

Long Beach Middle School

Grades 6-8 Curriculum Guide 2025-2026



**239 Lido Boulevard ◊ Lido Beach, New York ◊ 11561
516.897.2162**

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Christopher Francaviglia, Social Studies
Jennifer Hoffman, Director of Literacy PreK-12
Monica Martin, Director of Mathematics PreK-12
Cristie Tursi, Director of Science PreK-12

Letter from the Principal

Dear Parents and Guardians:

This curriculum guide includes descriptions of courses we plan to offer in the middle school during the upcoming school year. A summary of extra-curricular offerings and athletics may be found at the end of the booklet. Long Beach Middle School is a grade 6-8 setting where the developmental needs of adolescents are met both in and out of the classroom. Our mission is to promote the academic and social-emotional growth of our students. The development of both a fine mind and a good heart is the goal for each student. The middle school has an interdisciplinary approach. Students are “teamed” and thus enjoy a school-within-a-school feeling. Small groups of teachers share the students on each team. Our faculty members get to know their teams of students well, and the students enjoy many team-building activities.

There is time set aside daily for each team of teachers to plan, conference with school counselors and meet with parents and guardians. A school counselor is assigned to each grade and he or she “follows” the class during their three years of middle school. The structure of our program encourages the growth of relationships with trusted adults. This facilitates a smooth transition from elementary school and prepares our students for the challenges ahead in high school.

Our sixth-grade program brings together district students from our four elementary schools. An alternate-day elective enrichment program, APT, is provided to children who were either in the elementary LARC program or have met the testing requirements. Our seventh-grade offerings include an accelerated option in mathematics. Math Counts, an alternate-day enrichment class, is offered to sixth and seventh graders who meet the requirements. The school offers high school credit-bearing classes to our eighth graders in art, science, math, and world languages.

When considering accelerated courses, a large range of data will be reviewed to make an informed recommendation concerning your child’s placement. This process includes reviewing the academic performance of your student in his or her present classes, his or her interest in doing increased amounts of work, and the feedback you have received from teachers on formal reports and in conferences. Any discrepancies with recommendations should be addressed with your child’s teacher and counselor so that we can arrive at the proper placement for each student.

Long Beach Middle School has a rich array of offerings in curricular and extracurricular areas such as the arts, athletics, community service, student government, science, math, and technology. There are many intramural and interscholastic athletic teams available for our students to join. Every student is encouraged to participate in more than one club or activity. Details about academics, clubs, and athletics are available on the middle school page of the district website: www.lbeach.org.

This middle school is an IB World School implementing the Middle Years Program. This program provides a framework of learning that encourages students to become creative, critical, and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and to also make connections to the real world. It fosters the development of skills for communication, intercultural understanding, and global engagement - qualities that are essential for life in the 21st century.

Sincerely,

Erica Northcutt

Erica Northcutt
Principal

Long Beach Middle School Vision and Mission

A. Our Mission:

At Long Beach Middle School, we help students become hardworking problem-solvers and caring global citizens through the International Baccalaureate Middle Years Programme. Our supportive community creates a safe, welcoming place to learn, grow, and celebrate differences. Together with families, we empower students to be resilient, respectful, and engaged citizens.

B. Our Core Values/Principles:

At the heart of our mission is a core set of shared values as part of our Middle Years Programme that serve to ground and enliven our collective identity and strengthen our commitment to our mission. The foundation of success for our students and our school system is rooted in our core values as identified in our LBMS Student Profile below:

Content Mastery - We will persevere in our **thinking** and acquisition of **knowledge** to demonstrate mastery of standards to develop as lifelong learners.

Citizenship - We will be **principled** and **open-minded** as we grow our global awareness and appreciation of diverse perspectives and cultures in our school community and beyond.

Communication - We will encourage effective and open lines of **communication** through collaboration in all facets of our school community.

Problem-Solving - We promote **risk-taking** and **inquiry** in our work to foster creativity, independence, and responsibility.

Emotional Intelligence - We develop respect for self and others by being **caring, reflective** and **balanced** in our daily interactions.

Our hope is that every member of the LBMS family — *educators, parents, students, and community members* — will adopt and share this set of core principles and learner attributes as we work to best serve students on their educational journey.

C. Our Vision

Our vision at Long Beach Middle School is to inspire every student to grow as learners and thrive as a compassionate, curious, and engaged member of a global community.



LBMS Student Profile of a Learner



LBMS STUDENT PROFILE

PRINCIPLES AND LEARNER ATTRIBUTES

AT LBMS, WE ARE
CARING
HARD-WORKING
PROBLEM-SOLVERS

THE LBMS STUDENT PROFILE
ENCOMPASSES OUR PROFILE OF
A GRADUATE TRAITS AND OUR
IB LEARNER ATTRIBUTES.

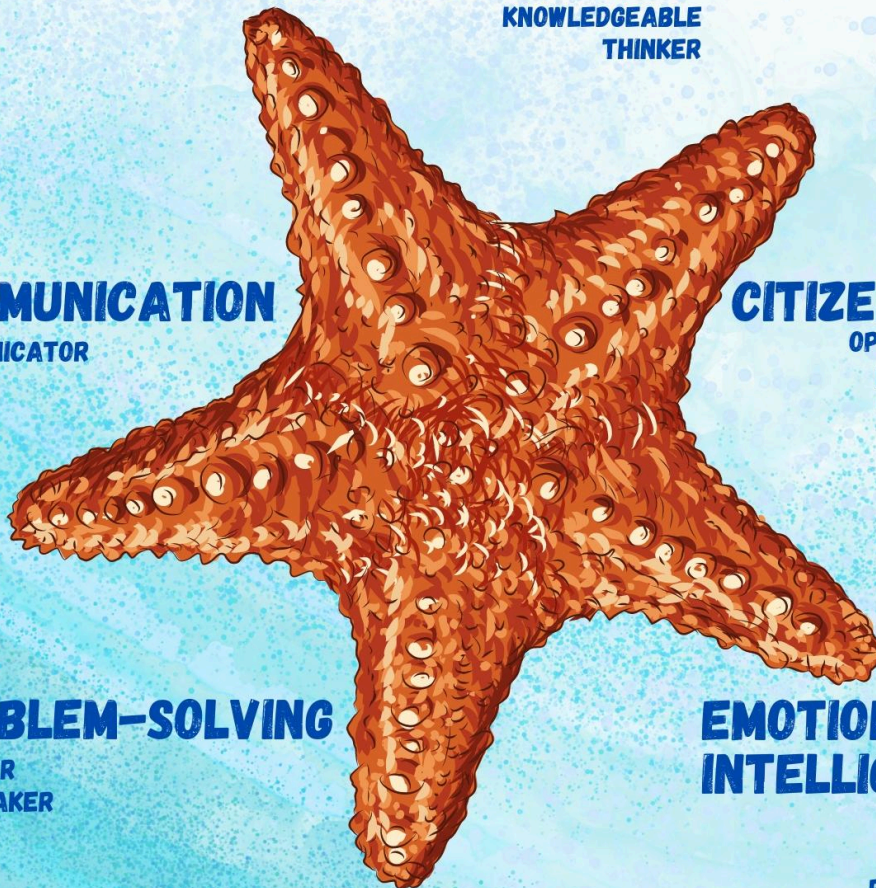
CONTENT MASTERY
KNOWLEDGEABLE
THINKER

COMMUNICATION
COMMUNICATOR

CITIZENSHIP
OPEN-MINDED
PRINCIPLED

PROBLEM-SOLVING
INQUIRER
RISK-TAKER

**EMOTIONAL
INTELLIGENCE**
BALANCED
CARING
REFLECTIVE



ADAPTED FROM THE NEW YORK STATE PORTRAIT OF A GRADUATE

Long Beach Middle School is an IB Middle Years Program World School

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding and respect.

The learner profile directs schools to focus on 21st-century skills to build on perspectives, understanding, and awareness. IB students are active learners who strive to be:

- **Inquirers:** Acquire the skills necessary to conduct inquiry and research and show independence in learning
- **Knowledgeable:** Explore concepts, ideas, and issues that have local and global significance
- **Thinkers:** Exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions
- **Communicators:** Understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication
- **Principled:** Act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, groups, and communities
- **Open-minded:** Understand and appreciate their own cultures and personal histories, and are open to the perspectives, values, and traditions of other individuals and communities
- **Caring:** Show empathy, compassion, and respect towards the needs and feelings of others
- **Risk-takers:** Approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas, and strategies
- **Balanced:** Understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others
- **Reflective:** Give thoughtful consideration to their own learning and experience

The IB learner profile © International Baccalaureate Organization 2006, IB learner profile booklet.

GUIDANCE

Mrs. Jaclyn McMahon, Coordinator of School Counseling
(516) 897-2019, jmcmahon@lbeach.org

School counselors push into classrooms to administer lessons on the programming process and to discuss course offerings available for the following school year. Families are encouraged to review the curriculum guide, and discuss course offerings prior to individual programming appointments. Students are expected to be active participants in individual student programming appointments. Counselors meet individually with each student to discuss the program of study, and students are required to complete an Individual Annual Progress Review form, yearly. This information aids individual conversations in regards to course selection.

You will receive a summary of the course requests via email once your child's school counselor has met with, and discussed course options with your child. If you have any questions regarding course requests, please contact your child's school counselor as soon as possible.

Course Changes: Course Selections for grades 7 and 8 are anticipated to be completed by February 14, 2025. Changing courses will only be permitted under extraordinary circumstances.

Any requested course change are contingent upon the following:

- Conference with student, parent, teacher, and counselor
- Approval from the designated Department Director
- Approval from building administrator

Under no circumstances will schedules be adjusted to:

- Change teachers
- Change lunch periods and locations
- Change to more convenient and/or desirable periods
- Unite friends together in the same class
- Change languages (after grade 6)

Counseling Office: 516-897-2167

Mr. Bajit, School Counselor RBajit@lbeach.org

Dr. Darkeh, School Counselor ADarkeh@lbeach.org

Ms. McDonnell, School Counselor NMcdonnell@lbeach.org

HEALTH REQUIREMENTS

Long Beach Middle School has at least one registered professional nurse in the Health Office at all times during regular school hours. The nurses provide emergency medical care, assess health problems, make referrals and maintain a health record for each student.

School district policy requires that an emergency information form be completed by a parent/guardian each year and be kept on file in the Health Office in case of emergency.

Prior to participation on an athletic team, students must submit health forms via Family ID and have the report of a current physical on file in the Health Office uploaded in Family ID or delivered to the Health Office. The school district Health Appraisal form is available at the Health Office or online at www.lbeach.org. Please report any injury, surgery, communicable disease or immunization update to the school nurse.

Physical education/sports excuses, hall passes, accident reports and working papers are all arranged through the Health Office. Per NYS law, all medication including over-the-counter remedies dispensed by the school nurse requires a written authorization by healthcare provider and parent/guardian. Any student who requires daily or as needed medications should obtain authorization forms from the Health Office.

Please utilize your School Nurses as a resource for health and wellness information. They are here to help answer your questions and assist you in meeting your needs!

English as a New Language (ENL)

Dr. Evelyn Daza, Director, (516) 897-2114, edaza@lbeach.org

The English as a New Language (ENL) Program is a state mandated program that is offered to all students from K-12 who exhibit limited English skills due to . The purpose of the program is to help English Language Learners (ELLs) become proficient in the English language so they can succeed independently in mainstream classes. Upon registering in our school district, parents will fill out a Home Language Questionnaire which will be reviewed by our ENL staff. If it is indicated that a language other than English is the child's primary language or is the language spoken at home then the next step involves an interview with the student and a review of their records. If deemed necessary, then the student will be screened using the New York State Identification Test for English Language Learners (NYSITELL) within ten days of starting school to see if they qualify for services. If the student is eligible for ENL services, they may fall in any of the following four categories: Entering (beginner), Emerging (low intermediate), Transitioning (high intermediate), or Expanding (advanced). The amount and type of services provided, according to New York State, depends on their level of English proficiency.

Our ENL program is designed to support all of our English Language Learners (ELL) at every stage of language acquisition. The ENL program is delivered through a combination of stand-alone ENL classes and integrated ENL classes. In stand-alone ENL classes, students work in small groups with an ENL teacher to build basic vocabulary, literacy and communication skills as well as teach students about American culture. During the integrated ENL classes, students receive core content area and English language development instruction simultaneously. Integrated ENL classes are taught by a teacher dually certified in the content area and ENL or can be co-taught by a certified content area teacher and a certified ENL teacher.

ELLs are assessed annually in the spring with the New York State English as a Second Language Achievement Test (NYSESLAT). This state test demonstrates student growth in the areas of speaking, listening, reading, and writing in English as well as determines the student's continued eligibility for services. Parents are informed of test results by the beginning of the following school year.

Units of study for Stand Alone ENL:

Instruction is presented thematically and incorporates level appropriate syntax and vocabulary related to, but not limited to, the following topics:

- Greetings/Closings - Basic Conversations
- Cultural aspects; introductions and comparisons
- Provide basic pre literacy and literacy support
- Self-Identity (family, relationships, customs)
- Contemporary Life (education, communities, food, home, sports)
- Current domestic and global events

Sources for grades:

- Formative Assessments: Classwork
- Summative Assessments: Projects, Oral Presentations, Quizzes and Exams
- Homework

Curriculum approach used:

- Co-teaching model in ELA classes
- Teacher created activities and materials

- Grade and language related scope and sequence
- Variety of resources including grade-appropriate readings, magazines, newspapers, and teacher selected materials
- Realia (actual items and/or pictures of topics presented)
- Quizzes and Exams
- Scaffolding and appropriate accommodations

Source for grades: Stand alone ENL courses are graded Pass/Fail.

Special Education

Mr. Jake Baron, Coordinator, (516) 897-2165, jbaron@lbeach.org

The Special Education Department offers a full complement of services designed for the individual needs of students classified as having educational disabilities. Individualized Educational Programs (IEPs) are available to students who have been evaluated and classified by the district's Committee on Special Education (CSE).

Programs and/or Related Services are recommended on an individual basis by the Committee on Special Education and include the following:

- **Related Services Only:** These students attend only general education classes and receive related services such as speech-language therapy, counseling, occupational therapy, and/or physical therapy.
- **Consultant Teacher Services:** These students attend general education classes and receive support services by a special education teacher either in their classroom or indirectly in collaboration with general education teacher(s).
- **Resource Room:** These students attend general education classes and attend small-group support classes taught by a special education teacher and designed to address their individual needs as outlined on their IEP goals.
- **Integrated Co-Teacher:** These are general education classes for major subjects that are co-taught by both a special education teacher and a general education teacher. 6th Grade students in the Integrated Co-Teacher program may also attend a daily or alternate day Learning Lab class one time a day taught by a special education teacher to support the content curriculum, as recommended by the CSE.
- **Special Classes:** These students attend special education classes designed to include the higher standards set forth by the NYS Education Department through a modified curriculum and smaller educational environment. We offer special classes in the 12:1:1 or 8:1:2 ratio. All major subjects are offered in the self-contained program.

Middle School Program

Sixth Grade

Required Classes

- [English Language Arts](#)
- [Mathematics](#)
- [Science](#)
- [Social Studies](#)
- [Physical Education \(mandatory: alternating day - full year\)](#)
- [World Language \(French or Spanish\)](#)

Elective Classes

- [Health](#)
- [Art](#)
- [Music \(Band, Chorus, Orchestra, General Music\)](#)
- [Family and Consumer Sciences](#)
- [Technology](#)

Electives with Enrollment Criteria

- [APT \(prerequisite LARC or tested- in\)](#)
- [Math Counts \(enrichment – must meet requirements\)](#)

Instructional Support and Services

Students who receive support services and/or take support classes are selected based upon established district standards. Once selected for these classes, students will be scheduled for strategies classes, reading, or Read 180™. Students with Independent Educational Plans (IEP) will receive appropriate educational accommodations. Students who are English language learners receive English as a New Language (ENL) services.

Support classes are offered in lieu of half-year classes above, with the exception of physical education, which is mandatory for students to take during every year of their middle school experience.

Grade 6: English Language Arts (Language & Literature) & Reading

Ms. Jennifer Hoffman, Director, (516) 771-3969, jenniehoffman@lbeach.org

English Language Arts 6:

The English Language Arts curriculum consists of opportunities for students to explore and develop all facets of literacy development: reading, writing, designing, creating, and listening and speaking during discussion.

