



CURRICULUM GUIDE

**J. TAYLOR FINLEY
MIDDLE SCHOOL
2026 - 2027**



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This policy of nondiscrimination includes recruitment and employment of employees, salaries, pay and other benefits, counseling services to students, student access to course offerings, educational programs, and other activities. Inquiries concerning the application of this nondiscrimination policy, or complaints of discrimination on any of the above-referenced bases, may be directed to the following individuals designated to coordinate the district's efforts to comply with and carry out its responsibilities under Title IX, Section 504/ADA, and the Age Discrimination Act:

- Title IX and Title VI Compliance:
The Office of Curriculum and Instruction and The Office for Finance and Management, Central Administration, 50 Tower Street, Huntington Station, New York 11746, (631) 673-2036 or (631) 673-2111.
- Section 504, ADA, and Age Discrimination Act Compliance:
The Office of Curriculum and Instruction, Central Administration, 50 Tower Street, Huntington Station, New York 11746, (631) 673-2036.

AFTER SCHOOL ACTIVITIES

Interscholastic Athletics

The J. Taylor Finley Middle School interscholastic athletic program is an integral part of the overall school curriculum. Middle school students participate in a "modified program," with each sport adapted to ensure student safety at this age level. The primary goals of the program are student participation and learning the fundamentals of the sport. Students are encouraged to participate as early as possible with the hope that they will continue to be involved at the high school level. Students must have an up-to-date physical examination and a parent consent form on file with the school nurse in order to participate in any Finley interscholastic athletic team.

Interscholastic Teams Offered

Season	Boys	Girls
Fall	Football, Soccer, Cross-Country	Field Hockey, Soccer, Cross-Country, Tennis
Early Winter	Basketball	Volleyball
Late Winter	Wrestling, Volleyball	Basketball
Spring	Baseball, Lacrosse, Track & Field, Tennis	Softball, Lacrosse, Track & Field

Student Activities

A daily student activity period is scheduled at 2:55 p.m., offering students opportunities to participate in a wide variety of clubs. Most clubs are open to both seventh and eighth graders, although some are grade-specific or selective in membership. An intramural sports program is also available for boys and girls, and students may use the activity period to attend extra help sessions in any subject area.

The Finley Library is open after school each day, allowing students to study, complete homework, or access library materials.

Some Clubs Include:

Art Club	Community Club	Drama Club	Honor Society
Jazz Band (before school)	Mathletes Team	Digital Newspaper/Book Club	Yearbook Staff
Honors Choir (before school)	Stage Crew	Honors Orchestra (before school)	Student Government
Ukulele Club (before school)	Symphonic Band (before school)		

NEW YORK STATE PROGRAM REQUIREMENTS FOR MIDDLE SCHOOL

All students shall be provided with instruction designed to enable them to achieve, by the end of grade eight, the State intermediate learning standards in accordance with NYSED requirements through:

Subject	Requirements
English Language Arts	2 Units
Social Studies	2 Units
Science	2 Units
Mathematics	2 Units
Career and Technical Education (CTE) Career Development and Occupational Studies (CDOS)	1.75 Units
Physical Education	Every Other Day
Health Education	0.5 Units
The Arts	0.5 Units Visual Arts; 0.5 Units Music
Library and Information Skills	Equivalent of 1 Period Per Week in grades 7-8
World Language	1 Unit*

* In addition, all 7th and 8th grade students are expected to enroll in a world language, unless exempted by the CSE.

FINLEY MIDDLE SCHOOL COURSE SELECTION SUMMARY

J. Taylor Finley Middle School also provides students with the opportunity to take accelerated courses in mathematics, science, art, and world language. Successful completion of these courses earns high school credit. Please note that mandated services and Programs take priority over elective courses. For further details, see other sections of the Curriculum Guide.

The sample chart below is provided to assist students and parents in planning a two-year academic experience at Finley Middle School. It represents a typical course sequence for grades 7 and 8; individual schedules may vary based on student placement, program participation, or accelerated course enrollment.

GRADE 7		GRADE 8	
Period	Subject	Period	Subject
1	English	1	English
2	Mathematics	2	Mathematics
3	Mathematics / Physical Education	3	Science
4	Science	4	Social Studies
5	Social Studies	5	Lunch
6	Lunch	6	World Language
7	World Language	7	Technology / Home and Careers
8	Computer Science / Home and Careers / Music	8	Physical Education / Music
9	Art / Technology	9	Virtual Enterprise Jr. / Health

Important Notes:

- Students enrolled in accelerated courses in Earth Science and/or Studio in Art may experience modifications to the above schedule.
- Elective courses and program placements are subject to availability and may be adjusted to accommodate state requirements, accelerated pathways, or mandated services.
- Parents and students should use this chart as a planning tool, understanding that the final schedule will be determined by guidance staff in consultation with the student.

GRADING SYSTEM

J. Taylor Finley Middle School uses a numeric grading system. Student grades are determined based on departmental and grade-level criteria and range from 0 to 100. A grade of 65 or higher is considered passing. A student's Grade Point Average (GPA) is calculated by averaging all course grades.

At the end of the school year, the final grade for each course is computed by averaging the four quarterly grades along with the final exam or Regents' grade, as applicable. Teachers determine final grades based on a combination of factors they consider important, including tests, homework assignments, projects, laboratory work, and participation in classroom activities.

FAILURE POLICY

Any 7th or 8th grade student who fails a general education course in English, Social Studies, Mathematics, World Language, or Science must successfully complete that course before advancing to the next level in the subject area. The student may repeat and pass the course during summer school or the following school year in order to progress.

Students who fail three or more general education courses in a single year may be required to repeat the entire grade level.

HONOR ROLL

High Honor Roll – A student is eligible for the High Honor Roll by achieving a minimum weighted average of 95, provided the student has no grades below 65, no grades of "F" or "NG," and fewer than two incompletes in the quarter.

Honor Roll – A student is eligible for the Honor Roll by achieving a minimum weighted average of 85, provided the student has no grades below 65, no grades of "F" or "NG," and fewer than two incompletes in the quarter.

On a Roll – A student is eligible for On a Roll recognition by improving their overall weighted average by five or more points. This recognition is awarded at the end of the 2nd and 3rd marking periods.

