

Riverhead Middle School



*Program of Study
2023-2024 School Year
Riverhead Central School District*

RIVERHEAD CENTRAL SCHOOL DISTRICT

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MISSION STATEMENT

The mission of the Riverhead Central School District is to inspire and academically empower all students to become tomorrow's leaders by: developing their unique gifts and potential; providing an environment that fosters integrity, creativity, and respect; and, ensuring that our students become successful, contributing citizens in a global community.

Dear Student and Families,

It is with great excitement that I share with you the 2023-2024 *Program of Study* for Riverhead Middle School. This document will help students and their families understand the courses students will be taking during their time at Riverhead Middle School and will provide descriptions of each course. Please read it carefully with your family, as it will assist you in mapping an academic plan of study to best prepare you for your future.

Planning a program of study is a collaborative process involving your family, teachers, guidance counselor, and most importantly - you. Course selections should be based upon your past achievement, personal interests, and your eventual education and career goals.

While there are certain mandatory requirements from New York State, there is also the opportunity for students to identify electives that are of interest to them. While the schedule is very tight and no elective requests are guaranteed, our hope is that students will have the opportunity to select courses that pique their interest.

The following questions should be considered when choosing courses:

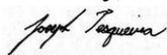
- What courses am I interested in studying?
- What are my educational and career goals?
- What courses does my family think I should choose?
- What courses does my guidance counselor recommend for me to take?
- Which courses do my teachers recommend?

In this guide, you will also find a planning page that will help you organize your thoughts on potential courses. Please make use of this organizational tool and be sure to communicate with your counselor throughout the process.

Most importantly, ask questions! This is an exciting new school experience and the entire Riverhead Middle School learning community is here to support you!

I wish you all the best as you begin your academic journey and start to experience courses that truly interest you and your future!

Sincerely,



Dr. Joseph Pesqueira
Riverhead Middle School
Principal

Grading of Courses

A numeric grading system is used for grade reporting purposes. Parents are provided with report cards summarizing students' academic accomplishments (numerical analysis) as well as specific comments in support of students' academic achievements on a quarterly schedule through the parent portal. The parent portal provides current data to support your child's academic growth and development. The portal is updated frequently by your child's teachers detailing your child's progress and achievement. It is imperative that parents on a continual basis make frequent contact with their child's teachers to ensure that appropriate course placement and a meaningful and relevant schedule has been planned and implemented for your child.

Accelerated Algebra I and Living Environment courses in eighth grade will have a final grade and Regents scores included on students' high school transcripts. During the final high school year, transcripts are sent upon request to colleges, universities, specialized post-secondary schools, scholarship programs, the military, and/or prospective employers.

Success in middle and high school is greatly enhanced by early and careful planning, good study habits, organization skills, hard work, and a commitment to learning.

Guidance Department

Comprehensive guidance and counseling services are available to students at Riverhead Middle School. Counselors work with students in the planning of their academic programs as well as serve as mentors to assist students with the transitional phase from the elementary to the middle school level of learning. Furthermore, counselors prepare students for the high school experience by meeting with them to plan an academic course of study that will support their future educational endeavors.

The comprehensive services provided by counselors include: academic advisement, scheduling modifications, personal, vocational and social skills counseling, crisis intervention, parent and teacher consultation, maintenance and interpretation of academic records, information services, and referral to in or out of school resources for student support.

Guidance Counselor Name	Responsible for Students with last name beginning with:
Ms. Jennifer Berzolla	L-Z
Ms. Christine Morris	A-K
Ms. Sandra Quinteros	All English as a New Language (ENL)

The Role of the School Counselor

The School counselor is a certified professional educator who assists students, teachers, parents and administrators. Their role is to help students as they seek to identify and achieve personal goals, and assume rights and responsibilities in various life roles at each developmental stage.

The following functions of the school counselor are developmental and and impact on all grade levels:

Academic Improvement and Planning – Includes the selection of a plan of study, placement into appropriate courses and programs, attendance improvement, study skills development, as well as participation in the CSE process as appropriate.

Personal/Social Growth- Includes counseling concerning self-esteem, communication skills, decision making and relationship skills as well as peacemaking prejudice reduction and compassion

Crisis Intervention Services- Includes counseling students in crisis e.g. suicide prevention, child abuse, pregnancy, substance abuse and provide follow up services as appropriate. The counselor plays an integral part in the crisis intervention team.

Transition Services- Orients students as they move from grade to grade as well as from school building to school building so as to provide a comfortable and success oriented learning environment.

Parent Support- Includes individual conferences and group meetings with parents centered on academic and personal growth of their children. This also includes the referral of students and parents to appropriate specialists.

Career Life Planning- Increases students awareness of the career and educational planning process as well as the individual careers themselves, and instills in students the values and attitudes necessary for becoming a contributor to their families and society.

