and the role it plays in both perceiving, and appreciating artwork.

Eighth Grade Encores

Health 8

A skills-based and pragmatic approach to understanding health and wellness as it will impact the student now and in the future. Topics include:

- Peer Pressure
- Alcohol
- Drugs
- Tobacco
- Sexual Health/Sexual Risk
- HIV/AIDS

Technology 8:

Eighth grade students will be given opportunities to be innovative as well as show their understanding of Technology through different projects. This is the final Technology course for middle-schoolers, and it is a culmination of what they learned in Technology. Over the course of the Encore, students will:

- Learn to be critical thinkers and improve their problem-solving skills.
- Create, construct, and invent
- Use math skills, logic, and reasoning to debug code.
- Understand the Problem Solving Process, and use it to solve different problems
- Study how Computer Science is changing everything and gain appreciation for the technologies around and available to them.
- Code, build, create and invent through their study of Robotics.
- Build different projects and invent solutions to open-ended design challenges.

English Department

AIS Reading

Academic intervention services (AIS) are services designed to help students achieve the learning standards in English language arts in grades 5-8. Additional instruction is provided that supplements the general curriculum (regular classroom instruction). This additional time for focused instruction in fundamental reading skills is designed to help students achieve the learning standards in reading. Students are selected for AIS based on multiple measures including, but not limited to, past performance, teacher recommendations, and diagnostic test scores.

English Language Arts 5

As outlined by the New York State Standards for ELA and Engage NY, Grade 5 English Language Arts focuses on the common themes of perseverance and overcoming adversity. Students dive deeply into these themes through integrated content and culturally responsive texts and tasks:

- Promises to Keep: The Story of How Jackie Robinson Changed America by Sharon Robinson (biography)
- Esperanza Rising by Pam Munoz Ryan (historical fiction)
- The Breadwinner by Deborah Ellis (realistic fiction)
- A Year Down Yonder by Richard Peck (historical fiction)

While reading, 5th graders acquire language skills and practice vocabulary acquisition, application, and integration through the Wordly Wise program. They regularly practice standards-based reading strategies and vertically aligned written response techniques using the Grade 5 Ready Reading program.

Students are able to choose from a wide variety of genres and sources for their daily Independent Reading. They have access to classroom collections and magazines, and are able to read and interact with leveled texts online. Technology is meaningfully integrated into the 5th grade program, and using their individual laptops, students utilize the Google Platform to access materials, turn in assignments, participate in virtual tasks and projects, and conduct research.

English Language Arts 6

This subject area focuses on reading, writing, speaking, and listening. Students will utilize materials that meet the Next Generation Learning Standards. The year will consist of vocabulary development through Wordly Wise vocabulary words and key reading skills/strategies through

novels, non-fiction articles, Ready materials, Engage NY materials, a variety of reading and writing assignments, and Accelerated Reader books.

Classroom Novels:

- Flush by Carl Hiaasen (fiction)
- Hatchet by Gary Paulsen (realistic fiction)
- Hoot by Carl Hiaasen (fiction)
- Seedfolks by Paul Fleischman (realistic fiction)
- Percy Jackson and The Olympians: The Demigod Files by Rick Riordan (fantasy)
- Matilda Bone by Karen Cushman (historical fiction)
- Bud, Not Buddy by Christopher Paul Curtis (historical fiction)

English Language Arts 7

The objective of ELA 7 is to create critical thinkers and writers by exposing students to a range of literature and opportunities for writing. Student-focused lessons will create a level of independent learning and ownership that they will carry into high school and college while building skills as critical readers, writers, and thinkers. Discussions will focus on making connections to real-world topics and experiences.

Short Stories and Plays:

“Seventh Grade” by Gary Soto (realistic fiction)

- Key concept/skills—Plot line, setting, conflict, paragraph writing

“Charles” by Shirley Jackson (humor)

- Key concepts/skills—Foreshadowing, point of view, paragraph writing

“The Treasure of Lemon Brown” by Walter Dean Meyers (realistic fiction)

- Key concepts/skills—mood, setting, characterization, conflict, figurative language, paragraph writing

“The Lottery” by Shirley Jackson (dystopian fiction)

- Themes—mob mentality and the dangers of groupthink and confirmation bias
- Key concepts/skills—essay development using multiple source texts

“The Monsters Are Due on Maple Street” by Rod Serling (science fiction)