TEAMING

At J. Taylor Finley Middle School, all students are organized into teams, where each team shares the same four teachers in contiguous classrooms and follows a block schedule. This structure supports a smooth transition from the elementary self-contained classroom setting to middle school and beyond.

Teaming fosters coordinated, interdisciplinary instruction and promotes stronger communication among students, parents, and staff. Through common planning time, teachers can collaborate to address the academic, social, and emotional needs of emerging adolescents. This approach enhances consistency in expectations, provides a more personalized learning experience, and allows teachers to support students more effectively as they develop critical skills for middle and high school success.

STANDARDIZED TESTING AT FINLEY MIDDLE SCHOOL

Standardized tests are used to measure middle school students' academic progress and establish benchmarks for comparing student performance using criteria-referenced, standards-based norms. These assessments allow faculty to observe significant changes in individual students' academic records over time.

The primary purpose of all school testing is to improve instructional practices. Annual audits of academic achievement also provide a way to involve parents and the community in positive accountability for each child's educational outcomes.

NYS Assessments Administered at Finley Middle School:

- Grade 7 New York State Assessments in English/Language Arts and Mathematics
- Grade 8 New York State Assessments in English/Language Arts
- Grade 8 Intermediate Level Science Test – Performance and Written

STUDENT SUPPORT SERVICES

School Counseling

The guidance and counseling program at J. Taylor Finley Middle School is designed to help all students explore their educational and career development while supporting their behavioral, social, and emotional growth. Through individual and group counseling, students can address specific concerns, personalize the information they receive, and make effective plans for their future.

School counselors assist students, faculty, and parents in facilitating academic, career, and socio-emotional progress. Services include program planning, student/parent conferences, placement in specialized courses, and counseling interventions. Parents are encouraged to contact their child's counselor with any questions or concerns.

Student-Related Services

Psychologists, social workers, school counselors, speech and language therapists, and other related service providers are part of the Student Support Services Department. They provide a wide range of services to support students, parents, and staff.

Services include:

- Screenings
- Parent conferences
- Individual and group counseling
- Teacher consultation to address students' needs
- Crisis intervention
- Training for staff and parents
- Substance abuse counseling
- Resource and referral services
- Serving as members of the Instructional Support Team, 504 Committee, and Committee on Special Education (CSE)

Students classified by the CSE may receive specially designed instruction and related services as determined by the Committee on Special Education. Services may include:

- Speech & Language Therapy and Counseling
- Occupational Therapy, Physical Therapy, and Vision Services
- Teacher of the Deaf Services

ART

Our Art courses are designed to provide all students, including the serious-minded young artist, with opportunities to explore individual interests in a non-competitive studio setting.

ART 7 (20 Weeks)

Art 7 is a half-year, required course that meets every day. Students explore a variety of media and develop basic skills and techniques that relate to two- and three-dimensional forms of artistic expression. Units of study in the course include drawing, painting, sculpture, construction, printmaking, ceramics, and crafts.

ACCELERATED STUDIO IN ART – GRADE 8 (40 Weeks)

This full year, high school course is designed for serious-minded art students. The course includes a variety of two- and three-dimensional projects intended to refine a student's skill, technique, and knowledge as they relate to the principles and practices of design, drawing, lettering, painting, drafting, printmaking, sculpture, and computer graphics. The selection process for this accelerated program includes a teacher recommendation, grade point qualification in Art 7, and evaluation of student work. Parents of students qualifying by grade point average will receive application information by mail.

The final grade earned will be recorded on the student's high school transcript and computed in the high school grade point average. Students who do not wish to have their grade entered this way must drop the course before the midpoint of the year. Students who successfully pass Studio in Art will be allowed to enroll in any art class at the high school.

BUSINESS

VIRTUAL ENTERPRISE 8 (20 Weeks)

The Junior Virtual Enterprise course enables students to develop technology and entrepreneurial skills while learning about business and careers. Students also build problem-solving, decision-making, time management, public speaking, financial literacy, teamwork, and technology skills.

ENGLISH AS A NEW LANGUAGE

This is a state and federally mandated program that provides intensive English instruction to non-English-speaking students using ENL methodologies and techniques. Students in this program are held to the same high standards as their English-speaking peers. Teachers incorporate all language arts modalities—listening, speaking, reading, and writing. These classes not only teach English Language Arts but also teach English through content areas.

The process of learning a second language is similar to learning a first language. Studies show that acquiring a second language, both socially and academically, typically takes 6 to 10 years. Students are required to complete the program within three years; an extension of services for up to three additional years can be requested from the New York State Education Department, Office of Bilingual Education and World Language Studies. Students who do not pass the NYSESLAT after receiving ENL services for six years must continue in the program until they achieve the Commanding Level on the NYSESLAT.

Initial Identification and Placement

Newly registered students whose Home Language Questionnaire (HLQ) indicates a language other than English is spoken at home must be tested using the NYSITELL for identification and initial placement, following an initial interview in both English and their native language. The test is administered only once at the time of registration in any New York State school district. At the end of the school year, English Language Learners (ELLs) are tested for English language development using the NYSESLAT.

Levels of English Language Development (NYSESLAT)

LEVEL / PERIODS: ENL, HLA, Integrated ENL/ELA

- **Entering:** 1 period of Stand-Alone ENL, 1 period of Integrated ENL/ELA, 1 period HLA
- **Emerging:** 1 period of Stand-Alone ENL, 1 period of Integrated ENL/ELA, 1 period HLA
- **Transitioning:** 1 period of Integrated ENL, 1 period HLA
- **Expanding:** 1 period of Integrated ENL Content, 1 period HLA
- **Commanding:** Exit ENL – Students are entitled to 0.5 unit of Integrated ENL in ELA/Core content area or other approved former ELL services for two years after exiting the program

To be placed at a level, ELLs must score the same on both the Listening and Speaking and Reading and Writing parts of the exam. If scores differ, placement is determined by the lowest score. The NYSESLAT is the only tool allowed by Commissioner's Regulations Part 154 to exit the ENL program.

