

MONROE-WOODBURY MIDDLE SCHOOL

Curriculum Handbook

Monroe-Woodbury Middle School

Be Respectful

Be Responsible

Be Grateful

Be Kind



Monroe-Woodbury Middle School

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WELCOME!

The Monroe-Woodbury Middle School faculty and administration is proud to present this “Curriculum Handbook” to the parents of our students of our school community. In this handbook, you will find brief descriptions of our various course offerings and specialized programs. It is our hope that you will find this handbook helpful in better understanding the variety of programs that MWMS currently offers your child.

Our parents are extremely important stakeholders in the process of providing our students with exceptional public education. Your input is valued and if you have any suggestions, questions or concerns, please feel free to reach out to us.

We hope you will find your child's educational experience to be stimulating, impactful, and inspiring.

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Principal

Mrs. Kesha Carra
Assistant Principal

Mrs. Gina Dudgeon
Assistant Principal

Mrs. Lori Edelman
Assistant Principal

Mr. John Benros
Dean of Students

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Curriculum Handbook Introduction

The Middle School curriculum is determined by the New York State Education Department. The Monroe-Woodbury Middle School can enhance and supplement the curriculum as long as it follows the grade-level guidelines from the State.

The following course offerings are categorized by grade. Where appropriate, grade-level descriptions are combined. Not all courses are offered at every grade level.

Sixth Grade core subjects are:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Writer's Workshop
- Steam

Seventh Grade core subjects are:

- English Language Arts
- Mathematics
- Science
- Social Studies
- World Language

Eighth Grade core subjects are:

- English Language Arts
- Mathematics
- Science
- Social Studies
- World Language

Every other subject is an Encore subject.

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Academic Intervention Services

Monroe-Woodbury Central School District provides comprehensive Academic Intervention Services (AIS) support for students who are experiencing academic difficulties. The AIS support provides remediation to students in small group settings. The selection of teaching strategies is determined by each student's abilities, learning styles, interests and skill deficits. Students are identified through a team approach, which includes a classroom teacher recommendation, skills analysis, class achievement and NYS assessment results. Academic intervention provides reinforcement experiences using high interest materials that parallel and supplement the regular academic instructional program. A variety of instructional resources are used to address the specific learning deficiencies of the individual student and/or group.

AIS support is a blend of New York State learning standards, the Commissioner of Education regulations, Common Core mandates and Monroe-Woodbury expectations. At the middle level, English Language Arts, Math and content area support in Social Studies and Science are provided.

Literacy

Literacy support emphasizes vocabulary development, oral discussion, reading comprehension and writing. Instruction is integrated with ELA, Social Studies and other content areas, including Science. Students read and write about fiction, nonfiction, trade books, magazine articles and supplementary text. Students are made aware of the patterns of thinking that apply to all four communication skills: reading, writing, listening and speaking. Many strategies for organizational skills are reinforced; students are required to focus their attention on details, develop inferential skills and participate in hands-on projects. Traditional oral and written activities are also used as learning and evaluative tools. Appropriate computer programs are also used to practice specific skills.

Math

Math concepts and skills are emphasized at all levels of math instruction. Students who demonstrate difficulty with concepts and/or skills may be identified to receive AIS support. Students are identified through a team approach, which includes a classroom teacher recommendation, skills analysis, class achievement and NYS assessment results. Students are provided with an additional math class every other day.

Accelerated Courses

Math: In spring of their 6th grade year, all students will be given the opportunity to apply for the middle school accelerated math program. The 7th grade accelerated math course covers all of the NYS Math 7 curriculum and portions of the NYS Math 8 curriculum. Students participating in the 8th grade accelerated program will complete the high school course, Regents Algebra I and will take the NYS Regents exam in June. Students must take and pass Accelerated Math 7 to enroll in Regents Algebra as an eighth grader.

Science: In spring of their 7th grade year, all students will be given the opportunity to apply for the middle school accelerated science program. Students participating in this program will complete the high school course, Biology: The Living Environment and will take the NYS Regents exam in June.

Music: Each year in March, students in the 5th-7th grade will have the opportunity to audition for the following accelerated music ensembles: Chamber orchestra, Sinfonia, Symphonic Band, and Wind Ensemble. These classes will meet every other morning during the AM period, from 7:25-8:05. Students participating in the accelerated music ensembles are expected to attend all AM period classes, evening concerts, and maintain a level of practice and effort that ensures success in an advanced music ensemble.

Advisory

Grades 6-8

Each day at the Middle School ends with an 11-minute advisory period. Groups of approximately 15-20 students and 1 adult advisor meet for the primary purpose of facilitating social interactions between peers and adults. Advisory provides daily opportunities for students and caring adults to communicate openly and honestly.

Each advisory is a small, student-centered community that consists of sixth, seventh and eighth graders who remain together during their middle school years. As a result, the students and advisor have time to develop a bond that promotes a sense of belonging.

Art

Grades 6-8

Art is taught to all Middle School students. All students participate in an Art program everyday for one quarter (10 weeks). The course focuses on two and three dimensional media and the manipulation of new materials. The elements and principles of design are the basis for all projects. The Art program exposes students to the techniques and skills of creating with pencil, ink, charcoal, watercolor, tempera paint, clay, markers, pastels and computer graphics. All exposures include an aesthetic historical component.

Students create works of art that present their own perceptions, ideas, feelings or viewpoints based on the NYSED Arts Curriculum and Guidelines. They make works of art through investigating, analyzing, exploring, planning, and evaluating different subject matter. A historical perspective of works that may influence the project design precedes each lesson.

Our goal is to provide an exciting program that engages students in the creative process and helps develop skills, critical judgment, knowledge of the subject area and aesthetic values, as well as the skills and experiences that nurture individual expression and the understanding of artistic and creative concepts and feelings.