Consultant- includes serving as a reference and resource on student and school issues for the school psychologists, the school social workers, teachers administrators and the community as well as for local and state agencies, mental health offices/clinics and other professionals designated by parents and/or the school district.

Art Education

Overview

Students will be continuing their work from 6th grade and exploring more forms of media and drawing along with ample opportunities to explore many levels of creativity. Students who wish to explore a more challenging path can take the 8th Grade Studio Art entrance exam during their 7th grade year. This exam is reviewed by a panel of teachers and students are notified on an individual basis of their status of acceptance.

7th Grade Art

Art for 7th graders is geared towards a continuation of 6th grade art with a higher emphasis on the elements of art and design. Students will use a variety of materials that will help deepen their understanding of art as well as learn techniques that will help them as they move into 8th grade.

8th Grade Art

This course uses a variety of media to complete hands-on activities exploring the arrangement of line, color, shape, form, value and texture in both 2-dimensional and 3-dimensional design, including drawing, painting, sculpture, printmaking, and ceramics that will be related to contemporary and historical art perspectives. It is designed to expand the traditional knowledge of Fine Art, Art History and Design, providing students with the knowledge and skills necessary to use to create original artwork. Opportunities for interdisciplinary art projects related to other subject areas are provided. The course lays a foundation for the art criticism process, examining and comparing how artists have solved visual problems and made meaning across time, place, and culture. Investigation of artworks from Western and non-Western cultures helps students to expand their understanding and appreciation of the role of art in global culture. Art history, critical analysis and the development of an art vocabulary is introduced at a basic level. The variety of art media, techniques, and concepts will prepare students for Studio art and Creative Crafts.

Studio Art (Elective - Grade 8)

Studio art is an advanced art class for qualifying 8th graders where students can earn a high school credit! Within this studio classroom setting, students will learn about using different materials, different techniques and explore different media as they progress through the school year. Students interested in taking studio art will present a portfolio of their work along with an artist statement to become eligible for the class.

Prerequisite: Successful completion of the entrance exam.

English Language Arts (ELA)

Overview

The ELA learning standards are a progression of learning expectations in English Language Arts designed to prepare K-12 students for college and career success. The standards communicate what is expected of students at each grade level, putting students, parents, teachers, and school administrators on the same page, working toward shared goals. The standards include rigorous content and application of knowledge through high-order skills. The NYS Learning Standards for English Language Arts include standards for use in English courses, as well as literacy standards in history/social studies, science, and technical subjects. The standards for English Language Arts describe skills that students will develop in the areas of reading, writing, speaking, listening and language. Reading units include short stories, historical fiction, novels, nonfiction texts, and poetry. Writing units focus on personal narratives, persuasive essays, literary essays, and poetry.

English 7

The purpose of this class is to help students strengthen and expand their reading, writing, listening and speaking abilities, to be able to communicate effectively, and to understand and appreciate literary contributions from different cultures, perspectives, and genres.

Goals of the 7th Grade ELA Curriculum

- Developing lifelong readers. Students are expected to read independently each day, both in and out of the classroom. Students should be reading a novel every two weeks in ELA, and there will be various means of assessing comprehension and growth as a reader. Such techniques include journaling, interactive notebooks, and both short and extended written responses.
- Vocabulary-utilizing strategies to make meaning of texts and to help students effectively and meaningfully speak or write about topics.
- Pushing beyond the text to summarize, determine importance, analyze an author's techniques, and how multiple texts connect to a larger idea or more complex conclusions about the world around us.
- Writing in a variety of ways- essays, nonfiction writing, poetry, and creative writing.
- Studying and practicing with word origins and writing conventions
- Reading a variety of texts, (short stories, historical fiction, nonfiction, novels and poetry).
- Multiple means of assessment such as project-based learning, cooperative learning, and various types of assessments

English 8

To prepare for the rigor of high school, 8th grade students will study major works of fiction and nonfiction. They will work to understand precisely what an author or speaker is saying. They will also learn to question an author's or speaker's assumptions and assess the accuracy of his or her claims. They must also be able to report findings from their own research and analysis of sources in a clear manner.

Goals of the 8th Grade ELA Curriculum

- Citing the evidence that most strongly supports an analysis of what is explicitly stated and/or implied from a book, article, poem, or play.
- Determining central ideas or themes of a text and analyzing their development.
- Summarizing the key and supporting details and ideas of a text.
- Assessing how point of view or purpose shapes the content and style of a text.
- Analyzing how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Analyzing where materials on the same topic disagree on matters of fact, interpretation, or point of view.
- Learning how authors support their ideas through word choice, sentence and paragraph structure, and other methods.
- Building writing around strong central ideas or points of view; supporting the ideas with sound reasoning and evidence, precise word choices, smooth transitions and different sentence structures.
- Presenting findings and claims to others, emphasizing key points with relevant evidence and sound reasoning, adapting speech to the audience and setting, and responding to questions and comments with relevant observations and ideas.
- Interpreting figures of speech (ex. irony) and developing a large vocabulary of general academic words and phrases.
- Responding to literature by employing knowledge of literary language, textual features, and forms to read and comprehend and reflect upon.
- Interpreting literary texts from a variety of genres and a wide spectrum of American and world cultures.

