



EHMS Program of Studies

English Language Arts

English Language Arts is about the study and use of language and literature; but, language is more than a school subject. Language is a means for making sense of our lives. It is a symbolic way of understanding experiences and it helps to shape experiences. Given that reading, writing, listening and speaking are inextricably linked to thinking, these acts often generate possibilities and connections in our minds that otherwise might never exist.

Grade 6

The Grade 6 curriculum is a rich literature based program that includes a comprehensive study of the following genres: classic, historical fiction, realistic fiction, multiculturalism, folklore, adventure, and ancient cultures. The central themes of Growth & Change, Overcoming Challenges, and the Courage to be Oneself are linked throughout the year's course.

The McDougal Littell Anthology of Literature serves as a springboard for a variety of interdisciplinary units as students specifically learn how to connect their learning to themselves, among other text and media, and ultimately to our world. The course design operates under the premise that reading and writing are integrally connected and subject matter is thematically linked across the disciplines. Additionally, reading is taught through small, whole, and individualized class instruction. For example, literature circles promote more enjoyable reading experiences for our students as they take more ownership for their reading selections and reflect on their learning experiences; as a result, they become more independent readers.

Every sixth grade student is responsible for creating his/her writer's notebook, encompassing mini-craft lessons, general writing territories, vocabulary word-banks, transition lists, writing rubrics, free-writes, creative writing, essays, and exemplar models of work. As students are expected to write daily, they will develop a further appreciation for process writing by engaging in prewriting, drafting, revising, proofreading, editing, and publishing. More importantly, students learn how to utilize important writing strategies, actively participate in mentor studies and craft lessons, and finally, evaluate their own work through peer, self, and teacher conferencing. Opportunities are always provided for student publications through class generated books, display units, local and school newspapers, and literary contests.

Assessments include literature-based tests, all literacy work, special projects, research, NYS ELA exams, and a cumulative final.

Grade 7

The Grade 7 English Language Arts curriculum is designed around the idea that seventh graders are in the midst of finding themselves as readers and writers. The aim of this program is to cultivate a life-long love of reading and writing. To that end, the program embraces the reading/writing workshop philosophy as promoted by Columbia Teachers College.

This genre based curriculum takes students through studies and realistic fiction, mystery, feature articles, and science fiction. All seventh graders will read the novel *The Outsiders*, as well as several shared short pieces in each genre. Students will also participate in literature circles where they will read books in groups with other students, and learn to generate their own discussions centered on that book.

Reading workshops are built on reading strategies such as connections, questions, visualization, and inference. Writing workshops utilize the writer's notebook, and lessons are based on the rubric generated by New York State, focusing on such areas as meaning, detail, organization, language, and grammar. Seventh graders also practice editing skills through a daily exercises where they use proofreading skills to edit passages for punctuation, capitalization, tense, and other common grammatical errors.

The seventh grade team believes that this time is crucial for a student to find out what kind of reader and writer (s)he will become. Therefore, seventh grade is a time of choice for students within the curriculum, which allows students to find material to instill a lifelong passion for English Language Arts.

Grade 8

This is a year long immersion into the art of language itself. Combining the study of reading, writing, speaking, listening, and viewing, eighth grade ELA reviews basic skills previously taught and teaches new skills with emphasis on its applications. The course will include intensive composition unit teaching, preparation and presentation of speeches and discussions, exposure to a variety of literary forms and techniques, vocabulary development through Latin-based root study, and instruction in the application of grammar and mechanics. Preparation for the existing 8th grade ELA examination is presented within the first semester, along with enrichment lessons through community arts organizations such as the Hamptons International Film Festival and guest Writers-in-Residence Programs. The second semester continues with the study of the five aforementioned strands of language arts and encourages creative writing and research which culminates in an original assembly program produced for the school.

The course is guided by the standards set by the New York Board of Regents. (visit:www.nysed.gov) for a complete description.