6th Grade Art Curriculum Guide [here](#)

7th Grade Art Curriculum Guide [here](#)

8th Grade Art Curriculum Guide [here](#)

Assessment

Grades 6-8

Assessment is an essential component of the curriculum. Classroom assessments enable teachers to determine what students need to know and the progress that students have made. These types of assessments take the form of tests, quizzes, reports, projects, and homework. Local and State assessments enable school districts and the New York State Education Department to know the achievement of a grade level or a school district. Our Middle School students are prepared for these tests throughout the 6th, 7th, and 8th grades. In April and May all 6th, 7th and 8th grade students will be taking the New York State English Language Arts Exam and the New York State Math Exam. In May and June, all 8th grade students will take the NYS Science Assessment. The New York State English as a Second Language Achievement Test will also be administered in May. The curricula are aligned with the assessments, and our expectations exceed the Common Core Learning Standards adopted

by New York State.

School attendance – especially on testing dates– is one of the most important factors in student success. **Finals will take place in the month of June. These are mandatory exams and students can only be excused with a doctor's note.** There are no make-ups for NYS Regents or Proficiency Tests. Please refer to your child's Student Planner, the Middle School Assessment Calendar, or the MWMS website for testing dates.

Co-curricular Activities

Grades 6-8

The Middle School offers a wide range of activities to meet the social and emotional needs and desires of its students. Co-curricular activities (sports, clubs, non-credit programs, etc.) offer experiences beyond those generally experienced in classroom settings. They are designed to provide students with additional direction, support, skills, and guidance that will enhance their academic performance. Additionally, many of the programs value and assist the continual development and nurturing of "a sound mind and a sound body."

Participation in athletic programs helps to maintain physical fitness and builds good character in the participants. Support of interscholastic athletics does much to build school spirit and a feeling of solidarity within the community. The Middle School encourages every child to become involved in one or more of these co-curricular activities.

Interscholastic Sports

The Board of Education supports a program of interscholastic athletics for students in grades 7 and 8. The New York State Education Department does not permit 6th graders to participate in interscholastic sports. However, sixth graders are permitted to participate in intramural sports.

Clubs (Sampling)

- Chess Club
- Future Business Leaders of America
- Musical Production
- Roma Club
- Sewing Club
- Purple Bridges
- Math Team
- National Junior Honor Society
- Odyssey of the Mind
- Photography Club
- Science Olympiad
- Special Olympics
- Spelling Bee
- Student Council
- Yearbook

Interscholastics (Grade 7 & 8)

- Baseball Boys
- Basketball Boys and Girls
- Cheerleading Girls
- Cross Country Boys and Girls
- Football Boys
- Soccer Boys and Girls
- Softball Girls
- Track and Field Boys and Girls

- Volleyball Girls
- Wrestling Boys

Every participating student must pass a physical administered by the school physician prior to becoming involved in any athletic program. Students must also remain academically eligible to participate.

Academic Eligibility Guidelines

These guidelines are established to assist students in maintaining and putting forth appropriate academic effort. The policy is intended to use the positive influence of the coach/advisor to improve a student's academic performance. It allows students to participate in all practices, rehearsals, etc., but it prohibits participation in any contest, event, game, scrimmage, etc., for a period of two school weeks or until the academic deficiencies are improved.

A student will be considered ineligible to participate in a co-curricular activity if:

- the student fails more than one subject during any five week report card cycle.
- the student does not reach satisfactory academic achievement or effort within the specified time frame.
- academic deficiencies continue after reinstatement to the co-curricular activity.

Students with disabilities will be reviewed to determine if the subject failure is a related manifestation of the students academic abilities.

Ongoing parental awareness and cooperation have clearly proven to be key components in student success. This policy will encourage and support timely parental notification.

Computer Education

The goal of the Computer Education program at Monroe-Woodbury Middle School is to develop the students' personal computer skills and knowledge in preparation for their future educational and vocational decision-making. To accomplish this goal, students learn how to utilize computer software and to use current technology to gather information and present this information in an appropriate mode and format. These objectives are accomplished in a two-phase program: the Computer Science Program in grade 7 and the Integration Computer Program in grades 6, 7 & 8.

Grade 7

Every 7th grade student in the Middle School takes a ten-week Computer Science course. The primary objective of this course is to teach students to apply computer software applications such as word processing, data management, spreadsheet, desktop publishing, and multimedia presentation software (PowerPoint). Additional areas of instruction include using the Internet for research, e-mail, career planning, and the use of CD-ROM, digital camera, digital movie camera, scanner, and using music CD's for a multimedia presentation. The program also uses Tynker to further the students' knowledge and experience with writing code. The 7th grade computer program is part of the core.

7th Grade Computer Education Curriculum Guide [here](#).

Grade 6, 7 & 8 Technology Integration Program

All 6th, 7th and 8th grade students receive additional computer experiences in their academic courses using the computer as a tool for learning. A team teaching approach, consisting of a technology instructor and academic teacher, integrates a variety of applications with timely classroom topics and other student learning activities. Student activities consist of both individual and group projects using

various teaching techniques linked to Monroe-Woodbury's Universal Competencies and the NYS Learning Standards. Attention is given to encouraging exposure to new software and new technology in order to prepare students for the practical aspects of using a computer as a learning tool.

On-line communications services using school equipment are utilized only under the direct supervision of a teacher, teaching assistant, administrator, librarian, or other authorized district personnel. Only school-authorized accounts can be used in school.

Internet Use In School

The reason for using an Internet service in school is to support school research and to engage in activities with other schools and supporting institutions. Students and parents will be required to sign an "Acceptable Use Agreement", which will be provided at the beginning of the school year. Google Classroom Etiquette will also be discussed with students and all access to the Internet is filtered to help prevent inappropriate site access.