- Themes—mob mentality, the dangers of groupthink, and confirmation bias
- Key concepts/skills—essay development using multiple source texts

Novels & Paired Nonfiction:

A Long Walk to Water by Linda Sue Park (historical fiction)

- Key concepts/skills—finding and analyzing evidence to support a claim; making connections between literary devices within a story; tracking themes throughout a novel; comparing and connecting the novel to historical events; paragraph writing & essay development
- Themes—perseverance, social justice, global human experiences
- Paired Nonfiction—
 - *“Traditional Scarification” by Malek Deng—exploring and analyzing the process of scarification through an anthropological perspective.
 - * “The Lost Boys” by Sara Corbett

My Brother Sam is Dead by James and Christopher Collier (and/or additional literature circle choice selections)

- Key concepts/skills—historical fiction genre study; character development; comparing and connecting the novel to historical events; paragraph writing & essay development
- Themes—Revolutionary War / colonial life; loyalty; perseverance; social justice
- Paired Nonfiction—“Crime and Punishment in Colonial America”
- “The Declaration of Independence”
- Paired Poetry- “Paul Revere’s Ride” by Henry Wadsworth Longfellow

The Giver by Lois Lowry (dystopian science fiction)

- Key concepts/skills—science fiction genre study; finding and analyzing evidence to support a claim; character development; comparing and connecting the novel to real-world events; paragraph writing & essay development
- Themes—greater good vs. individual rights; freedom; social justice
- Paired Nonfiction—
- “China’s Forbidden Babies Still an Issue” By John Sudworth, BBC News, Beijing
- “The ABCs of German Schools”

Chasing Lincoln’s Killer by James Swanson (literary non-fiction)

- Key concepts/skills—Examining the complexities of the plan behind the assassination of President Lincoln through the lens of a detective. Exploring the concepts of “means”, “motive”, and “opportunity” and applying this lens to the first part of the book.
- Themes—significant conflicts in American history; social justice.

English Language Arts 8

Eighth grade ELA will consist of many exciting challenges and opportunities as we begin to prepare the students for high school. Our objective is to create critical thinkers and writers by exposing students to a range of literature. Our syllabus includes works of fiction and non-fiction,

consisting of novels, short stories, articles, and poetry. All pieces of literature will be used as a vehicle to study and analyze our society and have real-world discussions. This approach will also introduce students to important literary concepts they will be using throughout their academic careers.

Short Stories:

“Thank You M’am” by Langston Hughes - (realistic fiction)

- Themes: Establishing identity within a difficult upbringing, environmental influence/nature vs. nurture

“I Know Why The Caged Bird Sings” by Maya Angelou - (autobiographical memoir)

- Themes: Finding strength through a traumatizing experience/survival, empowerment

“Harriet Tubman: Guide to Freedom” by Ann Petry - (biographical nonfiction)

- Themes: Sacrifice, using difficult circumstances as a vehicle to influence change

Novels:

Roll of Thunder, Hear My Cry by Mildred D. Taylor - (historical fiction)

- Themes: Overcoming adversity/perseverance, racism, strong familial roots, tolerance, identity, empathy

“One Survivor Remembers” by Gerda Weissmann Klein - (nonfiction/memoir/documentary)

- Themes: perseverance, survival, humanity, societal study

Animal Farm by George Orwell - (allegorical satire)

- Themes: Communist Russia, propaganda, the rise and dangers of a dictator, the dangers and effects of being a bystander

The Hunger Games by Suzanne Collins - (dystopian)

- Themes: Maintaining humanity under inhumane conditions, empathy, oppressive governments, establishing values/ moral compass, societal study

English as a New Language (ENL)

The primary goal of the ENL program is to ensure that students increase their English language proficiency. The ENL program provides students with the support and strategies they need to improve their Reading, Writing, Listening and Speaking skills. As part of the ENL program and as per New York State (NYS), students are placed according to Language Proficiency level. In the ENL Stand Alone class, students receive English instruction in order to acquire skills and success in their core content areas. In the integrated classes, students receive core content area and English language development instruction, including the use of the home/primary language as support and appropriate ELL instructional supports to enrich comprehension (NYS).

Mathematics Department

AIS Math

Academic intervention services (AIS) are services designed to help students achieve the learning standards in math in grades 5-8. Additional instruction is provided that supplements the general curriculum (regular classroom instruction). This additional time for focused instruction in fundamental math skills is designed to help students achieve the learning standards in math class. Students are selected for AIS based on multiple measures including, but not limited to, past performance, teacher recommendations, and diagnostic test scores.