ELA AIS

ELA AIS is an alternate day class. The purpose of the course is to strengthen students' strategic reading and writing abilities. Utilization of pre, during, and post reading strategies at all times will be emphasized. In addition, students will be expected to read across texts and develop well-written responses using text based evidence.

Leveled Literacy Intervention (LLI)

Leveled Literacy Intervention (LLI) is a supplemental, small-group literacy intervention that utilizes leveled text to support students who need reading and writing support to achieve grade-level competencies. LLI is strategy-based, and students will utilize pre-, during, post-reading, annotating, and guided reading strategies to support comprehension. Phonics/word study, vocabulary, spelling, grammar, punctuation, and usage are taught in context. Students will read a variety of genres with independent reading as an integral part of the classroom as well. Students are required to read an independent book daily and respond accordingly. Writing will be an extension of any class readings. Students will construct well-developed responses using relevant text evidence from literary and informational texts to support analysis and reflection.

Criteria For Placement/Progress Monitoring: The criteria for placement is based upon teacher recommendations, i-Ready scores, NYS ELA test, and overall average. Students will be assessed at the beginning and end of the year using the Fountas and Pinnell Benchmark Assessments.

Family and Consumer Sciences (FACS)

Overview

Family and consumer sciences education empowers individuals and families across the lifespan to manage the challenges of living and working in a diverse global society. The unique focus is on families, work, and their interrelationships.

Family and consumer sciences education in New York State is delivered through a variety of courses designed to promote student attainment of the intermediate and commencement level New York State Learning Standards for Family and Consumer Sciences (FACS) and Career Development and Occupational Studies (CDOS). Family and consumer sciences courses

- place a high priority on family, workplace, and community skills needed to manage multiple life roles;
- address the needs of a full spectrum of a school's diverse population, including male and female students with a wide variety of interests, abilities, and career pathways;
- provide seamless articulation between middle-level and high school level expectations with minimal duplication among courses and integration of content in an applied context; and
- offer a sequence of courses that encourage students to build a depth of understanding and ability in an area of study: human services and family studies, food and nutrition, or textiles and design.

FACS 7

FACS 7 covers the following topics: Human and Child Development (Bullying and Child Care), Career Exploration, Sewing, and Food & Nutrition.

FACS 8

FACS 8 covers the following topics: Human Development (Adolescent Issues, Career & Life Skills, Sewing, and Food & Nutrition)

Health

Overview

Health is a required NYS course. The class meets all year, every other day. The Health Smart curriculum is designed to give students information and skills that will enable them to make positive decisions regarding their wellness. Our health education course offers age-appropriate units of study including mental wellness and stress management, communication and decision-making skills, self-esteem, nutrition, healthy relationships, human sexuality, use and effects of alcohol, nicotine, and other drugs.

Health Education includes a developmentally appropriate human sexuality component. Topics in this unit include a review of puberty processes, reproductive anatomy and physiology, self-awareness, self-respect, perceptions and interactions with family and friends, developing positive relationships, and sexually transmitted infection information.

Health Education will help prepare our students to make appropriate decisions in the future, develop essential life skills and foster optimal health and well-being. Students will participate in a variety of group activities, problem solving scenarios, projects, class discussions and independent research which will emphasize critical thinking skills, respect, self-confidence, dignity, and accountability for one's personal health and behavior.

Algebra I

This is the first year of a three year Mathematics sequence where the curriculum is based on the Next Generation Learning Standards. This course is intended as a one year course of study. The essential five units of study are: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; Quadratic Functions and Modeling. Students enrolled in this course will sit for the Algebra I Regents in June. Successful completion of this course and passing the Algebra I Regents examination is a requirement for High School graduation.

Math AIS

Math AIS is an alternate day course designed to offer additional instruction in math. Students are expected to participate and do the work required to help make improvements in their math understanding.

Music

Overview

Students who perform in band, chorus and orchestra will continue their studies in middle school. Students meet as a full ensemble during the school day, which is part of their daily schedule. In addition to daily rehearsals, there are also weekly pull-out lessons. General music is offered for students who do not perform in an ensemble. Topics such as music history, popular music and world drumming will be explored in this course.

