

ROOSEVELT MIDDLE SCHOOL



COURSE GUIDE 2018 – 2019

Roosevelt Middle School

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Art 7 - 7625

Art 7 Students engage in a variety of studio activities involving a wide range of 2D and 3D materials. Through discussion and hands-on studio work, students recognize representational, abstract and non-objective art. There is an emphasis on drawing many subjects from observation resulting in imaginative compositions. Through group critiques and journal writing students refine their reflective abilities. Students will be asked to write critiques based on observations of master artworks using art vocabulary learned throughout the quarter. This course prepares all students to succeed in their Art 8 experiences.

Art 8 - 8625

Art 8 offers students an opportunity to continue building their art skills with an emphasis on realism and depicting three-dimensional space using a variety of materials. Students are offered opportunities to assert their independence and make choices with regard to content and materials. Reflective abilities are refined through group discussions and individual journal writing.

Studio Art - 50601

Grade 8 only. 1 High School Credit awarded upon the successful completion of the course and portfolio.

Studio Art is a foundation art course to acquaint students with basic techniques in various art media of drawing, painting, and sculpture. Students will study the elements and principles of design through the creation of original artwork. Students will become familiar with landscaped, still-life, portraiture, and perspective as well as important examples of historical and contemporary works of art. Students will also learn how to respond to and analyze works of art. Studio Art is the prerequisite course for all other art electives in the High School. The State Education Department recommends this course to meet the Art/Music requirement for the high school diploma.



ENGLISH LANGUAGE ARTS (ELA)



Our District objectives for English Language Arts in 7th and 8th grade are:

To improve students' writing through a detailed understanding of the intermediate level writing process; to improve students' reading skills through analysis and annotation of literary and expository texts; and to help our students become lifelong learners, while instilling them with a love for the written and spoken word.

English 7 - 7100

The English 7 curriculum is aligned with the NYS Common Core Standards and works in conjunction with the Social Studies department. Throughout the school year students will address reading, writing, listening and speaking skills. The genres utilized will include short stories, drama, non-fiction, poetry, myths and legends, biographies/autobiographies, and novels.

In addition, students build a foundation of study skills to prepare them for the NYS Common Core ELA exam. Finally, strategies will be used to enable the students to complete the required co-curricular exit project.

English 8 - 8100

The English 8 program continues the previous grade's goals and the cross-curricular connections with Social Studies, while transitioning students toward successful preparation for the rigorous expectations of high school in both subjects. Students are guided to connect their concrete knowledge to more abstract levels of thinking. Additionally, organization and time management skills are highlighted to support students in addressing a greater workload, completion of assignments, and school/state assessments.

The reading/writing agenda includes literary selections, speeches, informational texts, and novels. Students receive pertinent instruction and reinforcement in reading skills, vocabulary, research, spelling and grammar, usage, mechanics and the writing process.





Reading and Writing Workshop - 7124

The Reading/Writing Workshop course reinforces and complements the themes, skills, and activities that are part of Language Arts Literacy. Students will be involved in reading and writing in multiple genres and projects that involve technology. This standards- and research-based curriculum is designed to build upon each student's experiences and skills addressed in the previous school year and facilitate student growth in the areas delineated by the NYSCCSS for Language Arts Literacy, which in turn assists each student in becoming critical, lifelong readers and writers.

During The Reading/Writing Workshop course, students will explore many genres of text while participating in literature circles and independent and guided reading. Class time will be dedicated to independent reading and writing time, literature circles, individual and group conferences with the teacher, mini-lessons, response to literature, vocabulary work, and read-alouds. Students will work to improve the following skills: reading strategies, fluency, comprehension, critical thinking, writing and thinking about reading, working with peers, vocabulary, and knowledge of literature and writing. The main objective of this course is to inspire students to become lifelong readers.



Library Research - 1ES02

Library Research skills will provide individuals with a basic understanding of the library research process and the skills by which they can successfully find information for research, presentations, and other class assignments. It will offer practical skills needed to conduct library and information research, including defining research topics, searching and retrieving electronic and print sources, and evaluating, citing, and using information. The course will incorporate a variety of methodologies including lecture, discussion, and small group work.