Literacy (all Grade 7 and Grade 8 Students)

Literacy immerses all 7th and 8th graders in the world of language. It runs opposite the physical education period for all seventh and eighth graders. It is a class designed to enhance and extend students experiences with the written and spoken word. The course provides additional time in the day for students to work on creative writing, critical thinking and digging into how language can persuade, justify, critique, argue and explain. This course is parallel to the Numeracy course in the Middle School's mathematics department.

World Language

Spanish 6

Spanish 7

Spanish 7 is the first half of Spanish I. The students study the sounds of the Spanish language, acquire a basic vocabulary for everyday use and learn to express themselves orally and in writing. Topical vocabulary, basic grammar components, reading, writing short essays, auditory comprehension and oral expression will be introduced. Students will be exposed to the cultural aspect of the language and will be expected to participate in cultural activities. Students must pass Spanish 7 & 8 and the Second Language Proficiency Exam given at the end of Spanish 8 to receive one credit for Spanish I.

Spanish 8

Spanish 8 is the second half of Spanish I. The students study the sounds of the Spanish language, acquire a basic vocabulary for everyday use and learn to express themselves orally and in writing. Topical vocabulary, basic grammar components, reading, writing short essays, auditory comprehension and oral expression will be introduced. Students will be exposed to the cultural aspect of the language and will be expected to participate in cultural activities. Students must pass Spanish 7 & 8 and the Second Language Proficiency Exam equivalent given at the end of Spanish 8 to receive one credit for Spanish I.

French 7

French 7 is the first half of French I. The students study the sounds of the French language, acquire a basic vocabulary for everyday use and learn to express themselves orally and in writing. Topical vocabulary, basic grammar components, reading, writing short essays, auditory comprehension and oral expression will be introduced. Students will be exposed to the cultural aspect of the language and will be expected to participate in cultural activities. Students must pass French 7 and 8 and the Second Language Proficiency Exam given at the end of French 8 to receive one credit for French I.

French 8

French 8 is the second half of French I. The students study the sounds of the French language, acquire a basic vocabulary for everyday use and learn to express themselves orally and in writing. Topical vocabulary, basic grammar components, reading, writing short essays, auditory comprehension and oral expression are continued from French 7. Students will be exposed to the

cultural aspect of the language and will be expected to participate in cultural activities. Students must pass French 7 and 8 and the Second Language Proficiency Exam given at the end of French 8 to receive one credit in French I.

Mathematics

The New York State P-12 Common Core Learning Standards were adopted by the New York State Board of Regents in January 2011 for Mathematics. In April 2013, the NYS test will be aligned to the Common Core Standards for Grade 3 – 8 Math.

Grade 6

In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) understanding of division of fractions and extending the notion of numbers to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing an understanding of statistical thinking.

Grade 7

In Grade 7, instructional time should focus on four critical areas: (1) developing an understanding of and applying proportional relations; (2) developing an understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Grade 7 – Pre-Integrated Algebra

In Pre-Integrated Algebra, instructional time will focus on a combination of the critical areas in both Grade 7 and Grade 8. The student who is successful in the Pre-Integrated Algebra course and on the NYS test will continue on to the 9th Grade Integrated Algebra Regents Course as an 8th grader.

Grade 8

In Grade 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two and three dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Grade 8 – Regents Algebra I (Common Core - One Year, One High School Credit)

Regents Algebra I is the first mathematics course in the New York State High School sequence. This course will assist students in developing skills and processes to be applied using a variety of techniques to successfully solve problems in various settings. Topics to be covered include linear equations in one variable, quadratic functions, coordinate geometry, measurement, data analysis, right triangle trigonometry and elementary probability theory. All students are required to take the Regents exam in Integrated Algebra upon the completion of this course. Students are required to have a graphing calculator. Note: If a student fails Integrated Algebra, the student must repeat the course.