Stand-Alone ENL Courses

ENL Newcomer

(1 Year – 1 Elective Credit, 5 Periods Weekly)

This stand-alone ENL course is for low-literacy SIFE ELLs, identified through the New York State protocol. English language and literacy skill development is differentiated individually through small-group instruction using relevant and meaningful thematic units.

ENL Entering

(1 Year – 1 Elective Credit, 5 Periods Weekly)

Designed for Entering-level Newcomer ELLs, this ENL course focuses on listening, speaking, reading, and writing aligned with New York State ELA standards.

ENL Emerging

(1 Year – 1 Elective Credit, 5 Periods Weekly)

This course is designed for Emerging-level English Language Learners. English skill development in listening, speaking, reading, and writing is aligned with New York State ELA Next Generation Standards. Vocabulary, literature, concepts, and grammar are taught to support the ELA curriculum.

ENGLISH

The overall goals of the English program in grades 7 and 8 are linked to The New York State Standards for English Language Arts. Curricular modifications have taken place since The Next Generation Standards in English Language Arts and Literacy have been fully adopted by the NYS Education Department. These standards focus on developing students' skills in reading, writing, language, speaking and listening. As readers, speakers, listeners, and writers, students will use language that follows the accepted conventions of English to acquire, interpret, apply, transmit information, as well as to demonstrate self-expression, judgment, and social communication. Students are expected to be active listeners, readers, and writers, since they are involved in the learning process and responsible for their own learning.

ENGLISH 7 (40 Weeks)

This course is required of all 7th grade students. The curriculum, linked to Next Generation Standards for English Language Arts, focuses on writing and literature, both fiction and non-fiction. The writing program that students experience emphasizes writing as a process, including pre-writing, drafting, revising, and editing. Close reading and writing claims supported by evidence are recurring areas of emphasis in 7th grade. Literature study emphasizes reading as a process, including reading for aesthetic and personal response, reading for acquisition and interpretation of information, and reading for critical analysis and evaluation. The course includes a formal introduction to the basic types of literature: the novel, short story, poetry, non-fiction, mythology, and folklore.

During the year, students' proficiency in the standards will be assessed through quarterlies which serve as formative assessments. There is also an intentional focus on conventions taught within the context of authentic student writing. A research-based approach, the Strategic Instructional Model (S.I.M.) is introduced for enhanced paragraphing and more complete essay writing. Students will take the NYS 7th Grade English Language Arts Assessment, administered to all seventh graders in New York State in the spring. The final examination is departmental, based on the English Language Arts standards and language skills acquired throughout the year.

ENGLISH 8 (40 Weeks)

This course is required of all 8th grade students. The curriculum, linked to the Next Generation Standards for Language Arts, emphasizes reading, writing, listening, and speaking. The literature students read challenges them to continue building their skills in responding to literary works of different genres. Students develop greater sophistication in reading and writing skills and continue the writing process. Close reading and writing claims supported by evidence are again focused on in 8th grade. Increasingly sophisticated grammatical structures are learned and practiced.

During the year, students' proficiency in the standards will be assessed through quarterly exams which serve as benchmarks for student growth in NY State reading and writing performance indicators. Students will take the 8th Grade English Language Arts Assessment, administered to all 8th grade students in New York State in the spring. Students continue preparation for Regents level reading, writing, speaking, listening, and critical thinking. A departmental final exam is administered in June.

Please note: All eligible students for our 9th grade Honors English programs will be recommended by the 8th grade English teacher. In determining the best placement for the student, reading level, GPA, State scores, and performance on exams will be reviewed. Students should maintain an average of 90, or better, throughout 8th grade to indicate appropriate placement in 9th grade honors.

ENGLISH LANGUAGE LAB

This course meets on alternate days and is designed to allow students to develop their confidence in English language arts and identify where they need improvement. Specific New York State performance indicators and skills will be focused on for each student through writer and reader workshops. With a focus on comprehension, students' abilities in reading for information and understanding, literacy response, and critical thinking will be enhanced.

HEALTH

HEALTH 8

The State Education Department has determined that every student must receive at least one semester of Health at the middle school level. The Health Education curriculum examines critical health issues facing adolescents today. Topics include pressures of being a teenager, mental health, decision-making, family life, substance use and abuse, and chronic and communicable diseases. The students will identify and practice the skills necessary to make informed decisions and solve health problems.

HOME AND CAREER SKILLS

Home and Career Skills are no longer “merely cooking and sewing.” It is a series of life management courses that teach students skills for life.

HOME AND CAREER SKILLS 7 (10 Weeks)

Home and Career Skills 7 are required of all 7th grade students by state mandate. The curriculum includes units of study in Building Self-Esteem and Stopping Self-Defeating Behaviors, the Thought Processes Used in Problem-Solving and Decision-Making, Time Management Skills in Daily Living, Nutrition, and Basic Cooking Skills.

HOME AND CAREER SKILLS 8 (20 Weeks – every day)

Home and Career Skills 8 is required of all 8th grade students by state mandate. This curriculum includes units of study in Relationships and Conflict Resolution, Consumerism and Money Management, Career Exploration, Communication Skills, Sewing, and Clothing Construction.

MATHEMATICS

The goal of every math teacher at Finley Middle School is to provide students with the knowledge and understanding of the mathematics necessary to function in a world very dependent upon the application of mathematics. The Next Generation Learning Standards are a set of guidelines for what students should know and be able to do in math to be prepared for college and careers. All lessons will expose students to the standards of mathematical practice: make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, and look for and make use of repeated reasoning. This will be accomplished as students participate in the national common core math curriculum in 7th and 8th grades.

MATHEMATICS 7 (40 Weeks)

The course will include curriculum topics from the Next Generation Learning Standard for Math 7 and Math 8. Students will continue to develop their work with rational numbers, proportional relationships, algebraic expressions, linear functions, geometric shapes, expressions and equations, probability and statistics, and percentages. Students will receive a period and a half of instruction on an alternating day basis to allow time for modeling and real-life applications of the course topics, with differentiated activities providing hands-on experiences for all students. The New York State Math 7 Assessment will be administered to all 7th graders.