Literacy experiences at the middle level welcome students to consider who they are in relation to what they read, write, see, and listen to. Students engage in several partnerships and collaborative experiences where they learn to participate in academic and social conversations with intent. Students spend focused time engaged in the writing process as they develop longer pieces while conferring with teachers and peers. Students use reading and writing as ways to self reflect and gain a better understanding of who they are. They also engage in reflection to set personal long-term and short-term goals, as inspired by the Approaches to Learning from the Middle Years Program. There is a great emphasis on independent reading at the middle level; students are encouraged to visit the school library and classroom libraries frequently. Students work toward independently growing their reading lives. We are a proud partner of Columbia University's Teachers College Reading and Writing Project.

Humanities Extension: All students in grade 6 will also have a Humanities Extension period as a part of their schedule alternating day. In Humanities Extension, time is provided for students to engage in interdisciplinary learning of literacy concepts through project-based activities that align with the STEM Extension curriculum.

The New York State English Language Arts Assessment will be administered to all students. This exam measures reading comprehension and written responses and analysis to literature and informational text.

Grade 6 Scope and Sequence:

Grade 6 (Bolded indicates a Teachers College Unit of Study)		
Time Frame	Reading Experience	Writing Experience
September	Launching Independent Reading: Building and Sustaining A Reading Life	Writing About Reading Reader's response
October	Time for independent reading Shared Reading of personal narrative	Personal Narrative
November/ December	A Deep Study of Character	Readers As Responders to Literature: Short Response Writing
January/ February	Time for independent reading	The Literary Essay
March/ April	Reading for Argument (nonfiction)	Argument Writing
March or April	Testing As A Genre - Preparation for New York State English Language Arts Exam	

April/ May	Tapping the Power of Nonfiction	Time for independent reading
May/ June	Time for independent reading	Research-based Information Writing
#booklove - Students read books of choice for enjoyment at home and at school!		

By the end of the sixth grade, students should be able to engage in literacy experiences that require students to use strategies to engage in the skills outlined by the New York State Next Generation English Language Arts Standards. Click [here](#) for the At-A-Glance document standards or access the full description of standards here:

<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf>.

Sources for grades:

- Summative Assessments: Writing pieces (rubrics and checklists are used for assessment tools), projects, tests, quizzes
- Formative Assessments: Independent reading work (reading records, responses to reading); Reading and writing notebook work (process work from units of study)
- Homework

Approaches to Instruction:

- Workshop model (whole class mini-lesson, small group instruction, conferring)
- Guided reading and writing instruction
- Conferring with the teacher, peer conferences
- Reading partnerships
- Team projects and interdisciplinary connections

Reading:

This is a one-period class that could meet everyday or alternating day for students who need extra support in developing reading proficiency and skills. Students are recommended for reading support using a variety of measures: NWEA scores, Fountas and Pinnell Benchmark Assessment System levels, progress on in-class assignments and assessments, and teacher recommendation. Students are enrolled in ELA 6 in addition to this course.

There are several options for reading support. Students are matched to interventions that suit their identified needs. Options for support are:

- *Reading 6* - Students work on building foundations skills in reading. Students engage in independent reading, conferring with their teacher, shared texts, guided reading and read aloud to develop skills. Students also practice writing about reading.
- *Reading 6 with Leveled Literacy Intervention (LLI)* - Students participate in the LLI program. This program is designed to develop student's reading comprehension and work study skills. Students also practice writing about reading.
- *Read 180* - Students participate in whole and small-group *Read 180™* activities designed to address the essential elements of reading. Students use individualized instructional software that includes video clips to help provide background knowledge. Students read fiction and nonfiction literature for independent reading and listening that is age-appropriate, carefully leveled, and relevant.
- *Reading 6 with Word Study* - Students participate in the *Just Words* program. Students build foundational reading skills through working on decoding and spelling. This is a highly explicit, multi-sensory approach.

Source for grades: Reading courses are graded Pass/Fail.

Grade 6: Mathematics

Ms. Monica Martin, Director, (516) 771-3960, mmartin@lbeach.org

Math 6:

The emphasis of the sixth grade math program is to provide a sound mathematical background for each student and develop successful problem solving strategies. The curriculum builds upon the skills, concepts and strategies developed in grades K-5. The grade 6 curriculum is aligned with New York State Next Generation Mathematics Learning Standards and is integrated with the IB Middle Years Program.

The Standards for Mathematical Practices are embedded in the curriculum. These include:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

By the end of the school year, all sixth-grade students should be able to do the following:

- Understand ratio concepts and use ratio reasoning to solve problems
- Apply and extend previous understandings of multiplication and division to divide fractions by fractions
- Compute fluently with multi-digit numbers and find common factors and multiples
- Apply and extend previous understandings of numbers to the system of rational numbers
- Apply and extend previous understandings of arithmetic to algebraic expressions
- Reason about and solve one-variable equations and inequalities
- Represent and analyze quantitative relationships between dependent and independent variables
- Solve real-world and mathematical problems involving area, surface area, and volume
- Develop understanding of statistical sampling, distributions and variability
- Compute probabilities and develop probability models

Units of study:

- Ratios and Proportional Relationships
- The Number System
- Expressions and Equations
- Geometry
- Statistics and Probability

Sources for grades:

- Formative Assessments: Classwork
- Summative assessments: Projects and performance tasks
- Homework

Curriculum approach:

- New York State Next Generation Mathematics Learning Standards
- International Baccalaureate Middle Years Program

STEM Extension: All students in grade 6 will also have a STEM Extension period as a part of their schedule on alternating days. In STEM Extension, time is provided for students to engage in project based learning, critical thinking tasks and problem solving activities that align with the Humanities Extension curriculum.

Math 6 Support (Math Lab or Math Strategies):

Students are programmed for AIS tiered support class based on i-Ready math scores, class assessments and teacher recommendation. This course meets alternating days to help students succeed in math. It is designed to meet the needs of the students, giving them individualized attention in a smaller class setting in order to close gaps in math learning, improve basic math skills and develop problem solving techniques.

Grade 6: Science

Ms. Cristie Tursi, Director, (516) 771-3960, ctursi@lbeach.org

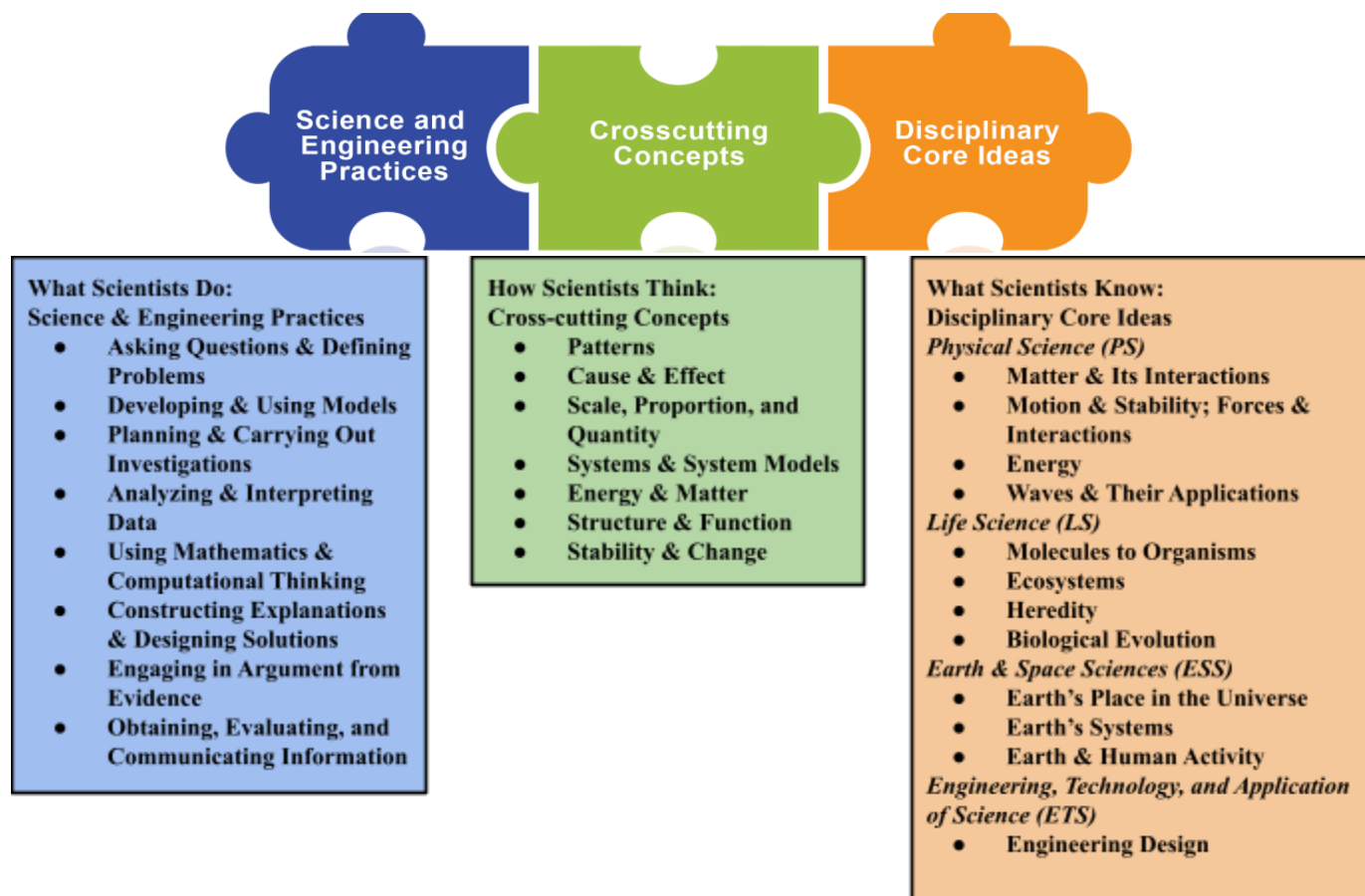
Science 6:

Long Beach Middle School students will build upon the foundation provided by their PK-5 STEM experience and the New York State Science Learning Standards based on the Framework for Science Education. Just like each of our Elementary Schools, Long Beach Middle School is also committed to implementing the New Vision for Science Education:

SCIENCE EDUCATION WILL INVOLVE LESS:	SCIENCE EDUCATION WILL INVOLVE MORE:
Rote memorization of facts and terminology	Facts and terminology learned as needed while developing explanations and designing solutions supported by evidence-based arguments and reasoning.
Learning of ideas disconnected from questions about phenomena	Systems thinking and modeling to explain phenomena and to give a context for the ideas to be learned
Teachers providing information to the whole class	Students conducting investigations, solving problems, and engaging in discussions with teachers' guidance
Teachers posing questions with only one right answer	Students discussing open-ended questions that focus on the strength of the evidence used to generate claims
Students reading textbooks and answering questions at the end of the chapter	Students reading multiple sources, including science-related magazine and journal articles and web-based resources; students developing summaries of information.
Pre-planned outcome for "cookbook" laboratories or hands-on activities	Multiple investigations driven by students' questions with a range of possible outcomes that collectively lead to a deep understanding of established core scientific ideas
Worksheets	Student writing of journals, reports, posters, and media presentations that explain and argue
Oversimplification of activities for students who are perceived to be less able to do science and engineering	Provision of supports so that all students can engage in sophisticated science and engineering practices

New York State Science Learning Standards (NYSSLS) include all of the Next Generation Science Standards, plus additional NY-specific standards added to various grades PK-12. From the NYS Education Department, "The NYSSLS are based on guiding documents grounded in the most current research in science and scientific learning, and reflect the

importance of every student's engagement with natural scientific phenomenon at the nexus of three dimensions of learning: Science and Engineering Practices [the *actions* of scientists and engineers], Disciplinary Core Ideas [*essential content* in all science disciplines], and Crosscutting Concepts [*intellectual tools* that help students connect content knowledge and transfer skills]." By weaving these components together, students experience science as a verb and further immerse themselves in learning as a hands-on, inquiry-based, reflective process.



Units of Study in Physical Science (click [HERE](#) to access the links for each standard):

1. Structure and Properties of Matter
 - Atomic composition, synthetic materials, thermal energy & particle motion, density, substances, mixtures.
2. Chemical Reactions
 - Chemical properties, reactions, conservation of atoms, thermal energy design.
3. Forces and Interactions
 - Collision design solution, force, mass, motion, electric and magnetic forces, gravitational interactions, electric and magnetic fields.
4. Energy
 - Kinetic energy, potential energy, thermal energy transfer, electric circuits.
5. Waves & Information
 - Wave properties, wave reflection, absorption, and transmission, digitized wave signals.

Sources of Grades:

- Homework
- Formative Assessments
 - Classwork including entry tickets, exit tickets, class activities, completion of required performance-based course requirements, such as lab work
- Summative Assessments
 - Projects, Papers, Tests, Quizzes, prescribed New York State Labs

Curriculum approach:

- Learning through a hands-on, investigative approach employing the New York State Science Learning Standards for Grades 6-8 (the full document is linked [HERE](#))
- New York State Standards in Literacy for Science
- International Baccalaureate Middle Years Program

STEM Extension: All students in grade 6 will also have a period for STEM Extension as a part of their schedule on alternating days. In STEM Extension, time is provided for students to engage in project based learning, critical thinking tasks and problem solving activities. Students are able to apply the concepts they are taught in science and math classes using higher order thinking skills.

Grade 6: Social Studies (Individuals and Societies)

Mr. Christopher Francaviglia, (516) 897-2162, cfrancaviglia@lbeach.org

Social Studies 6:

The sixth-grade students explore how the ancient civilizations developed and how they influenced other cultures, including our own modern-day world. Students are taught to use the disciplines of history, geography, and economics to develop and draw relationships and understandings about the social, cultural and political aspects of life in the ancient civilizations.

Teaching and learning in Social Studies is student-centered, where students take an active role in their education. While studying important content, students develop the skills and traits they need to be successful in their lifelong pursuit of learning and active citizenship. The MYP Approaches to Learning (ATL) Skills are also incorporated into the Social Studies curriculum: thinking skills; social skills; communication skills; self-management skills and research skills. Many of these skills overlap with the Social-Emotional Learning (SEL) competencies and contribute to the development of the Long Beach Profile of a Graduate traits.

The course is designed around ten unifying themes and seven key ideas: Individual Development and Cultural Identity; Development, Movement and Interaction of Cultures; Time, Continuity and Change; Geography, Humans, and the Environment; Development and Transformation of Social Structures; Power, Authority and Governance; Civic Ideals and Practices; Creation, Expansion and Interaction of Economic Systems; Science, Technology, and Innovation; and Global Connections and Exchange.

- How does the environment affect people; how do people affect the environment?
- How does a society maintain order?
- Why do some people have more than others?
- How does scarcity affect our needs and wants?
- How do technological developments change society?
- How does culture impact our personal identity and our perceptions?
- How does culture unite and divide people?
- When does a culture become a civilization?
- How is history interpreted from different perspectives?

By the end of the school year, all sixth-grade students should be able to:

- Gather, interpret, and evaluate various sources of information from ancient and modern cultures.
- Use chronological reasoning to recognize and analyze causes and effects; dynamics of historical continuity and change; and relationships of patterns of continuity.
- Compare and contextualize historical events, divergent perspectives and the relationship between geography, economics and history in defining events.
- Use geographic reasoning to show how Ancient civilizations developed, expanded, and interacted over time.
- Think critically and creatively to recognize and approach complex economic problems.
- Demonstrate civic mindedness by respecting the rights of others; identifying the rights and responsibilities of citizens within societies; participating in conflict resolution activities and working effectively and willingly in collaboration with others.
- Understand and express ideas and information confidently and creatively.

- Conduct inquiry and research and show independence in learning
- Understand and appreciate our own cultures and personal histories, and be open to the perspectives, values, and traditions of others.
- Assess and understand their strengths and limitations in order to support their learning and personal development
- Answer each of the essential questions by using specific examples from the units of study as supporting evidence.