Computer Literacy

Grade 6

Computer Literacy is a semester course every other day that is scheduled for all 6th graders. In Computer Literacy class students will be exposed to 21st Century learning skills. They will be involved in learning how to effectively research a current global concern. Students will receive instruction in the computer lab and classroom utilizing Chromebooks. They will discover how their brains work to allow them to better understand different styles of learning. Our 6th grade students will actively engage in various elements of public speaking. Skills will also include critical thinking and problem solving, initiative and entrepreneurialism, assessing and analyzing information, effective oral and written communication. 6th grade students will be introduced to Naviance as a tool to help them begin planning for their future. Naviance is a college and career readiness platform that helps students with career exploration through the use of interest inventories and self reflection.

6th Grade Computer Literacy Curriculum Guide [here](#)

English Language Arts

The Middle School English Language Arts program has two primary objectives. The first is to refine and extend reading and writing skills, identify and correct weaknesses, and to prepare for high school - we want students to understand and use the written and spoken word as a tool for achievement in today's world. The second objective is for students to use literature to enjoy and enhance their understanding of themselves and the world in which they live. To achieve these goals the English Language Arts curriculum is designed to engage students in meaningful reading in informational and literary reading, develop writing styles and conventions, experience public speaking, and develop active listening skills. These are achieved through both "traditional" and "technological" formats. The curriculum and instruction are in alignment with the Common Core Learning Standards adopted by New York State.

Literature

The understanding of the various forms of literature is an integral part of any student's education. Across all grade levels both literary and informational reading are taught. In terms of fiction novels, short stories, and dramas are the mainstay of instruction. Biographies, autobiographies, essays, articles, and process pieces are read and analyzed to insure a broad understanding of information-based literature. The literary devices and structures used in each particular genre are the focus of instruction. In addition to the literary aspects of any reading selection, the introduction or extension of reading skills such as identifying words in context, analyzing structure, summarizing, identifying main idea or theme etc., are part of all literature units

Writing/Conventions/Spelling and Vocabulary/Oral

Frequent writing in the various styles leads to writing fluency. Students write in the various modes in conjunction with reading units or as stand-alone tasks. The middle school has developed a program that ensures consistency in language and format across all grade levels. This will enhance both instruction and individual student writing.

The writing curriculum focuses on the process of writing from understanding the task and intended audience to the use of organizational tools. Following this the drafting and editing process begins and ultimately the final version is handed in. Students practice their writing efficiency in short constructed responses or in extended pieces based on readings or discussion topics. Compositions range in length from three –to- five paragraphs to longer, more complex ones at the 8th grade level. Students compose in reader response journals, during “on-demand” exercises, create original fiction, develop persuasive essays and develop research-based expository pieces. All students have familiarity and practice with the use of citations, work cited pages etc. through their writing assignments. Regular writing in non-fiction, fiction and the research process helps students analyze and understand in-class and independent reading assignments. All these tasks assist in the development of writing with voice and depth of content.

The understanding of conventions is essential to clear communication. Initially, review of the basic identification of parts of speech and proper usage rules are the focus of instruction. Sentence structure and fluency are reviewed, strengthened and developed in complexity by grade level. The mechanics of writing is also a key to successful writing. More advanced understanding of the rules and their application is applied as the students move through the middle school program. Spelling and vocabulary are taught both as part of literature instruction and in isolation. Standard instruction in affixes, commonly confused words, Greek and Latin roots etc. is part of grade level instruction.

Oral presentations are also part of our ELA instruction. Students are given varied public speaking and listening opportunities in the classroom. They are taught how to prepare, deliver, listen and evaluate the spoken word. Listening exercises are experienced through electronic media and through teacher read-alouds. All the skills in this area are regularly assessed in the classroom and along grade levels.

Assessment

On-going formative assessment occurs in the classroom to insure students comprehend daily instructional goals. If necessary, modifications will occur to achieve this goal. Homework assignments are designed to reinforce skills, extend content or prepare for a lesson, test or quiz – they are 10% of the quarterly grade. Tests and quizzes are in a variety of forms and are used to evaluate student performance on skills or content. Student projects also take a variety of forms; these projects involve technology, artistic expression, original writing, research etc and may take a relatively short amount of time to complete or they may require weeks of preparation. There are established deadlines for all quizzes, tests and projects; students will lose credit for lateness. Assessments are based on the Common Core Learning Standards to provide students with the greatest opportunity to be successful on the annual New York State English Language Arts Assessment as well as local assessments.

Grade 6 ELA Curriculum Guide [here](#)

Grade 7 ELA Curriculum Guide [here](#)

Grade 8 ELA Curriculum Guide [here](#)

Family and Consumer Sciences

The Middle School course, FACS 7 and FACS 8 is a required 30 week program: 20 weeks in Grade 7 and 10 weeks in Grade 8.

Grade 7

- Personal Growth through practicing a Growth Mindset and/or Emotional Intelligence
- Evaluating and understanding the relationships among diet, health, and physical activity
- Researching the elements of good nutrition.
- Applying the principles of food safety and sanitation while preparing a variety of recipes
- Explore the stages of child development
- Incorporate the elements and principles of design into a design plan
- Learn the fundamentals of how a sewing machine operates and successfully complete a sewing project.

Grade 8

- Workplace changes and impacts
- Research a successful entrepreneur, determine factors that lead to business success, and complete a business project
- Identify personal interests and research careers for future career planning using the Internet. Complete a career portfolio and create a career PowerPoint presentation
- Demonstrate the rules for filling out a job application and effective interviewing skills
- Effective communication styles, employability skills, and workplace etiquette
- Identify techniques that will help you spend your money wisely and develop an operative budget
- Maintain a checkbook by writing checks, using deposit slips and balancing the check register

[Middle School FACS 7 Curriculum Guide](#)

[Middle School FACS 8 Curriculum Guide](#)

Gifted and Talented/EXPAND

Grades 6-8

The ultimate goal of the Monroe-Woodbury Middle School Gifted & Talented Program (EXPAND) is to identify and nurture student abilities in one or more of the areas of leadership, visual/performing arts, creativity and specific academic and intellectual abilities. Having identified these students, the program attempts to meet their cognitive and affective needs, individually and collectively, through a variety of seminars, individual learning plans, or projects and group activities.

