



GATES CHILI MIDDLE SCHOOL

***Program of Studies
Course Selections***



2024-2025

Respect • Responsibility • THE SPARTAN WAY • Compassion • Hard Work

Together we teach and inspire excellence for all learners.

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Philosophy

Mission

Together we teach and inspire excellence for all learners.

Vision

We will accomplish our mission by establishing healthy and caring relationships with stakeholders. The content we teach must be relevant to the learner and rigorous in its expectations.

Values

We will lead by the four values that define The Spartan Way:

- respect
- responsibility
- compassion
- hard work

District Moral Imperative

The Gates Chili Central School District has a moral duty to serve its students and families. Every student must be able to receive an equitable education where they are represented, protected and able to thrive. The district acknowledges the presence of white privilege and bias and how this perpetuates systematic racism. The Gates Chili Central School District is committed to the necessary growth required to develop and sustain equity and dismantle disproportionality.

Creating a successful learning community...

The American Middle Level Education identifies 14 characteristics that, when fully implemented, create successful schools for young adolescents.

These characteristics are:

- *educators who value working with this age group and are prepared to do so;*
- *courageous, collaborative leadership;*
- *a shared vision that guides decisions;*
- *an inviting, supportive and safe environment;*
- *high expectations for every member of the learning community;*
- *students and teachers engaged in active learning;*
- *an adult advocate for every student;*
- *school-initiated family and community partnerships;*
- *curriculum that is relevant, challenging, integrative, and exploratory;*
- *multiple learning and teaching approaches that respond to their diversity;*
- *assessment and evaluation programs that promote quality learning;*
- *organizational structures that support meaningful relationships and learning;*
- *school-wide efforts and policies that foster health, wellness and safety;*
- *multifaceted guidance and support services.*

We embrace these characteristics; therefore, we proudly dedicate ourselves to being the best middle level educators we can be.

Sincerely,

Lisa C. Buckshaw, Ed.D.
Principal

Teacher Leaders 2023-24

Curriculum Leaders:

English.....Katie Mooney
Mathematics Kristen Joseph
ScienceChris Amesbury
Social Studies.....Lynsey LaMorte
Special Education.....Eleni Hartman

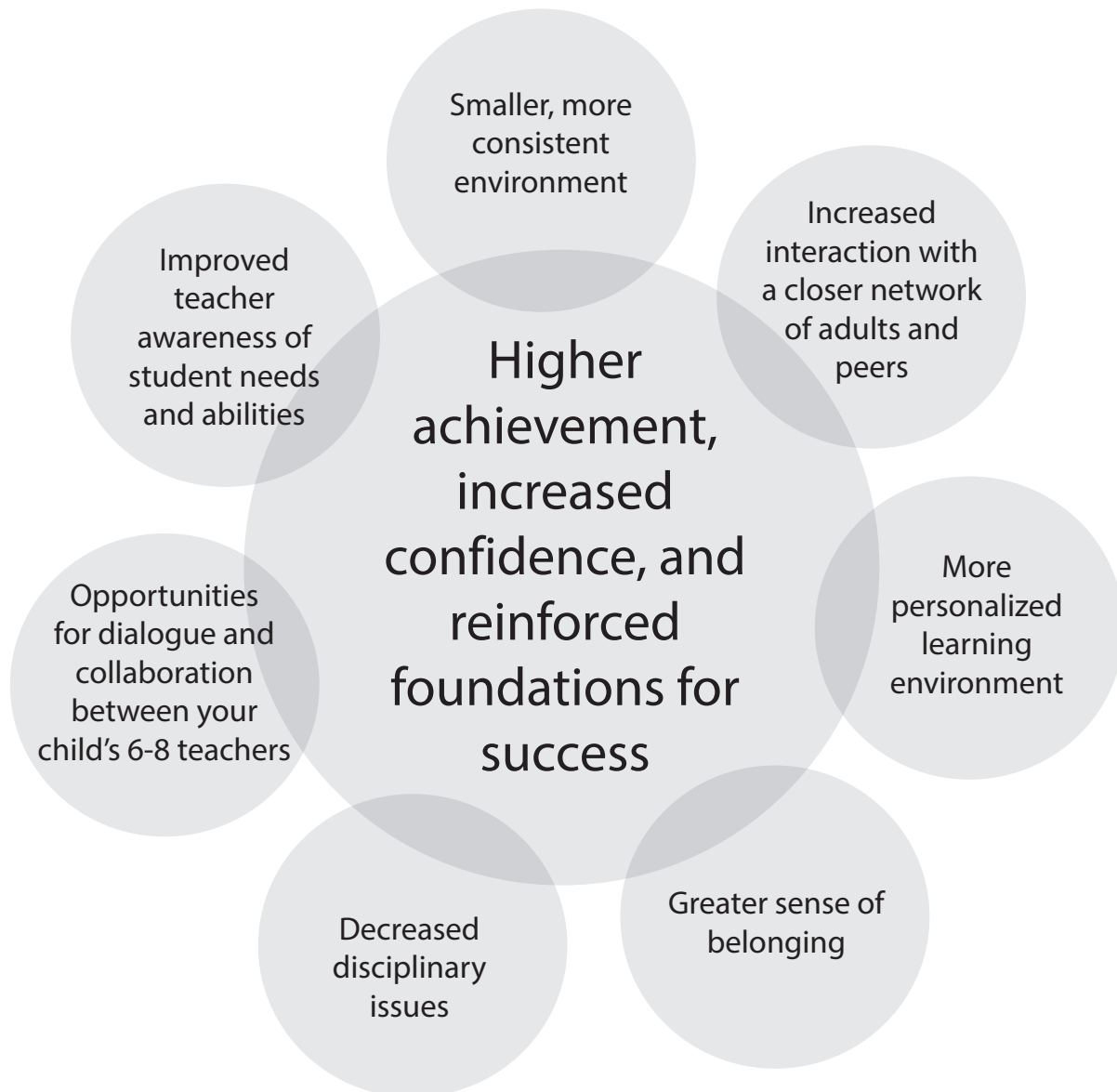


Department Leaders:

Art Amy Cocuzzi
Counseling..... Kerry Sabido
English.....Lisa Dorofy
English as a New Language.....Lisa Taylor-Velez
Family and Consumer Sciences (FACS) Stephanie Blaesi
HealthJill Hennen
World LanguagesJenn Gelfuso
Mathematics Brent Gillett
Music.....Julie Ciarvella
Physical Education Michael Candileri
Science Tinamarie Mantis
Social Studies.....Cherie Spoto
Special Education.....Gina Julian
Megan McGarrigle
TechnologyMihail Maznikovski



Commitment to Learning Communities



Gates Chili Middle School makes a large school smaller, friendlier, and safer for students by creating learning communities of sixth-, seventh-, and eighth-grade students. This model is used in many middle, high schools, colleges, and universities across the country. There are numerous advantages for our students and families. One of the most significant advantages is that communities provide an opportunity for stakeholders to form relationships that lead to increased success for students.