General Music 7

General music in 7th grade starts with the basics - on learning how to read and write music, to create music, to perform music - a little of everything! Students get to create music of their own through various music technology applications and websites, as well as enhance their listening skills. Instrument families, video game music, and more are also discussed. This class is a graded class.

General Music 8

General music in 8th grade, a new program, follows a different outline. Students will get to use instruments in a series of units about creating unity in the classroom through world drums, as well as using the piano, string instruments, and music technology. This class requires students to be independent where they are responsible for the instruments in front of them, and to learn how to actually apply the music reading skills to play them.

Band 7

Seventh grade band is an opportunity for students to continue in their performance ensemble. Students will build on their prior band knowledge of Concert Bb and Eb major scales, basic rudiments, rhythm counting, proper posture and ensemble listening skills. Students will work toward balance, blend, dynamics and intonation of the ensemble with emphasis on watching the conductor, internalizing the beat and listening to the many parts around them. We will explore different concert band repertoire. Students can also grow their individual skills in co-curricular small group lessons, including basic skills of proper embouchure and instrumental techniques, note and rhythm reading and musical terminology. This is a graded class during the school day, This group has a mandatory Winter and Spring concert.

Band 8

Eighth grade band is an opportunity for students to continue in their performance ensemble. Students will build on their prior band knowledge of Concert Bb, Eb, F, C, Ab major scales, chromatic scale, advance rudiments, rhythm counting, proper posture and ensemble listening skills. Students will explore different time signatures such as 6/8 and cut time. Students will continue working on balance, blend, dynamics and intonation of the ensemble with emphasis on watching the conductor, internalizing the beat and listening to the many parts around them. We will explore different concert band repertoire. Students can also grow their individual skills in co-curricular small group lessons,

including basic skills of proper embouchure and instrumental techniques, note and rhythm reading and musical terminology. This is a graded class during the school day, This group has a mandatory Winter and Spring concert.

Chorus 7

Seventh grade chorus focuses on beginning vocal technique, rudimentary score reading, beginning solfege (sight-singing) counting rhythms in simple meter and music vocabulary. Students will sing in 2-3 parts within the ensemble class setting, and improve individual skills in co-curricular small group lessons. We will explore a variety of repertoire in various languages, genres and styles. This is a graded class during the school day, with two mandatory performances.

Chorus 8

Eighth grade chorus focuses on intermediate vocal technique, score reading, beginning-intermediate solfege (sight-singing), counting rhythms in simple and compound meter and music vocabulary. Students will sing in 3 parts within the ensemble class setting, and improve individual skills in co-curricular small group lessons. We will explore a variety of repertoire in various languages, genres and styles. This is a graded class during the school day, with two mandatory performances.

Orchestra 7

Seventh grade orchestra provides students the opportunity to create music with their peers, while continuing to develop their skills and musicianship on their instrument. Students will expand upon their knowledge of bowings, fingerings, rhythms, and music terminology while maintaining proper technique and posture. Students will work to improve their intonation/finger placement, tone production (bow weight), and dynamic range, with emphasis on watching the conductor, understanding/reacting to visual cues, and internalizing the beat. Students will be introduced to the concept of shifting. Students will perform various styles and genres of music in their orchestra repertoire. In addition to rehearsals, students will also attend co-curricular small group lessons provided during the school day. This class is graded and performs at the Winter, Spring, and Night of Strings concerts.

Orchestra 8

Eighth grade orchestra provides students the opportunity to build upon their skills learned in 7th grade, and be introduced to new time signatures, key signatures, rhythm patterns, etc. Students will refine their shifting technique and perform shifts in their orchestra and solo repertoire. Students will continue to perform various styles and genres of music in their orchestra repertoire, but at a higher level. In addition to rehearsals, students will also attend co-curricular small group lessons provided during the school day. This class is graded and performs at the Winter, Spring, and Night of Strings concerts.

Physical Education

Overview

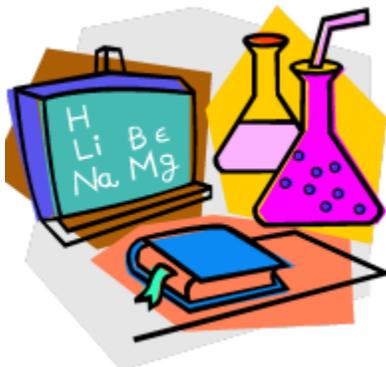
Physical Education is a New York State requirement for all students in grades seven and eight. The purpose of Physical Education is to provide a variety of experiences, to learn and improve skills, knowledge, and attitudes that will promote wellness and effective group participation. The curriculum empowers students with opportunities to embrace physical activity as a lifelong pursuit. The total Physical Education program will assist young people in achieving a sense of control in their lives and contribute positively to the world in which they live.