The program enables students to grow intellectually and emotionally. Students share ideas and feelings with other highly talented students in order to discover abilities and interests different than their own. This program will consist of group activities and individual efforts.

6th GRADE

The sixth-grade EXPAND program revisits the interdisciplinary, spiral curriculum of the elementary level, raising the challenge level while re-emphasizing key themes. The class is designed to provide students with skills and insights valuable to those recently entering middle school. The course is

divided into four units:

- **Wall-E: Conservation & The Future of Our Planet**

Using the movie Wall-E as a starting point, this unit centers on the destructive direction of humans.

- **Flatlands: The Third Dimension & Beyond**

Trying to perceive a dimension that is not open in our current world, this unit requires creative thinking, an open mind and endless possibilities.

- **Jabberwocky: The Interpretation**

This unit centers on Lewis Carroll's famous poem taken from Through The Looking Glass. Students will experience "Jabberwocky" as it skates on the thin edge of being understood and being nonsense.

- **Create-A-World: Jabberwocky World Unit**

Students will create a fictional culture based on their knowledge of the world and lessons that have taken place during the year. They will analyze, synthesize and evaluate current data and issues to create a new and improved "world". This comprehensive unit centers on problem solving and decision making and includes both group and individual project components.

Grade 6 Gifted and Talented Curriculum Guide [here](#)

7th GRADE

Two different programs are offered on alternating years so that returning 8th graders do not repeat the program they covered in 7th grade. The two different programs are:

- **Philosophy & Debate**

This quarter long unit will include introductions to renowned philosophers and his/her thoughts on the four branches of philosophy. Students will then apply tools of public speaking, logic and philosophy material to participate in a debate, which requires students to develop poise, concentration, and the ability to analyze, evaluate, and refute arguments.

- **"Contraption-eering"**

This quarter long unit provides students the opportunity to explore engineering and build machines. This unit dovetails nicely with earlier learning experiences in the EXPAND program, while taking engineering to a whole new level. Students will individually create "contraptions" using the examples, references and lessons they were introduced to in class.

Grade 7 / Grade 8 Gifted and Talented Curriculum Guide [here](#)

Health

6th Grade Health Education Program (10 weeks)

The 6th-grade Health Education program focuses on guiding students through the early stages of adolescence. This course emphasizes:

- **Physical changes:** Understanding body growth and development.
- **Emotional changes:** Learning to manage emotions and self-awareness.
- **Social changes:** Building positive relationships with peers and family.
- **Healthy lifestyle:** Establishing habits for physical well-being.

- **Informed decisions:** Making responsible choices in everyday life.
- **Self-esteem:** Promoting a positive self-image.

7th Grade Health Education Program (10 weeks)

The 7th-grade program focuses on the challenges of adolescence, and helping students manage the complexities of growing up. Topics covered include:

- **Adolescent development:** Understanding the emotional, social, and physical changes that occur.
- **Personal well-being:** Focusing on self-care, mental health, and coping strategies.
- **Decision-making:** Learning to make informed choices about health and relationships.
- **Peer interactions:** Navigating friendships and peer pressure.
- **Healthy habits:** Promoting physical activity and balanced nutrition.
- **Risky behaviors:** Reducing actions that can put a person's health, safety, or well-being in danger.

8th Grade Health Education Program (20 weeks)

The 8th-grade program addresses the broad array of challenges that today's teens face, including navigating the effects of social media, peer pressure, and academic demands. Topics include:

- **Stress management:** Developing coping strategies for managing stress and anxiety.
- **Healthy relationships:** Understanding peer pressure, conflict resolution, and communication skills.
- **Mental health:** Identifying mental health challenges and finding support.
- **Social media and technology:** Navigating the impact of digital life on well-being.
- **Physical health:** Focusing on fitness, nutrition, and overall health.
- **Informed decision-making:** Making responsible choices that promote long-term health and well-being.

Library Media

The mission of the Middle School Library/Media Program is to provide our students with the skills and resources they need to be information literate in today's technological society. Students receive information literacy instruction and gain knowledge about the organization and use of library and electronic resources. They become skilled at locating and researching information in the many and varied curriculum-related materials available in the Middle School Library. Guidance is given in the selection of recreational reading as well as material needed for classroom work. The heart of the library program remains an active, growing collection of fiction and non-fiction materials that support and enhance the Common Core Curriculum. Classroom instruction is regularly supplemented by the library staff at all grade levels, with additional library support for research papers and various projects throughout the year.

Grades 6-8

Students in grade 6 experience a 10 week Information Literacy Course. They are introduced to the many and varied resources and tools necessary for locating both informational and reading materials in the library. They will learn solid research skills which include how to find reliable and credible information on the web.

All grade 6-8 students receive ongoing instruction in how to locate information in Follett Destiny, the

online library catalog, which allows access to books at both school and public libraries throughout the county, the Internet, and a variety of online databases including the app SORA.

The access to these varied resources and instruction for their effective use, truly makes the Middle School Media Center the foundation that supports the goals and objectives of the middle school curriculum. Throughout the year students in grades 6-8 will be invited to participate in book clubs, reading incentives, and other literacy/ information rich programs offered in our library.

Monroe Woodbury Library/Media Curriculum Guide [here](#).

Mathematics

The Middle School Math Department attempts to challenge each and every student. It is the goal of the department to produce students who will have mathematical knowledge, have an understanding of mathematical concepts and be able to apply mathematics in the solution of problems. In the 2013-2014 school year, all math classes will be following the New York State Common Core Curriculum.

Grade 6

The purpose of the sixth grade curriculum is to provide a firm foundation for the material that will be covered in middle school. In the sixth grade students begin using a calculator in class. The year will include an introduction to topics that will be explored and developed throughout both middle school and high school. All sixth grade students will be taking the N.Y.S. Grade 6 Assessment in April.