The creation of the communities serves our students well. We try to keep students in the same community throughout their middle school experience. Parents find it easier to talk to a common core of staff members. Our students report a sense of belonging, along with a connection with teachers who have an understanding of their students' unique learning needs.

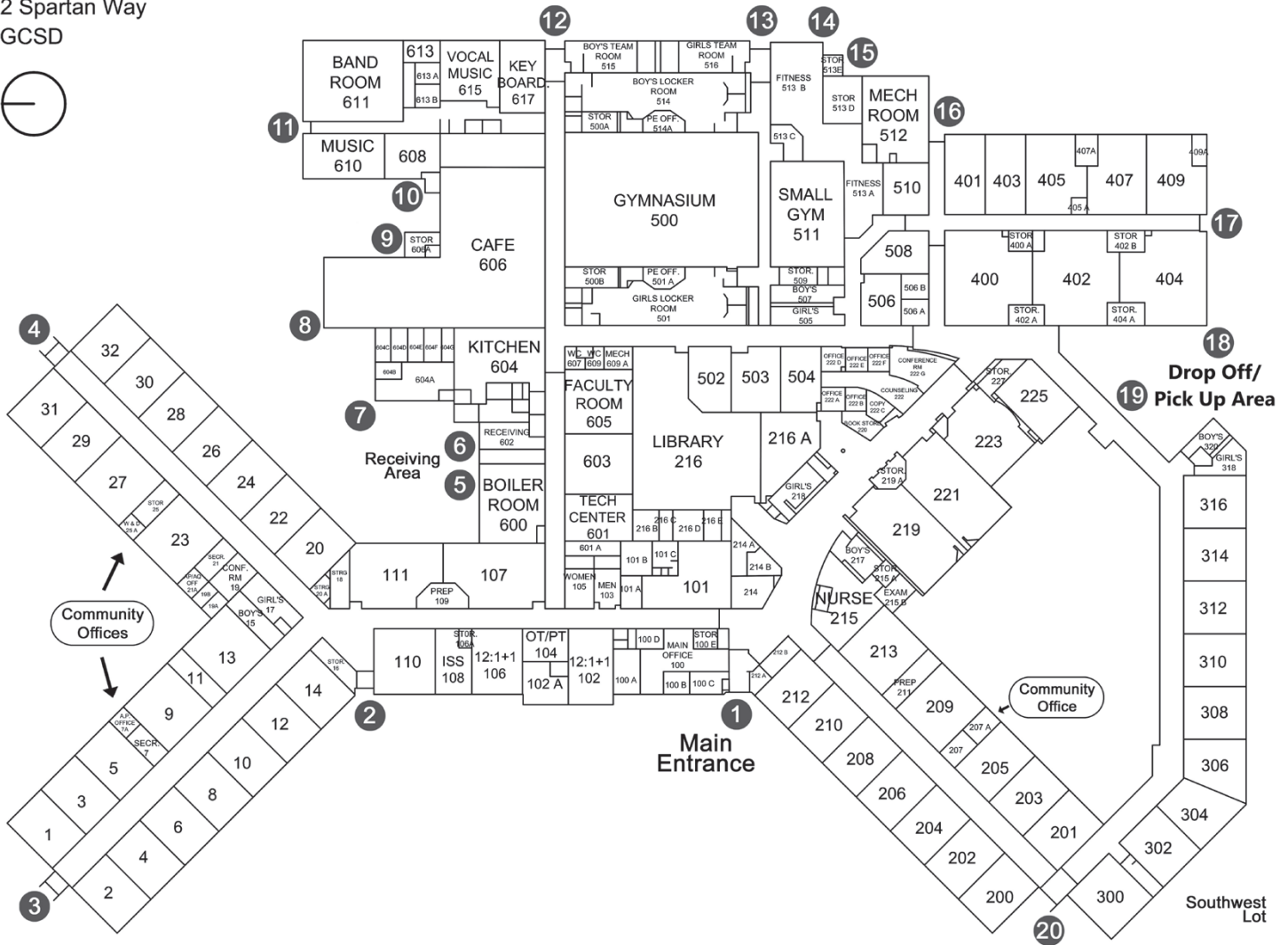
Our students enjoy the best of both worlds (small community and big school). Students participate in school-wide theme weeks, clubs, socials, performing groups and athletic teams. Although students have core classes within their community, they are mixed with other communities for their exploratory classes. This helps to foster new friendships and rekindle old ones with students who are assigned to any one of our communities.

Providing optimal learning environments to teach and inspire excellence has been an essential goal of the school district. The Middle School communities help to make this goal a reality.

Commitment to Learning Communities

Gates Chili Middle School

2 Spartan Way
GCSD



Physical Structure

- Communities consist of 325 or fewer students spanning grades 6-8.
- We try to keep students in the same community for the duration of their time at Gates Chili Middle School. Unfortunately, due to fluctuations in enrollment this is not always possible.
- Communities are housed in separate wings of the building.
- Each community is assigned its own administrator, counselor, and teams of English, math, science, and social studies teachers. Each community is housed together in a common hallway.
- The cafeteria, library, gymnasium, and exploratory wings of the building remain common areas for our students.

Course Offerings

Grade 6

Classes meeting every day for 40 weeks:

- Science
- Social Studies
- Math
- Reading
- English Language Arts

Classes meeting every other day for 40 weeks:

- Band (elective)
- Chorus (elective)
- Physical Education

Classes meeting every day for 10 weeks:

- Music
- Family and Consumer Science (FACS)

Classes meeting every other day for 20 weeks:

- Health
- Art

Library/Computer:

Each grade 6 student will receive library research skills lessons for 30 sessions per year.