ENGLISH AS A NEW LANGUAGE (ENL)



ENGLISH AS A NEW LANGUAGE (ENL) - STAND ALONE

Formerly English as a Second Language (English as a New Language) is a mandated program specially designed for students who speak a language other than English at home and scored entering, emerging, transitional, expanding and commanding on the NYSITELL or the NYSESLAT test. Students are scheduled for one, or two periods of English as a New Language class according to their level of language acquisition. The English as a New Language class provides English Language Learners (ELL) the means to achieve the speaking, listening, reading and writing skills needed to integrate successfully into the English academic mainstream.

ENL ENTERING (Beginner) - 8001ENL/7001ENL

One period of ENL (200 minutes per week) focuses on students who scored Entering on the NYSITELL or NYSESLAT test. This course supports and strengthens entering students' basic English skills, vocabulary, expressions, basic oral and writing skills, and basic English survival skills.

ENL EMERGING (Low/Intermediate) - 8002ENL/7002ENL

One period of ENL (200 minutes per week) focuses on students who scored Emerging on the NYSITELL or NYSESLAT test. This course supports and strengthens emerging students' basic English skills, vocabulary, expressions, basic oral and writing skills, and basic English survival skills. ENL Emerging students also take ENL-English 7 or 8 (200 minutes).

ENL TRANSITIONING (Intermediate) - 8003ENL

One period of integrated ENL/Core is (200 minutes per week) which consists of 40 minutes of ENL or 40 minutes of ENL/Core (usually English). This course will focus on students who score transitioning on the NYSITELL or NYSESLAT test. This course will support and strengthen Transitioning students' English skills, vocabulary, expressions basic oral and writing skills, and content vocabulary.

ENL EXPANDING (Advanced Students) - 8004ENL

One period of integrated ENL/Core are (200 minutes per week) focuses on students who scored Expanding on the NYSITELL or NYSESLAT test. This course will support and strengthen expanding students' English skills, vocabulary, expressions, basic oral and writing skills, and content vocabulary.

ENL COMMANDING (Proficient Students) - 8005ENL

One period of integrated ENL/Core is (200 minutes per week) focuses on students who scored Commanding on the NYSESLAT test for a period of two years. This course will support and strengthen Commanding students' English skills, vocabulary, expressions, basic oral and writing skills, and content vocabulary. Proficient students will be supported for two years.

FAMILY & CONSUMER SCIENCE



The Family and Consumer Science program at the Middle School empowers students to manage the challenges of living and working in a diverse, global society. The course is designed to educate adolescents about their present and future responsibilities as family members, consumers, home managers, and wage earners. Through active participation and hands-on learning, students develop a better understanding of themselves and their world. Students will be able to demonstrate respectful and caring relationships in the family, workplace and community. Overall, it is the expectation that students will increase their ability to make effective decisions, act responsibly and productively and develop life learning skills. All seventh and eighth grade students are required to receive Family and Consumer Science instruction. The Roosevelt Middle School program is designed to be comprehensive, holistic, and multidisciplinary across FACS (Family and Consumer Science) and core subject areas of study.

Family & Consumer Science 7 - 7612

Process Skills

- Decision Making strategies
- Problem Solving techniques
- Independent Living Skills

Personal Development

- Self-Image
- Values Exploration Family
- Relationship Issues
- Communication Process
- Conflict Resolution

Nutrition Management

- Diet and Health
- Eating Patterns
- Baking Techniques



Family & Consumer Science 8 - 8612

Career Planning

- Introduction to Work
- Career Goal Setting
- Career Exploration

Consumerism

- Rights and Responsibilities
- Product Comparison
- Advertising Impact
- Consumer Behavior

Money Management

- Spending Habits
- Budgeting
- Banking Essentials

Clothing Care and Construction

- Buying and caring for clothes
- Sewing machine skills



HEALTH



Health Education is an essential part of an overall school health program. Middle School health provides a wide range of topics with lessons which cover age-appropriate information. Students will learn how to make healthy life choices through personal decision-making. Moreover, lessons are developed from the New York State Health Education guidance document to teach seven personal and social skills to enhance personal, family, and community health and safety. The seven skills taught throughout the course are self-management, stress management, communication, decision making, planning and goal setting, and advocacy. Technology is integrated into the curriculum to enhance student engagement. Furthermore, lessons are student-centered giving students the opportunity to collaborate with each other.

Some of the units covered in the course are listed below:

Health 7 -7810

- Making Healthy Decisions
- Mental Health
- Social Health
- Nutrition
- Physical Fitness
- Substance Abuse
- Human Development
- Preventing Disease

Health 8 - 8810

Some of the units covered in 8th grade health are listed below.

