

Schoharie Central School

MIDDLE LEVEL

COURSE BOOKLET

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Introduction

This curriculum guide contains a brief description of the courses of study offered at Schoharie Jr./Sr. High School and information designed to assist students in planning an appropriate program of study. Students should consider interests and abilities while choosing courses to coincide with their academic courses. This process will involve consultation with parents/guardians, teachers, and counselors to make sound choices that will benefit each student. Careful program planning will enable students to work successfully, reaching their academic and personal goals.

Scheduling
Intermediate Level – Grades 7 & 8
(Section 100.4 of NYCRR)

Certain guidelines must be followed when planning a junior high program. Some course choices are personal choices, but the majority of course in junior high follow regulations set by the State. A broader range of individual choices can be made at the commencement of the high school year.

The following courses are required at the junior high level.

English/Language Arts	2 units
Social Studies	2 units
Mathematics	2 units
Science	2 units
Health	½ unit
The Arts	½ unit in visual arts, ½ unit in music
Library and Information Skills	equivalent of 1 period per week
Languages (other than English) *	2 units by the end of 8 th grade
Physical Education	1 unit

Note:

1. The unit of study requirement (180 minutes per week) for one or more subjects may be reduced for students in need of academic intervention services (AIS), but in a manner that does not prevent them from attaining the State learning standards in any area required for graduation or from meeting local standards for promotion.
2. Qualified students in grade 8 shall have the opportunity to take high school courses and receive diploma credit (Section 100.4 of NYCRR). Schools must offer grade 8 acceleration in at least 2 subjects, one of which must be mathematics.

* Students who complete Checkpoint A: 2 units of study in a language other than English no later than the end of 8th grade must pass the final exam in order to earn 1 unit of credit toward the high school diploma (Section 100.2 (d) of NYCRR).

For more information reference www.nysed.gov

Departmentalized Classes

Instead of having one teacher for several subjects, students will now have different teachers for most every subject and students will be changing rooms every period. Students use their assignment pads for the purpose of writing down assignments. No one can be expected to remember all of the information each teacher gives, so it is expected that each student USE THEIR ASSIGNMENT PAD ON A DAILY BASIS.

Testing

Students in grades 6 and 7 will take the New York State ELA and Math tests. These tests are designed to measure individual student progress between the 4th grade and the 8th grade state tests.

Students in grade 8 will take the New York State Test in English/Language Arts, Mathematics and Science.

The results of the New York State assessments will be one factor used to assess each student's need for Academic Intervention Services (AIS). AIS is designed to focus on specific skill development so students will master their graduation requirements.

AIS Questions and Answers

What is AIS? – AIS stands for Academic Intervention Services. The New York State Department of Education requires school districts to provide additional instruction and/or support services to help students meet the New York State Learning Standards required to earn a high school diploma.

Who will be receiving AIS? – Academic Intervention Services are State mandated and may be required for the following reasons:

- Attendance issues
- Low standardized test scores (i.e.: students who score 1 or 2 on the 8th grade assessments or students who fail a Regents exam)
- Additional assistance needed to pass a NYS assessment or Regents exam
- Report card grades below 75%
- Health/Nutrition issues
- Less than 80% of homework or class work completed and/or low effort or participation

When and how often will a student have AIS? – Most students will receive AIS every other day for a period. Some students may received AIS for 20 minutes before or after lunch, or after school.

Who teaches AIS? – NYS Certified teachers must instruct students in AIS. Most AIS sessions are subject specific; therefore, the teachers are certified to teach that particular subject area. For example, if a student needs assistance in math, they will receive AIS with a certified math teacher.

If you have other questions regarding Academic Intervention Services you should contact your student's guidance counselor – Mrs. Kenyon (grades 6 – 8)

Homework Requests

When a student is absent for a day or more and has to maintain coursework for several teachers, it can sometimes be overwhelming for a student to come back to school and make up the coursework. Requesting missed assignments to work on at home can prevent the anxiety this can create. If a student is sick, please call the main office at 295-6600 to request the work they will be missing for the day and any assigned homework. A homework request will be sent to all teachers.

Schoharie does maintain a **HOMEWORK HOTLINE** website (www.schoharie.k12.ny.us) from which parents can obtain general homework assignments. Parents can access the site via Jr./Sr. High and then clicking on the specific grade. This has been a very effective tool for parents to use for checking their student's daily homework assignments. Even with the use of the internet, students are still **expected to write their assignments in their assignment pad** for a daily written record.