Grade 7

Classes meeting every day for 40 weeks:

- Science
- Social Studies
- Math
- English
- French, Italian, Latin, Spanish

Classes meeting every other day for 40 weeks:

- Band (elective)
- Chorus (elective)
- Physical Education

Classes meeting every day for 20 weeks:

- Health
- Family and Consumer Science (FACS)

Grade 8

Classes meeting every day for 40 weeks:

- Science
- Social Studies
- Math
- English
- French, Italian, Latin, Spanish
- Technology

Classes meeting every other day for 40 weeks:

- Band (elective)
- Chorus (elective)
- Music
- Art
- Physical Education



Student Schedules

Four-Day Rotation/43-Minute Classes/35-Minute Lunch

Sample Schedule for Grade 6

Period	A	B	C	D
1	Science	Science	Science	Reading
2	Reading	Reading	Reading	Reading
3	Math	Math	Math	Math
L	Lunch	Lunch	Lunch	Lunch
4	SH/AIS/B/C	SH/AIS/B/C	SH/AIS/B/C	SH/AIS/B/C
5	Art sem 1 FACS Q3 Music Q4	Health sem 1 FACS Q3 Music Q4	Art sem 1 FACS Q3 Music Q4	Health sem 1 FACS Q3 Music Q4
6	SS	SS	SS	SS
7	English	English	English	English
8	PE	SH/AIS	PE	SH/AIS

Sample Schedule for Grade 7

Period	A	B	C	D
1	Science	Science	Science	Reading
2	World Language	World Language	World Language	World Language
3	English	English	English	English
4	FACS sem 1 Health sem 2	FACS sem 1 Health sem 2	FACS sem 1 Health sem 2	FACS sem 1 Health sem 2
L	Lunch	Lunch	Lunch	Lunch
5	SS	SS	SS	SS
6	PE	AIS/SH/B/C	PE	AIS/SH/B/C
7	Math	Math	Math	Math
8	AIS/SH/B/C	AIS/SH/B/C	AIS/SH/B/C	AIS/SH/B/C

Sample Schedule for Grade 8

Period	A	B	C	D
1	Science	Science	Science	Reading
2	World Language	World Language	World Language	World Language
3	English	English	English	English
4	B/C/Music	B/C/SH/AIS	B/C/Music	B/C/SH/AIS
5	PE	Art	PE	Art
L	Lunch	Lunch	Lunch	Lunch
6	Math	Math	Math	Math
7	SS	SS	SS	SS
8	Technology	Technology	Technology	Technology

Instructional Program: Grade 6

Introduction

Sixth-grade students are placed in heterogeneous classes. Teachers are organized into teams to enhance planning and coordinate instruction. Students are enrolled in core (math, science, social studies, reading and ELA) as well as exploratory classes. Skills and concepts are reinforced using a cross-curricular thematic approach.

English Language Arts (ELA)

The course is aligned with the New York State Next Generation Learning Standards for ELA and focuses on reading and writing skills. Students will be engaged in reading grade level text including novels, poetry, plays, and short informational pieces while developing their writing skills to communicate. As they read students will analyze, evaluate, and annotate to develop a deeper understanding of the text. Emphasis is placed on using text evidence to support their analysis. In addition, students will follow the writing process as they develop narrative, argumentative, and informational pieces. The Next Generation Learning Standards for listening/speaking and language are integrated into the program to aide in the student's ability to express themselves through both verbal and written expression. All sixth-grade students take the New York State (NYS) ELA 6 assessment.

Reading

All sixth-grade students participate in a developmental reading course. Students receive whole group, small group, and individualized instruction based on their comprehension, decoding, fluency, strengths, and areas of opportunity.

Reading material is presented to students at their instructional or independent reading level. The focus of this course is to strengthen each student's literacy skills while fostering an enjoyment for reading.

Math

The course is aligned with the New York State Next Generation Learning Standards for math. The sixth-grade math curriculum involves five critical areas. These areas include ratios and proportional relationships, the number system, expressions and equations, statistics and probability, and geometry. The course provides sequential development of these skills while building student awareness of the relevance of mathematics in daily life. Students shape skills through practice and real-world applications with emphasis on inquiry-based instruction. All sixth-grade students take the NYS Math 6 assessment.

Social Studies

Sixth-grade social studies follow the New York State Social Studies Framework for Instruction. The course focuses on helping students recognize connections between members of different world communities and themselves. Students will examine the interdependence of all people focusing on Eastern cultures. The emphasis is on four perspectives in social studies, geography, political systems, economics, and social issues, and their influence on the development of civilization.

Science

Throughout this course of study, students will focus on science concepts in living environment and the physical setting. The goal is to provide students with a sound understanding of the impact of scientific concepts and ideas, as well as use of engineering practices. The class and lab experiences will teach students concepts and skills that will prepare them for the three-year comprehensive Intermediate Level Science Test given in the spring of their eighth-grade year. There are four state mandated laboratory investigations in grades 6-8 that will be assessed on this test as well.

Physical Education

The physical education program is aligned with the New York State Learning Standards in Physical Education. Students participate in a variety of individual and team activities in a co-educational setting. Students are taught that physical activity provides an opportunity for life-long enjoyment, challenge, self-expression, and communication. Individual lifetime activities such as ping-pong, tennis, yoga, weight training, bicycling, and snowshoeing are introduced. Students participate in modified team game activities in soccer, football, basketball, floor hockey, volleyball, and softball.

Through participation in these physical education activities students will:

- acquire the basic knowledge and fundamental skills necessary to participate in a variety of healthy activities;
- understand and appreciate the benefits of maintaining a healthful lifestyle;
- understand how to evaluate and access resources in their community to pursue a healthy and active life;
- demonstrate responsible personal and social behavior through physical activity; and
- Increase their understanding and acceptance of differences among people.

Instructional Program: Grade 6

Fitnessgram

Fitnessgram is a **comprehensive educational, reporting tool** used to assess physical fitness and physical activity levels for children. This assessment is performed in the fall and spring of each year. It measures and evaluates four health related fitness areas that include the student's cardiovascular endurance, flexibility, muscular strength, and endurance.



Exploratory Courses

All sixth-graders participate in each of the following courses:

- **General Art (20 weeks/every other day/ 43 minutes)**

Sixth grade is a half-year (one semester) course aligned with the New York State Learning Standards in The Arts. The course focuses on the following units of study:

- ♦ Styles and Subject Matter
- ♦ Drawing
- ♦ Painting
- ♦ Sculpture
- ♦ Digital Art

The course builds on the knowledge and skills developed in elementary school and introduces more advanced concepts and techniques.

- **Family and Consumer Science (10 weeks/every day/ 43 minutes.)**

Family and Consumer Science (FACS) is designed to prepare students to meet their present and future responsibilities as family and community members, consumers, home managers, and wage earners. The goal is to educate students to think constructively, make sound decisions, solve problems, and manage resources.

- In addition, FACS supports the Next Generation Learning Standards taught in the core academic areas by providing real-world opportunities in which to apply the key ideas and skills taught in those courses. Topics include self-exploration, human development, babysitting, nutrition, wellness, and food preparation

- **General Music (10 weeks/every day/43 minutes)**

This course is designed to provide students with an understanding of music concepts such as rhythm, melody, harmony, tone color, form, and expression. Students are involved in a variety of activities which include playing percussion instruments, listening, composition, singing, and small group work. Listening selections include a variety of classical, pop, jazz, and other styles of music.

- **Health (20 weeks/every other day/ 43 minutes)**

The sixth-grade health education program fulfills the first portion of the NYS mandate for health education. The program is designed to help students identify the correlation between physical, mental, and social health with the goal of applying this knowledge to develop a plan to strive for personal wellness. Using class activities, projects, role plays and guest speakers, students will analyze internal and external influences on personal health habits and apply knowledge and skills to make responsible, risk-reducing choices. Topics included in this curriculum are Health and Wellness; Safety; Violence Prevention; Physical Activity and Nutrition; Diseases.