6th Grade Curriculum Guide [here](#)

Grade 7

The purpose of the seventh grade curriculum is to further develop the concepts and skills introduced in earlier grades. In the seventh grade students begin using a scientific calculator in class. The accelerated program begins in seventh grade for those students who qualify. Students in the accelerated program will complete the seventh grade curriculum and a portion of the eighth grade curriculum. All seventh grade students will be taking the N.Y.S. Grade 7 Assessment. Topics in the seventh grade program include: operations with rational numbers, equations, inequalities, ratio, proportions, statistics, probability, circles, angle relationships and constructions.

7th Grade Curriculum Guide [here](#)

Grade 8

The purpose of the eighth grade curriculum is to apply the foundation established in the seventh grade program to additional topics of study. Topics of study in the eighth grade program include: exponents, scientific notation, equations, linear relationships, functions, systems of equations, statistics, angle relationships, transformations, volume, number systems and Pythagorean Theorem. Those students enrolled in the accelerated program take the ninth grade course, Algebra, and use the text [Algebra 1](#). Both courses help to prepare all students for the N.Y.S. Grade 8 Assessment in April and create a firm foundation for the "Regents for All" mathematics program at the high school level. All accelerated students will be taking the Algebra Regents exam in June. Upon successful completion of the course and NYS Regents exam accelerated students will be awarded one NYS Regents credit on their high school transcripts. Students must take and pass Accelerated Math 7 to enroll in Regents Algebra as an eighth grader.

Grade 8 Mathematics Curriculum Guide [here](#)

Music

General Music

Every 6th grade student receives general music instruction for ten weeks. All 7th and 8th graders who are not taking band, orchestra, or chorus, take general music for 20 weeks during their 8th grade year. The intent of the course is to provide an exploratory musical experience for these students regardless of skill/talent level. Emphasis is placed on developing an affective/cognitive appreciation as a listener for all types of music, and providing “hands-on” musical activities.

Grade 6 Music Curriculum Guide [here](#)

Grade 8 Music Curriculum Guide [here](#)

Accelerated Courses

Music: Each year in March, students in the 5th-7th grade will have the opportunity to audition for the following accelerated instrumental music ensembles: Chamber orchestra, Sinfonia, Symphonic Band, and Wind Ensemble. These classes will meet every other morning during the AM period, from 7:25-8:05. Choral students in 6th and 7th grade will have the opportunity to audition for the Chamber Chorus. This class meets every other day during the regular school day. Students participating in the accelerated music ensembles are expected to attend all AM period classes, evening concerts, and maintain a level of practice and effort that ensures success in an advanced music ensemble.

Music Performance Electives

All Music performing groups are elective in nature and build upon elementary experiences in band, orchestra, and chorus. However, students with no experience may be able to begin study in 6th, 7th, or 8th grade with the permission of the band/orchestra/choral teacher.

Though elective, our performing groups are curricular and substantive in nature. Lessons, rehearsals, and concert participation are viewed similarly to academics and are evaluated through an appropriate grading system. The music department strives for individual growth and fulfillment through educational commitment to the students' music studies. Full lesson, ensemble rehearsal and concert performances participation is required for fulfillment of course requirements.

The 6th Grade Ensembles rehearse once every four days. The 7/8th Grade Ensembles rehearse on alternate days. All of the ensembles perform at least twice yearly. Instrumental students receive a small group lesson once a week in addition to the concert rehearsals. Instrumental lessons take place on a rotating basis, which means that under normal circumstances, students miss the same classroom subject only once every 5 - 7 weeks.

Bands

Monroe-Woodbury Middle School provides a tiered band system. Our band program also includes the opportunity of solo/large ensemble participation in the New York State School Music Association (NYSSMA), Elementary & Junior High All-County Festivals.

Concert Band

6th Grade Concert Bands perform at a NYSSMA Level I - 2

7th and 8th Grade Concert Bands perform at NYSSMA Level 2-3.

Symphonic Band is a 6th- 8th grade band. The literature studied and performed is more difficult than that of the Concert Bands, performing at NYSSMA Level 3. Student selection is based on auditioning

and evaluation of individual playing skills, required instrumentation, and appropriate attitude and ensemble behaviors. The ensemble meets from 7:25 a.m. to 8:05 a.m. Students may ride the High School bus to the Middle School.

Wind Ensemble is a 7th and 8th grade band and is the most accelerated band which performs at a NYSSMA Level 4. Student selection is based on auditioning and evaluation of individual playing skills, required instrumentation, and appropriate attitude and ensemble behaviors. The ensemble meets from 7:25 a.m. to 8:05 a.m. Students may ride the High School bus to the Middle School.

Jazz Ensemble is an extracurricular ensemble. Any interested student may audition for this ensemble.

Orchestras

Monroe-Woodbury Middle School provides a tiered orchestra system. Our orchestra program also includes the opportunity for solo/large ensemble participation in the New York State School Music Association (NYSSMA), Elementary and Junior High All-County Festivals.

Concert Orchestra

6th Grade Orchestras perform at a NYSSMA Level 1 - 2

7th & 8th Grade Orchestras perform at a NYSSMA Level 2-3

Sinfonia Orchestra is a 6th– 8th grade orchestra. The literature studied and performed is more difficult than that of the grade level Orchestras, performing at NYSSMA Level 3. Student selection is based on auditioning and evaluation of individual playing skills, required instrumentation, and appropriate attitude and ensemble behaviors. The ensemble meets from 7:25 a.m. to 8:05 a.m. Students may ride the High School bus to the Middle School.

Chamber Orchestra is the most accelerated orchestra ensemble performing at NYSSMA Level 4. Student selection is based on auditioning and evaluation of individual playing skills, required instrumentation, and appropriate attitude and ensemble behaviors. The ensemble meets from 7:25 a.m. to 8:05 a.m. Students may ride the High School bus to the Middle School.