- Recap of HIV/AIDS
- Recap of STD Prevention, Contraceptive Methods
- Healthy vs Unhealthy Relationships
- Drugs
- Alcohol
- Mental Disorders



LANGUAGES OTHER THAN ENGLISH



Italian 7 - 7640

The focus of the Italian novice level 1A course is to enable students to learn a basic level language to successfully handle, within the present tense, a variety of basic and communicative tasks such as greeting, listing, identifying, agreeing, disagreeing, obtaining and providing information in the target language.

The Italian language will be facilitated through listening, reading, speaking and writing. Students will be exposed to specific themes such as Family, Personal Identification, Sports, Clothing, Shopping, Food, Transportation and Culture among others. Also, a variety of Italian cultural videos, short Italian readings, songs, and diverse activities would be implemented to anchor their language learning process and further develop listening, reading, writing and speaking skills. At the end of the Novice course level 1A students will be able to ask and answer simple questions as well as maintain a face- to-face conversation within the covered topics.

Italian I - 50510

Grade 8 only. 1 High School Credit awarded upon the successful completion of the course and the FLACS A Examination.

This is an introductory course designed to develop basic skills of listening comprehension, speaking, reading and writing in Italian in order to communicate. The course provides beginner instruction in reading and oral skills by developing a basic Italian vocabulary and grammar. Students learn to communicate their basic needs in situations such as greetings and introductions, food, meals and eating in a restaurant in addition to shopping.



Spanish 7 - 7636

This is an introductory course for those students new to the language. In this course, students are exposed to the four aspects of language: listening, reading, speaking and writing. In keeping with the communicative approach the emphasis will be on speaking and listening. . Topics covered include family, school items, schedules, greetings, expressions of courtesy, articles of clothing, transportation, sports, classroom objects, numbers, food, geography, animals, weather, seasons, shopping, community, days of the week, months, colors, time and health and body.

Spanish for Native Speakers I - 50506

Grade 8 only. 1 High School Credit awarded upon the successful completion of the course and FLACS A Examination.

This course is for students whose home language is Spanish. This will include students with a strong Spanish Language base from home and/or elementary school. The goal of this course is to advance students in Spanish grammar, literacy, and transferable skills. Students will experience different levels and styles of Spanish literature written by Spanish authors.



Spanish I - 50501

Grade 8 only. 1 High School Credit awarded upon the successful completion of the course and FLACS A Examination.

This is an introductory course designed to develop basic skills of listening comprehension, speaking, reading and writing in Spanish, in order to communicate. The course provides beginner instruction in reading and oral skills by developing a basic Spanish vocabulary and grammar. Students learn to communicate their basic needs in situations such as greetings and introduction, food, meals and eating in a restaurant in addition to shopping.

MATH



Classes in mathematics at Roosevelt Middle School continue to reflect the new State Common Core Standards. Students are often asked to write about the mathematics they are learning to explain the processes which they are using. Connections are frequently made to real-life applications and to other subject areas. Multi-step problem solving is taught throughout the curricula. All of this occurs in the courses whose descriptions follow:

Math 7 - 7401

This course affords students the opportunity to prepare for success in their college, career and life experiences. The mathematics standards provide a solid base for students. The Standards require students to think mathematically in real world situations. This course will prepare students for Algebra 1 when they get to 8th grade. Games, puzzles, projects, technology and more are incorporated to stimulate students. Differentiated instruction will allow each student an individualized educational experience tailored to him/her. Students are personally trained on Go-Math™ online to provide appropriate remediation or acceleration.

The curriculum for the 7th grade student encompasses the New York State Common Core Learning Standards for this grade with algebra units which enrich and accelerate the program. The topics which are covered are as follows:

- Geometry
- Ratios and Proportional Relationships
- Analyze proportional relationships and use them to solve real-world and mathematical problems.
- The Number System
- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
- Expressions and Equations
- Use properties of operations to generate equivalent expressions.
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
- Draw, construct and describe geometrical figures and describe the relationships between them.
- Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
- Statistics and Probability
- Use random sampling to draw inferences about a population.
- Draw informal comparative inferences about two populations.
- Investigate chance processes and develop, use, and evaluate probability models.