Units of study:

- Present-Day Eastern Hemisphere Geography
- Origins of Society
- Early River Valley Civilizations (Mesopotamia, Egypt, and China)
- Comparative World Religions
- African Kingdoms
- Comparative Classical Civilizations (Greece and Rome)
- The Mediterranean World
- Interactions across the Eastern Hemisphere

Sources for Grades:

- Summative Assessments: Tests, Quizzes & Projects, Final Assessment
- Formative Assessments: Classwork
- Homework

Curriculum Resources:

- New York State Next Generation Standards for Literacy in History/Social Studies
- New York State Social Studies Framework
- National Council for the Social Studies National Curriculum Standards
- Understanding by Design
- Primary and secondary sources (maps, charts, photographs, newspaper articles, speeches, videos, etc...)
- MYP rubrics
- MYP Approaches to Teaching and Learning
- MYP Subject Guides and Overviews

Instructional Approaches:

- Whole-class instruction
- Small-group work
- Independent exploration and application of idea

Grade 6: Health and Physical Education

Mr. Arnold Epstein, Director, (516) 897-2069, aepstein@lbeach.org

Health 6: meets one semester on alternating days

Total health is made up of a combination of physical, social, and mental well-being. In accordance with New York State learning standards, students will learn about alcohol, tobacco, marijuana, inhalant abuse, nutrition, relationships, conflict resolution, stress management, puberty, personal hygiene, and abstinence. These topics are taught using a variety of media and materials. Wellness is promoted as students learn and practice skills for responsible decision making and effective communication in every unit of study.

At the end of the course, all sixth-grade students will be proficient in the units listed:

Units of study:

- **Introduction to the health triangle:**
 - Physical
 - Mental
 - Social
- **Character education (the first 5 weeks):**
 - Six Pillars of Character
 - Values
 - Decision Making Process
 - Risks – Healthy and Unhealthy (What’s the Difference)
 - Self-Esteem
 - Friendship (Healthy/Unhealthy Friendships)
 - Peer Pressure
 - Bullying (How to be Assertive)
 - “I” Message
 - Refusal Skills
- Stress management
- Tobacco
- Alcohol
- Drugs
- Puberty
- Internet Safety

Sources for grades:

- Formative: Classwork/homework, Portfolio Check
- Summative: Tests/Quizzes/Assessments

Physical Education 6: meets full year on alternating days

Students are required to take physical education each year in middle school. A variety of physical education units will be covered throughout each school year. These units include, but are not limited to, football, tennis, volleyball, team handball, basketball, fitness, badminton, pillow hockey, soccer, softball, and dance. A student may be excused from participation in Physical Education by presenting a medical excuse signed by a physician to the Health Office. The student’s return to participation in the class also requires a physician’s approval.

At the end of the year, all sixth-grade students will be proficient in the sports and fitness units.

Units of study:

- Mile Run/Fitness Fun
- Cooperative Games
- Fitness Testing
- Volleyball (big trainer ball)
- Basketball
- Zumba/Yoga/Instructional Dance
- Badminton (trainer racquets)
- Lacrosse (fiddle sticks)
- Track and Field

Sources for grades:

- Participation/Effort
- Preparedness
- Sportsmanship/Behavior
- Skill Acquisition

This course is graded pass/fail.

Grade 6: World Languages (Language Acquisition)

Dr. Evelyn Daza, Director, (516) 897-2114, edaza@lbeach.org

Language acquisition in the MYP aims to develop a respect for, and understanding of, other languages and cultures, and is equally designed to equip the student with a skills base to facilitate further language learning. The key concepts explored in our language acquisition courses are communication, connections, creativity and culture which align with the NYSED World-Readiness Standards for Learning Languages for the “5 Cs” (communication, cultures, connections, comparisons and communities).

Using the world as the broadest context for learning, MYP language acquisition can develop meaningful explorations of the following global contexts:

- identities and relationships
- orientation in space and time
- personal and cultural expression
- scientific and technical innovation
- globalization and sustainability
- fairness and development

The MYP Approaches to Learning (ATL) Skills are also incorporated into the language acquisition curriculum: thinking skills; social skills; communication skills; self-management skills and research skills. Many of these skills overlap with the Social-Emotional Learning (SEL) competencies and contribute to the development of the Long Beach Profile of a Graduate traits.

6th Grade French and Spanish: (meets full year on alternating days)

Students choose the language they wish to study at the end of the fifth grade. World Language instruction incorporates the four language modalities of speaking, listening, reading, and writing focusing on language as a means of communication in order to function in a variety of situations: interpretative, interpersonal, and presentational. Additionally, teachers foster and develop their students’ cultural awareness and an appreciation for the cultures of the target language.

By the end of the school year, all sixth-grade students should be able to:

- Introduce themselves, and others, through simple sentences and statements.
- Identify and use the alphabet, numbers, calendar dates, seasons, weather, and colors in short conversations and writing assignments.
- Initiate and respond to simple statements using basic communicative skills on given topics such as parts of the body and school experience.
- Understand the main idea of reading materials containing simple structures when relying on visual clues and familiarity with the topic.
- Compose basic, short messages on given topics including correct verb usage.
- Show basic understanding of the cultures of the countries studied.

Units of study:

- Greetings/Closings - Basic Conversations
- Alphabet
- Numbers

- Calendar
- Weather/Seasons
- Colors
- Time
- Parts of Speech - Nouns, Verbs
- Parts of the Body
- School Experience
- Nationalities

The language report card grades reflect the student's ability to:

- Use the target language to ask questions and to respond to questions.
- Understand basic concepts and directions in the target language.
- Write words or short phrases in the target language.
- Meeting targeted learning outcomes.

Sources of Grades:

- Homework
- Formative
 - Classwork including entry tickets, exit tickets, class activities, completion of required performance-based course requirements
- Summative
 - Projects, Papers, Unit Tests, Quizzes, Presentations

Curriculum resources:

- New York State Learning Standards for World Languages (Modern Languages)
- Teacher created activities and materials
- MYP rubrics
- MYP Approaches to Teaching and Learning
- MYP Subject Guides and Overviews

Instructional approaches:

- Whole-class instruction
- Small-group work
- Independent exploration

Grade 6 Electives: Music and Art

Ms. Julia Lang-Shapiro, Director, (516) 897-6500, jlang@lbeach.org

Band 6: meets full year on alternating days

The Middle School instrumental program expands on a student's elementary experience. As in the elementary school, students will have a small group lesson once every six days, and will be pulled from classes on a rotating basis. In addition, students will be scheduled for a performing ensemble that meets every-other day. Ensemble rehearsals are built into a student's schedule, and are no longer a "pull-out" class.

Students will also have the opportunity to *audition* for our select ensembles. The Jazz Band and Wind Ensemble meet twice per week from 7:10 am-7:50 am. These groups explore music at a more advanced level, and perform at the winter and spring concerts.

Students wishing to enroll in sixth-grade band must have a recommendation from the previous year's band teacher or pass a playing audition. In sixth grade, some students have the unique opportunity to transfer to a similar instrument in order to complete full band instrumentation. A full band consists of larger instruments that generally are not started in elementary school because the students are not big enough to play them. By sixth grade, we start the process of transferring students. Transfers are considered based on teacher recommendation, student interest, and ability. All members may be eligible to participate in New York State School Music Association's (NYSSMA) solo and ensemble festival.

By the end of the school year, all sixth-grade band students should be able to do the following:

- Perform 3 one-octave major scales
- Perform solo repertoire at NYSSMA level II
- Sight read solo repertoire at NYSSMA level I
- Perform concert literature at NYSSMA level I
- Gain historical and cultural perspective in music

Units of study:

- Rhythm
- Dynamics
- Tempo
- Instrument Specific Technique
- Meter
- Articulation

Band grades will be broken down as follows:

- Playing skills
- Lessons
- Effort
- Band rehearsal

Sources for grades:

- Lesson attendance and performance
- Rehearsal attendance and performance
- Practice skills

- Performance assessments

Curriculum approach used:

- Small group lessons
- Concert rehearsals
- Concert performances
- Music literature chosen from Classical, Modern, and Pop culture
- Lesson Book

Orchestra 6: meets full year on alternating days

Students in sixth-grade orchestra must have a recommendation from the previous year's teacher or pass a playing audition. All students who are in orchestra receive small group lessons and perform in at least two concerts. Students are required to participate in the lesson program and perform at both concerts.

Musical selections represent a variety of musical styles including classical, modern and popular pieces. All members may be eligible to participate in New York State School Music Association's (NYSSMA) solo and ensemble festival. Orchestra members may also audition for Chamber Orchestra. Chamber Orchestra allows the advanced musician to explore different genres of music at levels beyond the average middle school ability. Chamber Orchestra meets before school, and performs two concerts per year.

By the end of the school year, all sixth-grade orchestra students should be able to do the following:

- Perform 3 one-octave major scales
- Perform solo repertoire at NYSSMA level II
- Sight read solo repertoire at NYSSMA level I
- Perform concert literature at NYSSMA level I
- Gain historical and cultural perspective in music

Report card grades will be broken down as follows:

- Playing skills
- Lessons
- Effort
- Rehearsal

Sources for grades:

- Lesson attendance and performance
- Rehearsal attendance and performance
- Practice skills
- Performance assessments

Curriculum approach used:

- Small group lessons
- Concert rehearsals
- Concert performances
- Music literature chosen from Classical, Modern, and Pop culture
- Lesson book

Chorus 6: meets full year on alternating days

The curriculum builds skills necessary for successful ensemble singing, including basics of vocal

technique, good choral technique, and beginning musical literacy. New entrants are accepted by student/parent request, and music teacher recommendation. All chorus students are required to perform in two concerts – Winter and Spring. Small lesson groups will be formed at the beginning of the school year. Musical selections represent a variety of musical styles: standard choral repertoire, classical music, multi-cultural works, folk music, and occasionally Broadway and popular music. All members may be eligible to participate in the New York State School Music Association's (NYSSMA) solo and ensemble festival. All-County Chorus participants will be chosen primarily by their NYSSMA scores and also by school chorus performance, attitude, and behavior. All chorus members may also choose to participate in Long Beach Middle School Singers. This ensemble allows the students to explore choral music at a more advanced level than is experienced in the Chorus class. The LBMS Singers will meet before school and will perform at two concerts throughout the year as a separate group, as well as with other Long Beach Middle School choral ensembles.

By the end of the school year, all sixth-grade Chorus students should be able to do the following:

- Perform and analyze repertoire at NYSSMA level I
- Recognize cultural influences in music
- Evaluate music by identifying basic concepts
- Sight-sing at NYSSMA level I
- Sing a-cappella harmony (2 part)
- Identify different genres of music
- Identify vocal ranges (Soprano, Alto, Tenor, and Baritone) in themselves

Units of study: All units correlate with NYSSMA Level I criteria

- Rhythm
- Dynamics
- Tempo
- Vocal Specific Technique (Posture, breathing, etc.)
- Meter
- Articulation

Chorus grades will be broken down as follows:

- Concert attendance and performance
- Rehearsal attendance and performance
- Implementation of learned skills
- Performance assessments
- Following classroom rules (as posted)
- Quizzes and DO NOW assignments

Curriculum approach used:

- Concert rehearsals
- Concert performances
- Music literature chosen from Classical, Modern, Pop culture, Broadway show, and standard choral repertoire

General Music 6: meets full year on alternating days

The curriculum follows the NYS and National Standards for Music Education. Students learn to play

the guitar, keyboard, and various percussion instruments. They will learn to read basic notation while learning to play instruments. Students will learn to play the keyboard in the Music Lab where they can also use computers. Students will also learn about different music genres from watching videos, Broadway musicals, and listening to recordings.

By the end of the school year, all General Music students should be able to do the following:

- Perform on instruments, alone and with others
- Improvise melodies, variations, and accompaniments
- Read and notate music
- Listen to, analyze, and describe music
- Evaluate music and music performances
- Understand relationships between music, the other arts, and disciplines outside the arts
- Understand music in relation to history and culture

Units of study:

- Musical Elements
- African and Latin Drum Circles
- Music History
- Musical Theatre
- Keyboards and Guitar

General Music grades will be broken down as follows:

- Implementation of learned skills
- Performance assessments (keyboard and guitar)
- Following classroom rules (as posted)
- Quizzes and DO NOW assignments

Curriculum approach used:

- Class Performances
- Research
- Listening and Assessing of Various Performances

Art 6: meets for a semester on alternating days

This course is designed to introduce students to the elements and principles of design. Students work with a variety of media and techniques. They develop the ability to make critical judgments about art as well as understand and appreciate the influences of art from other times and cultures.

By the end of the school year, sixth grade students should be able to do the following:

- Create works of art that explore different kinds of subject matter, topic themes, and metaphors
- Use a variety of art materials, processes, mediums, and techniques and use appropriate technologies for creating and exhibiting visual works of art
- Recognize opportunities for participation in visual arts in the community
- Be aware of vocational options available in the visual arts
- Evaluate and reflect on works of art, using the language of art criticism, including the social, cultural, psychological, and environmental dimensions of the visual arts
- Compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines
- Demonstrate how art works and artifacts from diverse world cultures reflect aspects of

these cultures

Units of study:

- Color Theory
- Calligraphy
- Grid Line Drawing
- Clay/3D Sculpture
- Anime/Cartooning
- Art History

Sources for grades:

- Student/Teacher generated rubrics for each assignment
- Performance rubric including use of studio time and use of materials
- Participation in art critiques

Curriculum approach used:

- NY State Standards for the Visual Arts
- Interdisciplinary approach
- Cultural response to society/community interaction

Grade 6 Electives: Family and Consumer Sciences

Family and Consumer Science 6: meets for a full year on alternating days

This is an introductory course with a focus on basic life skills needed throughout the lifespan. This hands-on course fosters independence, responsibility, and healthy choices through projects, labs, and problem solving.

By the end of the school year, all sixth-grade students should be able to do the following:

- Complete basic sewing steps
- Thread a needle
- Read basic pattern markings
- Sew basic sewing projects
- Identify components of a nutritious meal
- Read and follow a recipe
- Measure ingredients
- Describe the function of ingredients
- Substitute ingredients in a recipe

Units of study:

- Sewing
- Food and Nutrition
- Personal Development

Sources for grades:

- Summative Assessments: Projects, Test & Quizzes
- Formative: Cooking labs, Classwork, Self-reflection, Rubrics and checklists
- Homework

Curriculum approach used:

- Teacher created materials
- NYS Curriculum Standards

Grade 6 Electives: Technology

Mr. Keith Harvey, Director, (516) 897-2129, kharvey@lbeach.org

Design Research and Communications 6: meets for a full year on alternating days

All students should be able to:

- Use computers as tools for design, modeling, information processing, and communication
- Choose appropriate resources available in the classroom and on the computer
- Show mastery in the ability to organize, manipulate, and present information on the computer
- Utilize the design cycle to develop technological solutions to problems within given constraints
- Present specific information by utilizing computers as tools for design, information processing, and communication
- Create and manipulate information with various computer applications.
- Identify and utilize introductory and intermediate computer hardware, software, and peripheral equipment

Units of study:

- Multimedia
 - Text
 - Images
 - Animations
 - Audio
 - Video
- Desktop publishing
- Digital research
- Multimedia presentations
- Computer programming
- Robotics
- 3D modeling/printing

Source for grades:

- Formative Assessment- Minor Projects, 40%
- Summative Assessment- Major Projects, 60%

Grade 6: Electives with Prerequisites or Enrollment Criteria

APT (Activities Promoting Thinking): meets full year on alternating days. Will replace an alternating day elective.

Activities Promoting Thinking challenges and encourages students to engage in creative problem solving through independent projects and collaborative group work. The students will begin the year by building relationships with the IB Learner Profile, and go on to use traits of the Learner Profile in future engagements throughout the school year. Students participate in units of study that develop research skills, craft of writing, and integrate creativity with hands-on activities and 21st century learning. Students also participate in the Word Masters program where they complete word study activities and learn word identification strategies that can be applied in all of the content areas. Communication strategies and interpersonal skills are highlighted and built upon throughout the course of the year and encouraged to be practiced beyond the classroom door, as many of the areas of study serve to enhance the grade 6 curriculum. A variety of learner types are celebrated in APT, offering the opportunity for each child to reach individual success.