ALGEBRA 1 - GRADE 8 (40 Weeks)

The fundamental purpose of this high school course is to formalize and extend the mathematics that students learned in the middle grades. This course deepens and extends understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout the course and, together with the content standards, ensure that students experience mathematics as a coherent, useful, and logical subject. At the end of this course, students must take the Common Core Algebra 1 Regents. Both the Regents exam and final grade earned will be recorded on the student’s high school transcript, and the final grade will be computed in the high school grade point average. **NCAA approved**

MATH LAB - ALGEBRA

Math Lab is designed to provide additional support to students who scored a level 1 or 2 on the previous year's New York State Math assessment, along with teacher recommendation. Instruction focuses on the basic mathematics skills, conceptual understanding, and academic language students need to be successful in mathematics.

ENL MATH 7 (40 Weeks)

This course meets the needs of ENL students who require assistance in reading, writing, and speaking English. Students receive a double period of Math on an alternating day basis, and instruction is modified and individualized to meet the needs of the students. Placement in ENL Math 7 is based on a language evaluation.

ENL ALGEBRA 1 (40 Weeks)

This course meets the needs of ENL students who require assistance in reading, writing, and speaking English. The ENL Algebra course follows the same curriculum as the general Algebra 1 classes, but instruction is modified and individualized to meet the needs of the students. Placement in ENL Algebra is based on a language evaluation.

MUSIC

Music is an important element of a Finley student's experience. Music is required of every student. At the Middle School, courses are designed for the serious music student who wishes to continue with his/her performing group experience and courses for students who do not wish to perform in chorus, band or orchestral groups.

PERFORMING MUSIC ENSEMBLES:

BAND 7 & 8, ORCHESTRA 7 & 8, AND CHORUS 7 & 8 (40 Weeks - alternating days)

The Finley Band, Orchestra and Choral programs provide opportunities for our performing musicians to develop advanced skills while performing more challenging music. Complex rhythms, sight-reading, tone quality, balance, and interpretation are some of the many musical components that are stressed. Participation in a large performance ensemble also helps to develop self-discipline, teamwork, and esprit de corps. Our Band, Orchestra and Choral students perform at our annual Winter and Spring Concerts and at other special events during the year. In addition to the class period, students are required to attend a weekly lesson period which rotates throughout the school day as well as all concerts.

Prerequisite for Band, Orchestra, and Chorus: At least one year of successful participation in a Band, Orchestra or Choral program, or special permission of the director.

Important Note: Students in performance groups will not be permitted to drop or change these courses prior to the end of the first progress report period.

NON-PERFORMING COURSE:

GENERAL MUSIC (40 Weeks – alternating days)

General Music is required of all students who do not participate in Band, Orchestra or Chorus. Students will learn a variety of musical styles including the study of American pop music. Students in General Music will also have the opportunity to learn how to play ukulele and compose on music composition software. Students will also learn about composers from around the world through artists and composer research projects. General Music may be taken in 7th grade.

BAND INSTRUMENTAL METHODS

Half-year (Full year every other day)

This music course will be offered to all 7th graders as an every-other-day instrumental music course. A woodwind (clarinet) course and a brass (trombone) course will be offered. These courses will offer students, who are currently not enrolled in the instrumental music program, an opportunity to learn how to play an instrument and enroll in our 8th grade band program the following year. This course will satisfy their 7th grade music class requirement.

PHYSICAL EDUCATION

It is the philosophy at J. Taylor Finley Middle School that the physical education program will provide an opportunity for all students to have a quality education that meets the needs of all types of learners.

Students are taught the necessary knowledge and skills to establish and maintain a healthy lifestyle. Seventh and eighth graders will participate in personal skills and fitness activities along with individual & team sports. Students are encouraged, educated and given the necessary tools in order to demonstrate responsible personal, emotional and social behaviors that are essential in life.

Students are evaluated through affective, psychomotor and cognitive assessments during each marking period, whether the student is in a sport-related class or in a fitness or skill related activity. Finley takes pride in teaching wellness and lifelong fitness skills, which provide enjoyment, challenge, self-expression and social interaction.

PHYSICAL EDUCATION 7 AND 8 (40 Weeks – alternating days)

Physical Education is required of all seventh and eighth grade students. Class periods consist of a fitness, skill and sport activity segments. Finley's personal fitness activities are geared toward core strength and conditioning. The main focus is to improve a student's physical capability in each of ten recognized fitness domains: Cardiovascular and Respiratory Endurance, Stamina, Strength, Flexibility, Power, Speed, Coordination, Agility, Balance and Accuracy. This program is developed to enhance an individual's proficiency at all physical tasks.

Students will also participate in skill development, game strategies, socialization, teamwork and cooperation through team-oriented classes concentrating on activities that relate to sports and other group activities such as flag football, soccer, volleyball, basketball, floor hockey, badminton, tennis, ultimate Frisbee, pickleball, lacrosse and track and field along with several others.

READING

READ 180

This course is a nationally renowned, researched-based reading program. Students are eligible for the program after consideration of their ELA performance and discussion with the guidance staff. This course is offered as an 80 minute block for optimal effectiveness. This course satisfies the NYS requirement for English in the middle school.

LLI

LLI is an academic intervention service for students who have not scored in the proficient range on the New York State ELA assessment. Students receive instruction from a certified reading specialist once per day for the whole year.

TUTORIALS

Academic tutorials are assigned to students who require extra time and reinforcement of instruction in the core subject areas. All tutorials meet one period every day or alternate day. Students will have their own team teachers for their tutorial class.

SCHOOL MEDIA PROGRAM

The Library Media Center program provides students with the information literacy and digital literacy skills necessary to acquire knowledge, explore ideas, and express understanding effectively. The program helps students become independent learners by teaching them how to locate, evaluate, and use information from a variety of sources, including print materials, digital resources, online databases, and educational software. These skills are essential in today's rapidly evolving technological and information landscape.

In addition to the classes scheduled throughout the day, the Library Media Center is open to students daily during lunch periods and after school. Students can use the space to access books, magazines, computers, online resources, and research databases, as well as to study, complete homework, or engage in independent research projects. The Library Media Center also provides support for collaborative projects and guided instruction in research and digital literacy skills.