Computation and Algebraic Thinking – 8409

This course is designed to prepare seventh and eight students for the real world. It teaches them how to make financially sound decisions. Here are some of the lessons:

1. Lesson 1: Making Decisions
2. Lesson 2: Making Money
3. Lesson 3: The Art of Budgeting
4. Lesson 4: Living on your Own
5. Lesson 5: Buying a Home
6. Lesson 6: Banking Services
7. Lesson 7: Credit
8. Lesson 8: Credit Cards
9. Lesson 9: Cars and Loans
10. Lesson 10: The Influence of Advertising
11. Lesson 11: Consumer Awareness
12. Lesson 12: Saving and Investing
13. Lesson 13: In Trouble
14. Lesson 14: Consumer Privacy



Students will be able to avoid most of the pitfalls common to young people as they study the following topics broken down to their level:

- **Budgeting**
Budgeting Basics, Evaluating Your Finances, Creating a Budget, Budgeting Benchmarks, Seasonal Budgeting
- **Saving**
Saving Basics, Choosing Savings Options, Growing Your Money, Building an Emergency Fund, Spending Within Your Means
- **Financial Institutions**
Financial Institution Basics, Opening a Checking Account, Debit Cards and Prepaid Cards, Electronic Banking, Mobile Banking
- **Credit**
Credit Basics, Credit Scores, Building Credit, Credit Report, Credit Resources
- **Debt**
Debt Basics, Understanding Debt Load, Getting Out of Debt, Rebuilding Your Finances, Debt Counseling Resources
- **Identity Theft**
Identity Theft Basics, How to Prevent Fraud, High Risk for Identity Theft, Identity Theft Protection While Traveling, Tools to Protect Identity
- **Life Events**
Going to College, Buying a Car, Renting an Apartment, Buying a Home, Landing a Job, Health Care, Elder Care, Retirement, Handling the Unexpected

MUSIC

Music Technology 7 - 7630

Students will be introduced to the basic musical forms and structures using advanced professional software, to create an exciting individual portfolio. The elements of music construction and electronic composition are thoroughly assimilated utilizing the RMS Music lab. Emphasis is placed on music technology software and hardware, focused on basic acoustics, digital audio, MIDI (Musical Instrument Digital Interface), and MIDI sequencing and notation software. Lab activities will place an emphasis on the operation and components of the typical MIDI and digital audio lab (hardware and software), including GarageBand, iMovie, and several online tools. Students will learn through a series of fun and interactive projects such as electronic compositions, documentaries, and presentations, using professional equipment and software used in professional recording studios. This course fulfills all nine New York State Music Standards. No previous music experience is required!

Music Technology 8 - 8730

Students will be introduced to the basic musical forms and structures using advanced professional software, to create an exciting individual portfolio. The elements of music construction and electronic composition are thoroughly assimilated utilizing the RMS Music lab but at a more in depth process than Music Technology I students. Emphasis is placed on music technology software and hardware and how they are connected and put together, focused on intermediate acoustics, digital audio, MIDI (Musical Instrument Digital Interface), and MIDI sequencing and notation software. Lab activities will place an emphasis on the operation and components of the typical MIDI and digital audio lab (hardware and software), including GarageBand, iMovie, and several online tools. Students will learn through a series of interactive projects such as electronic compositions, documentaries, and presentations, using professional equipment and software used in professional recording studios. This course fulfills all nine New York State Music Standards. No previous music experience is required!





Band I - 7621

This course is designed to help students transition from elementary school Band, music at NYSSMA L1, to middle school music NYSSMA L2 and L3. Attention in this course is given to development of tone, intonation, balance, rhythm, and style through various types of music ranging from classical to contemporary. Students are encouraged and challenged through school and district performances to grow as individuals and as an ensemble. Enrollment is contingent upon teacher recommendation, competitive audition, maintaining academic expectations, and a willingness to learn.

Requirements: There will be evening concerts in December and May.

Band II - 8621

This course is designed to develop student technique, endurance, and musicianship so that they will be ready for the rigor of High School Band. Attention in this course is given to development of tone, intonation, balance, rhythm, and style through various types of music ranging from classical to contemporary. Students are encouraged and challenged through school and district performances to grow as individuals and as an ensemble. Enrollment is contingent upon teacher recommendation, competitive audition, maintaining academic expectations, and a willingness to learn.

Requirements: There will be evening concerts in December and May.