- **Library Research Skills (30 sessions per year/43 minutes)**

Library research skills are reviewed and introduced to sixth grade students in collaboration with their core subject area teachers (Reading, Social Studies, Science, ELA and Math). Students are taught the Gates Chili Inquiry and Research Process, which includes selecting reliable resource materials, extracting information, developing the ability to communicate that information, and correctly documenting their source materials. Students use Schoology and Microsoft Office software to access their assignments and complete their work.

Instructional Program: Grade 6

Performing Groups

The performing ensembles explore a wide variety of musical styles and composers through performance and practice. Students will have several performance opportunities throughout the year.

- **Band (40 weeks/every other day/43 minutes)**

Students who have previously participated in band and have demonstrated a satisfactory performance on a Level 2 New York State School Music Association solo are encouraged to participate. All students enrolled in band are required to attend instrumental music lessons during the school day for 43 minutes, once per week. Students enrolled in band may have the opportunity to perform in co-curricular small ensembles and may also participate in county and state solo and large ensemble festivals. Students enrolled in band should be prepared to commit to the class for the entire school year.

- **Chorus (40 weeks/every other day/43 minutes)**

Students who wish to sing in a large group and study vocal techniques are encouraged to participate. They will begin to develop music literacy and sight-singing skills at NYSSMA Level 1 and will learn and perform music in two and three-part harmony. Students will have the opportunity to sing both popular and standard choral literature and will perform at school and community events. Students enrolled in chorus may also have the opportunity to perform in co-curricular small ensembles and may participate in county and state solo and large ensemble festivals. Students enrolled in chorus should be prepared to commit to the class for the entire school year.



Instructional Program: Grade 7

Course Descriptions

English

The focus of the New York State Next Generation Learning Standards in English Language Arts is to prepare students to be college- and career-ready. The English curriculum includes five major strands: reading, writing, listening, speaking and language standards. Students will read short stories, novels, plays, poetry and non-fiction. Emphasis is placed on finding meaning in text through close analysis and research. Each student is expected to read in class and at home. Reading selections often become the basis for writing tasks. All students will write arguments, informational/explanatory texts, and narratives. Students will practice the writing process, which includes prewriting, drafting, revising, editing, and publishing. In particular, seventh-grade students will be working on complex sentence structures, vocabulary, spelling, connotations, capitalization, and figures of speech. Regularly assigned homework enables students to reinforce their classroom learning.

English – Enriched

Students in this course demonstrate performance and interest in reading and writing that is above grade level. They must have strong analytical and inferential critical thinking skills. The course requires students to read and analyze rigorous complex text within the classroom and independently. Students should be self-motivated, enjoy digging deeper into their learning, and be very proficient readers. The classwork involves both collaborative and independent projects that can be quite challenging. It is recommended that students maintain a course average of a B or higher throughout the course. The seventh and eighth grade programs are designed to help students successfully transition to Honors classes in high school.

Social Studies

Social Studies 7 follows the New York State Social Studies Framework for Instruction and is part one of a two-year course on the history of the United States. The two-year sequence makes references to the history of New York and the United States as it relates to units of study. In addition to increased content knowledge of the people, places, and events in American history, instruction will focus on the ability to communicate accurately, make appropriate decisions, initiate action, use critical thinking skills, understand the rights and responsibilities of citizenship, and work cooperatively with others.

The curriculum embeds the New York State Next Generation Standards for Literacy and expects students to read and write at high levels. Students will participate in the following units of study:

Unit One: Geography & Native American Cultures

Unit Two: Exploration & European Colonial Development

Unit Three: A Nation is Created - The American Revolution

Unit Four: Experiments in Government-The Constitution and Levels and Branches of Government

Unit Five: Westward Expansion

Unit Six: Sectionalism, Slavery & Causes of Civil War

Social Studies – Enriched

Students selected for this course demonstrate above grade level performance and interest in the content and skills associated with social studies. An increase in academic expectations including homework, outside reading, and more complex writing assignments are part of this curriculum. Students must possess proficient critical thinking skills, such as inferential analysis, and making connections well beyond a literal level. A high level of independent learning is required. It is recommended that students in the enriched program maintain a course average of a B or higher.

Seal of Civic Readiness

The New York State of Civic Readiness (NYSSCR) is a formal recognition that a student has attained a high level of proficiency in their Social Studies coursework and demonstrated civic engagement. Having this special designation on a transcript and diploma signifies the following demonstrated domains: civic knowledge, skills/actions, mindsets, and experiences. Any student who is interested in going beyond the standard curriculum in civics education can apply. High School counselors and social studies teachers will assist students who are eligible to apply for the NYSSCR once they have completed the Global History and Geography course and passed that Regents. In addition to graduation requirements in Social Studies, students have a choice of completing more in-depth studies and civic engagement to meet requirements.

Civics Elective-How To Be A Good Citizen

This course will focus upon the study of the US Government and Active Citizenship. Throughout the year, we will work towards the completion of the Middle School Civil Capstone Project. This final performance task will help students earn a point towards the Seal of Civic Readiness recognition upon graduation. Not only will we be studying the role of an active citizen within the US, but we will also study current events, people, and places. While this course is centered around citizenship, it will also concentrate on developing student analytical and writing skills. Throughout the year we will be learning in many different formats to help students be the most successful.

Instructional Program: Grade 7

Math

The curriculum for all seventh-grade students is aligned with the New York State Next Generation Learning Standards for math. Instructional time will focus on four critical areas:

- 1) developing understanding of and applying proportional relationships;
- 2) developing understanding of operations with rational numbers and working with expressions and linear equations;
- 3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume;
- 4) drawing inferences about populations based on samples and develop, use and evaluate Probability models.

The following concepts are taught:

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

Math – Accelerated

Students selected for seventh-grade Accelerated Math complete both Math 7 and Math 8 curricula in a single year. Therefore, students recommended for this course must demonstrate above grade level performance and motivation. Upon successful completion of this program, students will be recommended to take Algebra 1R while in the eighth grade. Students are expected to continue taking advanced math courses through twelfth grade. This track allows students the ability to take college level classes such as AP Calculus and/or AP Statistics. It's recommended that students in the accelerated math program maintain a course average of a B or higher.



Science

The areas of study in seventh-grade science include a combination of living environment and physical setting concepts. Students will explore human organ systems and homeostasis; photosynthesis and cellular respiration; properties of matter; classes of matter; as well as periodic table and atoms. The class and lab experiences will teach students concepts and skills that will prepare them for the comprehensive Intermediate Level Science Test given in the spring of their eighth-grade year. There are four state mandated laboratory investigations in grades 6-8 that will be assessed on this test as well.