Numeracy (all Grade 7 and Grade 8 Students)

Numeracy immerses all 7th and 8th graders in the world of numbers. It runs opposite the physical education period for all seventh and eighth graders. It is a mathematics class designed to enhance and extend students experiences with mathematical reasoning, number sense and their application in the world. The course provides additional time in the day for students to work on problem-solving, critical thinking and handling numbers and their functions. Given that the middle school has had a Literacy period for several years now, it seemed logical for us to evolve toward a similar period for developing mathematical reasoning. The class will cover a range of topics designed to promote numerical reasoning in a challenging, fun and creative way; in addition, it will provide time for creative problem-solving, mathematical games, homework help, consumer math (like balancing a checkbook, evaluating claims involving facts and figures, etc.) and a range of other topics.

Science

Physical Science

Grade 6

Using a problem-solving approach to the study of physical science, this course will explore the following subjects:

The properties, phases, structure and chemistry of matter

Atoms and the elements

Gravity, forces, and Newton's law of motion

Energy forms and energy conversions

Additionally, we will participate in field labs in and around East Hampton and Montauk with the Group for the South Fork. Themes from the physical science world will be applied to the natural world.

Life Science

Grade 7

This course presents the basic principles of the living world around us. Instruction is based on the following topics:

1. Ecology – topics included in this unit are interactions between living organisms, environmental influences on living organisms, human impacts, ecosystem dynamics, and energy production and use.
2. Evolution – topics covered include how life began, origin of species, human evolution, and diversity and variation among living things.
3. Genetics – topics covered include reproduction and development in plant and animals, classic genetics, modern genetics including information transfer and protein synthesis, and genetic engineering.
4. Biochemistry and Cellular Biology – topics covered include the basic life processes, biochemistry, osmosis and diffusion, and cell organization.
5. Biological systems – life systems covered will include digestion, transport, immunology, gas exchange, excretion, regulatory, and locomotive.

Students are expected to take class notes, read textbook pages, complete homework, and complete lab activities.

Grade 8

Science 8 is a one year course that covers the basics of Earth Science. The course will deal with concepts in geology, meteorology, and astronomy. Geology topics include: mapping, surface processes, rocks and minerals, as well as the earth's interior. Meteorology topics include: air mass characteristics, weather forecasting, and the seasons. astronomy unit will cover the earth, moon and sun relations, as well as the solar system and other celestial objects.

At the conclusion of Science 8, students are required to take the New York State Intermediate Science Exam. This exam will cover the Physical Setting and the Living Environment concepts taught in grades 5 – 8. The New York State Intermediate Science Exam also has a performance part in which students are required to perform lab skills such as using the microscope, data record, graphing, as well as measuring mass and volume to determine density.

Grade 8 - Regents Earth Science (One High School Credit)

This introductory course presents the principles of Earth Science as outlined by the New York State Learning Standards and curriculum. Instruction is based on the investigation of geologic change, earth history, measurement, motions, energy budget, and the rock cycle. Students are expected to read assigned texts, take notes, participate in class work, perform laboratory experiments, and complete homework assignments. The course ends with the New York State Earth Science Regents examination. All students must complete laboratory requirements prior to admittance to the Regents examination.

Social Studies

Ancient Civilizations - The Search for Order

Grade 6

The key social studies' goals include respecting the dignity of each individual, recognizing similarities and differences, accepting diversity, learning about independent and interdependence, the development of citizenship skills, and committing to justice, equality and fairness.

Students will focus on time, people and places along a historical continuum from the rise of civilization to the modern day. The influence of ancient cultures and European ideas on western civilization are a central theme and the focus of the sixth grade world connection. Using life, process, and character skills, sixth graders will gain a comprehensive awareness of the changes in our world throughout time. They will explore the beginnings of our governance system and practice the democratic process.

The goals are met during a comprehensive study of the Eastern Hemisphere from the earliest known civilization to the present. An ongoing study of current events adds diversity and interest. Geography, graphing, charting and mapping skills are an important part of what students study.

The students become better citizens with a more developed sense of fairness and equality. They are able to use and understand maps, charts and graphs. They know what is taking place in the world around them. They understand why civilization started and how it grew and changed over the last 5,000 years.