Report Cards and Interim Reports

Parents will receive 4 report cards and 4 interim reports. The interim reports are sent home with students at the mid-marking period and are designed to give parents/guardians a general idea of their student's progress. The information listed on the interim report is generalized and sometimes, parents need a more detailed assessment to determine their child's progress. If this is the case, parents may contact specific teachers or set up a parent/teacher conference at a mutually agreed upon time to discuss their child's progress in more detail.

Communication

The report cards and interim reports should not be the only communication between the parents/guardians and the school district. There are many effective ways for parents to communicate with their student's teachers. Parents/guardians who are unclear of their student's explanation of his/her responsibilities, are encouraged to write a note or call the teacher.

In the 2012-2013 school year we opened up access in our student management system **parent portal** to provide parents with the opportunity to review assignments, interim reports, grades and attendance. If you would like to participate in the parent portal you may make the request by filling out the form located on the Jr. /Sr. High website. Parents/guardians who need further clarification or detailed updates of their child's progress may call the guidance department at 295-6611 to set up a parent/teacher conference.

Conferences can be scheduled strictly as an informative meeting or teachers, students and parents can take the meeting one step further to work together and set up a plan to help enhance the child's level of success at the junior high level. This is a very effective means of communication between student, parent and teachers.

For the conference to be effective, here are some helpful guidelines to follow:

- Discuss with your student the goal(s) of the conference. Communicate with the guidance counselor so everyone knows the objectives and can be well prepared for the conference.

- Plan on having the student attend the conference. Students need to hear the information shared about them so they know and understand the perspectives and goals of everyone involved. They also need to be part of the plan developed by the teachers and parents if they are going to reach their goals.
- Have all parents/guardians attend the meeting if possible.
- Parents should share any information with teachers that they feel is relevant to the success and understanding of their child.
- Plan to follow-up and assess the effectiveness of the plan.
- Make any necessary adjustments.

Parents Nights

Parents Nights are designed to give parents an overall view of their student's responsibilities for the school year and meet their child's teachers. The scheduled night for the 6th to 7th grade parents, assist students and parents with the transition to the high school building, lockers, and having many departmentalized teachers.

At the 8th grade level, an 8th to 9th grade Parents Night is offered. High school guidance counselors discuss the courses and requirements and answer questions regarding the transition. Parents also sign up for a individual conference with their student and his/her counselor to plan their high school career.

Career Development

The guidance department and teachers have teamed up to deliver a comprehensive, developmental academics to careers program. The formal program begins in 6th grade and runs through graduation. The 6th grade program begins with interest inventories, nontraditional career exploration, and the development of a personal career portfolio. The 7th grade program utilizes their Family and Consumer Science class for career exploration and will incorporate learning styles to their career portfolios. 8th graders develop career goals based on academics and career majors. They develop an understanding of the relationship between personal choices and future career decisions. Students are able to use our computerized career/college information systems. Each program culminates with an Academics to Careers Day for all 6th, 7th, and 8th graders.

Guidance and Counseling Services

The purpose of the guidance and counseling program is to assist students as they begin to identify and realize their personal and academic goals. This is achieved through counseling, consultation and coordination.

Counseling is provided in individual, small, and large group settings. Topics include career/life planning, decision making, social skills, development, transitional adjustments as students move from grade to grade, study skills, crisis intervention, peer relations, anger management, and academic planning.

Consultation services include conferences with parents, teachers, school support services, and administrators. Counselors also assist with referrals for special education testing and evaluations, accommodations, and setting up meeting through pupil services for the school psychologist and/or social worker.

Coordination activities include career speakers, community services, referral services, and junior high social events.

Secondary Planning

A transition plan, based on the student's interest and abilities, is developed for each student, typically during the eighth grade. This plan provides the framework for the student's high school program and assists the student in making appropriate choices for a comprehensive curriculum. This plan will be reviewed annually through the student's high school career.

Special Education Program

Philosophy: The goal of the junior high special education staff is to assist students in reaching their potential. In order to achieve this goal, the department engages in an ongoing assessment and development of programs and placements in order to meet the needs of students in 6th, 7th and 8th grades.