Science – Accelerated

Students selected for this course demonstrate above grade level performance. The course develops skills and concepts of living environment and physical setting using activities that follow the New York State curriculum. Students who are successful in this course will be recommended to take Physical Setting/Earth Science Regents course while in eighth grade. It is recommended that students in the accelerated program maintain an average of a B or higher.

Physical Education

The physical education program is aligned with the New York State Learning Standards in Physical Education. Students participate in a variety of individual and team activities in a co- educational setting. Individual lifetime activities such as ping- pong, yoga, tennis, weight training, and bicycling are introduced. Students participate in modified lead-up team activities in soccer, football, basketball, floor hockey, volleyball, and softball.

Through participation in these physical education activities students will:

- acquire the basic knowledge and fundamental skills necessary to participate in a variety of healthy activities;
- understand and appreciate the benefits of maintaining a healthful lifestyle;
- understand how to evaluate and access resources in their community to pursue a healthy and active life;
- demonstrate responsible personal and social behavior through physical activity; and
- increase their understanding and acceptance of differences among people.

Instructional Program: Grade 7

Fitnessgram

Fitnessgram is a comprehensive educational reporting tool used to assess physical fitness and physical activity levels for children. This assessment is performed in the fall and spring of each year. It measures and evaluates four health related fitness areas that include the student's cardiovascular endurance, flexibility, muscular strength, and endurance.

Achievement through Movement

This elective class provides the skills and supports students' needs to build their confidence and increase their knowledge around fitness and wellness. Achievement through Movement will provide students with the opportunity to focus on fitness in a smaller setting and work directly with their teacher to set fitness goals and track progress in meeting those goals. The class meets every other day for 43 minutes and is in addition to the already scheduled PE class. Students are recommended for this course by their counselor and PE teacher

Digital Art

(40 weeks/ every other day/43 minutes)

Digital Art is an enrichment course aligned with New York State Learning Standards in The Arts. The course focuses on the following units of study: Introduction of Digital Arts, Graphic Design, Creative, Design and Animation. The course builds on the knowledge and skills developed in sixth grade art and introduces more advanced concepts and techniques. Additionally, students will have opportunities for self-directed and choice-based projects based on their areas of interest.

Voice Class

Voice Class is an enriched opportunity for students enrolled in Chorus. Students are recommended for this class by the Chorus teachers based on their participation, performance, and achievements in 6th grade chorus. Voice Class is taken in addition to the chorus ensemble and allows students to focus on their own voice development. Students are offered opportunities to perform, explore, and workshop their songs in the class through solos and small group ensembles. Students work on music literacy, gaining confidence, stage presence, putting together a piece for presentation, and exploring different styles of repertoire for the middle school singing voice.

World Languages

World Language instruction takes place over the course of two years (grades 7-8). Instruction is based upon the development of listening, speaking, reading, and writing through interpersonal, interpretative and presentational modes of communication.

Students begin to attain proficiency in a second language and to study the culture of that language.

Modern Language instruction (French, Italian and Spanish) includes topics outlined in the New York State Learning Standards. Some examples of these topics are identity, celebrations, food, leisure and education.

Because Latin is a classical language, focus will be primarily on reading, writing and listening. Topics will include ancient Roman history, culture & daily life, Greco-Roman mythology, education and architecture. .

At the culmination of the two-year program (Courses 1A and 1B), students will take a local proficiency examination and can earn high school credit towards a Regents diploma. This credit satisfies the minimum high school requirement for World Language. To be successful, a student must earn a grade of 65% or above on the examination and pass the course for the two years (grade 7-8). The languages offered in grade 7 are as follows (based on enrollment):

- French 1A
- Italian 1A
- Latin 1A
- Spanish 1A



Instructional Program: Grade 7

Exploratory Courses

All seventh-grade students participate in each of the following courses:

- **Health (20 weeks/every day /43 minutes)**
The seventh-grade health education program is designed to assist students in developing interpersonal skills, as well as self-management and resistance strategies with the objective being to enhance positive personal relations and promote personal health and wellness. Through a variety of experiences including class activities, projects, role plays and guest speakers, students will explore current health issues relevant to personal, family and community health and safety. Topics included in this curriculum are: Environmental Health and Sun Safety, Stress Management, Communication Skills, Substance Abuse/Drug Awareness, Sexual Health and Mental Health/Illness.
- **Family and Consumer Science (20 weeks/ every day/ 43 minutes.)**
Family and Consumer Science (FACS) is designed to prepare students to meet their present and future responsibilities as family and community members, consumers, home managers, and wage earners. The goal is to educate students to think constructively, make sound decisions, solve problems, and manage resources.

FACS supports the Next Generation Learning Standards taught in the core academic areas by providing real-world opportunities in which to apply the key ideas and skills taught in those courses. The content topics include career exploration, sewing, food preparation, financial management, and personal environment management.



Performing Groups

The performing ensembles explore a wide variety of musical styles and composers through performance and practice. Students will have several performance opportunities throughout the year.

- **Band (40 weeks/every other day/43 minutes)**
Students who have previously participated in band and have demonstrated a satisfactory performance on a Level 2 New York State School Music Association solo are encouraged to participate. All students enrolled in band are required to attend instrumental music lessons during the school day for 43 minutes, once per week. Students enrolled in band may have the opportunity to perform in co-curricular small ensembles and may also participate in county and state solo and large ensemble festivals. Students enrolled in band should be prepared to commit to the class for the entire school year.
- **Chorus (40 weeks/every other day/43 minutes)**
Students who wish to sing in a large group and study vocal technique are encouraged to participate. Students will continue to develop music literacy and sight-singing skills at NYSSMA Level 2. Choral literature will expand to three and four-part harmony and the ensembles will perform at various school and community events. Students enrolled in chorus may also have the opportunity to perform in co-curricular small ensembles and may participate in county and state solo and large ensemble festivals. Students enrolled in chorus should be prepared to commit to the class for the entire school year.

Instructional Program: Grade 8

Course Descriptions

English

The focus of the New York State Next Generation Learning Standards for English language Arts is to prepare students to be college and career ready. The English curriculum includes five major strands: reading, writing, listening, speaking and language standards. Students will read short stories, novels, plays, poetry, and non-fiction texts. Emphasis is placed on finding meaning in text through close analysis and research. Each student is expected to read in class and at home. Reading selections often become the basis for writing tasks. All students will write arguments, informational/explanatory texts, and narratives. Students practice the writing process, which includes pre-writing, drafting, revising, editing, and publishing. Eighth grade students will be working on verb function, voice, and mood, as well as on vocabulary, spelling, connotations, capitalization, and figures of speech. Regularly assigned homework enables students to review their learning and prepare themselves for high school expectations.