SCIENCE

Science classes are engaging and fun! Through hands-on activities, students explore the methods of science while discovering key concepts in Life, Earth, and Physical Sciences. Our classes integrate technology and emphasize inquiry-based learning, encouraging students to collaborate, communicate, and develop problem-solving skills.

Our science courses are designed to engage every student with natural scientific phenomena through a three-dimensional learning approach. These dimensions include Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts, as outlined by A Framework for K-12 Science Education and the Next Generation Science Standards. This integrated foundation prepares middle school students for Regents-level science courses in high school. Additionally, all students in Science 8 will take the New York State Intermediate Level Science (ILS) Assessment, which evaluates science concepts learned from grades 6 through 8. Our curriculum ensures that students are well-prepared for this comprehensive exam.

SCIENCE 7 (40 Weeks)

This course is required for all 7th grade students. Included in this course are topics found in the New York State P-12 Science Learning Standards. These topics include the scientific method, characteristics of living things, structure and function, information processing of cells, and the interactions of body systems. The growth, development, and reproduction of organisms are also studied. All students will be required to complete 1/4 NYS Investigations (It's Alive).

SCIENCE 8 (40 Weeks)

This course is the regular placement for all 8th grade students. Included in this course are topics found in the New York State P-12 Science Learning Standards. Major concepts in each of the physical sciences: chemistry, physics and earth science are taught. Students will be required to complete 3/4 NYS investigations (Weather and Climate, All Mixed Up, and Cool It). All students in Science 8 will take the Intermediate Level Science (ILS) Assessment. This New York State exam tests science concepts learned in grades 6 through grade 8. 15% of the questions of the new NYSED Science Written Test will measure content related to the performance expectations measured by the Investigations.

ENL SCIENCE 7/8 (40 Weeks)

This course is designed to support Entering/Emerging English Language Learners. Over two years the ENL science course covers topics normally covered in Science 7 and Science 8. Students are placed in the class with the recommendation of the ENL Director and K-12 Science Chairperson.

EARTH AND SPACE SCIENCE R - GRADE 8 (40 Weeks)

This high school course is the placement for 8th grade students who are accelerated in science. The content of this course follows guidelines designed to measure Earth and Space science knowledge and skills as defined by the New York State P-12 Science Learning Standards. The Investigations for the Science Regents Examinations have been designed to be hands-on, three-dimensional learning tasks aligned to the Performance Expectations (PEs). Students are required to complete a minimum of 1200 minutes of laboratory assignments, followed by written lab reports, as required by the New York State Education Department. Successful completion of the four NYS Earth and Space Investigations for the course will be required for admission to the Earth and Space Science Regents Examination. **NCAA approved**

Please Note: Both the Regents exam and final grade earned will be recorded on the student's high school transcript, and the final grade will be computed in the high school grade point average. Students who do not wish to have the grade entered this way must drop the course before the end of the first formal marking period.

SPECIAL EDUCATION

The district provides a continuum of services for students with disabilities (SWD). Placement in any special education program is determined by the Committee on Special Education (CSE) based on a student's academic, social, management, and physical needs, as well as determination of a disability. The CSE recommendations must be reviewed by the Board of Education of our school district prior to any action being taken. Each student's program is outlined in his or her Individual Education Program (IEP).

CONSULTANT TEACHER PROGRAM

Indirect and direct consultant teacher services are provided in the student's general education class or to the student's general education teacher by a certified special education teacher. Consultant teacher services allow students with disabilities to stay in full-time regular education programs and receive indirect consultation from a special education teacher. Indirect consultant teacher services provide consultant services to regular education teachers to help them modify the learning environment or instruction to meet the needs of students with disabilities (SWD) in their classes. This service allows school districts to provide indirect consultation services to pupils with disabilities who are enrolled in a full-time regular education program. Direct consultation can be provided to an individual or group of students in the general education class.

RESOURCE ROOM PROGRAM

A resource program provides specialized supplementary instruction in a small group setting. The resource program teacher, in cooperation with classroom teachers, provides specialized instruction to support academic performance in the areas identified in the IEP.

INTEGRATED CO-TEACHING SERVICES

Integrated co-teaching services means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and non-disabled students. It is a means through which students with IEPs receive some or all of their specialized instruction in the context of the general education classroom.

In this model, two professionals with teaching certification are co-teachers: one general education teacher and one special education teacher. Both professionals participate fully in the instructional process by providing content and facilitating student engagement and learning.

SPECIAL CLASS PROGRAM

Instruction in the special class parallels instruction that is delivered in the general education setting. Special class instruction provides core instruction in a setting with students with disabilities (SWD). Special classes are available for English, Social Studies, Science, and Math. The curriculum and standards are the same as in the regular education classes but are adapted to meet the individual needs of the students. Special class instruction can be delivered in a 15:1:1 or 12:1 (+3:1 - Life Skills) special class size ratio, as determined by the CSE based on the student's individual needs. The students who participate in the Life Skills Program are assessed through the New York State Alternate Assessment.

SOCIAL STUDIES

The aim of social studies instruction is to help young adults learn to carry on the free society they have inherited. Students also learn to make whatever changes modern conditions demand or creative imagination suggests that are consistent with a free society's basic principles and values. Finley's social studies program is based on the New York State Grade 7 - 8 Frameworks Curriculum in Social Studies: Two Year Sequence of Study. In both levels of study, teachers develop and explore several thematic, chronologically organized units on the history of the United States. The two courses incorporate the New York State Social Studies Frameworks with a focus on historical thinking skills, evaluation of sources and enduring civic issues.

SOCIAL STUDIES 7 (40 Weeks)

This course is required of all 7th grade students. Major units of study include: The Global Heritage of the American People Prior to 1500; European Exploration and Colonization of the Americas; Creating a New Nation; Experiments in Government; Manifest Destiny: Life in the New Nation; Causes and Events of the Civil War, and Reconstruction. Students can opt to delve into greater detail by researching a specific American history topic tied to the annual National History Day theme. Instructors provide rich project-based lessons which allow for a full social studies approach that ties together historical, geographic, economic and social inquiries. A final exam and departmental midyear exam assess students' knowledge and skills in United States history, geography, government, and document analysis.