The physical education program focuses on improving each student's fitness level, cognitive understanding of team and individual sports and activities, skill development, critical thinking skills, problem solving abilities, teamwork, and application of positive sportsmanship behaviors. Classes are taught in a co-educational environment in a variety of traditional team sports, individual sports, leisure activities and cooperative activities.

Physical Education 7 and Physical Education 8

In Physical Education students cover a wide array of physical activities including: Physical Fitness Soccer, Strength Conditioning, Track and Field, Basketball, Volleyball, Badminton, Project Adventure, Flag Football, Aerobics, Backyard Games, and other Cooperative Games.

Science



Overview

The Riverhead Middle School science curriculum is based on the New York State Intermediate Level Science Standards for grades 5-8. This curriculum culminates with the New York State Intermediate Level Science Assessment at the end of grade 8.

While fifth and sixth grade students receive science instruction from their elementary classroom teacher, seventh and eighth grade students are provided with one period of science instruction daily from a certified science teacher. Regular laboratory instruction is included. During laboratory instruction students gain experience forming hypotheses, designing experiments, measuring and collecting data, graphing, using microscopes (in 8th grade), classifying and using triple beam balances.

Science 7

The Riverhead Middle School Science 7 curriculum includes topics from the physical environment. Lab skills, the scientific method, and lab safety are also important components of the course. Topics covered include Chemical Building Blocks, Geology, Astronomy, Energy - Forces - Motion, Meteorology, Heat and Waves

Science 8

The Riverhead Middle School Science 8 course includes topics from the living environment. Lab skills, the scientific method, and lab safety are also important components of the course. Topics include Chemical Interactions, Characteristics of Life, Ecology, Physiology, Reproduction and Development, and Genetics.

The Science 8 course culminates with the New York State Intermediate Level Science Assessment. This test is based on the three years of science instruction for grades 6-8.

Living Environment (Accelerated Science 8)

The Riverhead Middle School Accelerated Science 8 class is the same course as the high school level Regents Living Environment course but offered to accelerated middle school students.

The curriculum is based on the New York State Living Environment Commencement Level Core Curriculum. This curriculum culminates with the New York State Living Environment Regents Exam in June. A requirement for entry into the Living Environment Regents Exam is successful completion of all lab reports. Students who successfully complete the Accelerated Science 8 Living Environment course earn one Regents science credit toward their high school graduation requirements and will have their Living Environment course grade and Regents grade recorded on their permanent high school transcript. Seventh graders who meet specific academic criteria may enroll in Living Environment (Accelerated Science 8) class.

Living Environment students have 7½ periods of science instruction each week, two periods on A-days and one period on B-days (or the opposite).

Topics covered include: The Nature of Life, Ecology, Cells: Structure, Function and Homeostasis, Genetics and Heredity, Evolution, Classification, Microorganisms and Fungi, Plants and Animals, and The Human Body and Homeostasis

Students who are successful in the Accelerated Science 8 Living Environment course at Riverhead Middle School may enroll in honors level science courses at Riverhead High School.

Lab Requirements

- Commissioner's regulations now permanently allow students to complete their science laboratory experiences required for taking a Regents Examination in science through any combination of hands-on and simulated experiences, including virtual laboratory experiences.
- The 1,200 minutes of required laboratory experiences and satisfactorily documented laboratory reports are still required to sit for a science Regents exam.
- More information can be found on the [Office of Standards and Instruction's website](#).

Social Studies

Overview

Social studies skills are not learned in isolation but rather in context as students gather, organize, and use information. Students understand the importance of social studies skills as they use them to interpret, analyze, and evaluate social science concepts and understandings. Learning, practicing, and applying skills using a variety of sources of information is a part of the process to reach higher order thinking skills. Students will categorize data by using various interpretations and sources such as newspapers, magazines, primary and secondary sources, tables, graphs, charts, diagrams, maps, globes, atlases, vocabulary, and visuals. Social studies content in grades 7 and 8 focuses on a chronologically organized study of United States and New York State history. Course content is divided into 11 units, tracing the human experience in the United States from pre-Columbian times to the present. The course will bring together political, geographic, economic, and social trends in United States history

The five learning standards provide the foundation for Social Studies instruction. Standard 1 covers the history of the United States and New York. Standard 2 includes the understanding of major ideas, eras, developments and turning points in world history. Standard 3 encompasses the study of geography and the interdependent world in which we live. Standard 4 covers the development of economic systems. Standard 5 comprises an understanding of civics, citizenship, and government.

U.S. History 7

The 7th grade Social Studies units begin with a study of the American people prior to 1500 and European exploration and colonization. Students then learn how the United States developed as a nation, and end the year with the study of the Civil War.

U.S. History 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 six units; the first four trace the human experience in the United States from Reconstruction to the end of World War II. The last two units 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.