Program: Parents/guardians and students are active participants in discussions and plans for each student's program, along with school personnel. An Individual Education Program (IEP), based on the student's abilities and educational needs, will be developed. The determination as to which classes will be most appropriate for each student will be based on the student's ability and the level of support each student will require in order to achieve success within that class, as agreed to by the Committee on Special Education. With the exception of resource room, Academic Intervention Services (AIS), and Alternate Education (AE) lab, unit of study requirements recorded for each class. These classes are meant as support for students who need extra services, they are not credit bearing courses.

English/Language Arts

Sixth Grade

Reading – The approach to the reading program is multi-faceted. Reading strategies and skills are taught, reinforced, and reviewed in various ways. A variety of genres and text structures are represented in the reading materials while students gain knowledge through direct instruction, collaborative learning, and independent practice. Students respond to texts through traditional comprehension tasks, journal writing, and/or culminating projects. In addition to class assignments, students are expected to be reading continuously from an independent book as they strive to meet the “25 books challenge”.

Language Arts – In addition to the reading program, students receive writing instruction daily. The writing program consists of direct instruction and continual practice of writing skills. The focus of instruction is on writing, content, sequencing, establishing a sense of voice, mechanics, and grammar while students follow the writing process. The spelling program is based on words commonly misspelled in writing. Students engage in a variety of writing activities and extended writing pieces as they further develop their writing skills.

Seventh Grade

English 7 is a fun and exciting exploration through literary works such as novels, short stories and poems. Pieces are brought to life through literature analysis, journal entries, class discussions, group work and projects. Students will engage in several participatory writing workshops to improve their writing skills and develop an understanding for sequential writing. Several presentations are also integrated into the 7th grade curriculum. This class is writing intensive and requires active engagement. Students also prepare for the New York State English Language Arts examination through reading and writing exercises throughout the year.

Eighth Grade

At the 8th grade level, students begin to intensely prepare for the New York State Standards Test. They have extensive essay writing assignments and spend time reading thematic literature. Assignments range from oral presentations, reading comprehension, persuasive writing, compare/contrast writing and listening skills.

Seventh/Eighth Grades

Reading Enrichment is a remedial reading class intended to support students who are at risk of not meeting performance levels on State assessments. Students, work primarily on comprehension, decoding, and fluency skills at their current level. The English independent book reading assignment and various selections are used to teach individual reading skills. Standardized test preparation for English Language Arts is provided, as well as periodic reading assessments to monitor progress.

Social Studies

Sixth Grade

This course emphasizes the interdependence of all people, primarily in the eastern hemisphere in locations such as Europe, North Africa, and the Middle East. Geography economics are used to develop an understanding about cultural, political, and historic aspects of life in these areas. Student grades are determined by a combination of tests, quizzes, class work and assignments.

Seventh Grade

Social Studies at the 7th grade level explores American history up to 1865. Some of the topics that are covered include Geography and the Social Sciences, Native American Cultures, European Exploration and Colonization, The English Colonies, Causes of the Revolution, The War for Independence, The U.S. Constitution, The Early Republic, The Expanding Nation, Causes of the Civil War, and the Civil War.

Eighth Grade

Social Studies 8 will focus on economic, social, and political events that have shaped the United States since 1865. Outstanding American individuals, geography, and current events will also be addressed. Students will be expected to read and interpret primary and secondary documents in essay writing and development.

Mathematics

All students in grades 6 – 8 will need to purchase a scientific calculator to successfully participate in the course.

Sixth Grade

Whole numbers, decimals, percents, fractions, geometry, probability, and pre-algebra are concepts students will be expected to learn and apply in the 6th grade math curriculum. This course goes well beyond the simple addition, subtraction, multiplication, and division of these key concepts. Students will learn prime and composite numbers and how to factor and apply them, comparing and converting fractions to decimals and percents, proper and improper fractions, mixed numbers, angles, polygons, and planes, as well as order of operations. Assessment of these concepts will be in the form of tests and homework, which will reflect with participatory effort in the report card grade.

Accelerated Math 6 – See Math 7

Seventh Grade

Math 7 is a course in which the primary emphasis is the method used to solve a problem rather than a numerical answer. Students need to be able to justify their answers and are required to show all work including formulas, and substitutions. A variety of problem solving strategies will be taught including drawing a diagram, working backwards, using proportional reasoning and demonstrating a pattern. The course is standards based on the Common Core Standards and will include the number system, ratios, proportions, expressions, equations, geometry, probability and statistics. Students will need to use the mathematical practices of making sense of problems, reason abstractly, critique other's work, model, choose appropriate tools, as well as be precise. The course will provide opportunities for hands-on learning whenever possible. Planned activities include circle labs to investigate Pi, the volume and surface area of cylinders, and labs on orange juice, snowfall and prices. Homework will be assigned daily to reinforce the concepts taught in class. It is imperative that students come prepared each day as success in the course depends upon continuously building upon prior knowledge.