SOCIAL STUDIES 8 (40 Weeks)

This course is required of all 8th grade students. Major units of study include: The Constitution; an Industrial society; the United States as an Independent Nation in an Increasingly Interdependent World; the United States Between the Wars; the United States Assumes Worldwide Responsibilities; the Changing Nature of the American People from WWII to the Present; Citizenship in Today's World. A midterm assesses student growth. Assessments reflect an emphasis on student understanding of the geography of the United States, and enduring issues in U.S. history and government. Students also explore practical civic literacy skills through exploration of issues.

Students can opt to delve into greater detail by researching a specific American history topic tied to the annual National History Day theme. Instructors provide rich project-based lessons which allow for a full social studies approach that ties together historical, geographic, economic and social inquiries. In June, all eighth graders will take a final which evaluates students' learning of the content of grade 8. Stimulus-based question types and a full enduring issue essay are cornerstones of this assessment.

Please note: All eligible students for our 9th grade Honors Social Studies programs will be recommended by the 8th grade social studies teacher. In determining the best placement for the student, reading level, research skills and performance on exams will be reviewed. Students should maintain an average of 90, or better, throughout 8th grade and score in the 90's on the 8th grade final in June to indicate appropriate placement in 9th grade honors.

ENL SOCIAL STUDIES (7th and 8th Grade - 40 Weeks)

This course meets the needs of ENL students who require assistance in reading, writing and speaking English. The ENL Social Studies courses are the same as the other classes, however, the instruction is modified and individualized to meet the needs of the students. Students are placed in ENL Social Studies as a result of a language evaluation and recommendation of the ENL Director and Chairperson of Humanities.

CIVICS QUEST (7th Grade – 20 weeks – alternative day)

Students will build on their 6th-grade learning about local civic engagement and explore how citizens can participate in government on the state level as well. The course will focus on the three branches of our New York state government: executive, legislative, and judicial. Students will explore how they themselves can be actively involved with these branches, learning how the branches work together to shape policy and serve the public. Through interactive lessons, discussions, and hands-on projects, students will apply their knowledge to real-world issues affecting the Huntington community. They will also develop skills in leadership, problem-solving, and civic responsibility. This course encourages students to think critically about their role as active and informed citizens.

SOCIAL STUDIES ENRICHMENT (Open to 8th Graders)

Students can bring their lunch to Social Studies Enrichment, which is offered on alternate days during lunch periods. In the first semester, students will work on a National History Day project, either as an individual or in a group of no more than five. The project will be based on the annual theme and can be an exhibit, documentary, theatrical performance, website, or paper. In the second semester, students will work on their Middle School Civic Capstone Project which will gain them credit toward the Seal of Civic Readiness, awarded at graduation.

TECHNOLOGY

Technology Education is an exciting field that allows students to learn by doing and is primarily a hands-on class. Students apply concepts learned in Science, Mathematics, Engineering, and Technology to solve problems and make informed decisions. Students use tools and technology to address real-world challenges. As a result, they take home various projects made in class that provide a sense of accomplishment, ownership, and pride.

TECHNOLOGY 7 (7th Grade - 20 weeks)

Technology 7 is a required class that meets every day for 20 weeks. Students take ideas from concepts to completion by learning design concepts, building, and communicating the process. The course is divided into content areas that introduce basic technological literacy. Topics include history and parts of the computer, electronic circuits, 3D printing using design and coding, Vex Robotics, and creating applications. Each content area has "real-world" context-based problems that students solve through hands-on activities.

TECHNOLOGY 8 (8th Grade - 20 weeks)

Technology 8 is a required class that meets every day for 20 weeks. Students build on the foundations and principles learned in Technology 7. They continue to explore different career options and design authentic projects in areas such as architecture, graphic design, engineering, CAD, electronics, and woodshop. In addition, students learn to lead, follow instructions, cooperate with others, and work effectively in teams to accomplish real-world design and engineering tasks. Throughout the year, students refine their critical thinking and problem-solving skills, preparing them to create, adapt, and engineer solutions for the future.

COMPUTER SCIENCE TECHNOLOGY 7

Computer Science 7 introduces students to basic computing concepts, programming, and digital citizenship aligned with the New York State Computer Science and Digital Fluency Learning Standards. Students develop computational thinking and problem-solving skills through hands-on activities and simple programming projects.

The course explores topics such as algorithms, coding, networks, cybersecurity, and the impact of computing on society. Students also learn responsible technology use, online safety, and how to evaluate digital information. By the end of the course, students will have a foundation in computer science concepts and the skills to create and think critically about technology.

WORLD LANGUAGES

The World Languages program provides for either a four or a five-credit sequence included in Checkpoints A, B, and C of the New York State Curriculum. Each Checkpoint covers similar topics, grammatical structures, and cultural information, but spirals into a more comprehensive practice every year.

WOODHULL INTERMEDIATE SCHOOL

Students are initiated in the study of world language through the FLEX (Foreign Language Exploratory) program offered at Woodhull Intermediate School in 5th grade. The FLEX program introduces students to the four languages offered in our school district (French, Italian, Latin and Spanish). When students start 6th grade at Woodhull, they will choose from one of the four languages and are encouraged to continue in the same language at the middle school and high school. If these students continue with the same language in grade 7, complete the Checkpoint A course and pass the FLACS A exam at the end of 7th grade, they will earn one high school credit. These students will then continue in level two Checkpoint B curriculum, and upon successful completion of the coursework, they will earn their second high school credit. For students who prefer to select a new language in grade 7, they will follow along the same path as 7th grade students coming from JA STEM, which is included below.

JA STEM INTERMEDIATE SCHOOL

When JA STEM students begin 7th grade, they will choose from one of the four languages (French, Italian, Latin or Spanish) and continue in the same language in grade 8. These students will complete Checkpoint A at the end of 8th grade by passing the FLACS A Exam and will earn one high school credit of World Language. Students who successfully complete this course will continue to the Checkpoint B curriculum at the high school.