Math 5

The math curriculum will utilize the New York State Next Generation Learning Standards for Grade 5. The fifth grade mathematics curriculum focuses on five key areas:

1. Understanding Number and Operations in Base Ten
2. Operations and Algebraic Thinking
3. Number & Operations Fractions
4. Measurement & Data
5. Geometry

There are six modules of study:

Module 1: Place Value and Decimal Fractions

Module 2: Multi-Digit Whole Number and Decimal Fraction Operations

Module 3: Addition and Subtraction of Fractions

Module 4: Multiplication and Division of Fractions and Decimal Fractions

Module 5: Addition and Multiplication with Volume and Area

Module 6: Problem Solving with the Coordinate Plane

Math 6

The math curriculum will utilize the New York State Next Generation Learning Standards for Grade 6. The sixth grade mathematics curriculum focuses on six key areas:

- Understanding Ratio and Rate Relationships
- Division of Fractions
- Rational Numbers
- Expressions and Equations
- Geometry
- Statistics and Probability

The Sixth Grade Mathematics Curriculum is divided into 6 Modules.

Module 1: Ratios and Unit Rates

Module 2: Arithmetic Operations including Dividing by a Fraction

Module 3: Rational Numbers

Module 4: Expression and Equations

Module 5: Area, Surface Area, and Volume

Module 6: Statistics and Probability

Math 7

This course content offers a range of topics needed for the successful study of algebra and geometry. Communicating mathematical ideas and using alternative problem solving strategies are an integral part of the curriculum. The math curriculum will utilize the New York State Next Generation Learning Standards for Grade 7.

The seventh grade mathematics curriculum focuses on four key areas:

- Developing understanding of and applying proportional relationships;
- Developing understanding of operations with rational numbers and working with expressions and linear equations;
- Solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume;
- Drawing inferences about populations based on samples.

The seventh grade mathematics curriculum is divided into 5 domains.

7.RP Ratios and Proportional Relationships

- Analyze proportional relationships and use them to solve real-world and mathematical problems.

7.NS The Number System

- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

7.EE Expressions and Equations

- Use properties of operations to generate equivalent expressions.
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

7.G Geometry

- Draw, construct, and describe geometrical figures and describe the relationships between them.

- Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

7.SP Statistics and Probability

- Use random sampling to draw inferences about a population.
- Draw informal comparative inferences about two populations.
- Investigate chance processes and develop, use, and evaluate probability models.

Math 7A

This course includes all of the New York State Next Generation Learning Standards for Grade 7. In addition to the seventh grade NYS math curriculum this course also encompasses major New York State Next Generation Learning Standards for Grade 8. The course provides students with the opportunity to strengthen their conceptual understanding of multi-step equations, inequalities, geometry, percents and linear functions. This course is designed to prepare students to take Algebra 1 in eighth grade.

Additional domains explored in this course include:

8.EE Expressions and Equations

- Work with radicals and integer exponents.
- Understand the connections between proportional relationships, lines, and linear equations
- Analyze and solve linear equations and pairs of simultaneous linear equations.

8.F Functions

- Define, evaluate, and compare functions.
- Use functions to model relationships between quantities.

Math 8

This is a course where problem solving, communications, reasoning and connections are emphasized. The course content offers a range of topics needed for the successful study of algebra and geometry. The math curriculum will utilize the New York State Next Generation Learning Standards for Grade 8. The eighth grade mathematics curriculum focuses on three key areas:

- Formulating and reasoning about expressions and equations, including modeling and 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.

Algebra 1R

The principle strand of this course is algebra and its applications.

Topics include:

- Solving first and second-degree equations
- Linear, exponential and quadratic functions and their applications
- Systems of equations
- Statistics and data
- Operations on polynomials.

Students who successfully complete this course will enroll in Geometry H or Geometry R. The NYS Algebra 1 Regents will be administered in June.

Music Department

Band 5

This is a course for 5th grade students who began learning an instrument in 4th grade. Students are expected to continue playing the instrument they began learning the previous year.

Band class meets every other day opposite from physical education. Students are also assigned to a lesson group that meets separately from band class approximately once every other week. If a student would like to participate in both band and chorus, the student must be registered for band. These students then miss one day of band a week and go to chorus instead. In band, students continue to learn how to play their instruments, perform and work collaboratively with a group, and also learn how to read, notate, and analyze written music. Band students perform in two mandatory evening concerts per year - one in the winter and one in the spring.