World Languages

Overview

The World Language Department of Riverhead Middle School offers introductory courses of study in French and Spanish. The State Education Department has mandated that all students complete two units of study of a foreign language. All students must take foreign language courses for two years at Riverhead Middle School. Students may then continue their Foreign Language study at the high school to earn a Regents diploma. There are opportunities to earn foreign language college credits in their junior and senior years of high school.

It is the intent of the department to introduce all students to a foreign language and culture. The teachers work to develop in the youngsters an appreciation of the cultural and linguistic heritage of the foreign civilizations studied. With these objectives in mind, the goal is for students of modern languages to be able to converse at a beginning level in their target language. Subsequent courses then build on this firm foundation in future years of study. We encourage all of our students to work towards the NYS Seal of Biliteracy upon graduation by demonstrating bilingualism and biliteracy in English and a second language.

The beginning modern language courses emphasize speaking and listening skills, and some reading and writing are covered as well. Language learning is cumulative and successful vocabulary acquisition is a key component to overall success in the foreign language course of study. As students progress to the second year of a modern language in middle school, increased emphasis is placed on reading and writing, with a continuation of speaking and listening. Classroom participation at all levels and in all foreign language classes is extremely important. For our students that speak Spanish at home, we offer Spanish Language Arts and Home Language Arts classes that are taught by a native Spanish speaker. These classes focus on developing literacy in Spanish for the advanced language learner.

French 7

French 7 exposes students to introductory French language and culture. Students learn basic French introductory vocabulary, days of the week, numbers, colors, family vocabulary, food vocabulary, and verbs. Speaking, writing, listening, and reading are incorporated into all units of study. Students have the opportunity to join the French Club in 7th grade, which exposes students to French culture and food.

French 8

In French 8 students will build upon and refine their French language skills. This course will incorporate grammar, vocabulary, and an appreciation of French culture. Students will be able to use grammar when speaking in conversations and reading paragraphs. Students develop more advanced communicative French language skills in listening, speaking, reading, and writing. Students have the opportunity to join the French Club and travel to Quebec City in the spring of

the 8th grade year. Students who pass French 7 and French 8, as well as the FLACS A exam, receive a high school credit at the end of the 8th grade year.

Spanish 7

Spanish 7 exposes students to introductory Spanish language skills and culture. Students learn basic Spanish introductory vocabulary, including days of the week, numbers, colors, family vocabulary, food vocabulary, and verbs. Speaking, writing, listening, and reading skills are incorporated into all units of study. Students have the opportunity to join the Spanish Club in 7th grade.

Spanish 8

In Spanish 8, students build upon their study of language and culture. Students further their knowledge of vocabulary and develop more advanced speaking skills. Listening, speaking, reading, and writing activities are emphasized throughout each unit of study. Verbs and language structure are emphasized in each thematic unit. Upon passing Spanish 7 and 8, and passing the FLACS A exam, students receive a high school credit at the end of the 8th grade year. Students can join a Spanish Club and participate in cultural activities.

Latin 7

Latin 7 covers the basic rules of Latin grammar. Students will read several novels in Latin drawn from Roman mythology, history, and daily life.

Latin 8

Latin 8 continues the study of Latin grammar, through reading and writing. Students will develop a deeper knowledge of Roman history and life through reading Roman novels. Latin 8 builds on vocabulary acquisition and students delve further into Roman life. Students will explore elements of Roman culture, ranging from Roman novels, architecture, and history. At the completion of the 8th grade year, students receive a high school credit when passing Latin 7 and 8, as well as a passing score on the CAWNY exam.

English as a New Language

Riverhead Middle School has bilingual classes in some subjects available for students who need them and all English Learners are provided with English as a New Language services according to their proficiency level.

English as a New Language and Bilingual Education classes support English Language Learners. There are 5 levels of proficiency:

1. Entering
2. Emerging
3. Transitioning
4. Expanding
5. Commanding

Each year students take the NYSESLAT examination to determine their proficiency for the following year. Once students achieve the Commanding Level on the New York State English as a Second Language Achievement Test (NYSESLAT), they are considered English proficient.

ENL classes are content-based support in all four modalities of language: Reading, Writing, Speaking, and Listening. English Learners take all of the same Content Area courses as non-ELLs and are encouraged to participate in all school activities.

Special Education

7th Grade 8th Grade Resource Room

The Resource Room provides supportive instruction for students identified by the Committee on Special Education (CSE), as requiring special education services. Students who qualify and are placed into the program receive small group instruction based on an Individualized Education Program (IEP). The Resource Room staff encourages open communication between parents, teachers, counselors, and students.

ICT Program

The Integrated Co-Teaching program at the middle school level exists in grades 7 and 8. The Committee on Special Education (CSE) determines placement in the program and an Individualized Education Program (IEP) is developed. The special education teachers co-teach with general education teachers in core subject classes. The special education teacher provides modifications and accommodations as indicated in each student's IEP.