By the end of the school year, all sixth grade students enrolled in Activities Promoting Thinking should be able to do the following:

- Solve a variety of problems using multiple creative and logical strategies independently and in a collaborative setting
- Work peacefully and cooperatively with peers to solve a problem and reach a common goal
- Infiltrate acquired knowledge into their grade 6 core classes, where appropriate
- Utilize a variety of word identification strategies to increase vocabulary development in word study that should facilitate stronger independent reading skills

Units of study:

- The Power of an Interview: Cultivating Peer Relationships Through Effective Communication and Crafted Writing
- The Olympics: Past, Present, and Future
- Responding to Literature Through Technology
- Getting Complicated with Simple Machines
- Creative Convention: An Olympics of the Mind
- *Word Masters* (Preparation for *Word Masters* exams will maintain throughout the school year)

Report card grades will be broken down as follows:

- Pass/Fail

Sources for grades:

- Active participation in class activities
- Completion of homework assignments
- Completion of assigned projects

Curriculum approach used:

- Building on prior knowledge to build further connections to new knowledge
- Utilizing the strengths of individual learners to create an active learning community
- Enrichment and expansion of selected grade 6 curriculum topics and focus areas

Math Counts 6: meets full year on alternating days. Will replace an alternating day elective.

This is a math enrichment course which meets alternating days for students who have an interest in solving fun and challenging math problems beyond traditional math courses. This course provides additional extensions in mathematics for students who meet the requirements for the course. Student enrollment in this elective course is based upon iReady benchmark assessment scores, Math League. Contest results and teacher recommendation.

Middle School Program

Seventh Grade

Required Classes

- [English](#)
- [Mathematics](#)
- [Science](#)
- [Social Studies](#)
- [World Language \(French or Spanish\) \(meets full year every day\)](#)
- [Health \(meets full year on alternating days\)](#)
- [Physical Education \(meets full year on alternating days\)](#)

Accelerated Courses

- [Pre-Algebra Accelerated](#)

Elective Classes

- [Art](#)
- [Family and Consumer Sciences](#)
- [Introduction to Theatre \(pending enrollment\)](#)
- [Music \(Band, Chorus, Orchestra, General Music\)](#)
- [Technology \(Wood, Multimedia\)](#)

Elective with Enrollment Criteria

- [Math Counts 7 \(enrichment – must meet requirements\)](#)

Instructional Support and Services

Students who receive support services and/or take support classes are selected based upon established district standards. Once selected for these classes, students will be scheduled for strategies classes, reading, or Read 180™. Students with Independent Educational Plans (IEP) will receive appropriate educational accommodations. Students who are English language learners receive English as a New Language (ENL) services.

Support classes are offered in lieu of elective half-year classes above, with the exception of physical education, which is mandatory for students to take during every year of their middle school experience.

Grade 7: English Language Arts (Language & Literature) & Reading

Ms. Jennifer Hoffman, Director, (516) 771-3979, jenniehoffman@lbeach.org

English Language Arts 7:

The English Language Arts curriculum consists of opportunities for students to explore and develop all facets of literacy development: reading, writing, designing, creating, and listening and speaking during discussion.

Literacy experiences at the middle level welcome students to consider who they are in relation to what they read, write, see, and listen to. Students engage in several partnerships and collaborative experiences where they learn to participate in academic and social conversations with intent. Students spend focused time engaged in the writing process as they develop longer pieces while conferring with teachers and peers. Students use reading and writing as ways to self reflect and gain a better understanding of who they are. They also engage in reflection to set personal long-term and short-term goals, as inspired by the Approaches to Learning from the Middle Years Program. There is a great emphasis on independent reading at the middle level; students are encouraged to visit the school library and classroom libraries frequently. Students work toward independently growing their reading lives. We are a proud partner of Columbia University's Teachers College Reading and Writing Project.

The New York State English Language Arts Assessment will be administered to all students. This exam measures reading comprehension and written responses and analysis to literature and informational text.

Grade 7 Scope and Sequence:

Grade 7 (Bolded indicates a Teachers College Unit of Study)		
Time Frame	Reading Experience	Writing Experience
September	Launching Independent Reading: Building and Sustaining A Reading Life	Writing about reading Reader's response
October- November	Historical Fiction Book Clubs Choice text: Historical Fiction	Writing about reading
November - December	Time for independent reading	Personal Narrative
January	Reading for Argument Nonfiction text	Argument Writing
February	Social Issues Book Clubs	Writing about reading
March	Time for independent reading	Literary Essay
March or April	Testing As A Genre - Preparation for New York State English Language Arts Exam	
May/ June	Genre Study - Dystopian	Writing about reading Multi-modal response to literature
#booklove - Students read books of choice for enjoyment at home and at school!		

By the end of the seventh grade, students should be able to engage in literacy experiences that require students to use strategies to engage in the skills outlined by the New York State Next Generation English Language Arts Standards. Click [here](#) for the At-A-Glance document standards or access the full description of standards here:

<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf>.

Sources for grades:

- Summative Assessments: Writing pieces (rubrics and checklists are used for assessment tools), projects, tests, quizzes
- Formative Assessment: Independent reading work (reading records, responses to reading); Reading and writing notebook work (process work from units of study)
- Homework

Approaches to Instruction:

- Workshop model (whole class mini-lesson, small group instruction, conferring)
- Guided reading and writing instruction
- Conferring with the teacher, peer conferences
- Reading partnerships
- Team projects and interdisciplinary connections

ELA 7 Conference Period: The ELA 7 Conference Period is designed to support students with academic skills and strategies needed for success in English 7. Students will engage in reading experiences to build their stamina, comprehension skills, and reading identity. Students will also learn and practice strategies for writing. This is an alternating day course for the full year. This course is graded Pass/Fail.

Reading 7:

This is a one-period class that could meet everyday or alternating day for students who need extra support in developing reading proficiency and skills. Students are recommended for reading support using a variety of measures: iReady scores, Fountas and Pinnell Benchmark Assessment System levels, progress on in-class assignments and assessments, and teacher recommendation. Students are enrolled in ELA 7 in addition to this course.

There are several options for reading support. Students are matched to interventions that suit their identified needs. Options for support are:

- Reading 7 - Students work on building foundations skills in reading. Students engage in independent reading, conferring with their teacher, shared texts, guided reading and read aloud to develop skills. Students also practice writing about reading.
- Reading 7 with *Leveled Literacy Intervention (LLI)* - Students participate in the LLI program. This program is designed to develop student's reading comprehension and work study skills. Students also practice writing about reading.
- *Read 180* - Students participate in whole and small-group *Read 180™* activities designed to address the essential elements of reading. Students use individualized instructional software that includes video clips to help provide background knowledge. Students read fiction and nonfiction literature for independent reading and listening that is age-appropriate, carefully leveled, and relevant.
- Reading 7 with *Word Study* - Students participate in the *Just Words* program. Students build foundational reading skills through working on decoding and spelling. This is a highly explicit, multi-sensory approach.

Source for grades: Reading courses are graded Pass/Fail.

Grade 7: Mathematics

Ms. Monica Martin, Director, (516) 771-3960, mmartin@lbeach.org

Pre-Algebra 7:

Pre Algebra 7 Mathematics emphasizes the continual development of problem solving and reasoning strategies, while continuing to refine students' understanding of mathematical skills and concepts. An algebraic approach will be utilized to build a sound mathematical foundation for each student. The grade 7 curriculum is aligned with New York State Next Generation Mathematics Learning Standards and is integrated with the IB Middle Years Program. In addition, the curriculum reflects a balanced approach to developing students' conceptual understanding, computational proficiency, and problem-solving skills. The Standards for Mathematical Practices are embedded in the curriculum. These include:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

By the end of the school year, all seventh-grade students should be able to do the following:

- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations
- Find the unit rate in tables, graph, solve equations, and interpret diagrams
- Test for equivalent ratios in a table or coordinate plane
- Analyze proportional relationships and use them to solve real-world and mathematical problems
- Draw, construct, and describe geometrical figures and describe the relationships between them
- Investigate chance processes and develop, use, and evaluate probability models
- Use statistics to compare data
- Solve real-life and mathematical problems involving angle measure, area, surface area, and volume

Units of study:

- Essential Review of Rational Numbers
- Operations with Signed Numbers
- Linear Expressions
- Linear Equations & Inequalities
- Proportional Relationships
- Percents
- Angles & Triangles
- Geometric Measurement
- Probability
- Statistics

Sources for grades:

- Uniform formative and summative assessments
- Homework and classwork assignments
- Projects and performance tasks

Curriculum approach:

- New York State Standards for Mathematics
- International Baccalaureate Middle Years Program

Pre-Algebra 7 Support (Math Lab or Math Strategies):

Students are programmed for AIS tiered support class based on i-Ready math scores, class assessments and teacher recommendation. This course meets alternating days to help students succeed in math. It is designed to meet the needs of the students, giving them individualized attention in a smaller class setting in order to close gaps in math learning, improve basic math skills and develop problem solving techniques.

Pre-Algebra 7 Accelerated:

This course prepares students to take Algebra 1 in 8th grade. In addition to the topics covered in Pre-Algebra 7, students will study many topics included in the Math 8 curriculum. This course includes the following additional topics:

- Nonproportional Relationships
- Properties of Integer Exponents
- Pythagorean Theorem
- System of Equations
- Geometry (transformations)
- Operations with Monomials and Polynomials

It is imperative that each Pre-Algebra 7 Accelerated student is self-motivated to learn and demonstrates that he or she is up to the challenge of a rigorous workload.

Following the first marking period, students with a 79 or below will receive a support notification letter with recommendations for assisting students during the remaining marking periods. Teachers will communicate with parents/guardians regarding students that are struggling to demonstrate proficiency with the accelerated coursework.

Math Counts 7: (full year course alternating days. Will replace an alternating day elective)

This is a math enrichment course which meets alternating days for students who have an interest in solving fun and challenging math problems beyond traditional math courses. This course provides additional extensions in mathematics for students who meet the requirements for the course. Student enrollment in this elective course is based upon iReady benchmark assessment scores, Math League Contest results and teacher recommendation.

Grade 7: Science

Ms. Cristie Tursi, Director, (516) 771-3960, ctursi@lbeach.org

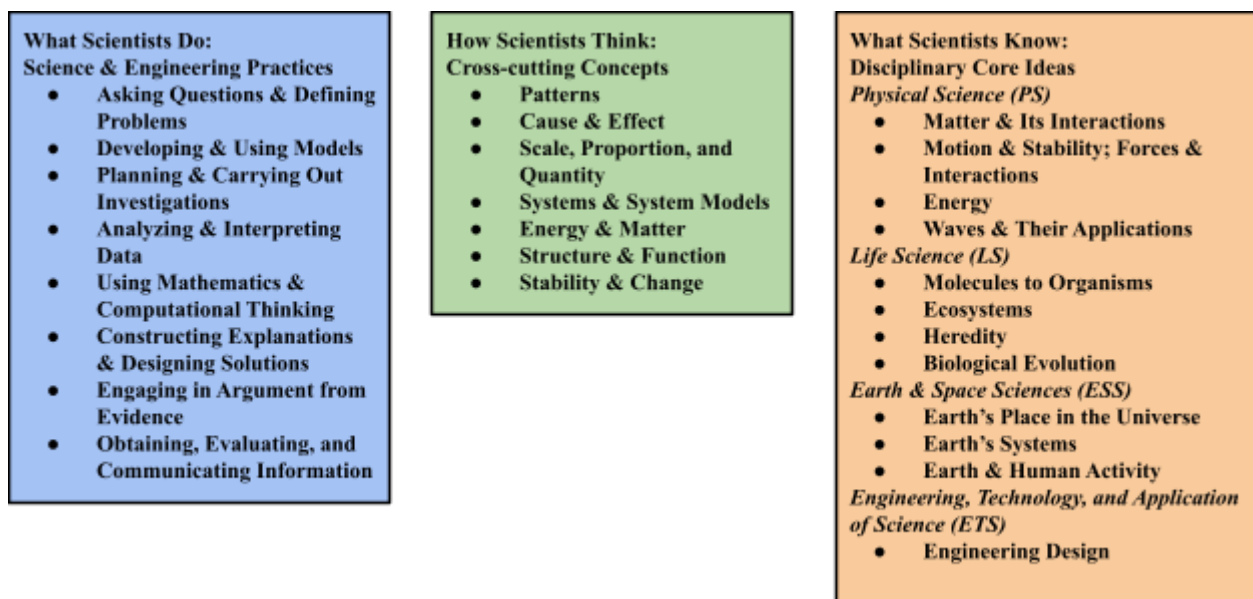
Science 7:

Long Beach Middle School students will build upon the foundation provided by their PK-5 STEM experience and the New York State Science Learning Standards based on the Framework for Science Education. Just like each of our Elementary Schools, Long Beach Middle School is also committed to implementing the New Vision for Science Education:

SCIENCE EDUCATION WILL INVOLVE LESS:	SCIENCE EDUCATION WILL INVOLVE MORE:
Rote memorization of facts and terminology	Facts and terminology learned as needed while developing explanations and designing solutions supported by evidence-based arguments and reasoning.
Learning of ideas disconnected from questions about phenomena	Systems thinking and modeling to explain phenomena and to give a context for the ideas to be learned
Teachers providing information to the whole class	Students conducting investigations, solving problems, and engaging in discussions with teachers' guidance
Teachers posing questions with only one right answer	Students discussing open-ended questions that focus on the strength of the evidence used to generate claims
Students reading textbooks and answering questions at the end of the chapter	Students reading multiple sources, including science-related magazine and journal articles and web-based resources; students developing summaries of information.
Pre-planned outcome for "cookbook" laboratories or hands-on activities	Multiple investigations driven by students' questions with a range of possible outcomes that collectively lead to a deep understanding of established core scientific ideas
Worksheets	Student writing of journals, reports, posters, and media presentations that explain and argue
Oversimplification of activities for students who are perceived to be less able to do science and engineering	Provision of supports so that all students can engage in sophisticated science and engineering practices

New York State Science Learning Standards (NYSSLS) include all of the Next Generation Science Standards, plus additional NY-specific standards added to various grades PK-12. From the NYS Education Department, "The NYSSLS are based on guiding documents grounded in the most current research in science and scientific learning, and reflect the

importance of every student's engagement with natural scientific phenomenon at the nexus of three dimensions of learning: Science and Engineering Practices [the *actions* of scientists and engineers], Disciplinary Core Ideas [*essential content* in all science disciplines], and Crosscutting Concepts [*intellectual tools* that help students connect content knowledge and transfer skills]." By weaving these components together, students experience science as a verb and further immerse themselves in learning as a hands-on, inquiry-based, reflective process.



Units of Study in Earth & Space Sciences (click [HERE](#) to access the links for each standard):

- Space Systems
 - Earth-Sun-Moon systems, gravity & motions in space, scale properties in the solar system.
- History of Earth
 - Geologic time scale, geoscience processes at varying scales, evidence of plate tectonics.
- Earth Systems
 - Cycling of Earth's materials, cycling of water, uneven distribution of Earth's resources.
- Weather and Climate
 - Interacting air masses and weather, atmospheric and oceanic circulation, causes of global warming.
- Human Impacts
 - Natural Hazards, human impact on the environment, human consumption of natural resources.

Sources of Grades:

- Homework
- Formative Assessments
 - Classwork including entry tickets, exit tickets, class activities, completion of required performance-based course requirements, such as lab work

- Summative Assessments
 - Projects, Papers, Tests, Quizzes, prescribed New York State Labs

Curriculum approach:

- Learning through a hands-on, investigative approach employing the New York State Science Learning Standards for Grades 6-8 (the full document is linked [HERE](#))
- New York State Standards in Literacy for Science
- International Baccalaureate Middle Years Program

Grade 7: Social Studies (Individuals and Societies)

Mr. Christopher Francaviglia, (516) 897-2162, cfrancaviglia@lbeach.org

Social Studies 7:

The seventh-grade social studies curriculum focuses on the development of North America with an emphasis on how our nation grew and changed from the Colonial Period through the Civil War. Students are taught to use the disciplines of history, geography, and economics to develop and draw relationships and understandings about the social, cultural and political aspects of life in the United States. All 7th grade students conduct research and demonstrate what they have learned through a project of their choice and can participate in the National History Day competition.

Teaching and learning in Social Studies is student-centered, where students take an active role in their education. While studying important content, students develop the skills and traits they need to be successful in their life-long pursuit of learning and active citizenship. The MYP Approaches to Learning (ATL) Skills are also incorporated into the Social Studies curriculum: thinking skills; social skills; communication skills; self-management skills and research skills. Many of these skills overlap with the Social-Emotional Learning (SEL) competencies and contribute to the development of the Long Beach Profile of a Graduate traits.