English – Enriched

Students in this course demonstrate performance and interest in reading and writing that is above grade-level. They must have exceptional analytical and inferential critical thinking skills. The course requires students to read and analyze higher level and more complex texts when compared to our regular program. Student self-motivation serves as an asset as students engage in in-depth, independent and group assignments. It is recommended that students maintain a course average of a B or higher. The seventh and eighth grade enriched program is designed to help students successfully transition to Honors classes in high school.



Social Studies

Social Studies 8 follows the New York State Social Studies Framework for Instruction and is part two of a two-year course on the history of the United States. The two-year sequence refers to the histories of New York and the United States as they relate to units of study. In addition to increased content knowledge of the people, places and events in American history, instruction will continue to focus on the ability to communicate accurately, make appropriate decisions, initiate action, use critical thinking skills, understand the rights and responsibilities of citizenship, and work cooperatively with others.

The curriculum embeds the New York State Next Generation Standards for Literacy and expects students to read and write at high levels. Students will participate in the following units of study:

- Unit One: Civil War & Reconstruction
- Unit Two: Changing Society
- Unit Three: Foreign Policy
- Unit Four: Roaring Twenties and The Great Depression
- Unit Five: World War II
- Unit Six: Cold War
- Unit Seven: The Civil Rights Movement
- Unit Eight: Modern Issues

Social Studies – Enriched

Students selected for this course demonstrate above grade level performance and interest in the content as well as skills associated with social studies. An increase in academic expectations including homework, outside reading, and more complex writing assignments are part of this curriculum. Students must possess proficient critical thinking skills, such as inferential analysis, and making connections well beyond a literal level. A high level of independent learning is required. It is recommended that students maintain a course average of a B or higher.

Seal of Civic Readiness

The New York State of Civic Readiness (NYSSCR) is a formal recognition that a student has attained a high level of proficiency in their Social Studies coursework and demonstrated civic engagement. Having this special designation on a transcript and diploma signifies the following demonstrated domains: civic knowledge, skills/actions, mindsets, and experiences. Any student who is interested in going beyond the standard curriculum in civic education can apply. High School counselors and social studies teachers will assist students who are eligible to apply for the NYSSCR once they have completed the Global History and Geography course and passed that Regents. In addition to graduation requirements in Social Studies, students have a choice of completing more in-depth studies and civic engagement to meet requirements.

Instructional Program: Grade 8

Civics Elective-How To Be A Good Citizen

This course will focus upon the study of the US Government and Active Citizenship. Throughout the year, we will work towards the completion of the Middle School Civil Capstone Project. This final performance task will help students earn a point towards the Seal of Civic Readiness recognition upon graduation.

Our units of study include:

- Foundations of US Government
- Civic Learning
- Civic Readiness
- Civic Engagement

Not only will we be studying the role of an active citizen within the US, but we will also study current events, people, and places. While this course is centered around citizenship, it will also concentrate on developing student analytical and writing skills. Throughout the year we will be learning in many different formats to help students be the most successful.

Math

The curriculum for all eighth-grade students is aligned with the New York State Next Generation Learning Standards for math. Instructional time will focus on three critical areas:

- 1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equation;
- 2) grasping the concept of a function and using functions to describe quantitative relationships; and
- 3) analyzing two- and three-dimensional space and figures using distance, similarity, and congruence.

The following concepts are taught:

- The Number System
- Equations and Expressions
- Functions
- Geometry
- Statistics and Probability



Math – Accelerated 8 Algebra IR*

This course is the first of the high school sequence for mathematics and is taught using the Next Generation Learning Standards for Math. Students will prepare for the Algebra IR exam which is required for graduation and will be taken in June of their eighth-grade year. Topics include: Writing and Solving Linear Equations and Inequalities, Linear Functions, Graphing and Solving Systems of Linear Equations and Inequalities, Exponents, Polynomials, Quadratic Functions, Irrational Numbers, and Statistics. A successful completion of this course offers one high school credit.

**Prerequisite: Successful completion of Accelerated Math in grade 7. It is recommended that students maintain a course average of a B or higher.*

Science

The areas of study in eighth-grade science include a combination of living environment plus physical setting concepts. Students will explore: cell division; reproduction and development; heredity; evolution; density; forces and motion and heat energy. In June, students must take the Intermediate Level Science Test which is based on NYS learning standards in Science that are taught in grades 6-8. These are four state mandated laboratory investigations in grades 6-8 that will be assessed on this test as well.

Science – Physical Setting/Earth Science Regents*

The course includes state mandated laboratory-based units of study. Some of the units include information on the earth's structure, forces and energy, effects of the earth's motions and the earth's place in space. The course also includes the study of the earth's dynamics, natural disasters, weather, rock formation and erosion and development of landscapes, as well as how changes impact humans and the environment. New York State requires successful completion of a minimum of 1200 laboratory minutes to take the Regents examination. The Regents exam consists of a written and performance component.

**Prerequisite: Successful completion of Accelerated Science in grade 7. It is recommended that students in the Earth Science class maintain a course average of a B or higher.*

Instructional Program: Grade 8

Physical Education

The physical education program is aligned with the New York State Learning Standards in Physical Education. Students participate in a variety of individual and team activities in a co-educational setting. Individual lifetime activities such as ping-pong, yoga, tennis, weight training, and bicycling are introduced. Students participate in modified lead-up team activities in soccer, football, basketball, floor hockey, volleyball and softball.

Through participation in these physical education activities students will:

- acquire the basic knowledge and fundamental skills necessary to participate in a variety of healthy activities;
- understand and appreciate the benefits of maintaining a healthful lifestyle;
- understand how to evaluate and access resources in their community to pursue a healthy and active life;
- demonstrate responsible personal and social behavior through physical activity; and
- increase their understanding and acceptance of differences among people.

Fitnessgram

Fitnessgram is a comprehensive educational, reporting tool used to assess physical fitness and physical activity levels for children. This assessment is performed in the fall and spring of each year. It measures and evaluates four health related fitness areas that include the student's cardiovascular endurance, flexibility, muscular strength, and endurance.



World Languages

World Language instruction takes place over the course of two years (grades 7-8). Instruction is based upon the combination of four skill areas: listening, speaking, reading, and writing. Students are provided the opportunity to learn a second language and to study the culture of that language.

Modern Language instruction (French, Italian and Spanish) includes topics outlined in the New York State Learning Standards. Some examples of these topics are health and wellness, community, travel, earning a living and shopping.

Because Latin is a classical language, the focus will be primarily on reading, writing and listening. Topics will include ancient Roman history, culture & daily life, Greco-Roman mythology, education and architecture. .

At the culmination of the two-year program (Courses 1A and 1B), students will take a local examination and can earn high school credit towards a Regents diploma. This credit satisfies the minimum high school requirement for World Language. To be successful, a student must earn a grade of 65% or above on the examination and pass the course for the two years (grades 7-8).