15:1:1 Program

Serves students whose academic and/or behavioral needs require specialized/specially designed instruction, which can best be accomplished in a special class setting.

School Psychologist – School Psychologists assist students academically, socially and emotionally through collaboration with educators, parents and other professionals. Psychologists conduct psycho-educational evaluations to assess students' mental health status and aptitude for learning to determine eligibility for special education services. In addition, school psychologists serve as integral members of the Committee on Special Education (CSE), 504 Committee, Instructional Support Team (IST) and address issues regarding crisis response. The school psychologist strives to establish a safe and supportive learning environment for students while strengthening connections between home and school.

School Social Worker –School social workers provide clinical assessment, crisis intervention, Counseling as a Related Service (CARS), individual and small group counseling, and referral services to outside agencies or therapists for students and/or their families. The social worker monitors student attendance and intervenes when appropriate or necessary. In situations where a student is unable to attend school on a regular basis, the social worker may make home visits. As a member of several committees, including the Committee on Special Education (CSE), and the Instructional Support Team (IST), the school social workers help to develop and/or implement programs and policies that enhance a student's well-being and academic success. They are an integral link between home and school.

Interscholastic Athletics

Riverhead Athletics are an important part of any adolescent experience, from learning new physical skills and sportsmanship, to simply enjoying the thrill of activity and competition. Many students play sports for the sheer love of the game. But in our sports programs, on top of the thrill of competing and having fun with friends, students experience benefits that support their academic, social and emotional growth in middle school. Our coaches work to ensure our students are performing in their academics and extracurricular activities.

The Riverhead Athletic Department has moved to online registration for all Middle School and High School Athletic Teams. The online registration will make it easier for the school district and parents to fill out and track information. Please follow the directions on our website in order to register your student-athlete for sports, www.riverheadathletics.com. If your student is interested in playing sports, confirm with the school nurse that your student-athlete has a valid physical on file. If your student does not have a valid school physical, the nurse will provide information. All student-athletes are considered “out of compliance” until the school nurse reviews their account and clears them.

Please check the Athletics website, www.riverheadathletics.com, for important information, dates and times.

Sports Offered by Season:

Fall Soccer (B/G) Cheerleading Field Hockey Football Tennis (G) Cross Country (B/G)	Spring Lacrosse (B/G) Track and Field (B/G) Baseball Softball
Winter I Basketball (B) Cheerleading Volleyball (G)	Winter II Basketball (G) Wrestling

Middle School Clubs

Art Club

In Art Club, you have the opportunity to express yourself, create using a variety of materials and discuss how we can bring more artwork into our daily lives and spaces! Art Club is an expressive club in which students can gather to explore materials they normally wouldn't use in a traditional art class and learn more about the materials they do use in the classroom setting.

Builders Club

Builders Club is a student-led service club originally developed by, and modeled after, Kiwanis International, a global network devoted to serving the children of the world. The stated purpose of Builders Club is to develop leadership through service to the school and community.

Chamber Orchestra

Chamber Orchestra is an auditioned string orchestra made up of select 7th and 8th grade orchestra musicians. Chamber Orchestra rehearses once a week and has its own performance schedule, separate from the in-school ensembles. Students will perform repertoire that focuses on position work, advanced rhythms, bowing techniques and expression. Students are also expected to be role models and in good standing in their regular orchestras.

**Prerequisite;* students must be active members of a performing ensemble during the school day.*

Chess Club

Students learn the basics of chess and play casual games, as well as student tournaments.

Dance and Kick Club

Participants will learn and perform various styles of Dance in a Fun and Energetic Atmosphere! Students will also develop teamwork and creativity skills.

Display Club

Display club provides for the covering of main hall bulletin boards with student associated work both from the arts and academic classes. The club also mounts topical displays and planned monthly events

Environmental Club

Environmental club will be collecting the recycling in the building, cleaning up the school environment, and making cool recycled crafts.

FACS Club

The club incorporates the units covered in FACS class – particularly sewing, cooking, cleaning/sanitizing, self-awareness and community service. Fundraising is a key part of the club.

Film Club

In Film Club, students come together to discuss the appreciation of the art of movies and watch, analyze, and critique the different genres.

French Club

Our main activity is our four day trip to Quebec City. This is an 8th grade trip, usually in the month of March. We do meet as a club prior to this, and all club meeting dates will be on the school e-board. Our trip to Quebec is an overnight field trip, which includes: a trip to a tubing park, snowshoeing, a dog sled ride, visiting a museum, and French restaurants. It is an exciting way for your child to travel outside of the U.S., and to immerse themselves in French culture!