Major concepts include:

- Students review the B flat concert scale and learn the E flat concert scale.
- Students learn to play in new key signatures such as concert E flat.
- Students expand their note range from Do-La to at least low Ti to high Do. This includes playing and reading these notes.
- Students learn the time signatures of 2/4 and 3/4, building on their prior knowledge of 4/4 time.
- Students transition from counting using words to counting using numbers.
- Students review and learn rhythms including whole notes/rests, half notes/rests, quarter notes/rests, paired eighth notes and dotted half notes. There is also sometimes an introduction to dotted quarter notes.
- Students learn how to count multi-measure rests and begin to engage in more complex ensemble playing (counter melodies, mid-measure entrances, split parts within instrument sections, etc.).
- Students are introduced to the music style of a march and perform a simple march in the spring.
- Students learn various articulations including slurs and staccato and basic dynamics including forte, piano, mezzo piano and mezzo forte.
- Students are introduced to music composition and recording apps within MusicFirst and do simple assignments using these applications.
- Students learn a level 1 NYSSMA solo.

Band 6

Any sixth grade student who wishes to join Band 6 who did not begin learning an instrument previously must get permission from the band teachers. Band class meets every other day opposite from physical education. Students are also assigned to a lesson group that meets

separately from band class approximately once every other week. If a student would like to participate in both band and chorus, the student must be registered for band. These students then miss one day of band a week and go to chorus instead. In band, students continue to learn how to play their instruments, perform and work collaboratively with a group, and also learn how to read, notate, and analyze written music. Band students perform in two mandatory evening concerts per year - one in the winter and one in the spring.

Major concepts include:

- Students review the B flat and E flat concert scales and learn the F concert scale.
- Students learn to play in new key signatures such as concert F.
- Students expand their note range to at least low Sol to high Re. This includes playing and reading these notes.
- Students continue to work on the time signatures of 2/4, 3/4 and 4/4.
- Students review and learn how to count and play rhythms including whole notes/rests, half notes/rests, quarter notes/rests, eighth notes/rests and dotted notes. There is also an introduction to sixteenth notes.
- Students continue to engage in more complex ensemble playing (counter melodies, mid-measure entrances, split parts within instrument sections, etc.).
- Students continue to learn about the march style and perform a more complex march.
- Students build upon their knowledge of articulations, including accents, staccato, legato, and slurs as well as dynamics.
- Students continue their work in music composition and recording apps within MusicFirst and do more complex assignments using these applications.
- Students learn a level 2 NYSSMA solo.

Band 7

Any seventh grade student who wishes to join Band 7 who did not begin learning an instrument previously must get permission from the band teachers. Band class meets once every 3 school days. Students are also assigned to a lesson group that meets separately from band class approximately once every other week. If a student would like to participate in both band and chorus, the student must be registered for band. These students then miss one day of band a week and go to chorus instead. In band, students continue to learn how to play their instruments, perform and work collaboratively with a group, and also learn how to read, notate, and analyze written music. Band students perform in two mandatory evening concerts per year - one in the winter and one in the spring.

Major concepts include:

- Students review the B flat, E flat, and F concert scales and learn the Ab and C concert scales.

- Students learn to play in new key signatures such as concert Ab, and C.
- Students expand their note range to at least low Sol to at least high Fa. This includes playing and reading these notes.
- Students work on repertoire that feature familiar time signatures changing throughout the piece.
- Students review and learn how to count and play rhythms including whole notes/rests, half notes/rests, quarter notes/rests, eighth notes/rests, sixteenth notes/rests, eighth note triplets, and dotted notes.
- Students continue to engage in more complex ensemble playing (counter melodies, mid-measure entrances, split parts within instrument sections, etc.), while incorporating blend and balance throughout the ensemble.
- Students continue to learn about the lyrical style and perform a more complex lyrical piece.
- Students build upon their knowledge of articulations, including marcato and tenuto.
- Students continue their work in music composition and recording apps and do more complex assignments using these applications in the MusicFirst software.
- Students learn a level 3 NYSSMA solo.