American History

Grade 7

This is a survey of American History beginning with our European heritage and concludes with the Reconstruction of the Union after the Civil War according to New York State Curriculum and Social Studies Standards. This course is directed towards understanding the concepts of American History. This class will focus on using documents, pictures and a variety of sources to hone in on students' skills in the Social Studies. Debate, role play and interactive lessons are some specific methods in which students will be able to understand and apply their knowledge of Social Studies not only in class but as citizens of the United States.

American History Honors

Grade 7

This is a survey of American History beginning with our European heritage and concludes with the Reconstruction of the Union after the Civil War, according to New York State Curriculum and Social Studies Standards. This course is directed towards understanding the concepts of American History. This class will focus on using documents, pictures and a variety of sources to hone in on students' skills in Social Studies. Debate, role play, interactive lessons, and out of class research projects are some specific methods in which students will be able to understand and apply knowledge of Social Studies not only in class but as citizens of the United States. This class is intended to challenge students to reach a high level of understanding and comprehension so that they are ready to endure a high school level of reading and research. Expectations of the

students are high and work ethic, as well as performance, is important to the content and success of the class.

United States and New York State History

Grade 8

The course surveys the history of America from the emergence of a modern industrialized society in the latter half of the nineteenth century through the twentieth century. Topics focused on in the course are: settlement of the western frontier, industrialization, immigration, cultural diversity, American imperialism reform movements, America's role in World War I and World War II, the Roaring Twenties, the Great Depression, the Cold War and the Civil Rights Movement. Development of a historical vocabulary and an understanding of key primary documents in American History are essential elements of the course. Students participate in debates, role play activities and simulations.

United States and New York State History

Grade 8 Honors

The course surveys the history of America from the emergence of a modern industrialized society in the latter half of the nineteenth century through the twentieth century. Areas of study include: industrialization and the relationships among business, government and labor, immigration and the challenges of maintaining a democratic nation in an increasingly diverse society, the emergence of the United States as a world power, reform of American society and government, the culture, economy and government of the United States in the interwar period, the United States at home and abroad in the post World War II period and America's new role in the post Cold War Era. Students use an advanced textbook, engage in debate, role play activities and simulations. All students enrolled in this course are required to develop and present projects for the National History Day Competition.

Computer Coding

In this class students will learn to create authentic artifacts and engage with computer science as a medium for discovery, communication, creativity and fun -- to develop the skills necessary for the 21st century student. Students will learn responsible and proper ways to access and share information over the internet. There will be a zero tolerance policy for cyber bullying during this class and any related to work done out of the classroom. Student interaction, peer review and website creating are expected and encouraged in an academic and positive manner.

Skills and applications planned for use in class:

Puzzles and challenges and problem-solving

Designing an application

Creating content for web pages in web development

Programming skills

Creating computer animations

Interactive art and sprite-based games
The design process
Data and society
Hardware platforms

As a student's academic interests are addressed, other applications may be incorporated.

Special Education

The East Hampton Middle School Special Education Department provides students with disabilities opportunities to develop their abilities to learn in the least restrictive educational environment. The Committee for Special Education (CSE) determines placement in a special education program in accordance with IDEA (Individuals with Disabilities Education Act) guidelines. Specific placements and descriptions are available through the special education department or the school guidance counselors.

Physical Education

East Hampton Middle School Physical Education for Grades 6 – 8 is a progressive program. The middle school program is designed to bridge the development of the student from the movement oriented elementary school program to the lifetime sport and activity program of the high school.

The program emphasizes physical fitness and wellness, skill development through individual and team sports, project adventure experiences and movement education.

The middle school student will gain an understanding and appreciation for nurturing a healthy and active lifestyle by participating in physical education.

Health Education

Grades 6 – 8 (students will take one 10 week course each year)

This course is designed to introduce the key concepts of social, emotional, physical, intellectual and spiritual health to middle school students. Developmentally appropriate concepts of personal and community health, character education, nutrition, first aid and safety, mental health, alcohol, tobacco and other drugs, family life and human sexuality are taught in this course. Students will also apply thinking learned strategies, self-management and advocacy to promote wellness, healthy relationships, and healthier bodies and reduce health risks.