The course is designed around themes, key concepts, and statements of inquiry from the NYSED Social Studies Framework and from the International Baccalaureate Middle Years Program as follows: Individual Development and Cultural Identity; Development, Movement and Interaction of Cultures; Time, Place, Space, Continuity and Change; Geography, Humans, and the Environment; Development and Transformation of Social Structures; Power, Authority and Governance; Civic Ideals and Practices; Creation, Expansion and Interaction of Economic Systems; Science, Technology, and Innovation; and Global Connections, Interactions, and Exchange.

- (Civics) How do individuals influence society?
- (Conflict) Is conflict inevitable?
- (Culture) What does it mean to be an American?
- (Economics) What role does economics play in decision-making?
- (Geography) Why is “where” important?
- (Government) What is the purpose of government?
- (Individuals) How is history interpreted from different perspectives?
- (Power) Do the ends justify the means?
- (Technology) How do technological developments change society?

By the end of the school year, all seventh-grade students should be able to:

- Answer each of the essential questions by using specific examples from the units of study as supporting evidence.
- Use chronological reasoning to show causation from events in American History.
- Use geographic reasoning to show how American culture developed and expanded and interacted with other cultures over time.
- Think critically and creatively to recognize and approach complex problems.
- Work effectively and willingly in collaboration with others.
- Gather, interpret, and evaluate various sources of information from American history.
- Understand and express ideas and information confidently and creatively.

- Conduct inquiry and research and show independence in learning.
- Understand and appreciate our own American culture and history, and be open to the perspectives, values, and traditions of other cultures.
- Assess and understand their strengths and limitations in order to support their learning and personal development

Units of study:

- North America Prior to 1500
- European Exploration and Colonization
- American Independence
- Development of the Constitution
- Westward Expansion
- Reform Movements
- A Nation Divided

Sources for grades:

- Summative Assessments: Tests, Quizzes, Projects, Quarterly Assessment, Final Assessment
- Formative Assessments: Classwork
- Homework

Curriculum resources:

- Next Generation Standards for Literacy in History/Social Studies
- New York State Common Core Social Studies Framework
- National Council for the Social Studies National Curriculum Standards
- National History Day
- Understanding by Design
- Primary and secondary sources (maps, charts, photographs, newspaper articles, speeches, videos, etc...)
- MYP rubrics
- MYP Approaches to Teaching and Learning
- MYP Subject Guides and Overviews

Instructional approaches:

- Whole-class instruction
- Small-group work
- Independent exploration and application of ideas

Grade 7: World Languages (Language Acquisition)

Dr. Evelyn Daza, Director, (516) 897-2114, edaza@lbeach.org

Language acquisition in the MYP aims to develop a respect for, and understanding of, other languages and cultures, and is equally designed to equip the student with a skills base to facilitate further language learning. The key concepts explored in our language acquisition courses are communication, connections, creativity and culture which align with the NYSED World-Readiness Standards for Learning Languages for the “5 Cs” (communication, cultures, connections, comparisons and communities).

Using the world as the broadest context for learning, MYP language acquisition can develop meaningful explorations of the following global contexts:

- identities and relationships
- orientation in space and time
- personal and cultural expression
- scientific and technical innovation
- globalization and sustainability
- fairness and development

The MYP Approaches to Learning (ATL) Skills are also incorporated into the language acquisition curriculum: thinking skills; social skills; communication skills; self-management skills and research skills. Many of these skills overlap with the Social-Emotional Learning (SEL) competencies and contribute to the development of the Long Beach Profile of a Graduate traits.

7th Grade French and Spanish:

This is the first of the two courses required for high school credit in the target language upon the completion of French 7 & 8 or Spanish 7 & 8, additionally the student must pass the Checkpoint A with a grade of 65 and higher. World Language instruction incorporates the four language modalities of speaking, listening, reading, and writing focusing on language as a means of communication in order to function in a variety of situations: interpretative, interpersonal, and presentational. Additionally, teachers foster and develop their students’ cultural awareness and an appreciation for the cultures of the target language.

By the end of the school year, all seventh-grade students should be able to:

- Identify some basic facts from memorized or familiar words and phrases in informational and literary texts and in conversations that are spoken or written.
- Request and provide information, meet basic needs, express preferences or feelings, and react to familiar and everyday topics, using a mixture of simple practiced or memorized words, phrases, sentences, and questions in conversations.
- Present information about their life and activities, and state preferences and opinions on very familiar and everyday topics, using a mixture of simple practiced or memorized words, phrases, and sentences, through spoken or written expression.
- Identify cultural products and practices in their own and other cultures to help them understand perspectives using words and phrases, with visual support.
- Identify comparisons of practices and products of the target cultures with their own culture, using words and phrases along with graphic/visual support.

Units of study:

- Identity and Social Relationships
- Contemporary Life
- Science, Technology & Arts
- Global Awareness & Community Engagement

The language report card grades reflect the student's ability to:

- Use the target language to ask questions and to respond to questions.
- Understanding basic concepts and directions in the target language.
- Write simple sentences in the target language.
- Meet targeted learning outcomes.

Sources of Grades:

- Formative
 - Classwork including entry tickets, exit tickets, class activities, completion of required performance-based course requirements
- Summative
 - Projects, Papers, Unit Tests, Quizzes, Presentations

Curriculum resources:

- EntreCulturas
- New York State Learning Standards for World Languages (Modern Languages)
- Teacher created activities and materials
- MYP rubrics
- MYP Approaches to Teaching and Learning
- MYP Subject Guides and Overviews

Instructional approaches:

- Whole-class instruction
- Small-group work
- Independent exploration and application of ideas

Grade 7: Health and Physical Education

Mr. Arnold Epstein, Director, (516) 897-2069, aepstein@lbeach.org

Health 7: meets full year on alternating days

Total health is made up of a combination of physical, social, and mental well-being. In accordance with New York State Learning Standards, students will learn about alcohol, tobacco and drug abuse, addiction and its effect on the family, various diseases and disease prevention, nutrition and fitness, relationships, stress management, mental illness, personality, conflict resolution, growth and development, puberty, personal hygiene, family life and the life cycle, sexually transmitted infection prevention, abstinence, and teen pregnancy prevention. These topics are taught using a variety of materials. Wellness is promoted as students learn and practice skills for responsible decision making and effective communication in every unit of study.

At the end of the year, all seventh-grade students will be proficient in the units listed:

- Character education
 - Personality types (Who am I?)
 - Goal setting
 - Respect/bullying
 - Personal strengths and assets
 - Values
 - Technology and its influence on our choices
 - Internet safety
 - Influences on our choices (music, TV, internet, etc.)
- Mental Illness
 - Mental Illness
 - Review of stress and stress management
 - Depression
 - Suicide
 - Anxiety disorders
 - Eating disorders
 - Addictions
- Drug use and abuse
 - Marijuana
 - Heroin
 - Inhalants
 - Cocaine/crack
 - Club drugs
 - Prescription medication
 - Hallucinogens
 - Steroids
 - OTC medications

- Human Sexuality
 - Puberty
 - Childbirth/ pregnancy
 - Teenage pregnancy
 - Relationships (healthy/unhealthy)
- Communicable Diseases (and the prevention of)
- Non-communicable diseases
 - Germs
 - Cardiovascular disease
- HIV education

Sources for grades:

- Classwork/homework
- Project (1 each quarter)
- Portfolio check
- Tests/quizzes/assessments

Curriculum approach used:

- Whole-class instruction
- Small-group work
- Class discussions

Physical Education 7: meets full year on alternating days

Students are required to take physical education each year in middle school. A variety of physical education units will be covered throughout each school year. These units include, but are not limited to, football, tennis, volleyball, team handball, basketball, fitness, badminton, pillow hockey, soccer, softball, and dance. A student may be excused from participation in Physical Education by presenting a medical excuse signed by a physician to the Health Office. The student's return to participation in the class also requires a physician's approval.

At the end of the year, all seventh-grade students will be proficient in the sports and fitness units.

Units of study:

- Mile run/fitness fun
- Soccer
- Fitness testing
- Volleyball (small trainer ball)
- Team handball
- Speedball
- Badminton
- Fitness testing
- Pillow hockey
- Softball

Sources for grades:

- Participation/effort
- Preparedness
- Sportsmanship/behavior
- Skill acquisition

This course is graded pass/fail.

Grade 7 Electives: The Arts: Music and Art

Ms. Julia Lang-Shapiro, Director, (516) 897-6500, jlang@lbeach.org

Band 7: meets full year on alternating days

Students in seventh- grade band are divided into two groups that meet alternating day and combine for concerts. New entrants are accepted by audition and teacher recommendation only. All students who are in band receive small group lessons and perform in two concerts and one parade. Students are required to participate in the lesson program and perform at both concerts.

Musical selections represent a variety of musical styles including classical, modern, and popular pieces. All members may be eligible to participate in New York State School Music Association's (NYSSMA) solo and ensemble festival. Band members may also audition for two other ensembles: Jazz Band and Wind Ensemble. Both groups allow the advanced musician to explore different genres of music at levels beyond the average middle school ability. These morning ensembles perform at the NYSSMA Majors Festival and various community service functions.

By the end of the school year, all seventh-grade band students should be able to do the following:

- Independently perform 5 one-octave major scales/10 percussion rudiments
- Independently perform a one-octave chromatic scale
- Perform solo repertoire at NYSSMA level II
- Analyze and sight read solo repertoire at NYSSMA level II
- Perform concert literature at NYSSMA level II
- Recognize cultural influences in music
- Evaluate music by identifying key concepts

Units of study:

All units correlate with NYSSMA Level II criteria:

- Rhythm
- Dynamics
- Tempo
- Instrument Specific Technique
- Meter
- Articulation

Band grades will be broken down as follows:

- Lesson attendance and performance
- Rehearsal attendance and performance
- Practice skills
- Performance assessments

Curriculum approach used:

- Small group lessons
- Concert rehearsals
- Concert performances

- Music literature chosen from Classical, Modern, and Pop culture
- Method books

Orchestra 7: meets full year on alternating days

Students in seventh- grade orchestra must have a recommendation from the previous year's teacher or pass a playing audition. All students who are in orchestra receive small group lessons and perform in two concerts. Students are required to participate in the lesson program and perform at both concerts.

Musical selections represent a variety of musical styles including Classical, Modern, and popular pieces. All members may be eligible to participate in New York State School Music Association's (NYSSMA) solo and ensemble festival. Orchestra members may also audition for Chamber Orchestra. Chamber Orchestra allows the advanced musician to explore different genres of music at levels beyond the average middle school ability. Chamber Orchestra meets before school and performs in two concerts per year.

By the end of the school year, all seventh-grade orchestra students should be able to do the following:

- Perform three (3) one-octave major scales and two (2) octave scales
- Perform music equivalent to NYSSMA level I-II
- Sight read music at NYSSMA level II
- Gain historical and cultural perspective in music

Sources for grades:

- Lesson attendance and performance
- Rehearsal attendance and performance
- Practice skills
- Performance assessments

Curriculum approach used:

- Small group lessons
- Concert rehearsals
- Concert performances
- Music literature chosen from Classical, Modern, and Pop culture
- Lesson book

Chorus 7: meets full year on alternating days

The curriculum builds skills necessary for successful ensemble singing, including basics of vocal technique, good choral technique, and beginning musical literacy. New entrants are accepted by student/parent request, and music teacher recommendation. All chorus students are required to perform in at least two concerts – Winter and Spring. Small lesson groups will be formed at the beginning of the school year. Musical selections represent a variety of musical styles: standard choral repertoire, classical music, multi-cultural works, folk music, and occasionally Broadway and popular music. All members may be eligible to participate in the New York State School Music Association's (NYSSMA) solo and ensemble festival. All-County Chorus participants will be chosen primarily by their NYSSMA scores and also by school chorus performance, attitude, and behavior. All chorus members may also choose to participate in Long Beach Middle School Singers. This ensemble allows the students to explore choral music at a more advanced level than is experienced in the Chorus class. The LBMS Singers will meet before school and will perform in two concerts throughout the year as a separate group, as well as with other Long Beach Middle School choral ensembles.

By the end of the school year, all seventh-grade Chorus students should be able to do the following:

- Perform and analyze repertoire at NYSSMA level II
- Recognize cultural influences in music
- Evaluate music by identifying basic concepts
- Sight-sing at NYSSMA level II
- Sing a-cappella harmony (2 part)
- Identify different genres of music
- Identify vocal ranges (Soprano, Alto, Tenor, and Baritone) in themselves

Units of study:

All units correlate with NYSSMA Level I-II criteria

- Rhythm
- Dynamics
- Tempo
- Vocal Specific Technique (posture, breathing, etc.)
- Meter
- Articulation

Chorus grades will be broken down as follows:

- Concert attendance and performance
- Rehearsal attendance and performance
- Implementation of learned skills
- Performance assessments
- Following classroom rules (as posted)
- Quizzes and DO NOW assignments

Curriculum approach used:

- Concert rehearsals
- Concert performances
- Music literature chosen from Classical, Modern, Pop culture, Broadway Show, and standard choral repertoire

General Music 7: meets full year on alternating days

The curriculum follows the NYS and National Standards for Music Education. Students learn to play the guitar, keyboard, and various percussion instruments. They will learn to read basic notation while learning to play instruments. Students will learn to play the keyboard in the Music Lab where they can also use computers. Students will also learn about different music genres from watching videos, Broadway musicals, and listening to recordings.

By the end of the school year, all General Music students should be able to do the following:

- Perform on instruments, alone and with others
- Improvise melodies, variations, and accompaniments
- Read and notate music
- Listen to, analyze, and describe music
- Evaluate music and music performances
- Understand relationships between music, the other arts, and disciplines outside the arts
- Understand music in relation to history and culture

Units of study:

- Musical Elements
- African and Latin Drum Circles
- Music History
- Musical Theatre
- Keyboards and Guitar

General Music grades will be broken down as follows:

- Implementation of learned skills
- Performance assessments (keyboard and guitar)
- Following classroom rules (as posted)
- Quizzes and DO NOW assignments

Curriculum approach used:

- Class Performances
- Research
- Listening and Assessing of Various Performances

Intro to Theatre 7th grade: meets full year on alternating days (pending enrollment)

Students will learn various elements of theatre, such as: character development, improvisation (theatre games), vocal projection/diction/inflection, acting, playwriting, directing, technical theatre, and set design. Projects will include scene work, monologues, TV commercials, theatre critique, directing, etc. Professional performers and alumni will be called upon to share their views and experience with the class.

By the end of the school year, all Intro to Theatre students should be able to do the following:

- Perform theatrical texts, alone and with others
- Improvise
- Read, analyze, and describe plays
- Evaluate plays and theatrical performances
- Understand relationships between theatre, the other arts, and disciplines outside the arts
- Understand theatre in relation to history and culture

Units of study:

- Character Development
- Improvisation and Theatre Games
- Theatre History
- Musical Theatre
- Monologues and Scene Work

Intro to Theatre grades will be broken down as follows:

- Implementation of learned skills
- Performance assessments
- Following classroom rules (as posted)
- Homework/Do Now work

Curriculum approach used:

- Performances
- Research
- Viewing and Assessing of Various Performances

Art 7: meets full year on alternating days

Seventh-grade Art is an intermediate course designed to build upon and increase students' knowledge of the elements and principles of design. Students will become familiar with an increased variety of media and techniques. A continued emphasis on critical judgment is accompanied by an increased focus on analyzing art from other cultures, other periods in history, and famous artists' works.

By the end of the semester, all seventh-grade art students should be able to do the following:

- Work independently for the successful completion of artwork using problem solving and critical thinking skills
- Use an editing process in art from idea/image through drafts to final presentation
- Develop their own ideas and images through the exploration and creation of art works based on themes, symbols, and events
- Learn to use new mediums for producing original artwork

Report card grades will be broken down as follows:

- Performance/Creation of Artwork
- Technique
- Originality and imagination
- Time management

Sources for grades:

- Art projects
- Classroom effort

Curriculum approach used:

- Small group lessons
- Whole class lessons
- Demonstrations
- Use of samples and reference materials

Grade 7 Electives: Family and Consumer Sciences

Family and Consumer Sciences 7:

Seventh-grade Family and Consumer Sciences is a project-based course with emphasis on the development of life skills needed throughout the students' life span. The course empowers and prepares students to become contributing, productive, and responsible in their life roles. This is a semester-long course which meets every day.