Band 8

Any eighth grade student who wishes to join Band 8 who did not begin learning an instrument previously must get permission from the band teachers. Band class meets once every 3 school days. Students are also assigned to a lesson group that meets separately from band class approximately once every other week. If a student would like to participate in both band and chorus, the student must be registered for band. These students then miss one day of band a week and go to chorus instead. In band, students continue to learn how to play their instruments, perform and work collaboratively with a group, and also learn how to read, notate, and analyze written music. Band students perform in two mandatory evening concerts per year - one in the winter and one in the spring.

Major concepts include:

- Students review the B flat, E flat, F, A flat, and C concert scales and learn the G and D flat concert scales. They will also begin learning the chromatic scale.
- Students learn to play in new key signatures such as concert G and D flat..
- Students expand their note range to at least low Sol to at least high Sol. This includes playing and reading these notes.
- Students begin to work on the time signatures of 6/8 and 2/2.
- Students review how to count and play rhythms from previous years and are introduced to quarter and half note triplets, as well as 32nd notes/rests.

- Students continue to engage in more complex ensemble playing (counter melodies, mid-measure entrances, split parts within instrument sections, etc.), while incorporating blend, balance, and tuning throughout the ensemble.
- Students will learn a multi-movement piece.
- Students build upon their knowledge of articulations and dynamics, including sforzando and forte-piano.
- Students continue their work in music composition and recording apps and do more complex assignments using these applications in the MusicFirst software.
- Students learn a level 4 NYSSMA solo.

Chorus 5

Chorus class meets every other day opposite from physical education. In Chorus 5, fifth grade students learn how to perform and work collaboratively with a group. They also learn how to read, notate, and analyze written music. Chorus students perform in two mandatory evening concerts per year - one in the winter and one in the spring.

- Students learn how to sing partner songs and begin harmony by singing in 2 parts- soprano and alto.
- Students are introduced to different genres of music- folk, Broadway, jazz etc...
- Students begin to sight sing using solfege syllables of Do,Re, Mi,Fa,Sol,La,Ti,Do in stepwise motion in the key of C.
- Students will sing a Level 1 NYSSMA Solo.

Chorus 6

Chorus class meets every other day opposite from physical education. In Chorus 6, sixth grade students build on what we learned the previous year and continue to work on singing collaboratively with a group. They also dive deeper learning how to read, notate, and analyze written music. Chorus students perform in two mandatory evening concerts per year - one in the winter and one in the spring.

- Students strengthen their ability to sing in harmony by singing all songs in 2 parts- soprano and alto.
- Students are introduced to different genres of music- multicultural, folk, Broadway, jazz, etc.
- Students continue to sight sing using solfege syllables of Do,Re, Mi,Fa,Sol,La,Ti,Do however they move to skips of a third and stepwise motion in the key of C, F and G Major.
- Students will sing a Level 2 NYSSMA Solo.

Chorus 7

Chorus class meets every 3 days rotating with physical education and Encore. In Chorus 7, seventh grade students build on what we learned the previous year and continue to work on singing collaboratively with a group. They also dive deeper learning how to read, notate, and analyze written music. Chorus students perform in two mandatory evening concerts per year - one in the winter and one in the spring.

- Students strengthen their ability to sing in harmony by singing songs in 3 parts- soprano, alto and baritone.
- Students are introduced to different genres of music- multicultural, spiritual, folk, Broadway, jazz etc...
- Students continue to sight sing using solfege syllables of Do,Re, Mi, Fa, Sol, La, Ti, Do however they move to larger intervals in the key of C, F and G Major.
- Students will sing a Level 3 NYSSMA Solo.

Chorus 8

Chorus class meets every 3 days rotating with physical education and Encore. In Chorus 8, eighth grade students build on what we learned the previous year and continue to work on singing collaboratively with a group. They also dive deeper learning how to read, notate, and analyze written music. Chorus students perform in two mandatory evening concerts per year - one in the winter and one in the spring.

- Students strengthen their ability to sing in harmony by singing all songs in 3 parts- soprano, alto and baritone, with an occasional 4 part song.
- Students are introduced to different genres of music- multicultural, spiritual, folk, Broadway, jazz etc...
- Students continue to sight sing using solfege syllables of Do,Re, Mi, Fa, Sol, La, Ti, Do in all Major keys.
- Students will sing a Level 4 NYSSMA Solo.

Physical Education

Physical Education 5-8

The Putnam Valley Middle School Physical Education Program, grades 5-8, is a course that provides students with the opportunity to learn a variety of team sports as well as fitness/fitness concepts, team building, and traditional activities. Emphasis is placed on active participation and positive social interaction during fitness and sports activities. The program utilizes age appropriate activities that are adaptable for students at all grade levels and abilities.