Accelerated Math 7 – See Math 8

Eighth Grade

Math 8 begins with a quick review of basic skills and integers. Then the students get right into the new common core standards that will prepare them to succeed in high school mathematics. There is not as many topics to teach, but they are taught in greater depth. The first main domain is number systems. They learn the difference between rational and irrational numbers; emphasis on estimating and approximating these numbers and reviewing properties of numbers. We then work with square roots and cube roots, scientific notation and metric system. The second domain is expressions and equations. We review solving equations involving decimals and fractions, to understand the connections between proportional relationships and linear equations. We will analyze linear equations and pairs of simultaneous linear equations. Here they learn to solve system of equations algebraically and graphically. The third domain is functions. Here we define, evaluate and compare functions. The fourth domain is geometry, reviewing with more

focus on the use of congruence and similarity. We will review parallel lines, angles, properties of triangles and volume of solids. The fifth domain is statistics and probability. Reviewing different ways to display data and investigate patterns associations in bivariate data. Grading will be determined by homework, quizzes, tests, activities, class participation and preparation. At the end of each quarter there will be a notebook test. Students need to keep a well organized notebook and folder.

Integrated Algebra 8

Prerequisite: Successful completion of 7 Accelerated Math, 8th grade Math or Pre-Algebra and teacher recommendation

This is a one year, high school credit (1) bearing course to prepare students for the NYS Algebra Regents exam in June. The concentration of this course is algebra. Students will develop problem-solving skills and apply them in linear, quadratic, absolute value and exponential functions. These functions will be integrated with coordinate geometry and connections will be made between analytical and geometrical representation. Additional topics will include measurement, data analysis, right triangle trigonometry and probability.

Science

Sixth Grade

The 6th grade science curriculum deals with many interesting and fun topics including the scientific method, and the study of the lithosphere, atmosphere, hydrosphere, universe, and a brief health unit. Each of these topics is broken down into in-depth studies of each unit. Students learn to utilize and apply science skills from predicting and hypothesizing to classifying and organizing in each of these areas. A more detailed investigation helps students to learn and discuss basic chemistry, the structure of the earth, rocks and minerals, natural disasters, weather and environment, the water cycle, space, solar system, planets, and astronomy. These topics prove to be interactive and fun to explore at the 6th grade level. Student grades will be determined by homework, class work, class participation, labs, quizzes, tests and projects.

Seventh Grade

Students will learn to understand and apply scientific concepts, principles, and theories pertaining to the living environment and recognize the historical development of ideas in science. Some of the topics discussed in the course include the differentiation of the kingdoms, determining sexual and asexual mechanisms for passing genetic material from generation to generation, genetics, reproduction and development, and food webs.

In class, Life science students will be expected to perform lab activities in a safe manner, work in cooperative groups, use the scientific method in experiments and in problem solving and develop organizational skills. Classroom discussions and hands-on models are essential to the learning process. Projects include research and writing assignments, model making, and classroom oral presentations.

Eighth Grade

Physical science explores the physical laws and properties that govern the behavior of matter and energy. The main units of study include: Measurement - parameters, units, tools, and techniques; Forces and Motion - principles, relationships, laws and formulas; Work and Machines - classification, laws, applications, formulas; Matter - classification, measurement, properties, phases; Chemistry - elements, atoms, compounds, and reactions; Energy - forms, conversions, laws, and sources.

While engaging in the study of these topics, the course emphasizes the following recurring themes:

1. Science is a process. Students practice the skills of asking questions, making observations, formulating hypotheses, collecting and analyzing data, making conclusions based on their experiments, designing experiments, evaluating their hypotheses, and asking more questions.
2. Understanding comes from stating and defining relationships. Students repeatedly practice identification of independent and dependent variables, proper graph construction and analysis, especially stating relationships between factors, and variables from experimental results.
3. Many physical laws and relationships can be stated mathematically. Students practice understanding mathematical statements, writing, substituting into, and using mathematical formulas correctly.