Chorus

The Choral Program in the Middle School is curriculum based. It is a continuation of the music skills and experiences taught at the elementary level. There are two 6th grade choruses, two 7th and 8th grade choruses, and a Middle School Chamber Chorus (the latter being a select ensemble). Music performed is chosen from various styles and periods at an appropriate level of difficulty for young adolescents.

Sixth grade choruses rehearse once every four days. For 7th and 8th grade students in 7/8 Band or 7/8 Orchestra, chorus rehearsals are on alternate days one period before school actually begins. A.M. Chorus meets from 7:25 a.m. - 8:05 a.m. and is for students who cannot fit chorus into their school day schedule. A.M. Chorus students are able to use the high school bus for transportation to school. Non-Band/Orchestra students are scheduled for Chorus during the school day. This group meets on alternate days as well. All student ensembles perform at least twice yearly.

Chamber Chorus

Chamber Chorus is the most accelerated chorus performing at NYSSMA Level 3. Student selection is based on auditioning and evaluation of individual skills, required voice part, and appropriate attitude and ensemble behaviors. Chamber Chorus meets during the regular school day on alternate days.

Physical Education

Physical education enhances the development of students so that they may reach their fullest potential. When properly instructed, physical education becomes a purposeful and vital part of a student's total education. It aids in the realization of those objectives concerned with physical fitness, movement, motor skills, knowledge of human health, development of positive self-image, and creative expression.

Grades 6 – 8 Phys. Ed. Curriculum

Archery Softball Cross Country PickleBall Basketball Lacrosse Fitness testing Fitness training
Dance Spinning Badminton Golf Floor Hockey Track & Field Wrestling TableTennis Soccer
Volleyball Pickleball Ball Yoga Project Adventure Weight Training Aerobic Exercise Traversing
Wall Swimming/Aquatics European Handball Cooperative Games Recreational Games

Goals

The student will develop the following:

- an awareness of the value of physical activity to maintain fitness throughout their lifetime;
- an awareness of the importance of positive health practices;
- an intermediate level of skill and acquire a working knowledge of various strategies used in sports through various team activities;
- a sense of responsibility and creativity through independent group work and peer instruction;
- an increased awareness of efficient body movement by participating in specified units of instruction; and
- an appreciation of the role of physical activity in promoting, maintaining and improving emotional and physical health

Pupil Personnel Services

School Counselors

Sixth, seventh and eighth grade students are assigned to a school counselor by House. Each of the four houses in the middle school has a school counselor assigned to it. The Department Chair is the counselor for special programs in all houses.

School guidance counselors assist students, teachers, parents, and administrators. The role of the school counselor is to help students as they seek to identify and achieve personal goals and assume rights and responsibilities in various life roles at each developmental stage. Counselors use three helping processes: counseling, consulting, and coordinating:

- (1) Counseling is a complex helping process in which the counselor establishes a trusting relationship and focuses on problem solving, decision making, and discovering personal meaning related to learning and development;
- (2) Consulting is a cooperative process in which the counselor-consultant assists others to think through problems and to develop skills that make them more effective in working with students;
- (3) Coordinating is a leadership process in which the counselor helps organize and manage a school's counseling program and related support services.

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

- Academic Improvement and Planning includes the selection of a plan of study, placement into appropriate courses and programs, attendance improvement, study skills development, as well as participation in the Instructional Support Team and Committee on Special Education process as appropriate.
- Personal/Social Growth includes counseling concerning self-esteem, communication skills,

decision-making and relationship skills, as well as peace making and prejudice reduction.

- *Crisis Intervention Services* includes counseling students in crisis, e.g. suicide prevention, child abuse, pregnancy, substance abuse, and provide follow-up services as appropriate. The school counselor plays an integral part in the crisis intervention team.
- *Transitional Services* assists to orient students as they move from grade to grade as well as from school building to school building so as to provide a comfortable and success-oriented learning environment.
- *Parent Support* includes individual conferences and group meetings with parents centered on the academic and personal growth of their children. This also includes the referral of students and parents to appropriate specialists.
- *Teacher Support* assists teachers in enhancing the learning capabilities of students entrusted to their care.
- *Career/Life Planning* increases students' awareness of the career and educational planning process as well as for the individual careers themselves, and instills in students the values and attitudes necessary for becoming a successful contributor to their families and to society.
- *Consultant* includes serving as a reference and resource on student and school issues for the school psychologist, the school social worker, teachers, administrators, and the community, as well as, for local and state agencies, mental health offices/clinics and other professionals designated by parents and/or the school district.
- *Creation of a Developmental Guidance Counseling Program* includes attention to many of the aspects listed here as well as personal growth, relational growth, career planning, and self-esteem building delivered through individual and group sessions.
- *Contribute to the Effective Operation of the School* includes involvement with the life of the school beyond the walls of the school counselor's office, i.e., participation in committees with various staff members.

School Psychologist

There are many different services offered to Middle School students and parents by a school psychologist. Psycho-educational testing is available for those students suspected of exhibiting educational disabilities. This evaluation includes individualized intelligence testing, achievement testing and assessments in the visual perception, motor and the social/emotional domain. School psychologists also provide consultation and assist regarding the educational planning and instructional recommendations for middle school students. School psychologists participate in recommendations to teachers and parents for restructuring students' schedules within the school, and at times, in exploring more appropriate educational placements outside the school for students exhibiting severe learning or emotional problems through the Instruction Support Team and Committee on Special Education.

School psychologists provide short-term or crisis counseling in situations in which students or families are experiencing significant changes. They can also provide information regarding county agencies or private resources for parents interested in pursuing outside evaluations or counseling services.

Speech/Language Pathologist

The Middle School speech/language clinician provides diagnostic and therapeutic services for all students who exhibit an educational disability in the speech/language area. In some cases, a program of intervention is offered for students who require remedial speech in the form of speech improvement services.