PE 5-8 all participate in:

- Sports Activities: badminton, basketball, flag football, field hockey, floor hockey, lacrosse, soccer, volleyball, wiffleball.
- Project Adventure Activities: Project adventure touches on all different life learning concepts such as communication, leadership, problem solving, conflict resolution, teamwork, compassion and respect for differences.

Another addition to the Project Adventure unit is our rock climbing wall. The students are properly equipped with a harness and a helmet. The students are attached to a belay rope while their teacher talks them through the proper steps of rock climbing.

- Fitness Testing: The program that is used to measure students physical ability is the Fitnessgram Fitness Test. These fitness tests measure the students muscular strength, muscular endurance, cardiovascular, and their flexibility. Students are tested twice a year.

PE 5 & 6

- The 5th and 6th grade classes focus more on smaller group activities with a focus on skill development, communication, sportsmanship and teamwork.

PE 7 & 8

- The 7th and 8th grade classes focus more on using the skill they have been taught in the younger grades and applying it to game play while still focusing on teamwork, sportsmanship, and communication.

Science Department

Science 5

The fifth grade science course is currently transitioning and renovating curriculum to follow the New York State Science Learning Standards (NYSSLS). Fifth graders will utilize the hands-on and inquiry driven Science 21 program, which is aligned with the NYSSLS and founded on a three-dimensional framework of learning. The three pillars at the core of our science instruction are: Science and Engineering Practices, Cross Cutting Concepts and Disciplinary Core Ideas. Our curriculum is organized into four units, each addressing a major domain as follows:

- Space Systems: Stars and the Solar System
- Structure and Properties of Matter
- Earth's Systems
- Matter and Energy in Organisms and Ecosystems.

Throughout the year, students will engage with phenomena based learning to build their scientific knowledge.

Science 6

Sixth grade science is aligned to the Next Generation Science Standards (NGSS). The sixth grade science curriculum utilizes sustainability concepts and the Design Thinking Engineering Process to encourage students to become globally minded and apply scientific concepts to real world issues. Students investigate each domain of learning by exploring Engineering & Design Thinking Skills, Disciplinary Core Ideas, and Cross Cutting Concepts. Domains of learning include:

- Sustainability
- Space Systems
- Life Science
- Physical Science

Science 7

The curriculum for Science 7 has evolved and continues to develop in order to reflect the implementation of New York State's version of the Next Generation Science Standards. Students will learn to "think like a scientist" and apply a scientific perspective to the world around them. Consequently, we will be covering concepts from each of the major areas of science (biology, physics, chemistry, and earth science) in our studies during the year. Within the major areas of science, the following New York State Science Learning Standards for Middle School topics will be emphasized:

- Structure and Properties of Matter
- Forces and Interactions; Energy
- Matter and Energy in Organisms and Ecosystems
- Interdependent Relationships in Ecosystems
- Structure, Function, and Information Processing
- Growth, Development, and Reproduction of Organisms
- Natural Selection and Adaptations; and Human Impacts

Science 8

The curriculum for Science 8 has evolved and continues to develop in order to reflect the implementation of New York State's version of the Next Generation Science Standards. Students will continue to explore concepts from each of the major areas of science (biology, physics, chemistry, and earth science), as they did in Science 7, and continue to develop the scientific habits of mind necessary to be critical and informed citizens. Within the major areas of science, the following New York State Science Learning Standards for Middle School topics will be emphasized:

- Chemical Reactions
- Energy
- Waves and Electromagnetic Radiation
- Growth, Development, and Reproduction of Organisms
- Space Systems
- History of Earth
- Earth's Systems
- Weather and Climate
- Human Impacts

Social Studies Department

Social Studies 5

As outlined by the New York State Social Studies Framework, “Grade 5 Social Studies is based on the history and geography of the Western Hemisphere, including the development of cultures, civilizations, and empires; interaction between societies; and the comparison of the government and economic systems of modern nations. It also incorporates elements of archaeology. The course is divided into seven Key Ideas that cover a time span from prehistory into modern times. Teachers are encouraged to make and teach local connections throughout the course, especially in the examination of citizenship related to modern political and economic issues” (NYSED, 2017, p.74).