Communication and technology are vital tools of science. Students need to find their own perspective of the role of technology in science, the world, and their everyday lives. Students need to communicate what they observe effectively, both orally and by writing. Written lab reports are a major component of the course. This practice will be valuable in preparing for future demands of Regents science courses.

The Arts

Sixth Grade Art

Art in Schoharie is crucial to students' education. The art program provides a place where students can enhance their problem solving skills, fine motor skills and broaden their knowledge of the world and its cultures.

6th grade art students will receive a progress report at the end of the first and third quarters, which measures their use of time during studio, preparedness for class and performance on basic skills. Students will continue to develop a familiarity with common art vocabulary, knowledge of famous artists and their works, and also be able to choose appropriate materials for specific kinds of artwork.

Seventh and Eighth Grade Art

Students are required by New York State to satisfactorily complete one semester of visual arts before enrolling in subsequent higher level fine arts courses mandated for graduation.

In 7th and 8th grade art, the student will study the elements and principles of art. In addition, they will become familiar with color theory and how colors can be combined or effectively used. By

using various mediums as well as specific techniques and strategies, the elements and principles of art and color theory are taught. This includes how to create volume and space using linear and circular perspective and gradation. Students will also continue to use these skills (perspective and values) while learning how to use mediums such as cray-pas, acrylic and watercolor paint, pastels, charcoal, marker, ink, scratch board and sculpting materials.

All students are assessed on their own personal growth; their work is not compared to the work of other students. They are graded by completing a project to the best of their ability by the established deadline announced at the beginning of the project. In addition, the pupil is recognized for their level of responsibility, willingness to face new challenges and observe classroom behavioral expectations in a studio setting. Written and practical tests are given with each project. The projects and the tests have the same value when calculating the earned final grade.

Students should leave 7th and 8th grade art having an enriched appreciation of the world around them because of their new way of viewing their environment. Consequently because they have experienced various mediums and acquired new skills, they should also have a heightened sense of respect for the work of artists throughout the world and time.

Sixth Grade Music

Some of the goals of the elementary music program are to develop an understanding of musical concepts and styles, develop critical listening skills, and perform, create and list to many different styles of music. These concepts will be further developed throughout the year as well as the growth of musical skills such as singing, movement, listening, theory, composition and vocabulary.

There are rarely assignments in music, but students are responsible for having and maintaining a folder and bringing their recorder to class. All students are expected to participate in group and individual activities.

General Music 7

The 7th grade general music curriculum is divided into 5 units. Each unit includes an individual and/or group project, homework assignments and listening activities. The 5 units include the Roots of Jazz, Rock and Roll through the Decades, Rhythm, Musicals and Composers and their Music. Assignments related to the units include an oral and written research report, a compare/contrast essay, and researching creative ways to teach about composers.

Junior High Band 7/8

The Junior High Band is composed of students in grades 7, and 8. The band rehearses every other day. Prerequisites for entrance include:

- Previous member of 5th and 6th grade band
- Thorough knowledge of music theory, keys, key signatures, scales, chords
- Ability to perform music at the NYSSMA Level II
- Must be recommended by previous director and/or current directors

The Junior High Band performs at the following music events during the year:

- Fall concert (October)
- Holiday concert (December)

- Spring concert (May)
- Memorial Day parades (May)

The band members may also participate in:

- Band trip in the spring to New York or Washington
- All County (March)
- NYSSMA Festival (May)

Students are graded numerically at the end of each quarter based on participation and band performance, equally contributing to 50% of the grade.

Choir 6/7/8

Students will be introduced to concert vocal music. Rehearsals are intended to be the vehicle in which the student learns to perform pieces as part of the group. These rehearsals will prepare the student to sing at various concerts and community events. Students will utilize lessons to develop skills such as tone quality, rhythm, range and sight reading.

Physical Education

Each day the students will be graded on the following:

- Participation and effort: Student is responsible to actively participate to the best of his/her ability every class period. If a student misses a class, it will need to be made up. Absences and tardiness will detract from grade.
- Physical Education attire/changing clothes: Students must be prepared for class every day. Prepared means wearing sneakers and a change of clothes (shorts, t-shirt, sweatpants and or sweatshirt) different than those worn to school that day. The requirement to have students change clothes is to protect your everyday clothes, allow you to maintain good personal hygiene, and to ensure that your clothes do not cause safety issues for you or your classmates.
- Physical skills: Students will be evaluated during each unit on his/her individual and/or team skill level.
- Knowledge of activity: Students understanding of activities being covered.
- Sportsmanship: Students are expected to follow the expectations listed below. Improper language will be subtracted in points from student's grade.