School Nurse/Teacher

The Monroe-Woodbury Middle School Nurse-Teachers have several educational responsibilities. As educators, they provide ongoing health information in the nurse's office for students and parents who have medical concerns. They are also a resource for teachers who are covering topics related to anatomy, physiology, health maintenance, and safety. In conjunction with the Family and Consumer Sciences department, they provide classroom support in teaching first aid during the baby-sitting unit.

They are also available to teach classes as a guest lecturer on topics related to health. The school nurse teachers also teach sixth grade health education.

School nurses also offer a program of health services for students at the middle school level. This includes the provision of first aid and the facilitation of appropriate medical services and medication required within a school environment. School nurses communicate health needs to other school personnel and assist in the clarification of the impact of medical issues upon the participation of students within the full range of school activities. On-going participation in the Healthy Schools and Safe-and-Drug Free School programs is part of their required responsibility.

Student Assistance Counselor

The Middle School Student Assistance Counselor is available to provide prevention/intervention services for students who may be at risk for substance abuse. The Student Assistance Counselor serves as a member of the overall Pupil Personnel Team and assists in the identification of at-risk students. Student assistance counselors provide individual and group counseling in school, as well as follow up communications with families. They serve as a resource for identifying outpatient and hospital facilities to assist children and families in securing appropriate community-based assistance.

Science

The science program at the middle school is structured around 3 dimensions of learning that give students a high quality science education. The first dimension is the science and engineering practices (SEP's), they include:

1. Asking questions and defining problems
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations and designing solutions
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

The SEPs are how students “do science”. The practices along with the second dimension of cross cutting concepts are consistent through NYS K-12 education. Cross cutting concept include:

1. Patterns
2. Cause and Effect
3. Scale, Proportion, and Quantity
4. Systems and System Models
5. Energy and Matter in Systems
6. Structure and Function
7. Stability and Change of Systems

Cross cutting concepts are the unifying ideas in science that allow students to make sense of phenomena they observe in the world around them. Lastly, the third dimension is the disciplinary core ideas. This is the scientific knowledge that students will gain to understand the physical world around them.

Grade 6

In the 6th grade, middle school students will delve into the basics of the 4 disciplines of science. This will give them the foundation to move on to the more complex concepts of 7th and 8th grade. They will explore phenomena and continue using the science and engineering practices along with seeing the cross cutting concepts that permeate through all scientific understanding.

6th grade science topics include:

- Exploring The Earth
- Exploring Life
- Ecology
- Matter & Atoms

[Grade 6 Curriculum Guide](#)

Revised 5/26

Grade 7

In the 7th grade, students will apply the cross cutting concepts, and science/engineering practices to take a closer look at chemistry and biology.

7th grade science topics include:

- Structure and Properties of Matter
- Structure, Function and Info Processing
- Matter & Energy in Organisms and Ecosystems
- Growth, Development and Reproduction
- Natural Selection & Adaptations

[7th Grade Science Curriculum Guide](#)

Revised 5/26

Grade 8

In the 8th grade science program, students will apply the science/engineering practices and cross cutting concepts to Physics and Earth Science. The 8th grade science program will culminate with students completing the NYS Intermediate Science Assessment.

8th grade science topics include:

- Energy & Heat
- Forces & Motion
- Weather Systems
- The Solar System
- The Layers and Composition of the Earth
- The Earth's Dynamic Crust
- Surface Processes

[8th Grade Science Curriculum Guide](#)

Revised 5/26

Accelerated Life Science: Biology:

Students may choose to participate in 8th grade accelerated science, which is NYS Life Science Biology. Upon successful completion of the course and NYS Regents exam, students will be awarded one NYS Regents credit on their high school transcripts. Those 8th graders who participated in accelerated science at the middle school, will be evaluated for enrollment in the science honors program at the high school.

[Living Environment Curriculum Guide](#)

Revised 2026

SEL

Social and emotional learning (SEL) is a way to teach children and adults how to understand and manage their emotions. It helps people make good decisions and work towards positive goals while caring for and nurturing relationships around them. The middle school utilizes the Choose Love Program as a tool to share SEL strategies and ideas with our students. The Choose Love Movement is teaching children and adults around the world how to change an angry thought into a loving one and live a life with “Courage + Gratitude + Forgiveness + Compassion in Action.” Choose Love Curriculum [here](#)

Social Studies Program

Our middle school social studies curriculum is closely aligned with New York State learning standards and Common Core practices, and it’s enriched by the unique history of New York State itself. Through dynamic instruction in grades 6, 7, and 8, we foster both academic excellence and personal growth, empowering students to become informed, responsible citizens. Our social studies program inspires curiosity, encourages thoughtful discussion, and prepares students to be active participants in their communities and the wider world. Program highlights include:

- Sequential Learning: Each year builds on prior knowledge, ensuring a deep and connected understanding of history.
- Civic Engagement: Emphasis on citizenship, civic responsibility, and critical thinking.
- Engagement with Primary Sources: Students regularly analyze original documents, artifacts, and firsthand accounts from history. This approach brings the past to life, helps students develop critical thinking and inquiry skills, and encourages them to explore multiple perspectives and construct their own understanding of historical events

Grade 6: Exploring Ancient Civilizations

Sixth grade students embark on a fascinating journey through the study of the ancient civilizations of the world. Students have access to a digital textbook: HMH’s *Ancient Civilizations*. Print copies are available in each social studies classroom.

- Focus: Building historical understanding, critical thinking, and civic awareness

6th Grade SS Curriculum Guide [here](#)

Grades 7 & 8: United States History – A Two-Year Sequence

Grade 7: Foundations of a Nation

Seventh grade marks the beginning of a comprehensive two-year exploration of United States history. Students start with the Pre-Columbian era and trace the nation's development through the end of Reconstruction in 1877.

- Focus: Understanding the origins and growth of the United States, and the foundations of democracy

7th Grade SS Curriculum Guide [here](#)

Grade 8: America in the Modern World

Eighth grade completes the U.S. history sequence, examining the nation's journey from post-Reconstruction to the present day. Students engage in thoughtful analysis of both domestic and global challenges facing the United States in contemporary times.