Units of Study:

- A New World Rising
Essential Question: How are people similar yet unique?
- European Exploration which had an effect on Native Americans and led to the Trans-Atlantic Slave Trade
Essential Question: Do interactions between people always lead to positive results?
- Geography of the Western Hemisphere
Essential Question: Does geography determine history?
- Government in the Western Hemisphere
Essential Question: Does government impact the lives of people in the same way?
- Economics in the Western Hemisphere
Essential Question: Do all people of the Western Hemisphere share the same needs and wants? Can different economic systems meet the needs and wants of different people?
- Cultural Diversity
Essential Question: Do cultural interactions benefit the lives of people?

Social Studies 6

“As outlined by the New York State Social Studies Framework, Grade 6 Social Studies is based on the geography and history of the Eastern Hemisphere, including the development of cultures, civilizations, and empires; interactions between societies; and the comparison of trends in government and economics. It also incorporates some elements of other social sciences” (NYSED, 2017, p.82).

Units of Study:

- The Beginnings of Human Society
- The Fertile Crescent
- Ancient Egypt
- Ancient India
- Ancient China
- Ancient Greece
- Ancient Rome
- Europe in the Middle Ages
- Byzantine and Muslim Civilizations

Social Studies 7

As outlined by the New York State Social Studies Framework, “in Grades 7 and 8, students will examine the United States and New York State through a historical lens. The two-year sequence is arranged chronologically, beginning with the settlement of North America by Native Americans* and ending with an examination of the United States in the 21st century. Although the courses emphasize the skill of chronological reasoning and causation, the courses also integrate the skills and content from geography, politics, economy, and culture into the study of history” (NYSED, 2017, p.87).

Units of Study:

- First Peoples of the Americas
- Age of Exploration
- Colonization
- Pre-Revolution
- American Revolution
- United States Government
- First Years of the United States
- Westward Expansion and Sectionalism
- Pre-Civil War
- Start of the Civil War

Social Studies 8

Grade 8 Social Studies is arranged chronologically, beginning with Reconstruction and ending at the present, and incorporates geography as well as economic, social and political trends. The course content is divided into nine Key Ideas; the first seven trace the human experience in the United States from Reconstruction to the end of World War II. The last three Key Ideas examine different themes in United States and New York State history from the post-War period up to the present day, which provides the opportunity to explore contemporary issues (NYSED, 2017, p.104).

Units of Study:

- Reconstruction Post Civil War
- Western Expansion
- Industrialization, Immigration, Urbanization.
- Progressive Movement
- Imperialism
- World War I
- 1920s
- Great Depression/New Deal
- World War II
- Post WWII Foreign Affairs
- Post WWII Domestic Affairs

Special Education

ICT/Co-taught

Integrated Co-Teaching (ICT) is a program that has two teachers, a general education teacher, and a special education teacher, working collaboratively to adapt and modify instruction for the classified students in order to provide access to the general education curriculum.

Learning Center

The Learning Center is a program for students who are in need of specialized supplementary instruction in a small group setting. The class addresses the student's goals and works on helping the students become more independent in the general education setting.

12:1:1

Our 12:1:1 program services students with special learning and/or behavior needs. This program provides a more structured environment for academic, behavioral, and social/emotional development. Parent information and education are also provided when needed. Our educators modify teaching methods and the learning environment to help students who struggle with classes or curriculum content while providing a parallel curriculum. This class provides specially designed instruction based on students' individualized education plan (IEP) to support each student's academic, behavioral, and social development.

12:1:2

Our 12:1:2 program serves our students with communication disorders, developmental disabilities, and children with multiple disabilities. Our educators modify teaching methods and the learning environment to help students who struggle with classes or curriculum content. We provide struggling students with specialized support and provide a more supportive environment for academics, personal, and social development. Our classes use a multi-sensory approach to learning, in a structured environment, in order to meet the individual needs of each student. Our program focuses on improving the emotional, social, and academic ability of children with significant developmental disabilities. The students learn academics, self-help skills, language development, and social skills. Students are also scheduled into their age/grade-appropriate general education classes when appropriate. Parent information and education are also provided when needed.

Wilson Reading

Wilson Reading is an intensive, multi-sensory program for select students in grades 2-12 with intense word-level deficits. This structured literacy program based on phonological-coding research, directly and systematically teaches the structure of the English language. Through the 12 Step program, students learn fluent decoding and encoding skills to the level of mastery.