The languages offered in grade 8 are as follows (based on enrollment):

- French 1B
- Italian 1B
- Latin 1B
- Spanish 1B



Instructional Program: Grade 8

Exploratory Courses

All eighth-grade students participate in each of the following courses:

- **Technology (40 weeks/every day/43 minutes)**

The Project Lead The Way (PLTW) middle school program, Gateway To Technology (GTT), is an activities-oriented program designed to challenge and engage the natural curiosity and imagination of middle school students. Taught in conjunction with a rigorous academic curriculum, the program is divided into independent units:

- Design and Modeling

- Students use geometry, problem-solving, teamwork, and project management skills to design and develop product prototypes.

- Automation and Robotics

- Students design and build automated systems incorporating the principles of electronics, physics, and robotics to gain an enriched understanding of the contemporary mechanized world.

- Energy and The Environment (optional unit of study)

- Students investigate the importance of energy in our lives and the impact that using energy has on the environment. Students design and model alternative energy sources.

- **General Art (40 weeks/every other day/43 minutes)**

The eighth-grade art course is a full-year class covering 6 units of study. The units include: Principles of Design, Linear Perspective, Sculpture, Digital Arts, Color and Painting, and Drawing & Shading. The course prepares students for high school level fine arts courses while allowing for the exploration and appreciation of many types of subject matter, media, and techniques.

- **General Music (40 weeks/every other day/43 minutes)**

This 40-week course is divided between two units of study: Musical Theater and Piano Keyboard. Students will discover and experience the history of musical theater from the European Opera to the American Broadway Musical. Students will also apply learned musical concepts to performance through instruction on the electronic piano keyboard.

- **Bridges (40 weeks/ every other day/43 minutes)**

This elective class provides support students may need to be successful in school. It is designed to meet the individual needs of students by teaching skills to help them to achieve self-identified goals. This class will help students develop habits that will bring them success in all aspects of their lives. Bridges will provide students with an opportunity to build skills associated with organization, relationships, and self-improvements. Students will set their own personal achievement goals and reflect on their work towards meeting those goals throughout the year.

Performing Groups

The performing ensembles explore a wide variety of musical styles and composers through performance and practice. Students will have several performance opportunities throughout the year.

- **Band (40 weeks/every other day/43 minutes)**

Students who have previously participated in band and have demonstrated a satisfactory performance on a Level 2 New York State School Music Association solo are encouraged to participate. All students enrolled in band are required to attend instrumental music lessons during the school day for 43 minutes, once per week. Students enrolled in band may have the opportunity to perform in co-curricular small ensembles and may also participate in county and state solo and large ensemble festivals. Students enrolled in band should be prepared to commit to the class for the entire school year.

- **Chorus (40 weeks/every other day/43 minutes)**

Students who wish to sing in a large group and study vocal technique are encouraged to participate. Students will continue to develop music literacy and sight-singing skills at NYSSMA Level 2. Choral literature will expand to three and four-part harmony and the ensembles will perform at various school and community events. Students enrolled in chorus may also have the opportunity to perform in co-curricular small ensembles and may participate in county and state solo and large ensemble festivals. Students enrolled in chorus should be prepared to commit to the class for the entire school year.

Support Services

Special Education Services

Students who receive services in special education follow the NYS curricula for each content area. Gates Chili Middle School provides a continuum of services for students with educational disabilities. Instructional opportunities range from placement in general classes to placement in smaller settings. The emphasis of all Middle School special educational programs is to meet the educational needs of students in the least restrictive classroom setting with careful attention paid to the goals identified in each student's Individual Education Plan (IEP).

- **Student Placement:** Students are recommended to receive special education services following formal review and recommendation by the Gates Chili Committee on Special Education (CSE).
- **Programs:** Special education services are set by New York State regulations. The Middle School provides self-contained classes in settings of 6:1:1, 8:1:1, 12:1:1, and 15:1:1. Direct and indirect services of a consultant special education teacher is another placement option available, as is a Resource Room option.
- **Program Accommodations:** As indicated by a student's IEP accommodations are made by teachers to meet the diverse learning needs of students in the areas of curriculum, materials, and instructional techniques.
- **Related Services:** As indicated by a student's IEP, a student may receive support in speech, occupational therapy, physical therapy, counseling, or adaptive physical education.

Every student who is identified as having an educational disability is assigned a certified special education teacher as a case manager. This teacher serves as liaison between the home and school, as well as monitors and reports student progress.



Academic Intervention Services (AIS)

Academic Intervention Services (AIS) are designed to help students achieve success in the NYS Next Generation Learning Standards in English language arts and mathematics. AIS must be provided as part of the general education program when students are determined to be eligible for AIS.

Our AIS plan outlines the screening process required for students to be eligible for AIS support. This screening process includes a set of entrance and exit criteria. A student may be considered for entrance to and exit from AIS support based upon multiple measures of competency and teacher recommendations.

Students are also given an assessment through i-Ready to identify areas of need to help inform instruction. Students work on i-Ready individualized lessons online as part of their daily classwork.

- **Literacy – Grades 6-8**
AIS Literacy focuses on improving reading skills of qualifying students. Students meet every other day for 43 minutes and receive instruction in the areas of reading comprehension, fluency, word work, vocabulary development and response writing. The intervention process includes individualized and small group instruction, assessment, and monitoring of progress.
- **Math – Grades 6-8**
AIS math concentrates on improving and reinforcing numeracy skills, math concepts, and math applications of qualifying students. The class meets every other day for 43 minutes. Students participate in small group instruction that emphasizes reinforcement of basic skills along with improvement of math reasoning and problem-solving skills. The intervention process includes individualized and small group instruction, assessment, and monitoring of progress.

Learning Center

Learning Center is a support class provided to our general education students who need short term support in their academics. This class assists students in being able to access assignments in their content area classes by using literacy strategies.

Support Services

English as a New Language (ENL)

The ENL program is a scaffolded, content-based curriculum that fully aligns to the essential understandings, knowledge, and skills of the New York State Next Generation Learning Standards. The curriculum is designed to support English Language Learners (ELLs) by providing context, building background knowledge and vocabulary, and fostering the academic discourse of English, Mathematics, Science and Social Studies so that students may successfully navigate rigorous academic content.

ENL instruction provides ELLs with a language focused environment to develop the academic language necessary to demonstrate complex thinking and learning across disciplines. Students learn to recognize and use language explicit to the task in the four domains of reading, writing, speaking and listening through engaging interactions and hands on activities with teachers and peers.

At the Entering Level through the Commanding Level, ELLs receive instruction from a certified ENL teacher in a stand-alone class or in an integrated classroom. Instructional time is in accordance with the New York State Department of Education.