Chorus 7 - 7632

This course is designed to help students transition from elementary school chorus to middle school chorus. Students will learn to sing major and minor scales, major, minor, diminished, and augmented triads, as well as arpeggios. Students will sing in unison, in two part harmony, and in three part harmony. Attention will be given to tone, intonation, diction, proper breathing, rhythm, and style. Enrollment is contingent upon teacher recommendation.

Requirements: There will be evening concerts in December and May.

Chorus 8 - 8632

This course is designed to help students transition from middle school chorus to high school chorus. Students will learn to sing major, natural minor, harmonic minor and melodic minor scales. Students will read music using solfeggio to better understand melody and harmony. Students will sing in unison, two part harmony, and three part harmony. Attention will be given to tone, intonation, diction, proper breathing, rhythm, and style. Enrollment is contingent upon teacher recommendation.

Requirements: There will be evening concerts in December and May.



Orchestra I - 7724

Orchestra students will have the opportunity to play an array of music from many different time periods and cultures. Students will develop skills on their instrument and will have an invaluable experience of playing in a musical ensemble. Students will further develop the ability to read and understand musical notation and markings, dynamics, time signature and style markings. In addition, the ability to describe, analyze, and evaluate music utilizing musical terminology will also be developed. Small group instruction takes place in sectional lessons scheduled during the school day. Assessment of progress is ongoing. There are three principle means of assessment:

- Observed work in sectionals
- Mastery of work assigned in sectionals
- Attitude, preparation and contribution in rehearsal

Requirements: There will be evening concerts in December and May.

Orchestra II - 8723

Orchestra students will have the opportunity to play an array of music from many different time periods and cultures. Through studying this music students will continue to develop skills on their instrument, will have the valuable experience of playing in a musical ensemble and will understand music in relation to the time period and culture during which it was written. Students will further develop the ability to read and understand musical notation and markings, dynamics, time signature and style markings. The ability to describe, analyze, and evaluate music, heard and performed using musical terminology will also be developed. Small group instruction takes place in sectional lessons scheduled during the school day.

Students are encouraged to participate in the annual New York State School Music Association Solo and Ensemble Festival (NYSSMA) which is held every spring. Forms for signing up are offered to students in January or February, depending on the Festival dates.

Requirements: There will be evening concerts in December and May.



General Music 7 - 7620

This course involves the fundamentals of harmony, keyboard, ear training, music reading, analysis and composition.

General Music 8 - 8620

This course involves the fundamentals of harmony, keyboard, ear training, music reading, analysis and composition.

PHYSICAL EDUCATION



Physical Education 7 - 7800

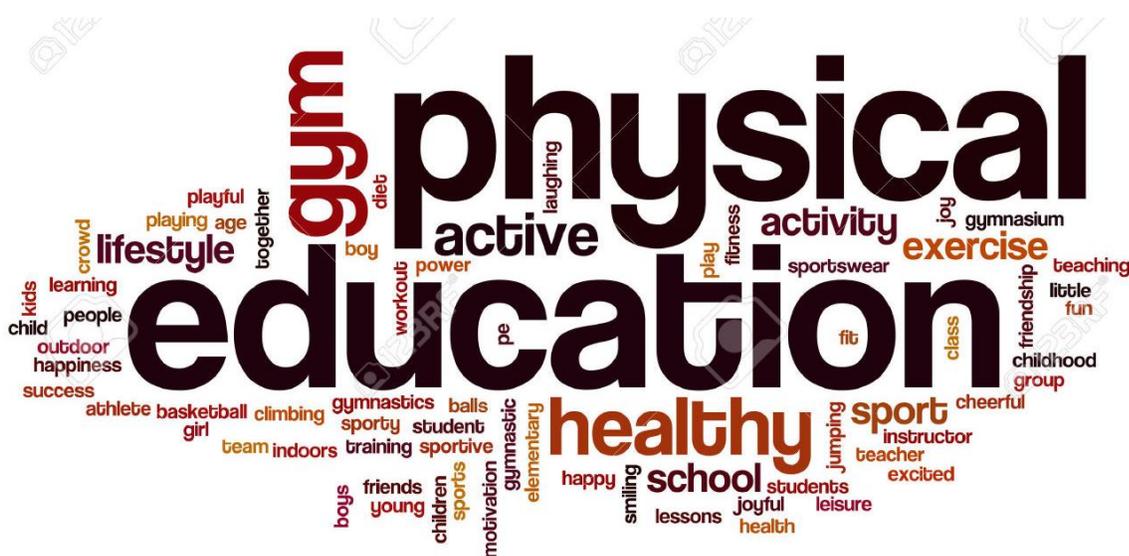
Term Offered: A/B Day

Seventh grade will introduce students to a variety of sports and games with a focus on rules. In seventh grade students will learn a wide range of sports, games and activities including but not limited to units of instruction in: fitness education and testing, cooperative games, trust activities, soccer, football, basketball, volleyball, floor hockey, aerobics and conditioning, track and field, ultimate football and Frisbee, and diamond games.