From the beginning of the program, students receive instruction in:

- Word structure, in depth, for automatic decoding and spelling
- Word recognition and spelling of high frequency words, including irregular words
- Vocabulary, word understanding, and word-learning skills
- Sentence-level text reading with ease, expression, and understanding
- Listening comprehension with age-appropriate narrative and informational text
- Reading comprehension with narrative and expository text of increasing levels of difficulty
- Narrative and informational text structures
- Organization of information for oral or written expression
- Proofreading skills
- Self-monitoring for word recognition accuracy and comprehension

World Languages

Seventh Grade World Languages

Mandarin Chinese 7

This is a Chinese introductory level course designed for beginning learners who are learning Mandarin Chinese for the first time, or are in novice level of proficiency in Mandarin Chinese. The course aims to guide students to build a foundation in the Chinese language. Students will learn the Pinyin system, a phonetic system for transcribing the Mandarin pronunciations of Chinese characters into the Latin alphabet, to pronounce Chinese words. Then students will be guided to read and write basic simplified Chinese characters by learning the common Chinese radicals, basic strokes and structures. Students will also master basic communicative skills on essential topics such as introducing themselves and their families, and other common social topics. This level of study will focus on students' integrated Chinese language skills in speaking, listening, reading and writing to be performed in daily communications. Students will also become familiar with basic Chinese cultures, traditions and customs. Through this process, students will gain confidence in their abilities in the language; thus encouraging them to continue to pursue the study of Chinese and develop an appreciation for the Chinese culture.

Unit 1 Pinyin, Chinese Characters

Unit 2 Greetings and Introduction Moon Festival

Unit 3 Chinese Names and Culture Ghost Festival and Halloween

Unit 4 Classmates and Friends

Unit 5 Family Chinese New Year / Family

Unit 6 Physical Attributes and Personality QingMing Festival

Spanish 7

Spanish at the middle school consists of a two-year course (grades 7 & 8) and is actually a high-school class. These two years result in the completion of Spanish I. Students who pass both courses will earn a high-school credit and continue with Spanish II in 9th grade.

The course places an emphasis on communication in the skill areas of listening, speaking, reading, and writing. In addition to vocabulary and grammar, students will be introduced to cultural aspects of the Spanish-speaking world.

The following topics will be learned over a two year period:

- Days, Months, Numbers, and Weather
- Basic Conversation

- Personal Identity
- Family & Home
- Foods & Meals
- School
- Leisure Time

Eighth Grade World Languages

Mandarin Chinese 8

This is a Chinese introductory level course designed for beginning learners who have completed 7th Grade Chinese. The course aims to guide students to expand their foundation in the Chinese language. Students will review and use the Pinyin system, a phonetic system for transcribing the Mandarin pronunciations of Chinese characters into the Latin alphabet, to pronounce Chinese words. Then students will be guided to read and write more simplified Chinese characters. Students will continue to build communicative skills on essential topics such as self-introduction, telling times and dates, talking about hobbies, food preference and other common social topics. This level of study will focus on students' integrated Chinese language skills in speaking, listening, reading and writing to be performed in daily communications. Students will also become familiar with Chinese cultures, traditions and customs. Through this process, students will gain confidence in their abilities in the language; thus encouraging them to continue to pursue the study of Chinese and develop an appreciation for the Chinese culture.

Review: 7th Grade Chinese

Unit 1 Pinyin, Chinese Characters

Unit 2 Greetings and Introduction

Unit 3 Chinese Names and Culture

Unit 4 Classmates and Friends

Unit 5 My Family Moon Festival

Unit 6 Physical Attributes and Personality

Unit 7 Animals Ghost Festival and Halloween Lesson / Animals Winter Solstice Festival & Christmas

Unit 8 Dates and Times Chinese New Year

Unit 9 Hobbies

Unit 10 Chinese foods and drinks

Final Review & Final Exam Dragon Boat Festival

Spanish 8

Spanish at the middle school consists of a two-year course (grades 7 & 8) and is actually a high-school class. These two years result in the completion of Spanish I. Students who pass both courses will earn a high-school credit and continue with Spanish II in 9th grade.

The course places an emphasis on communication in the skill areas of listening, speaking, reading, and writing. In addition to vocabulary and grammar, students will be introduced to cultural aspects of the Spanish-speaking world.

The following topics will be learned over a two year period:

- Days, Months, Numbers, and Weather
- Basic Conversation
- Personal Identity
- Family & Home
- Foods & Meals
- School
- Leisure Time

References

<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ss-framework-k-8a2.pdf>