By the end of the school year, all seventh-grade students should be able to do the following:

- Create their own sewing pattern
- Thread and operate a sewing machine independently
- Create advanced sewing projects
- Read and follow more detailed recipes
- Name and use proper equipment while working in labs
- Measure ingredients

Units of study:

- Sewing
- Food and Nutrition
- Personal Development

Sources of grades:

- Projects
- Cooking labs
- Test & Quizzes
- Classwork
- Homework
- Independent and group work
- Rubrics and checklists
- Self-reflections

Curriculum approach used:

- Teacher created materials
- NYS Curriculum Standards Scope and Sequence

Grade 7 Electives: Technology

Mr. Keith Harvey, Director, (516) 897-2129, kharvey@lbeach.org

Multimedia 7: meets full year on alternating days. (If a student enrolls in Multimedia 7, they will not be eligible to participate in the Multimedia class in 8th-grade.)

Students will become proficient at using computers as tools for design, modeling, information processing, communications, and system control. Problem solving activities will introduce technology as the driving force in the evolution of society from an agricultural to an industrial to an information based world. Students will collect and evaluate the appropriate tools, materials, and resources to achieve specific results and produce outputs, such as products, services, or other systems. This course encompasses all facets of computer hardware, software, and peripheral equipment.

By the end of this semester course, all students should be able to:

- Create and manipulate desktop publishing tools and media presentation tools
- Proficiently use computers as tools for design, modeling, information processing, communications, and system control
- Use problem solving skills to create, manipulate, save, and present multimedia
- Identify technology as the driving force in the evolution of society from an agricultural to an industrial to an information based world
- Collect and evaluate the appropriate tools, materials, and resources to achieve specific results and produce outputs, such as products, services, or other systems
- Identify and utilize intermediate and advanced computer hardware, software, and peripheral equipment
- Write code using various graphical user interfaces

Units of study:

- Multimedia
 - Text
 - Images and Animations
 - Audio
 - Video
- Desktop publishing
- Digital imagery
- Digital research
- Multimedia presentations
- Video editing
- Coding
- 3D modeling/printing

Source for grades:

- Formative Assessment- Minor Projects, 40%

- Summative Assessment- Major Projects, 60%

Woodworking 7: meets full year on alternating days. (If a student enrolls in Woodworking 7, they will not be eligible to participate in the Woodworking class in 8th-grade.)

This “hands-on” course experience introduces students to basic forms of technology through the design process and problem solving. Projects range from creating simple wooden accessories to intricate shelves and furniture.

By the end of the semester, all students will be able to:

- Take accurate measurements using the Customary System
- Understand safety rules
- Utilize hand and power tools safely
- Solve basic engineering problems
- Understand basic alternative energy systems

Units of study:

- Safety
- Measurement
- Basic Woodworking
- Hand Tools
- Problem Solving
- Power Tools
- Alternative Energy

Source for grades:

- Formative Assessment- Minor Projects, 40%
- Summative Assessment- Major Projects, 60%

Curriculum approach used:

- Constructivist approach
- Cooperative and collaborative learning model
- Common Core State Standards in Literacy for Science and Technical Subjects
- International Baccalaureate Middle Years Program

Eighth Grade

Required Classes

- [English](#)
- [Mathematics](#)
- [Science](#)
- [Social Studies](#)
- [World Languages: French or Spanish](#)
- [Career and Financial Management \(mandatory: alternating day - full year\)](#)
- [Physical Education \(mandatory: alternating day - full year\)](#)

Accelerated Classes

- [Algebra I](#)
- [Living Environment](#)

Elective Classes

- [Art](#)
- [English Electives\(pending enrollment\)](#)
- [Music](#)
- [Science Research](#)
- [Civic Leadership: Community Engagement and Citizenship \(pending enrollment\)](#)
- [Technology](#)

Elective Classes with Enrollment Criteria

- [Studio in Art](#)

Instructional Support and Services

Students who receive support services and/or take support classes are selected based upon established district standards. Once selected for these classes, students will be scheduled for strategies classes, Reading, or Read 180™. Students with Individual Educational Plans (IEP) will receive appropriate educational accommodations. Students who are English language learners receive English as a New Language (ENL) services.

Support classes are offered in lieu of half-year classes above, with the exception of physical education, which is mandatory for students to take during every year of their middle school experience.

Grade 8: English Language Arts (Language and Literature) and Reading

Ms. Jennifer Hoffman, Director, (516) 771-3979, jenniehoffman@lbeach.org

English Language Arts 8:

The English Language Arts curriculum consists of opportunities for students to explore and develop all facets of literacy development: reading, writing, designing, creating, and listening and speaking during discussion.

Literacy experiences at the middle level welcome students to consider who they are in relation to what they read, write, see, and listen to. Students engage in several partnerships and collaborative experiences where they learn to participate in academic and social conversations with intent. Students spend focused time engaged in the writing process as they develop longer pieces while conferring with teachers and peers. Students use reading and writing as ways to self reflect and gain a better understanding of who they are. They also engage in reflection to set personal long-term and short-term goals, as inspired by the Approaches to Learning from the Middle Years Program. There is a great emphasis on independent reading at the middle level; students are encouraged to visit the school library and classroom libraries frequently. Students work toward independently growing their reading lives. We are a proud partner of Columbia University's Teachers College Reading and Writing Project.

The New York State English Language Arts Assessment will be administered to all students. This exam measures reading comprehension and written responses and analysis to literature and informational text.

Grade 8 Scope and Sequence:

Grade 8		
Time Frame	Reading Experience	Writing Experience
September	Launching Independent Reading: Building and Sustaining A Reading Life	Writing about reading Reader's response
October-November	Literary Development Within Coming of Age Shared text: <i>The Outsiders</i>	Literary Analysis Essay (Focus: Tracing the development of theme throughout a novel)
December	Paired nonfiction texts to support argument	Literary Argument Writing
January	Dystopian Series Book Clubs Choice text(s): Dystopian Multi-Format Reading Experience (reading in verse, graphic novel pairing) Shared text: <i>Long Way Down</i>	Writing about reading - analysis Multi-Modal Response to Literature - using various modalities to represent meaning in literature
February/ March	<i>To Kill a Mockingbird</i>	Writing about reading Reader's response
March or April	Testing As A Genre - Preparation for New York State English Language Arts Exam	
April - May	Literary Nonfiction Study Shared text: <i>Night or Diary of Anne Frank</i>	Narrative memoir writing
May - June	Contemporary Book Clubs Choice text: Contemporary Fiction	Literary Analysis Essay
#booklove - Students read books of choice for enjoyment at home and at school!		

By the end of the eighth grade, students should be able to engage in literacy experiences that require students to use strategies to engage in the skills outlined by the New York State Next Generation English Language Arts Standards. Click [here](#) for the At-A-Glance document standards or access the full description of standards here:

<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf>.

Sources for grades:

- Summative Assessments: Writing pieces (rubrics and checklists are used for assessment tools), projects, tests, quizzes
- Formative Assessment: Independent reading work (reading records, responses to reading); Reading and writing notebook work (process work from units of study)
- Homework

Approaches to Instruction:

- Workshop model (whole class mini-lesson, small group instruction, conferring)
- Guided reading and writing instruction
- Conferring with the teacher, peer conferences
- Reading partnerships
- Team projects and interdisciplinary connections

Conference Period 8:

Conference Period 8 is designed to support students with academic skills and strategies needed for success in English 8. Students will engage in reading experiences to build their stamina, comprehension skills, and reading identity. Students will also learn and practice strategies for writing. This is an alternating day course for the full year. This course is graded Pass/Fail.

Reading:

This is a one-period class that could meet everyday or alternating day for students needing extra support in developing reading proficiency and skills. Students are recommended for reading support using a variety of measures: iReady scores, Fountas and Pinnell Benchmark Assessment System levels, progress on in-class assignments and assessments, and teacher recommendation. Students are enrolled in ELA 8 in addition to this course.

There are several options for reading support. Students are matched to interventions that suit their identified needs. Options for support are:

- Reading 8 - Students work on building foundations skills in reading. Students engage in independent reading, conferring with their teacher, shared texts, guided reading and read aloud to develop skills. Students also practice writing about reading.
- Reading 8 with *Leveled Literacy Intervention (LLI)* - Students participate in the LLI program. This program is designed to develop student's reading comprehension and work study skills. Students also practice writing about reading.
- *Read 180* - Students participate in whole and small-group *Read 180™* activities designed to address the essential elements of reading. Students use individualized instructional software that includes video clips to help provide background knowledge. Students read fiction and nonfiction literature for independent reading and listening that is age-appropriate, carefully leveled, and relevant.
- *Reading 8 with Just Words* - Students participate in the *Just Words* program. Students build foundational reading skills through working on decoding and spelling. This is a highly explicit,

multi-sensory approach.

Source for grades: Reading courses are graded Pass/Fail.

Grade 8: English Electives

Graphic Novel Design:

Graphic Novel Design will invite students to write several fiction and nonfiction pieces through the print and digital graphic novel format of story-telling. Students will engage in a study to learn about the evolution of graphic novels to prepare them for the writing and design process of story-telling in a graphic format. Students will learn to craft fiction and non-fiction elements through cohesive, thematic stories and will learn how images can support the meaning-making process from the reader and writer's perspective. By the end of the course, students will write at least two of their own graphic stories. This is an alternating day course for the full year.

Argument Academy:

Argument Academy invites students to construct strong arguments to support claims with clear reasons and relevant evidence. Students will have the opportunity to explore argument topics of choice, as well as current, age-appropriate debatable topics in our society. Students will learn the process for writing a clear, well-supported argument, which will then be prepared for an oral debate. Students will learn strategies for public speaking and how to defend posed arguments in a debate. Students will have collaborative and independent experiences throughout the course to strengthen reading, writing, listening, and speaking skills using various forms of text and media. This is an alternating day course for the full year.

Grade 8: Family and Consumer Science

Career and Financial Management:

The purpose of this course is to provide students with the opportunity to learn about the features of our economy, explore a variety of careers, and learn the skills needed for success in the workplace to become financially literate. Students will acquire skills in money management that will prepare them for college and the real world. This course defines practical mechanics of day-to-day living and spending. Start with a goal, create a plan, implement your plan and adjust as needed to accomplish your financial goals.

By the end of the year, all eighth-grade students should be able to do the following:

- Dividing purchases into wants and needs
- Examine finances and different methods of payment
- Create a budget
- Reflecting on intrapersonal and interpersonal skills
- Reflect on qualities of a good employee
- Understand the concept of profit and loss
- Manage time
- Reflecting on intrapersonal and interpersonal skills

Units of study:

- Career Exploration
- Consumer Resources and Finance
- Financial Management
- Personal Development

Sources for grades:

- Homework
- Classwork
- Quizzes
- Projects
- Cooking labs
- Independent and group work
- Rubrics and checklists
- Self-reflections

Curriculum approach used:

- Teacher created materials
- NYS Curriculum Standards

Grade 8: Physical Education

Mr. Arnold Epstein, Director, (516) 897-2069, aepstein@lbeach.org

Physical Education 8: meets full year on alternating days

The Long Beach Middle School Physical Education curriculum provides experiences for all levels of ability and interest. Graduation requirements necessitate that every student must complete 3 years of Physical Education on an alternate-day basis. A student may be excused from participation in Physical Education by presenting a medical excuse signed by a physician to the Health Office. The student's return to participation in the class also requires a physician's approval.

At the end of the year, all eighth-grade students will be proficient in the sports and fitness units.

Units of study:

- Mile Run/Fitness Fun
- Select units: Football/Soccer/Speedball
- Fitness Testing
- Volleyball
- Team Handball
- Kickball
- Badminton
- Select units: Softball/Lacrosse/Tennis/Beach Tennis

Sources for grades:

- Participation/effort
- Preparedness
- Sportsmanship/behavior
- Skill acquisition

This course is graded pass/fail.

Grade 8: Mathematics

Math 8:

Grade 8 Mathematics is designed to meet the needs of students of all ability levels. The grade 8 curriculum is aligned with New York State Next Generation Mathematics Learning Standards and is integrated with the IB Middle Years Program. In addition, the curriculum reflects a balanced curriculum approach to developing students' conceptual understanding, computational proficiency, and problem-solving skills. The Standards for Mathematical Practices are embedded in the curriculum.

These include:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

By the end of the school year, all eighth-grade students should be able to do the following:

- Know that there are numbers that are not rational, and approximate them by rational numbers
- 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.
- Define, evaluate, and compare functions
- Use functions to model relationships between quantities
- Understand congruence and similarity using physical models, transparencies, or geometry software
- Understand and apply the Pythagorean Theorem
- Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres
- Investigate patterns of association in bivariate data

Units of study:

- Exponents
- Scientific Notation
- Algebraic Linear Equations
- Lines and Linear Equations
- Systems of Equations
- Functions
- Pythagorean Theorem
- Geometric Transformations
- Congruence and Similarity
- Statistics and Data Analysis

Sources for grades:

- Uniform formative and summative assessments
- Classwork and homework assignments
- Projects and performance tasks

Curriculum approach:

- Next Generation Standards for Mathematics
- International Baccalaureate Middle Years Program

Math 8 Support (Math Lab or Math Strategies):

Students are programmed for AIS tiered support class based on i-Ready math scores, class assessments and teacher recommendation. This course meets alternating days to help students succeed in math. It is designed to meet the needs of the students, giving them individualized attention in a smaller class setting in order to close gaps in math learning, improve basic math skills and develop problem solving techniques.

Algebra 1 (Accelerated / High School level course):

Algebra 1 is the first course in the high school mathematics sequence. This course concludes with a New York State Regents Exam. Students are able to earn high school credit, the final grade becomes part of the student's high school transcript, and it is calculated into the high school GPA. The Mathematical Practice Standards are infused in this course. The curriculum reflects a balanced approach to developing students' conceptual understanding, computational proficiency, and problem-solving skills.

This is not an Honors-level class; it is a Regents-level class, following the Algebra I Regents curriculum. Eighth graders take this course one year early, but it is not honors-level, so there is no weighting on the report card for this course.

Students are expected to maintain a minimum average of 80 in this course to ensure their success in High School coursework. Following the first marking period, students with a 79 or below will receive a support notification letter with recommendations for assisting students during the remaining marking periods. Teachers will communicate with parents/guardians regarding students that are struggling to demonstrate proficiency with the accelerated coursework.

By the end of the school year, all eighth-grade Algebra students should be able to do the following:

- Operations with the real number system
- Utilize Pythagorean theorem to find the missing side of a right triangle
- Operations with radicals
- Operations with polynomials
- Solve linear equations
- Solve literal equations
- Solve arithmetic and geometric sequences
- Solve problems involving ratio and proportional relationships
- Find the slope of a line on the coordinate plane
- Graph inequalities and lines
- Graph systems of inequalities and equations
- Factor polynomials
- Operations with rational expressions
- Analyze functions
- Utilize statistical measures to analyze data

Units of study:

- Introduction to Algebra 1
- Functions
- Lines and Linear Equations
- Systems
- Exponential Functions
- The Less Popular Functions
- Polynomials
- Factoring
- Exploring Quadratics
- The Algebra of Quadratics
- Sequences
- Statistics

Sources for grades:

- Uniform formative and summative assessments
- Classwork and homework
- Projects and performance tasks

Curriculum approach:

- New York State Algebra I Mathematics Learning Standards
- International Baccalaureate Middle Years Program

Science 8:

The Science 8 curriculum completes the Integrated Science experience for students in the Middle School. The New York State Intermediate Level Science Assessment will be administered to all students in Science 8 towards the end of the year. Foundational skills and laboratory techniques are refined as students are prepared for the Regents requirements of the High School. Specific scientific content and skills involve the study of **Life Science**. Consistent with the K-12 Framework for Science Education, our 8th grade teachers are committed to implementing the New Vision for Science Education, where:

SCIENCE EDUCATION WILL INVOLVE LESS:	SCIENCE EDUCATION WILL INVOLVE MORE:
Rote memorization of facts and terminology	Facts and terminology learned as needed while developing explanations and designing solutions supported by evidence-based arguments and reasoning.
Learning of ideas disconnected from questions about phenomena	Systems thinking and modeling to explain phenomena and to give a context for the ideas to be learned
Teachers providing information to the whole class	Students conducting investigations, solving problems, and engaging in discussions with teachers' guidance
Teachers posing questions with only one right answer	Students discussing open-ended questions that focus on the strength of the evidence used to generate claims
Students reading textbooks and answering questions at the end of the chapter	Students reading multiple sources, including science-related magazine and journal articles and web-based resources; students developing summaries of information.
Pre-planned outcome for "cookbook" laboratories or hands-on activities	Multiple investigations driven by students' questions with a range of possible outcomes that collectively lead to a deep understanding of established core scientific ideas
Worksheets	Student writing of journals, reports, posters, and media presentations that explain and argue
Oversimplification of activities for students who are perceived to be less able to do science and engineering	Provision of supports so that all students can engage in sophisticated science and engineering practices

New York State Science Learning Standards (NYSSLS) include all of the Next Generation Science Standards, plus additional NY-specific standards added to various grades PK-12. From the NYS

Education Department, “The NYSSLS are based on guiding documents grounded in the most current research in science and scientific learning, and reflect the importance of every student’s engagement with natural scientific phenomenon at the nexus of three dimensions of learning: Science and Engineering Practices [the *actions* of scientists and engineers], Disciplinary Core Ideas [*essential content* in all science disciplines], and Crosscutting Concepts [*intellectual tools* that help students connect content knowledge and transfer skills].” By weaving these components together, students experience science as a verb and further immerse themselves in learning as a hands-on, inquiry-based, reflective process.