- Focus: Connecting historical events to current issues, and reflecting on America's evolving role in the world

8th Grade SS Curriculum Guide [here](#)

Special Education

Grades 6-8

The district's commitment to excellence in education is just as strong towards its students with special needs as it is toward those with superior ability. The aim of the special education program is to provide students with disabilities the opportunity to succeed within the general education curriculum, with appropriate services and support, based on individual student needs. The middle school has a team of teachers and teaching assistants specifically trained and certified in the area of special education. Their responsibility is to work collaboratively with colleagues in all content areas, facilitating the delivery of IEP mandated services for assigned students while integrating and preparing lessons in ELA, Math and Skills.

Aspects of the special education program at the middle school that help to assure a personalized approach to teaching and learning are:

- Study and organizational skills are encouraged through such techniques as the use of a student planner and the employment of modified materials to assist students.
- Special Education teachers meet with general education teachers during team meeting times weekly. Student learning styles, testing modifications, and progress are reviewed during this time.
- Regular meetings of the building clinical team are held to review students' needs and to recommend appropriate program modifications.
- Certified teacher assistants are assigned to each special education teacher.
- Speech/language, counseling as a related service, and occupational and physical therapy are provided when educationally appropriate.
- The special education staff and students operate the school store.

Each special education student's instructional program is determined by the Committee on Special Education (CSE) and is implemented under the direction of the Director of Special Education.

STEAM

In this class we will be exploring and engaging in the concepts of S.T.E.A.M.
(Science-Technology-Engineering-Art-Mathematics)

[STEAM Curriculum Guide](#)

Technology Education

Technology Education is a New York State mandated requirement for middle school students. At Monroe-Woodbury Middle School, students receive a semester of Technology Education in the seventh grade and another semester in the eighth grade in order to fulfill the forty-week requirement.

Grade 7

Technology in the seventh grade is the introductory course covering the following areas of study:

- History and Evolution of Technology
- Impacts of Technology
- Technological Resources
- Communications Technology
- Introduction to Design, Engineering and Problem-Solving
- Alternative Energy
- Tool, Machine, and Resource Application

This course delivers a hands-on approach to learning by designing, creating, and problem-solving with tools and materials that are necessary for living in a human created and controlled world.

Grade 7 Technology Curriculum Guide [here](#)

Grade 8

Technology in the eighth grade prepares students to function in the technologically advanced society in the 21st Century. This course encourages students to discover and apply the knowledge and skills necessary to be technologically literate in today's society.

The following topics will be studied:

- Tools, Resources, and Technological Process
- Computer Technology
- Technological Systems
- Management of Technology
- Engineering Design
- Manufacturing
- Material Processing

Students will engage in various projects that will challenge their creative and analytical skills in the many technological fields covering the complexities of systems and the steps of the design process.

Grade 8 Technology Link [here](#)

World Language

Monroe-Woodbury Middle School offers all students an opportunity to study French, Italian, or Spanish beginning in Grade 7. The study of World Languages deals with both linguistic and cultural objectives. The linguistic objectives include the development of competency in listening, speaking, reading, and writing. The cultural objectives and topics center around gaining an understanding of language as a manifestation of culture, the recognition of the universality of human experiences and

the knowledge of people in terms of: 1) their significant geographical/political and cultural features; 2) their heritage; and 3) their unique contribution to western civilization.

All New York State students are required to earn one (1) high school credit in a World Language in order to graduate. Middle school students earn this credit by studying a language for two years and also successfully passing a locally created final assessment based on Checkpoint A of the New York State Syllabus for World Languages. This assessment is given to 8th graders in June.

Grade 7

French, Italian, Spanish

The seventh grade course (Introduction to French, Italian, or Spanish) follows the New York State Curriculum for World Languages. The topics covered are from Checkpoint A and include: personal information, health and welfare, house and home, education, family life, leisure, physical environment, shopping, meal taking/food/drink and public and private services. The student is introduced to second language study using all four communication skills (listening, speaking, reading and writing) and hands-on projects based on the topics covered in the course. The culture of the target language is also introduced. As the course progresses, students begin to comprehend simple statements and questions, enter into simple conversation with fellow students and the classroom teacher, comprehend the main idea of basic texts and publications, write simple notes and creative dialogues using the vocabulary learned at this level. Students are also able to demonstrate an awareness and appreciation of the existence of cultures other than their own. In addition, realia, internet resources, videos, and music are integrated as appropriate.

[Grade 7 Spanish Curriculum](#)

[Grade 7 Heritage Spanish](#)

[Grade 7 French Curriculum](#)

[Grade 7 Italian Curriculum](#)

Grade 8

French I, Italian I, Spanish I

These high school level language courses offer students the opportunity to begin studying the target language in-depth. Listening, speaking, reading and writing skills will be emphasized and evaluated. One high school credit will be given upon successful completion of these courses. Students must take and pass the New York State mandated locally created final assessment based on Checkpoint A of the New York State Syllabus for World Languages at the conclusion of these courses in order to earn this high school credit.

[Grade 8 Spanish Curriculum](#)

[Grade 8 Heritage Spanish](#)

[Grade 8 French Curriculum](#)

[Grade 8 Italian Curriculum](#)

Writer's Workshop (6th Grade)

Writer's Workshop is a class that builds fluency in writing through continuous repeated exposure to the process of writing. It utilizes the four components of literacy: reading, writing, listening, and speaking Philosophy of Writing Workshop

Writing Workshop is not a program - it is an approach that...

- Encourages independence
- Gives writers a high degree of choice within a framework and genre
- Has a regular and consistent structure

- Builds stamina and volume in writing – Students write everyday!
- Focuses on the PROCESS of writing, not just the PRODUCT
- Uses literature to teach the craft of writing

6th Grade Writer's Workshop Curriculum Guide [here](#)