GSA (Gay/Straight Alliance)

GSA or Gender/Sexualities Alliance (Formally Gay-Straight Alliance) goal is to create a safe, welcoming, and accepting school environment for all youth, regardless of sexual orientation or gender identity. All students are welcome to attend!

Leader's Club

Leader's Club organizes activities and provides services within the Riverhead Middle School.

Jazz Ensemble

The RMS Jazz Band is a combined Jazz Band of seventh and eighth graders which meets once per week. Students must be in good standing in their regular performing ensemble and perform an audition to join. It is a place for motivated and dedicated students to learn different genres such as Swing, Rock, Latin and Funk. There are a number of performances throughout the year.

Prerequisite; students must be active members of a performing ensemble during the school day.

Meditation Club

RMS Mindfulness Mondays offers guided meditation for students in 7th and 8th grade. We meet every other Monday, in room W26, beginning in October. Students will learn breathing techniques, how meditation affects decision-making, academic achievement, athletic performance, and overall health. Meditation techniques and fun activities are incorporated to further the study of mindfulness, and the practice is non-denominational. Master your mind and you become invincible!

Middle Masques

The Middle Masques is the RMS drama club. This club is for 7th and 8th graders who have an interest in all aspects of theatre, such as performance, set design and construction, stage crew, costumes and props, as well as lighting and sound design. Everyone is welcome to join. In order to perform, students are required to audition. The Middle Masques meets and rehearses twice a

week, Mondays and Thursdays, from September through December, Work culminates in a musical junior production.

Peer Mediation

Scheduled for lunch periods when needed. Peer Mediators are trained volunteers who offer their time and expertise in order to help students in disputes brainstorm win-win solutions.

Science Club

Participants will explore further into the world of Science Phenomena and perform unique experiments.

Show Choir

Show Choir is an auditioned music ensemble. It meets Thursday nights from 5:15-6:45. Students sing and dance, usually from the genres of Musicals, Pop and Jazz. Performance dates are TBD and occur both during the week and on weekends.

**Prerequisite;* students must be active members of a performing ensemble during the school day.*

Spanish Club

A club focused on getting to know the culture, dancing, music, crafts, food, and trips of Spanish culture.

Spoken Word

Participants will study spoken word poetry and poets. They will create their own poetry in whatever style they choose and present it to the club in both live and digital formats. Participants will be able to express themselves in their own unique way!

Student Government

Students will help make decisions about what is done at RMS and will take part in service projects to help Riverhead Middle School and the Riverhead community.

Technology Club

Focuses on technology-based concepts such as games, websites, 3D modeling and printing, and code design.

Wind Ensemble

The RMS Wind Ensemble is a combined band of seventh and eighth graders which meets once per week on Mondays from 5:15 to 6:30 pm. Students must be in good standing in their performing ensemble during the day and perform a successful audition to join. It is a place for

motivated and dedicated students to learn additional music and gain extra band experience. There are a number of performances throughout the year in the community and elsewhere.

Prerequisite; students must be active members of a performing ensemble during the school day.

The Young Ladies Association of Riverhead

A club aimed at supporting young ladies navigate middle school and empowering them to do incredible things!

World Drumming

World Music Drumming is a curriculum including tubano drums that gives opportunities to students who want to try something new. Students meet Tuesdays after school for one hour to play the drums, marimbas, shakers, boomwhackers, and more. Students will have the opportunity to perform in concerts and events throughout the year. All students are welcome, regardless of drumming experience!

Helpful Resources

Math - NYSED Resources

- [Next Generation Standards for Mathematics, Grade 7](#)
- [Grade 7 Snapshot](#)
- [Next Generation Standards for Mathematics, Grade 8](#)
- [Grade 8 Snapshot](#)
- [Next Generation Standards for Mathematics, Algebra I](#)
- [Algebra I Snapshot](#)
- [Mathematics Glossary](#)
- [Mathematics Glossary of Standards Verbs](#)

Math - Free Online Resources

- [Math Games by abcya](#)
- [Khan Academy Open Up Resources, Grade 8](#)
- [The Math Learning Center Illuminations](#)
- [Open Up Resources, Grade 7 PBS Math Club](#)

Science - Websites and Resources

Next Generation Science Standards: www.nextgenscience.org

HMH Science Dimensions:

<http://www.hmhco.com/shop/education-curriculum/science/science-dimensions#sthash.sUv2HZPs.dpbs>

Science with Me: www.sciencewithme.com

HHMI Cool Science for Curious Kids: www.hhmi.org/coolscience/forkids

American Museum of Natural History – Ology: www.amnh.org/ology

Endangered Animal Channel: www.endangeredtv.com

Enchanted Learning: www.enchantedlearning.com

BBC – KS2 Bite-size Science: www.bbc.co.uk/schools/ks2bitesize/science