Physical Education 8 - 8800

Term Offered: A/B Day

Eighth grade will build on the activities covered in seventh grade with a greater emphasis on strategy and in- game decision making. In eighth grade students will participate in a wide range of sports, games and activities, including but not limited to: fitness education and testing, soccer, football, speedball, ultimate Frisbee, floor hockey, basketball, team handball, volleyball, weight training, circuit training and conditioning, lacrosse, and diamond games.



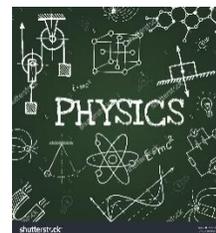
SCIENCE

Instruction in General Science 7 incorporates Common Core literacy skills into the NYS Intermediate Level Science Core Curriculum. This includes reading for evidence, formulating arguments, and identifying main ideas from scientific text. Students are challenged to apply and extend inquiry and process skills to address real life problems and make informed decisions through hands-on laboratory exercises.

Science 7 - 7201

Physical Science- emphasizes concepts and applications in:

- Chemistry, Matter, and the Periodic Table of Elements
- Thermodynamics and major forms of energy such as electricity, magnetism, sound, and light
- Selected topics in Earth Science such as astronomy, meteorology, the cycle of seasons, and Geology (Earth materials, plate tectonics, and Earth's geologic history)



Science 8 - 8201

Instruction in General Science 8 incorporates Common Core literacy skills into the NYS Intermediate Level Science Core Curriculum. This includes reading for evidence, formulating arguments, and identifying main ideas from scientific text. Students are challenged to apply and extend inquiry and process skills to address real life problems and make informed decisions through hands-on laboratory exercises.

Life Science- emphasizes concepts and applications in living organisms such as:

- Cells, classification of life, photosynthesis and respiration
- Life functions and body systems
- Reproduction, genetics, DNA and heredity
- Ecology, renewable and non-renewable energy, and the human impact on the environment

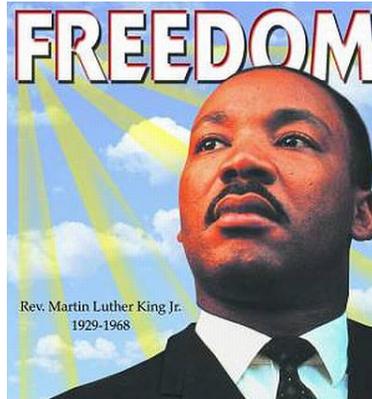
Students will sit for the NYS Intermediate Level Science Written and Performance Examination.

Living Environment - 50301R

Grade 8 only. 1 Credit awarded upon the successful completion of the course and Regents exam.

This course provides a core of broad general understandings of the fundamental principles of biology and an extension of the understandings in several specific areas. Students learn proper laboratory techniques in the use of the microscope and in chemical testing for nutrients. Topics covered include the study of life, maintenance of plants and animals, reproduction and development, genetics, evolution, and ecology. Students must complete a minimum of 1200 minutes of laboratory experience and take the Regents Exam.

SOCIAL STUDIES



In grades 7 and 8 students will examine the United States and New York State through an historical lens. The two-year sequence is arranged chronologically beginning with the settlement of North America by Native Americans and ending with an examination of the social, political, and economic policies and issues which have shaped the United States in the 21st Century. (NYS Framework)

The District objectives for Social Studies in 7th and 8th grade are:

To develop foundational and transferable skills which will be utilized in both 7th and 8th grade Social Studies and in conjunction with our cross-curriculum partner the English Language Arts Department.