The two Standards for LOTE are communication and culture. The New York State Education Department has organized the curriculum into 13 thematic topics: Personal Identification, Family Life, House and Home, Education, Community and Neighborhood, Food and Meal-Taking, Shopping, Health and Well Being, Earning a Living, Physical Environment, Leisure, Public and Private Services, and Travel. All these topics are incorporated in the school's curriculum. The New York State Board of Regents has eliminated the LOTE PROFICIENCY in all languages but has approved an amendment to CR100.5 to allow students to meet the Proficiency assessment requirements by passing a locally developed examination (FLACS). Huntington, as part of a LI Consortium, has developed such an exam. This exam offers our students the opportunity to continue to earn HS credit by passing the locally developed exam in any of the four languages taught in the district.

FRENCH 7 (40 Weeks)

This introductory course (first half of Checkpoint A or level I) is designed to acquaint students with the basic elements of the French language. Much emphasis will be placed on learning key phrases and expressions in order to enable students to begin to understand and speak French in actual situations. Pronunciation, correct usage and fluency are particularly stressed. Some outside and authentic materials will be used, such as audio-visual materials, tapes, etc. to supplement instruction. Aspects of French culture will be introduced as well. Students who take French 7 in 8th grade will be placed in Spanish I in 9th grade. Students take a midterm in January and a final in June.

FRENCH I - Grade 7 (40 Weeks)

Woodhull Intermediate students will take this second-year course (second half Checkpoint A or level I) as a continuation of the subject matter begun in the first year. Reading, writing, listening, and speaking are emphasized for a more comprehensive understanding of French. There is an expansion of vocabulary as well as an introduction of culture. Short stories, articles, and complementary material in French are introduced. Students take a midterm exam in January and the Checkpoint A FLACS as the final exam in June. **NCAA approved**

FRENCH I - Grade 8 (40 Weeks)

This second year course (second half Checkpoint A or level I) is a continuation of the subject matter begun in the first year. Reading, writing, listening, and speaking are emphasized for a more comprehensive understanding of French. There is an expansion of vocabulary as well as an introduction of culture. Short stories, articles, and complementary material in French are introduced. Students take a midterm exam in January and the Checkpoint A FLACS test as the final exam in June. **NCAA approved**

FRENCH II (40 Weeks)

Prerequisite: Successful completion of the French I - Grade 7 course. This is the first half of Checkpoint B. A continuation of the Middle School course with continued practice in listening and speaking and with more emphasis on reading and writing. Aspects of French culture will also be taught. Students will take a midterm exam in January and a final exam in June. **NCAA approved**

ITALIAN 7 (40 Weeks)

This introductory course (first half of Checkpoint A or level I) is designed to acquaint students with the basic elements of the Italian language. Much emphasis will be placed on learning key phrases and expressions in order to enable students to begin to understand and speak Italian in actual situations. Pronunciation, correct usage and fluency are particularly stressed. Some outside and authentic materials will be used, such as audio-visual materials, tapes, etc. to supplement instruction. Aspects of Italian culture will be introduced as well. Students take a midterm in January and a final in June. Students who take Italian 7 in 8th grade will be placed in Spanish I in 8th grade.

ITALIAN I - Grade 7 (40 Weeks)

Woodhull Intermediate students will take this second-year course (second half of Checkpoint A or level I) as a continuation of the subject matter begun in the first year. Reading, writing, listening, and speaking are emphasized for a more comprehensive understanding of Italian. There is an expansion of vocabulary as well as an introduction of culture. Short stories, articles, and complementary materials in Italian are introduced. Students take a midterm exam in January and the Checkpoint A FLACS as the final exam in June. **NCAA approved**

ITALIAN I - Grade 8 (40 Weeks)

This second year course (second half of Checkpoint A or level I) is a continuation of the subject matter begun in the first year. Reading, writing, listening, and speaking are emphasized for a more comprehensive understanding of Italian. There is an expansion of vocabulary as well as an introduction of culture. Short stories, articles, and complementary materials in Italian are introduced. Students take a midterm exam in January and the Italian FLA test as the final exam in June. **NCAA approved**

ITALIAN II – Grade 8 (40 Weeks)

Prerequisite: Successful completion of the Italian I- Grade 7 course. This is the first half of Checkpoint B. A continuation of the Level I course with continued practice in listening and speaking and with more emphasis on reading and writing. Students will take a midterm exam in January and the final exam in June. **NCAA approved**

LATIN 7 - Grade 7 (40 Weeks)

This introductory course (first half of Checkpoint A or level I) is designed to acquaint students with the basic elements of the Latin language and its impact on English today. This introductory course will offer students the opportunity to learn many vocabulary items which appear on the PSAT. It is inclusive of grammar, syntax, morphology (the study of words, roots, suffixes, etc.) Reading of simple prose selections from Latin authors and Roman culture are also included. Students take a midterm and a final exam in June.

LATIN I – Grade 7 (40 Weeks)

Woodhull Intermediate students will take this second-year course (second half of Checkpoint A or level I) which covers the vocabulary and grammar necessary to read and write simple Latin. Oral reading and reading comprehension will be included. Roman culture is studied, with an emphasis on history, family life, religion, government and achievement in art and architecture. There is an expansion of vocabulary items that will appear on the PSAT. Students will understand the relationship between Latin and the English Language. They will see how the meaning of English words can be determined by the study of their Latin roots. This course is strongly recommended for students pursuing the FLA exam, the Sciences, Medicine, Pre-Law and the Arts and Humanities in college. There is selective participation in the Level I National Latin Exam and first level Certamen at Stony Brook University. Students take a midterm exam in January and the Checkpoint A FLACS test as the final exam in June. **NCAA approved**

LATIN I – Grade 8 (40 Weeks)

This second year course (second half of Checkpoint A or level I) covers the vocabulary and grammar necessary to read and write simple Latin. Oral reading and reading comprehension will be included. Roman culture is studied, with an emphasis on history, family life, religion, government and achievement in art and architecture. There is an expansion of vocabulary items that will appear on the PSAT. Students will understand the relationship between Latin and the English Language. They will see how the meaning of English words can be determined by the study of their Latin roots. This course is strongly recommended for students pursuing the FLA exam, the Sciences, Medicine, Pre-Law and the Arts and Humanities in college. There is selective participation in the Level I National Latin Exam and first level Certamen at Stony Brook University. Students take a midterm and the Checkpoint A FLACS as a final exam in June. **NCAA approved**