What Scientists Do: Science & Engineering Practices • Asking Questions & Defining Problems • Developing & Using Models • Planning & Carrying Out Investigations • Analyzing & Interpreting Data • Using Mathematics & Computational Thinking • Constructing Explanations & Designing Solutions • Engaging in Argument from Evidence • Obtaining, Evaluating, and Communicating Information
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How Scientists Think: Cross-cutting Concepts • Patterns • Cause & Effect • Scale, Proportion, and Quantity • Systems & System Models • Energy & Matter • Structure & Function • Stability & Change

What Scientists Know: Disciplinary Core Ideas <i>Physical Science (PS)</i> • Matter & Its Interactions • Motion & Stability; Forces & Interactions • Energy • Waves & Their Applications <i>Life Science (LS)</i> • Molecules to Organisms • Ecosystems • Heredity • Biological Evolution <i>Earth & Space Sciences (ESS)</i> • Earth’s Place in the Universe • Earth’s Systems • Earth & Human Activity <i>Engineering, Technology, and Application of Science (ETS)</i> • Engineering Design
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Units of Study in Life Science (click [HERE](#) to access the links for each standard):

1. Structure, Function, and Information Processing
 - Cell theory, cell parts and function, interacting body systems, information processing
2. Matter and Energy in Organisms and Ecosystems
 - Photosynthesis, food and chemical reactions, effects of resource availability, matter cycling and energy flow, ecosystem interactions and dynamics
3. Interdependent Relationships in Ecosystems
 - Interdependent relationships in ecosystems, biodiversity and ecosystem services solutions
4. Growth, Development, and Reproduction
 - Animal behaviors, plant structures, reproductive success, environmental and genetic growth factors, mutations, asexual and sexual reproduction, artificial selection
5. Natural Selection
 - Fossil evidence of common ancestry and diversity, anatomical evidence of evolutionary relationships, embryological evidence of common ancestry, natural selection, adaptation of populations over time

Sources of Grades:

- Homework
- Formative Assessments
 - Classwork including entry tickets, exit tickets, class activities, completion of required performance-based course requirements, such as lab work
- Summative Assessments
 - Projects, Papers, Tests, Quizzes, prescribed New York State Labs

Curriculum approach:

- Learning through a hands-on, investigative approach employing the New York State Science Learning Standards for Grades 6-8 (the full document is linked [HERE](#))
- New York State Standards in Literacy for Science
- International Baccalaureate Middle Years Program

Life Science: Biology (High School, Regents-level course):

The NYS Biology Regents course includes 7 topics: Structure and Function, Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, Inheritance and Variation of Traits, Natural Selection and Evolution, Earth's Systems, and Engineering, Technology, and the Application of Science. Successful completion of 1200 minutes of lab work is required to be eligible for the Regents exam; the three investigations, as the State prescribes, are included in these minutes. The investigations are hands-on, three-dimensional learning tasks aligned to the New York State P-12 Science Learning Standards and are embedded into the curriculum. This course will culminate in the new Regents Exam, consisting of 9-11 question clusters, including multiple-choice and constructed-response questions. Each cluster will include multiple stimuli that are associated with several questions. Stimuli can consist of reading passages, data tables, graphs, diagrams, and photos. These stimuli provide students with an interesting and relatable setting that drives the progression of the assessment storyline.

This is not an Honors-level class; it is a Regents-level class, following the NYS Life Science: Biology Regents curriculum. Eighth graders take this course one year early, but it is not honors-level, so there is no weighting on the report card for this course.

Students are expected to maintain a minimum average of 80 in this course to ensure their success in High School coursework. Following the first marking period, students with a 79 or below will receive a support notification letter with recommendations for assisting students during the remaining marking periods. Teachers will communicate with parents/guardians regarding students that are struggling to demonstrate proficiency with the accelerated coursework.

Units of Study: (click [HERE](#) to access the links for each standard)

1. Structure and Function
 - Genes, proteins, tissues, body systems, feedback mechanisms and homeostasis
2. Matter and Energy in Organisms and Ecosystems
 - Photosynthesis and energy transformation, carbon-based molecules, cellular respiration, energy transfer, cycling of matter, biomass and trophic levels, cycling of carbon
3. Inheritance and Variation in Traits
 - Cellular division and differentiation, human reproduction, chromosomal inheritance, genetic variation, variation and distribution of traits
4. Interdependent Relationships in Ecosystems

- Carrying capacity, biodiversity, ecosystem dynamics, human impact, social interactions and group behavior
- 5. Natural Selection and Evolution
 - Common ancestry, natural selection, adaptations, environmental change speciation and extinction
- 6. Earth's Systems
 - Carbon cycling in Earth's systems, coevolution of life and Earth's systems

Sources of Grades:

- Homework
- Formative Assessments
 - Classwork including entry tickets, exit tickets, class activities, completion of required performance-based course requirements, such as lab work
- Summative Assessments
 - Projects, Papers, Tests, Quizzes, prescribed New York State Labs

Curriculum approach:

- Learning through a hands-on, investigative approach employing the New York State Science Learning Standards for Grades 9-12 (the full document is linked [HERE](#))
- New York State Standards in Literacy for Science
- International Baccalaureate Middle Years Program

Introduction to Science Research:

This course is for any student who is interested and curious about researching topics of science in greater detail and for students who enjoy hands-on, explorative, open-ended investigations and labs. Students will be given an opportunity to develop research skills, and will collect and analyze authentic data through a STEAM lens (Science, Technology, Engineering, Art and Math). Emphasis will be placed on enhancing student writing and technological skills by applying data analysis to graphic visualizations. Students will sharpen their reading, writing, and presentation skills. Students will practice and work towards writing a science research paper and will design posterboards to present at the Grades 8-12 Long Beach Public Schools Science Symposium. Here is link to the Long Beach Public Schools Science Research Website: <https://sites.google.com/lbeach.org/lbsr/home>

Grade 8: Social Studies (Individuals and Societies)

Mr. Christopher Francaviglia, (516) 897-2162, cfrancaviglia@lbeach.org

Social Studies 8:

Eighth grade students continue their exploration of United States History and how our nation continues to grow and change from the Civil War through the current day. Students are taught to use the disciplines of history, geography, and economics to develop and draw relationships and understandings about the social, cultural and political aspects of life in the United States.

Teaching and learning in Social Studies is student-centered, where students take an active role in their education. While studying important content, students develop the skills and traits they need to be successful in their life-long pursuit of learning and active citizenship. The MYP Approaches to Learning (ATL) Skills are also incorporated into the Social Studies curriculum: thinking skills; social skills; communication skills; self-management skills and research skills. Many of these skills overlap with the Social-Emotional Learning (SEL) competencies and contribute to the development of the Long Beach Profile of a Graduate traits.

The course is designed around themes, key concepts, and statements of inquiry from the NYSED Social Studies Framework and from the International Baccalaureate Middle Years Program as follows: Individual Development and Cultural Identity; Development, Movement and Interaction of Cultures; Time, Place, Space, Continuity and Change; Geography, Humans, and the Environment; Development and Transformation of Social Structures; Power, Authority and Governance; Civic Ideals and Practices; Creation, Expansion and Interaction of Economic Systems; Science, Technology, and Innovation; and Global Connections, Interactions, and Exchange.

- (Civics) How do individuals influence society?
- (Conflict) Is conflict inevitable?
- (Culture) What does it mean to be an American?
- (Economics) What role does economics play in decision-making?
- (Geography) Why is “where” important?
- (Government) What is the purpose of government?
- (Individuals) How is history interpreted from different perspectives?
- (Power) Do the ends justify the means?
- (Technology) How do technological developments change society?

By the end of the school year, all eighth-grade students should be able to:

- Answer each of the essential questions by using specific examples from the units of study as supporting evidence
- Use chronological reasoning to show causation from events in American History
- Use geographic reasoning to show how American culture developed and expanded and interacted with other cultures over time
- Think critically and creatively to recognize and approach complex problems
- Work effectively and willingly in collaboration with others
- Gather, interpret, and evaluate various sources of information from American history
- Understand and express ideas and information confidently and creatively

- Conduct inquiry and research and show independence in learning
- Understand and appreciate our own American culture and history, and be open to the perspectives, values, and traditions of other cultures
- Assess and understand their strengths and limitations in order to support their learning and personal development
- Identify enduring issues such as: conflict, power, innovation, inequality, ideas, and beliefs.

Units of study:

- Reconstruction
- A Changing Society: Industrialization, Immigration and the Progressive Era
- Expansion and Imperialism
- World War I and the Roaring Twenties
- Great Depression and the New Deal
- World War II
- Foreign Policy (Cold War, Korean War, Cuban Missile Crisis)
- Demographic Change (Immigration and Population Movements)
- Domestic Politics and Reform (Civil Rights Movement)

Sources for grades:

- Quizzes
- Tests
- Unit exams
- Projects
- Classwork
- Homework

Curriculum resources:

- Next Generation State Standards for Literacy in History/Social Studies
- New York State Social Studies Framework
- National Council for the Social Studies National Curriculum Standards
- Primary and secondary sources (maps, charts, photographs, newspaper articles, speeches, videos, etc...)
- MYP rubrics
- MYP Approaches to Teaching and Learning
- MYP Subject Guides and Overviews

Instructional approaches:

- Whole-class instruction
- Small-group work
- Independent exploration and application of ideas

Grade 8 Elective: Social Studies

Civic Leadership: Community Engagement and Citizenship Skills (pending enrollment)

Students will be challenged to engage with their current learning in all 8th grade subjects and implement each of the various study methods and strategies with real-time support while becoming fluent in the history of Long Beach through projects and both live and virtual field trips.

At the end of this course students will have a greater understanding of the Long Beach community and history while increasing student organizational and study skills. Students will become familiar with various test preparation methods, organizational strategies, and critical thinking skills necessary to be an effective global citizen.

This is a full-year course that will meet alternating day. Students will incorporate their grade 8 community project as part of our Middle Years Program in this course.

Grade 8: World Languages (Language Acquisition)

Dr. Evelyn Daza, Director, (516) 897-2114, edaza@lbeach.org

Language Acquisition in the MYP aims to develop a respect for, and understanding of, other languages and cultures, and is equally designed to equip the student with a skills base to facilitate further language learning. The key concepts explored in our language acquisition courses are communication, connections, creativity and culture which align with the NYSED World-Readiness Standards for Learning Languages for the “5 Cs” (communication, cultures, connections, comparisons and communities).

Using the world as the broadest context for learning, MYP language acquisition can develop meaningful explorations of the following global contexts:

- identities and relationships
- orientation in space and time
- personal and cultural expression
- scientific and technical innovation
- globalization and sustainability
- fairness and development

The MYP Approaches to Learning (ATL) Skills are also incorporated into the language acquisition curriculum: thinking skills; social skills; communication skills; self-management skills and research skills. Many of these skills overlap with the Social-Emotional Learning (SEL) competencies and contribute to the development of the Long Beach Profile of a Graduate traits.

French and Spanish 1H

World Language instruction incorporates the four language modalities of speaking, listening, reading, and writing focusing on language as a means of communication in order to function in a variety of situations: interpretative, interpersonal, and presentational. Additionally, teachers foster and develop their students’ cultural awareness and an appreciation for the cultures of the target language.

At the end of the eighth grade, students will take the Checkpoint A Exam, a locally developed test approved by the New York State Education Department. Students who successfully pass this test and class will receive one high school credit towards their high school diploma. Final course grade is calculated into the high school GPA.

By the end of the school year, all eighth-grade students should be able to:

- Identify the topic and some isolated facts in short informational and literary texts as well as understand familiar questions and statements from simple sentences in conversations that are spoken or written
- Request and provide information, and meet basic needs; express, ask about, and react to preferences, feelings, or opinions on familiar and everyday topics, using a mixture of simple sentences and some original questions in conversations.
- Present information about their life and activities, and state preferences and opinions on familiar and everyday topics, using simple sentences both orally and/or through writing.
- Identify cultural products and practices in their own and other cultures to help them understand perspectives using simple sentences along with visual supports.
- Make comparisons of practices and products of the target cultures with their own culture, using phrases and simple sentences with graphic or visual support.

Units of study:

- Identity and Social Relationships
- Contemporary Life
- Science, Technology & Arts
- Global Awareness & Community Engagement

The language report card grades reflect the student's ability to:

- Use the target language to ask questions and to respond to questions.
- Understanding basic concepts and directions in the target language.
- Write a string of simple sentences in the target language.
- Meet targeted learning outcomes.

Sources of Grades:

- Homework
- Formative
 - Classwork including entry tickets, exit tickets, class activities, completion of required performance-based course requirements
- Summative
 - Projects, Papers, Unit Tests, Quizzes, Presentations

Curriculum resources:

- EntreCulturas
- New York State Learning Standards for World Languages (Modern Languages)
- Teacher created activities and materials
- MYP rubrics
- MYP Approaches to Teaching and Learning
- MYP Subject Guides and Overviews

Instructional approaches:

- Whole-class instruction
- Small-group work
- Independent exploration and application of ideas

Grade 8 Electives: Music and Art

Ms. Julia Lang-Shapiro, Director, (516) 897-6500, jlang@lbeach.org

Band 8: meets full year on alternating days

Students in eighth-grade band are divided into two groups that meet every-other day and combine for concerts. The eighth-grade curriculum builds on the skills students master in seventh-grade band. New entrants are accepted by audition and teacher recommendation only. All students who are in band receive small group lessons and perform in two concerts and one parade. Students are required to participate in the lesson program and perform at all concerts.

Musical selections represent a variety of musical styles including Classical, Modern and popular pieces. All members may be eligible to participate in New York State School Music Association's (NYSSMA) solo and ensemble festival. Band members may also audition for two other ensembles: Jazz Band and Wind Ensemble. Both groups allow the advanced musician to explore different genres of music at levels beyond the average middle school ability. These morning ensembles perform at the NYSSMA Majors Festival and various community service functions.

By the end of the school year, all eighth-grade band students should be able to do the following:

- Independently perform 7 one octave major scales/15 percussion rudiments
- Independently perform a two octave chromatic scale
- Perform solo repertoire at NYSSMA level III
- Analyze and sight read solo repertoire at NYSSMA level II-III
- Perform concert literature at NYSSMA level III
- Recognize cultural influences in music
- Evaluate music by identifying key concepts

Units of study:

All units correlate with NYSSMA Level III criteria:

- Rhythm
- Dynamics
- Tempo
- Instrument Specific Technique
- Meter
- Articulation

Band grades will be broken down as follows:

- Lesson attendance and performance
- Rehearsal attendance and performance
- Practice skills
- Performance assessments

Curriculum approach used:

- Small group lessons
- Concert rehearsals
- Concert performances
- Music literature chosen from Classical, Modern, and Pop culture
- Method books

Orchestra 8: meets full year on alternating days

Students in eighth- grade orchestra must have a recommendation from the previous year's teacher or pass a playing audition. All students who are in orchestra receive small group lessons and perform in two concerts. Students are required to participate in the lesson program and perform at both concerts. Musical selections represent a variety of musical styles including Classical, Modern and popular pieces. All members may be eligible to participate in New York State School Music Association's (NYSSMA) solo and ensemble festival. Orchestra members may also audition for Chamber Orchestra. Chamber Orchestra allows the advanced musician to explore different genres of music at levels beyond the average middle school ability. Chamber Orchestra meets before school and performs two concerts per year.