Library

The Middle School Library Media Center is a member of the Eastern Suffolk B.O.C.E.S. School Library System and follows the guidelines of the State Education Department. It is an “on-demand” library that serves students with direct assistance from the library staff, and through collaboration with teachers for quality instruction.

Our mission is to empower students to be critical thinkers and skilled researchers, and to promote love of literature through leisure reading. This is accomplished by providing physical and virtual access to materials in all formats (books, magazines, DVD's, databases, and primary source documents), at all reading levels, and across all genres. Individual success depends not only on the ability to access, use and evaluate good information products, but in also having access to recreational texts that reflect personal interests and which fulfill and enrich ones' life.

We also know that in order to function successfully in today's information and knowledge-rich society, students must have access to 21st century tools. To that end, we serve as the audio/visual hub of the building lending cutting edge technology tools (e-readers, mp3books, visual presenters, digital cameras, and recording devices).

Today's school library media center must exist to support the District's total education program, and in support of the vision, we hope to provide an inviting, accessible and stimulating environment for students, faculty, staff, and our surrounding community.

Art

Grade 6

General Art is designed to present a variety of mediums, artists, artworks, art techniques and concepts:

1. Demonstration of individual as well as group work techniques
2. Produce art works
3. Build on concepts and techniques from the previous year
4. Develop an understanding of the principles and elements of art and design

Grade 7

General Art is designed to present a variety of mediums, artists, artworks, art techniques and concepts:

1. Demonstration of individual as well as group work techniques
2. Produce art works
3. Build on concepts and techniques from the previous year
4. Develop and understanding of the principles and elements of art and design

Grade 8

General Art is designed to present a variety of mediums, artists, artworks, art techniques
Demonstration of individual as well as group work techniques:

1. Produce art works
2. Build on concepts and techniques from the previous year
3. Develop an understanding of the principles and elements of art and design

Technology

Grade 6

Technology provides an introduction to the history and evolution of technology and the developments that have accelerated human progress. The student will learn about engineering and the tools, resources and processes necessary for a completed product and problem solving.

This course provides students with an introduction to the evolution of society from an agricultural to an industrial to an informational base.

Students explore, use, and process the seven resources used in technological systems. Students will learn that problem solving is the most effective step-by-step procedure to achieve a desired outcome. Students will construct projects related to the history and development of technology and learn resources needed for technology and basic problem solving skills. Video presentations, class lectures, demonstrations and research will supplement the learning experience. This is a required course for all sixth grade students and is a part of the full unit of technology study.

Technology reviews and expands upon the history and evolution of technology. It provides a foundation in which the student can see our new technologies as an evolution of existing technologies. The impact of technology is studied in terms of human responsibility to constrain and promote it, thus raising a conscious awareness. It fosters in students the ability to problem solve in a group setting, view the computer as another tool to achieve a desired outcome, and design and carry out a technological system in response to a problem.

This course reinforces skills and concepts taught in grade 6. Students are introduced to simple open and closed-loop electrical, electronic, mechanical, and pneumatic systems. They gain experience in designing and controlling a system through the construction of a related project. Through research and current events assignments, they gain a greater awareness of the impact, both positive and negative, that technology can have on individuals, society and the environment. As a culmination activity, students will apply all skills learned to a Past, Present, and Future invention.

Grade 8

Technology incorporates advanced level problem solving activities. Through the following, but not limited to projects, students will demonstrate proficiency and understanding of the Math Science Technology Standard.

Through Magnetic Levitation, a future transportation activity, students design, build, test and refine Maglev vehicles as per Hofstra specifications. Safety vehicles challenge students to design safety restraints that will keep an egg intact in a student-built vehicle after an impact of up to 35 mph. Through the design and building concept of residential home construction, students come to understand the importance of the management of technology.