Each class period a student can earn up to 10 points. If unprepared for class, a maximum of 5 points will be given for the day. Teachers may administer written quizzes and tests throughout the year.

Health Education

Health 6th, Jr. High

Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them. Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.

Consumer Sciences

Family and Consumer Science

Family and Consumer is a one credit course offered for a full year in 7th grade. The course fulfills the New York State learning standards for Family and Consumer Science at the middle school level. Through a series of hands-on learning activities, students apply the process skills of decision making, problem solving and management to the areas of personal development, resource management, and career planning. Critical thinking skills are applied to questions such as, “How do I relate to others?”, “How can I make money work for me?”, as well as everyone’s favorite, “How do I choose what to eat?”.

Technology

Introduction to Technology 8

This course is designed to provide students with an understanding of technology and how technology influences our lives. Projects and problem solving activities are used the application of technology. Students will use tools, equipment and materials in a safe way to complete class activities.

We study communications through orthographic and isometric projection drawings and computer programming

Students build a two to three dimensional development project and a solid wood project to learn how to work with materials in the shop.

Students build a mousetrap-powered vehicle, a CO₂ powered car, and a rocket, which show the application of Newton’s Laws of Motion. We use the 8th grade physical science textbook and integrate with Science 8, Math 8, Social Studies 8 and English 8 to create an interdisciplinary project.

Students study electricity and build simple alarms to apply their knowledge.

Foreign Language

Spanish 6

At the 6th grade level, students are introduced to the Spanish language and culture. Students will learn basic vocabulary such as conversation vocabulary, question words, numbers, colors, weather, calendar, time, and other topics designed to give the students an entry-level awareness of the language. Integrated into their language learning is a study and comparison of Spanish speaking and American culture. Students will be introduced to Hispanic cultures and celebrations as appropriate throughout the course. At the 6th grade level, grading will be based on an “S” for satisfactory or a “U” for unsatisfactory which reflects their effort, participation, and achievement.

Spanish 7

Students in 7th grade meet every other day. Students will be graded on a numeric basis this year, and will have a cumulative final exam, which is different from Spanish 6. Throughout the year, students will continue to learn basic vocabulary in Spanish including topics such as personal identification, school life, clothing and shopping, and family. Also this year, we will focus on the skills of listening, reading, writing, and speaking Spanish. Students will work on their abilities to ask and answer questions in Spanish in speaking and writing as appropriate to the topics we cover. Students will also learn about the countries that speak Spanish and the cultures associated with these countries as appropriate to the topics we cover.

Spanish 8

Students in 8th grade Spanish will meet every day for the full year. The main goal of Spanish 8 is to help students be able to communicate in Spanish. In order to do this, students will continue to learn vocabulary, incorporating what they have already learned into new topics of study such as house and home life, travel, describing others, health and welfare, meal taking, and other topics. Students will also continue to develop their skills of listening and reading in Spanish, and will also work to be able to hold basic conversations in Spanish as well as write short notes and letters in Spanish. Hispanic culture will be taught throughout the various topics as appropriate over the course of the year. At the completion of Spanish 8, students will take a final exam, administered during Regents week in June of the school year. This is a cumulative exam covering the content of Spanish 6, Spanish 7, and Spanish 8. With successful completion of **both** the Spanish 8 course and the final exam, students will earn one (1) high school credit.

Co-Curricular Activities

Students are encouraged to expand their educational opportunities by participating in sports and activities offered after school. Junior high students can explore their interests in athletics by becoming involved in:

- Soccer
- Cross Country
- Volleyball
- Bowling
- Basketball
- Softball
- Baseball
- Wrestling
- Track
- Tennis
- Football

Individual interest that lay outside the standard curriculum may be satisfied by taking part in the after school activities offered.

- Student Government
- FCCLA (Family, Career, Community Leaders of America)
- S.A.D.D. Chapter

- Future Business Leaders of America
- Future Farmers of America
- Junior National Honor Society (8th grade only)

4-H After School Program (K through 8th grade)

This program will run daily, following the school calendar, from dismissal to 5:37pm. The staff will offer a wide variety of activities including homework support. The activities are generated by the student's interest. Character development and conflict resolution skill development are also highly emphasized in this program. This program is a valuable link between home, school and the community. If you are interested in joining please see your guidance counselor.