By the end of the school year, all eighth-grade orchestra students should be able to do the following:

- Perform 5 one-octave major scales and 2 two-octave scales
- Perform solo NYSSMA repertoire at level III-IV
- Sight read music at NYSSMA level II-III
- Perform concert literature at NYSSMA level II-III
- Gain historical and cultural perspective in music

Sources for grades:

- Lesson attendance and performance
- Rehearsal attendance and performance
- Practice skills
- Performance assessments
- Effort

Curriculum approach used:

- Small group lessons
- Concert rehearsals
- Concert performances
- Music literature chosen from Classical, Modern, and Pop culture
- Lesson book

Chorus 8: meets full year on alternating days

The curriculum builds skills necessary for successful ensemble singing, including basics of vocal technique, good choral technique, and beginning musical literacy. New entrants are accepted by student/parent request, and music teacher recommendation. All chorus students are required to perform in two concerts – Winter and Spring. Small lesson groups will be formed at the beginning of the school year. Musical selections represent a variety of musical styles: standard choral repertoire, classical music, multi-cultural works, folk music, and occasionally Broadway and popular music. All members may be eligible to participate in the New York State School Music Association's (NYSSMA) solo and ensemble festival. All-County Chorus participants will be chosen primarily by their NYSSMA scores and also by school chorus performance, attitude, and behavior. All chorus members may also choose to participate in Long Beach Middle School Singers. This ensemble allows the students to explore choral music at a more advanced level than is experienced in the Chorus class. The LBMS Singers will meet before school and will perform at two concerts throughout the year as a separate group, as well as with other Long Beach Middle School choral ensembles.

By the end of the school year, all eighth-grade Chorus students should be able to do the following:

- Perform repertoire at NYSSMA level II-III

- Analyze repertoire at NYSSMA level II-III
- Perform concert literature at NYSSMA level II-III
- Recognize cultural influences in music
- Evaluate music by identifying key concepts
- Sight-sing at NYSSMA level I-II
- Sing a cappella harmony (2-3-4 part)
 - Identify different genres of music
 - Identify vocal ranges (Soprano, Alto, Tenor, and Baritone) in themselves and others

Units of study:

All units correlate with NYSSMA Level II-III criteria:

- Rhythm
- Dynamics
- Tempo
- Vocal Specific Technique (posture, breathing, etc.)
- Meter
- Articulation

Chorus grades will be broken down as follows:

- Concert attendance and performance
- Rehearsal attendance and performance
- Implementation of learned skills
- Performance assessments
- Following classroom rules (as posted)
- Quizzes and DO NOW assignments

Curriculum approach used:

- Concert rehearsals
- Concert performances
- Music literature chosen from Classical, Modern, Pop culture, Broadway show, and standard choral repertoire

General Music 8: meets full year on alternating days

The curriculum follows the NYS and National Standards for Music Education. Students learn to play the guitar, keyboard, and various percussion instruments. They will learn to read basic notation while learning to play instruments. Students will learn to play the keyboard in the Music Lab where they can also use computers. Students will also learn about different music genres from watching videos, Broadway musicals, and listening to recordings.

By the end of the school year, all General Music Students should be able to do the following:

- Perform on instruments, alone and with others
- Improvise melodies, variations, and accompaniments
- Read and notate music
- Listen to, analyze, and describe music
- Evaluate music and music performances
- Understand relationships between music, the other arts, and disciplines outside the arts
- Understand music in relation to history and culture

Units of study:

- Musical Elements
- African and Latin Drum Circles
- Music History
- Musical Theatre
- Keyboards and Guitar

General Music grades will be broken down as follows:

- Implementation of learned skills
- Performance assessments (keyboard and guitar)
- Following classroom rules (as posted)
- Quizzes and DO NOW assignments

Curriculum approach used:

- Class Performances
- Research
- Listening and Assessing of Various Performances

Grade 8 Electives: The Arts

Intro to Theatre 8th Grade: meets full year on alternating days (pending enrollment)

Students will learn various elements of theatre, such as: character development, improvisation (theatre games), vocal projection/diction/inflection, acting, playwriting, directing, technical theatre, and set design. Projects will include scene work, monologues, TV commercials, theatre critique, directing, etc. Professional performers and alumni will be called upon to share their views and experience with the class.

By the end of the school year, all Intro to Theatre students should be able to do the following:

- Perform theatrical texts, alone and with others
- Improvise
- Read, analyze, and describe plays
- Evaluate plays and theatrical performances
- Understand relationships between theatre, the other arts, and disciplines outside the arts
- Understand theatre in relation to history and culture

Units of study:

- Character Development
- Improvisation and Theatre Games
- Theatre History
- Musical Theatre
- Monologues and Scene Work

Intro to Theatre grades will be broken down as follows:

- Implementation of learned skills
- Performance assessments
- Following classroom rules (as posted)
- Homework/Do Now work

Curriculum approach used:

- Performances
- Research
- Viewing and Assessing of Various Performances

Art 8: meets full year on alternating days

Art is an elective course for students interested in future art studies. It is designed to expand the students' knowledge, abilities, and critical judgment; to introduce new media and skills; and to emphasize art history.

By the end of the school year, eighth-grade students should be able to do the following:

- Create works of art in which they use and evaluate different kinds of mediums, subjects, themes, symbols, metaphors, and images
- Create a collection of artwork, in a variety of mediums, based on instructional assignments and individual and collective experiences to explore perceptions, ideas, and viewpoints
- Reflect on their developing work to determine the effectiveness of selected mediums and techniques for conveying meaning and adjust their decisions accordingly
- Understand the characteristics of various mediums (two-dimensional, three dimensional, electronic images) in order to select those that are appropriate for their purposes and intent
- Develop skills with electronic media as a means of expressing visual ideas
- Give examples of adults who make their living in the arts profession
- Respond to and analyze works of art and explain the visual and other sensory qualities (surfaces, colors, textures, shape, sizes, volumes) found in a wide variety of art works
- Understand and explore the art and artifacts from various historical periods and world cultures
- Discover the roles that art plays in the lives of people of a given place and time and understand how the time and place influenced the visual characteristics of the art work

Units of study:

- Portfolio Design
- Optical Illusions/Line Drawing
- Celtic Designs
- One-point perspective/Architecture/Interiors/Exteriors
- Landscape rendering
- 3-D Sculpture

Sources for Grades:

- Student/Teacher generated rubrics for each assignment
- Performance Rubric including use of studio/ use of materials
- Participation in art critiques

Curriculum Approach Utilized:

- NY State Standards for the Visual Arts
- Interdisciplinary Approach
- Cultural Response to Society/Community Interaction

Grade 8 Electives: Technology

Mr. Keith Harvey, Director, (516) 897-2129, kharvey@lbeach.org

STEM Lab 8: meets full year on alternating days

STEM (Science, Technology, Engineering, and Math) is a half-year course designed to demonstrate the practical and everyday applications of math, science, and engineering through technology.

By the end of the course, students will be able to:

- Understand the various steps of the Engineer Design Process
- Explain how the engineer design process is used in daily life to solve problems
- Identify needs and opportunities for technical solutions from an investigation of situations of general or social interest
- Consider constraints and generate several ideas for alternative solutions, evaluate ideas, and explain why the chosen solution is optimal
- Develop plans, including drawings with measurements and details of construction, and construct a model of the solution
- Test their solution against design specifications, present and evaluate results
- Understand the various processes of manufacturing and participate in the manufacturing process with the use of an Injection Molder
- Code cartoon animations, computer programs, and video games
- Work cooperatively with peers to complete STEM competition labs
- Create and maintain an electronic portfolio that highlights students' learning

Units of study:

- Engineer Design Process
- Problem Solving
- Simple Machines
- Manufacturing
- Thermoplastic Injection Molding
- Coding Animation
- Video Game Coding
- Computer-Aided Design
- Web-Design
- 3D modeling/printing

Sources for grades:

- Formative Assessment- Minor Projects, 40%
- Summative Assessment- Major Projects, 60%

Multimedia 8: meets full year on alternating days. (If a student enrolls in Multimedia 7, they will not be eligible to participate in the Multimedia class in 8th-grade.)

This is a half-year course in which students will use various computer applications. Students will become proficient at using computers as tools for design, modeling, information processing, communications, and system control. Problem solving activities will introduce technology as the driving force in the evolution of society from an agricultural to an industrial to an information based world. Students will collect and evaluate the appropriate tools, materials, and resources to achieve specific results and produce outputs, such as products, services, or other systems. This course encompasses all facets of computer hardware, software, and peripheral equipment.

By the end of this course, all students should be able to:

- Create and manipulate desktop publishing tools and media presentation tools
- Proficiently use computers as tools for design, modeling, information processing, communications, and system control
- Use problem solving skills to create, manipulate, save, and present multimedia
- Identify technology as the driving force in the evolution of society from an agricultural to an industrial to an information based world
- Collect and evaluate the appropriate tools, materials, and resources to achieve specific results and produce outputs, such as products, services, or other systems
- Identify and utilize intermediate and advanced computer hardware, software, and peripheral equipment
- Write code using various graphical user interfaces

Units of study:

- Multimedia
 - Text
 - Images
 - Animations
 - Audio
 - Video
- Desktop publishing
- Digital imagery
- Digital research
- Multimedia presentations
- Video editing
- Coding
- 3D modeling/printing

Source for grades:

- Formative Assessment- Minor Projects, 40%
- Summative Assessment- Major Projects, 60%

Woodworking 8: meets full year on alternating days

This “hands-on” course experience introduces students to basic forms of technology through the design process and problem solving. Projects range from creating simple wooden accessories to intricate shelves and furniture.

By the end of the semester, all students will be able to:

- Take accurate measurements using the Customary System
- Understand safety rules
- Utilize hand and power tools safely
- Solve basic engineering problems
- Understand basic alternative energy systems

Units of study:

- Safety

- Measurement
- Basic Woodworking
- Hand Tools
- Problem Solving
- Power Tools
- Alternative Energy

Source for grades:

- Formative Assessment- Minor Projects, 40%
- Summative Assessment- Major Projects, 60%

Curriculum approach used:

- Constructivist approach
- Cooperative and collaborative learning model
- Common Core State Standards in Literacy for Science and Technical Subjects
- International Baccalaureate Middle Years Program

Grade 8: Electives with Prerequisites or Enrollment Criteria

Studio in Art:

Enrollment in this course requires the submission and evaluation of a portfolio application and writing sample. Studio in Art is a high-school level course that is a full-year introduction to the nature, function, and techniques of the visual arts over a vast array of time periods and use of materials. This course follows a curriculum that aligns with the New York Standards for the Visual Arts.

The course is meant to prepare students for the more advanced elective art classes at the high school and is the necessary prerequisite for many of those classes. Students will obtain a better understanding of the processes involved with a multitude of various art methods, which will then enable them to decide which advanced courses would best suit their creative processes as they continue on with their art education.

Upon completion of the course, students will receive one high school credit that will appear on his/her high school transcript, calculate into high school GPA, and count towards a sequence in the visual arts.

By the end of the school year, all eighth-grade Studio in Art students should be able to do the following:

- Draw proficiently utilizing 1, 2 and 3 point perspective
- Shade contour drawings with various pencils and charcoals to create the sense of a light source and shadows
- Paint a landscape using watercolor paints
- Understand color theory and apply it in the creation of a self-portrait using pastels and then acrylic paints
- Utilize printmaking as a medium through which to create illustrations
- Create an object using clay that reflects art historical research

Report card grades will be broken down as follows:

- Project grades
- Performance
- Sketchbook

Sources for grades:

- Class attendance
- Class performance
- Project grades
- Sketchbook homework assignments
- Final research project

Curriculum approach used:

- Self-assessment rubrics
- Class critiques
- Final project presentation

Co-Curricular Activities

Please note: offerings are subject to change. Some clubs meet seasonally.

Art Club	Intramural Golf	Odyssey of the Mind
Chamber Orchestra	Intramurals Grs. 6-8	Robotics Team
Cheerleading	Jazz Band	Science Research
Chess Club	LBMS Morning Announcements	Student Organization
Cooking Club	LBMS Singers	Study Club
Creative Writing Club	Math Team	Tri-M Honor Society
Digital Arts	Multicultural Club	Wellness Club
Drama Production	Musical Production	Wind Ensemble
GSA (Gay-Straight Alliance)	National Junior Honor Society	Wood Set Design
Graphic Novel and Animation Club	News Team	Yearbook
Historical Explorers Club		

Please encourage your child to participate in extra and co-curricular activities. Research has shown that children who are involved in school activities have better academic performance.

Middle School Athletic Teams

Mr. Arnold Epstein, Director, (516) 897-2069, aepstein@lbeach.org

Please note: teams meet seasonally

Boys	Girls
Baseball	Basketball
Basketball	Cross country
Cross Country	Gymnastics
Football	Lacrosse
Lacrosse	Soccer
Soccer	Softball
Swimming/Diving (HS team)	Swimming/Diving (HS team)
Tennis	Tennis
Track	Track
Volleyball	Volleyball
Wrestling	

Please encourage your child to join clubs and/or athletics. Research has shown that students who participate in extracurricular activities perform better in school.

Non-Discrimination Policy, Public Notification

No student shall, on the basis of race, color, weight, height, sexual orientation, national origin, ethnic group, political affiliation, sexual identity, gender, religion, age, marital status, military status, veteran status, disability, predisposing genetic characteristics, use of a recognized guide dog, hearing dog or service dog be excluded from participation in, be denied the benefits of, or otherwise be subject to unlawful discrimination under any career and technical education program or activity. Inquiries regarding this nondiscrimination policy may be directed to:

Title IX Coordinators

Michael I. DeVito, Esq.	or	Dr. Michele Natali,
235 Lido Blvd, Lido Beach, NY 11561		235 Lido Blvd, Lido Beach, NY 11561
516-897-2090		516-897-2112
mdevito@lbeach.org,		mnatali@lbeach.org

Section 504 Coordinators

Dr. Sabrina Brancaccio-Cantore	or	Dr. Michele Natali,
235 Lido Blvd, Lido Beach, NY 11561		235 Lido Blvd, Lido Beach, NY 11561
516-897-2200		516-897-2112
scantore@lbeach.org		mnatali@lbeach.org

Póliza de no discriminación, Notificación Pública

Ningún estudiante, en base a su género, raza, color, peso, altura, orientación sexual, origen nacional, grupo étnico, afiliación política, identidad sexual, género, religión, edad, estado civil, estado militar, estado de veterano, incapacidad, predisposición de características genéticas, uso de un perro guía reconocido perro de servicio podrá ser excluido de participar en cualquier carrera y programa técnico educativo o actividad, o ser negado de los beneficios como participe de éstos, de lo contrario estará siendo sujeto a discriminación ilegal en base a lo estipulado anteriormente. Preguntas con respecto a la póliza de no discriminación deben ser dirigidas a:

Coordinadores Título IX

Michael I. DeVito, Esq.	o	Dr. Michele Natali,
235 Lido Blvd, Lido Beach, NY 11561		235 Lido Blvd, Lido Beach, NY 11561
516-897-2090		516-897-2112
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Coordinadores Sección 504

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Long Beach Public Schools

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Janna Ostroff, Ed.D., Assistant Superintendent for Curriculum and Instruction
Sabrina Brancaccio, Ed.D., Executive Director, Pupil Personnel Services

Long Beach Middle School

Erica Northcutt
Principal

Keith Biesma
Christopher Francaviglia
Vice Principals

Robert Bajit
Ama Darkeh
Nilka McDonnell
School Counselors

Jaclyn McMahon
Coordinator of School Counseling

Jake Baron
Coordinator of Special Education