LATIN II – Grade 8 (40 Weeks)

Prerequisite: Successful completion of the Latin I - Grade 7 course. This course is the first half of Checkpoint B and is presented with an emphasis on grammar. Students in this course will continue the study of the Latin language and heritage. After a review of the vocabulary and structures of Latin I, students will acquire increased knowledge of Latin grammar and correspondingly increase knowledge of English grammar through the direct study of bases, prefixes, suffixes, and derivatives. They will also begin to read texts from various authors, such as Pliny, Plateaus, Ovid, etc., and will learn more about the influence of Roman civilization on the modern world, particularly in the areas of literature and government. There is selective participation in the Latin National Exam Level II, the Latin Declamatio, and the second level Certamen at Stony Brook University. This course is strongly recommended for students pursuing the FLB and the Sciences, Medicine, Pre-Law and the Arts & Humanities in college. Students take a midterm and a final exam in June. **NCAA approved**

SPANISH 7 (40 Weeks)

This introductory course (first half of Checkpoint A or level I) is designed to acquaint students with the basic elements of the Spanish language. Much emphasis will be placed on learning key phrases and expressions in order to enable students to begin to understand and speak Spanish in actual situations. Pronunciation, correct usage and fluency are particularly stressed. Some outside and authentic materials will be used, such as audio-visual materials, tapes, etc. to supplement instruction. Aspects of Spanish culture will be introduced as well. Students take a midterm in January and a final in June. Students who take Spanish 7 in 8th grade will be placed in Spanish I in 9th grade.

SPANISH I - Grade 7 (40 Weeks)

Woodhull Intermediate students will take this second-year course (second half of Checkpoint A or level I) as a continuation of the subject matter begun in the first year. Reading, writing, listening, and speaking are emphasized for a more comprehensive understanding of Spanish. There is an expansion of vocabulary as well as an introduction of culture. Short stories, articles, and complementary materials in Spanish are introduced. Students take a midterm exam in January and the Checkpoint A FLACS test as the final exam in June. **NCAA approved**

SPANISH I - Grade 8 (40 Weeks)

This second year course (second half of Checkpoint A or level I) is a continuation of the subject matter begun in the first year. Reading, writing, listening, and speaking are emphasized for a more comprehensive understanding of Spanish. There is an expansion of vocabulary as well as an introduction of culture. Short stories, articles, and complementary materials in Spanish are introduced. Students take a midterm exam in January and a final exam in June. **NCAA approved**

SPANISH II – Grade 8 (40 Weeks)

Prerequisite: Successful completion of the Spanish I - Grade 7 course. First half of Checkpoint B. A continuation of the Middle School course with continued practice in listening and speaking with more emphasis on reading and writing. Aspects of Spanish culture will also be taught. Students will take a midterm exam in January and a final exam in June. Students take a midterm exam in January and the Spanish FLA test as the final exam in June. **NCAA approved**

SPANISH FOR NATIVES 7 (40 Weeks)

This course is designed for students whose native language is Spanish. The course covers the study of Spanish speaking countries history, art, literature and culture and it is delivered entirely in Spanish. Reading and writing skills will be emphasized; these skills will enhance their already well-developed Spanish oral proficiency. The students take a midterm exam in January and final exam in June.

SPANISH FOR NATIVES I - Grade 7 (40 Weeks)

Woodhull Intermediate students will take this second-year course (second half of Checkpoint A or level I) as a continuation of the subject matter begun in the first year. The course covers the study of Spanish speaking countries history, art, literature and culture and it is delivered entirely in Spanish. Reading and writing skills will continue to be emphasized; these skills will enhance their already well-developed oral proficiency in the language. The students take a midterm and the Spanish Proficiency test as the final exam at the end of the year.

SPANISH FOR NATIVES I - Grade 8 (40 Weeks)

This course is the continuation of the course started the previous year. The course covers the study of Spanish speaking countries history, art, literature and culture and it is delivered entirely in Spanish. Reading and writing skills will continue to be emphasized; these skills will enhance their already well-developed oral proficiency of the language. The students take a midterm and the Spanish Proficiency test as the final exam at the end of the year.

SPANISH FOR NATIVE SPEAKERS II – Grade 8 (40 Weeks)

This is the first half of Checkpoint B. A continuation of the Level I courses with continued practice in listening and speaking and with more emphasis on reading and writing. Students will take a midterm exam in January and the Italian FLA test as the final exam in June. Students will take a midterm exam in January and a final exam at the end of the year.

SPANISH FOR NATIVES - GRAMMAR 7 (40 Weeks)

This course is designed primarily for the students who have graduated from the Dual Language Program. The course covers the study of Spanish literature, and it is delivered entirely in Spanish. Listening and speaking skills will be emphasized; these skills will enhance their already well-developed reading and writing skills in Spanish. The students take a midterm and the Spanish Proficiency test as the final exam in June.

SPANISH FOR NATIVES - GRAMMAR I - Grade 8 (40 Weeks)

This course is the continuation of the course started the previous year, which has been designed primarily for the students who have graduated from the Dual Language Program. The course covers the study of Spanish literature, and it is delivered entirely in Spanish. Listening and speaking skills will continue to be emphasized; these skills will enhance their already well-developed reading and writing skills in Spanish. The students take a midterm and the Spanish Proficiency test as the final exam at the end of the year. **NCAA approved**

HOME LANGUAGE ARTS 7, 756 (1 Year – 1 LOTE Credit) 5 Periods Weekly

Prerequisite: Recommendation by teacher and counselor

This 7th-grade course is designed for students in the Bilingual Education Program. Students will read, discuss and respond to Spanish literature. Literary analysis skills will be emphasized to support and reinforce what students are learning in their English 7 Core Curriculum. Enrollment in this course is based upon teacher recommendation and initial screening data.

HOME LANGUAGE ARTS 1, 856 (1 Year – 1 LOTE Credit) 5 Periods Weekly

Prerequisite: Recommendation by teacher and counselor

This 8th-grade course is designed for students in the Bilingual Education Program. Students will read, discuss and respond to Spanish literature. Literary analysis skills will be emphasized to support and reinforce the English 8 Core Curriculum with an emphasis on writing skills.