Family and Consumer Science

As a New York State mandate for all students in grades 6-8, the Home and Career Skills curriculum introduces all students to the application of the process skills of communication, leadership, management, and thinking. The integration of these process skills into each of the content topics is a fundamental component of the Home and Career Skills Curriculum. The content topics fulfill the learning standards developed by National and New York State Family and Consumer Sciences Education and Career Development and Occupational Studies (CDOS).

The Home and Career Skill curriculum is in a unique position in the overall middle level educational environment to support every academic area through its real world experiences and to prepare students to participate effectively in family, community, and workplace settings. In addition, the Home and Careers Skills curriculum serves as a basis and a spring board for a strong high school Family and Consumer Science program. Providing a challenging curriculum encourages students to pursue further learning at the high school level.

Grade 6

Home and Career Skills is designed to focus on the student, which includes the personal environment management and interpersonal relationships modules. These modules culminate in a project titled “a unique me”. Students are also exposed to kitchen safety and measuring which allows them to participate in several food labs. Etiquette and table setting is also covered. Students are introduced to basic financial management focusing on wants, needs and decision-making.

Grade 7

Home and Career Skills introduces the student to the clothing management module. Topics covered include the history of fashion and why people wear clothes, small sewing tools, hand sewing buttons, natural and synthetic fibers, how fabric is made, how clothing is made, how to purchase clothing, how to care for clothing including a laundry unit and sewing machine basics. At the end of each unit, students will complete a hands-on, project based assignment.

Grade 8

Home and Career Skills exposes the student to the world of work for the first five weeks. This course covers preparing for work, job search and applications, job interviews, working papers, and career exploration. The unit culminates with an in depth career project. A job shadowing experience in the community is also included in the unit. During the second five weeks, the student is introduced to the kitchen. Topics covered include food safety, kitchen essentials, recipe reading, knife skills, sautéing, measuring, baking techniques and simple meals. Food labs are conducted throughout the second five weeks for hands-on experience.

Students will take one 10 week rotation each year.

Music

6, 7 & 8 Grade Band

The study and performance of instrumental wind band music. In this class students will develop skills and techniques needed for performing on a wind or percussion instrument, and also enjoy a whole group experience. Music to be covered will be from the different genres of band music: classical, jazz, marches, show tunes, and music originally composed for middle school bands. There are weekly rotating small group lessons, a winter concert, and a spring concert. Prior performing experience on a wind or percussion instrument, as well as the ability to read music is recommended. Grading is based on tests, participation in rehearsals, weekly rotating small group lessons and two concerts. Participation in band is a yearlong commitment.

6, 7 & 8 Grade Chorus

Chorus is a study of vocal ensemble music with an emphasis on learning musicianship skills including note and rhythm reading. Students receive instruction in vocal technique, music notation, interpretation, ensemble skills, and the basics of music theory. Repertoire learned and performed include classical, popular, Broadway, and contemporary music written for the middle school voice. Grading is based on tests, participation in rehearsals, weekly rotating small group lessons and two concerts. Participation in chorus is a yearlong commitment.

6, 7 & 8 Grade Orchestra

Orchestra is a study of string instrumental music with emphasis on learning basic historical facts about composers, proper playing techniques, and note and rhythm reading. The objectives include developing skills related to a particular instrument and participation in a wholesome group experience. Emphasis will be placed on the mastering of reading to the ensemble as well as gaining skills to become more aware of the aesthetic value in music. Music to be covered will be from different genres of orchestral music including classical, Broadway, popular, and contemporary genres. Weekly rotating small group lessons and participation in the winter and spring concerts are required. Prior experience playing in an orchestra is recommended. Grading is based on tests, participation in rehearsals, weekly rotating small group lessons and two concerts. Participation in orchestra is a yearlong commitment.

Student Support Services

The student support service department has a comprehensive, developmental and diverse program to meet the needs of all students with academic, social and emotional counseling. Additionally, support and education are given to parents through orientations and conferences. The middle school programs include transition services, academic advising, high School advising, career and college awareness, character education, bullying prevention and awareness, curriculum-based classroom guidance programs, small group counseling programs, individual counseling and academic testing.