Students will demonstrate consistent and steady growth in the following areas:

- ability to acquire, organize, process, and communicate accurate ideas and information;
- ability to identify and investigate issues and evidence, and analyze evidence in terms of content, point of view, purpose, format, bias, context and audience;
- ability to evaluate assumptions, sources, evidence, beliefs and arguments and develop the ability to formulate supporting evidence and arguments;
- ability to effectively make and prove generalizations, recognize cause and effect relationships, draw conclusions, analyze political cartoons and graphs, compare, contrast and draw inferences from informational and visual text;
- ability to understand how our government was formed, functions, and how it impacts our daily lives;
- ability to determine and understand their rights and responsibilities and decide how to best exercise them as contributing citizens in a growing interdependent global community.

Social Studies 7 - 7300

The 7th grade Social Studies curriculum is aligned with the NYS Social Studies Standards and Framework. The 7th grade Social Studies program will allow students to learn the geography, culture, civics, and the economic principles which helped to shape the United States and the State of New York. Throughout the course students will develop analytical skills, map skills, inference skills, ability to cite evidence related to primary and secondary sources, the ability to extract, generalize and summarize information from visual and informational text, and organize, outline, and draft a DBQ and thematic essay. The course will be focused on the origins, growth, and the development of the United States and will emphasize the study of the domestic and foreign policies that have influenced this country's past, present, and future.

TECHNOLOGY



Roosevelt Middle School STEAM (Science, Technology, Engineering, Art and Mathematics) Department is dedicated to developing students' critical thinking, problem solving, and project management and collaboration skills. These skills are fundamental to academic success preparing a paradigm shift from technical consumerism to technical creation.

STEAM 7 - 7888

Science, Technology, Engineering, Art, Mathematics (STEAM)

MST unlocks the consciousness with opportunities to design and create projects which illuminate the imagination. Students involved in this course will develop fundamental skills and knowledge of Science, Technology, Engineering, Art, and Math (STEAM). This 7th grade course releases the power in stud by introducing them to Robotics, and Programing Logic. In addition, students will engage in Cloud Computing, a worldwide growing communication technique. MST is aligned with New York State Common Core Learning Standards and Technology Education Standards, affording students the opportunities to unlock their potential for college and career readiness.

STEAM 8 - 8888

Science, Technology, Engineering, Art, Mathematics (STEAM)

Building upon prior knowledge and fostering students' academic growth, Grade 8 MST will explore Electrical Engineering and 3D Printing. Through these topics, students engage in real-world problems enhance critical thinking and problem solving skills. In addition, students will engage in Cloud Computing, a worldwide growing communication technique. MST is aligned with New York State Common Core Learning Standards and Technology Education Standards, affording students the opportunities to unlock their potential for college and career readiness.



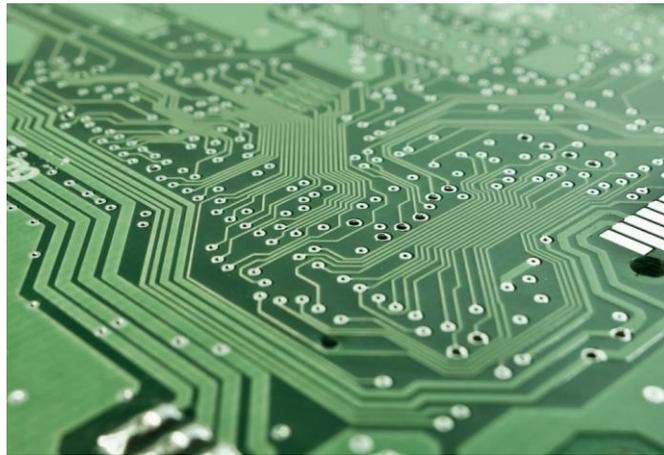


College and Career Readiness 7 - 7070

To build a foundation for college and career readiness, students will learn to use the system and logic of math to reason and problem solve. They will also utilize writing as a way of offering and supporting opinions, demonstrating understanding, and conveying real and imagined experiences and events. Students will develop the capacity to build knowledge on a subject through inquiry-based research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to literacy, numeracy, test prep, project-based learning, and team-based research and design.

College and Career Readiness 7 - 8080

To build a foundation for college and career readiness, students will learn to use the system and logic of math to reason and problem solve. They will also utilize writing as a way of offering and supporting opinions, demonstrating understanding, and conveying real and imagined experiences and events. Students will develop the capacity to build knowledge on a subject through inquiry-based research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to literacy, numeracy, test prep, project-based learning, and team-based research and design.



A.P. Computer Science Principles - 50913AP

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