ENL Newcomer Program

A specialized ENL program outside of the regular program has been designed to meet the needs of ENL students before they transition into general education and regular ENL classrooms. Newly arrived ELLs who have little or no English proficiency and limited or no formal education in their native countries are placed in this program. Depending on students' needs, classes offered include Intensive English Literacy development, Survival English, The Language of Math, Foundations of Social Studies, and Science. Content area objectives are integrated into ENL lessons to provide students access to mathematics, social studies, and English Language Arts.

Program Goals

- develop beginning English language skills in reading, writing, listening, and speaking
- delivering appropriate content area instruction to ELA, math and social studies
- assist students in acclimating to the U.S. school system
- develop strong connections with students' families



Enrichment and Acceleration

A. Overview

- The Middle School provides seventh- and eighth-grade instructional opportunities for advanced studies in English, social studies, math and science.
- We enrich in English and social studies. Enriched English and social studies classes require students to read and analyze higher level and more complex texts when compared to our regular program. Student self-motivation serves as an asset as students engage in in-depth, independent and group assignments.
- We accelerate in math and science. Students who participate in accelerated math and science classes learn curriculum at a faster pace in order to enroll in Regents level courses in grade 8. Successful completion of the Regents courses earns them High School credit.
- Enriched and accelerated courses help prepare students for enrollment in advanced courses in high school.
- Enrollment in enriched and/or accelerated classes is based upon various selection criteria, including above average achievement and interest in advanced study.
- Courses are applied for in pairs, i.e., if Enriched English is chosen, the student must also participate in the Enriched Social Studies option, similarly with science and mathematics.

B. Marks and Credits

- Grades earned in an accelerated course shall be computed into the student's overall average.
- It is recommended that students maintain a B average or higher to be successful in the enriched and accelerated programs.
- A student may earn high school credit for each accelerated course completed if he/she earns a combined passing average of all four quarters and if he/she passes the appropriate Regents examination.
- Students enrolled in a Regents level class in Middle School have until the end of the first quarter to drop the class.

C. Enrichment Opportunities

- **GEVA**
Our seventh-grade students attend a December performance at GEVA Theatre to expose students to the performing arts.
- **Challenger**
The Challenger Learning Center is a high-tech, hands-on facility for space flight simulations located at the Strasenburgh Planetarium and coordinated by "Mission Commanders" from Monroe One BOCES. Our sixth-grade students participate in this enrichment activity. When they fly their "Mission to Mars," they put their math, science, and technology process skills into action by completing curriculum-based activities aligned with New York State learning standards. And they have fun, too!
- **Rochester Broadway Theatre League**
Gates Chili Central School District is in partnership with the Rochester Broadway Theatre League (RBTL), which allows teachers to integrate the arts into their curriculum. Topics and themes related to touring Broadway shows are adapted into age-appropriate lessons for classroom learning and all students are fully immersed in the live theatre experience by attending touring Broadway productions at RBTL's Auditorium Theatre in conjunction with the program.
- **Author Visit**
There is no better way to inspire students with the personal rewards and gratification of a writing career than by having an author describe the ropes. The middle school English department tries to secure at least one author visit a year.
- **Enrichment Elective Classes**
These classes include Digital Art, Civics, and Voice Class. They are taken in addition to the required exploratory classes at each grade.
- **Extracurricular Activities**
Extracurricular activities are a great way for students to meet new friends, learn new things or give something back to their community. The activities offer opportunities for students to learn the values of teamwork, individual and group responsibility, physical and academic strength, endurance, diversity, and a sense of culture and community. They also provide a channel for reinforcing and enriching the lessons learned in the classroom, offering students the opportunity to apply academic skills in a real-world context, and are thus considered part of a well-rounded education. Best of all, studies show that students who are involved in after-school activities earn higher grades and are more successful academically and socially.



New York State Graduation Requirements*

Required Classes

Subject	Units
Business Career Exploration and Financial Literacy+ is a required course for students graduating in 2023 and beyond.	0.5
English	4
Social Studies	4
Mathematics	3
Science Must include 1 unit from a Physical Setting course and 1 unit from Living Environment	3
Health	0.5
Art and/or Music, or DDP, or Creative Design for Fashion and Home	1
Foreign Language An Advanced Designation Diploma requires 3 units of Foreign Language or a 5 unit sequence in Business, Technology, Family & Consumer Science, Art, Music or WEMOCO .	1
Physical Education	2
Electives Advanced Designation Diplomas require 1.5 units for students graduating by 2022. Advanced Designation Diplomas earned in 2023 and beyond will require 1 unit of elective credit. <i>*3.5 units of elective credits are required for students graduating by 2022. 3 units of electives are required for students graduating in 2023 and beyond.</i>	3.5/3*
Total Units	22

Required Regent Exams

Advanced Designation w/ Honors Diploma (Passing average of 90 or above on Regents Exams)	
<ul style="list-style-type: none"> • ELA • Global History & Geography • US History & Government • Foreign Language 	<ul style="list-style-type: none"> • Living Environment <i>and</i> a Physical Setting • Algebra 1 and Geometry and Algebra 2
Advanced Designation Diploma (Passing score of 65 or above on Regents Exams)	
<ul style="list-style-type: none"> • ELA • Global History & Geography • US History & Government • Foreign Language 	<ul style="list-style-type: none"> • Living Environment <i>and</i> a Physical Setting • Algebra 1 and Geometry and Algebra 2
Regents Diploma (Passing score of 65 or above on Regents Exams)	
<ul style="list-style-type: none"> • ELA • Algebra 1 • Global History & Geography 	<ul style="list-style-type: none"> • US History & Government • Living Environment <i>or</i> a Physical Setting
Local Diploma (Available for students with disabilities only) - must score 55 or above on Regents Exams	
<ul style="list-style-type: none"> • ELA • Algebra 1 • Global History & Geography 	<ul style="list-style-type: none"> • US History & Government • Living Environment <i>or</i> a Physical Setting

** New York State is in the process of approving new graduation pathways. This chart is only a draft and is subject to change. More information will be forthcoming.

Notice of Non-Discrimination

The Gates Chili Central School District does not discriminate on the basis of an individual's actual or perceived race, color, religion, creed, ethnicity, national origin, citizenship status, age, marital status, partnership status, disability, predisposing genetic characteristics, sexual orientation, gender (sex), military status, veteran status, domestic violence victim status or political affiliation, and additionally does not discriminate against students on the basis of weight, gender identity, gender expression, and religious practices or any other basis prohibited by New York State and/or federal non-discrimination laws in employment or its programs and activities. The district provides equal access to community and youth organizations. Inquiries regarding the district's non-discrimination policies should be directed to:

Title IX Civil Rights Compliance Officer:

Assistant Superintendent for Human Resources and Labor Relations (Primary)
Director for Recruitment, Inclusion and Retention (Secondary)

Section 504 Coordinator:

Coordinator of Student and Family Support Services

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3 Spartan Way
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2023-2024

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