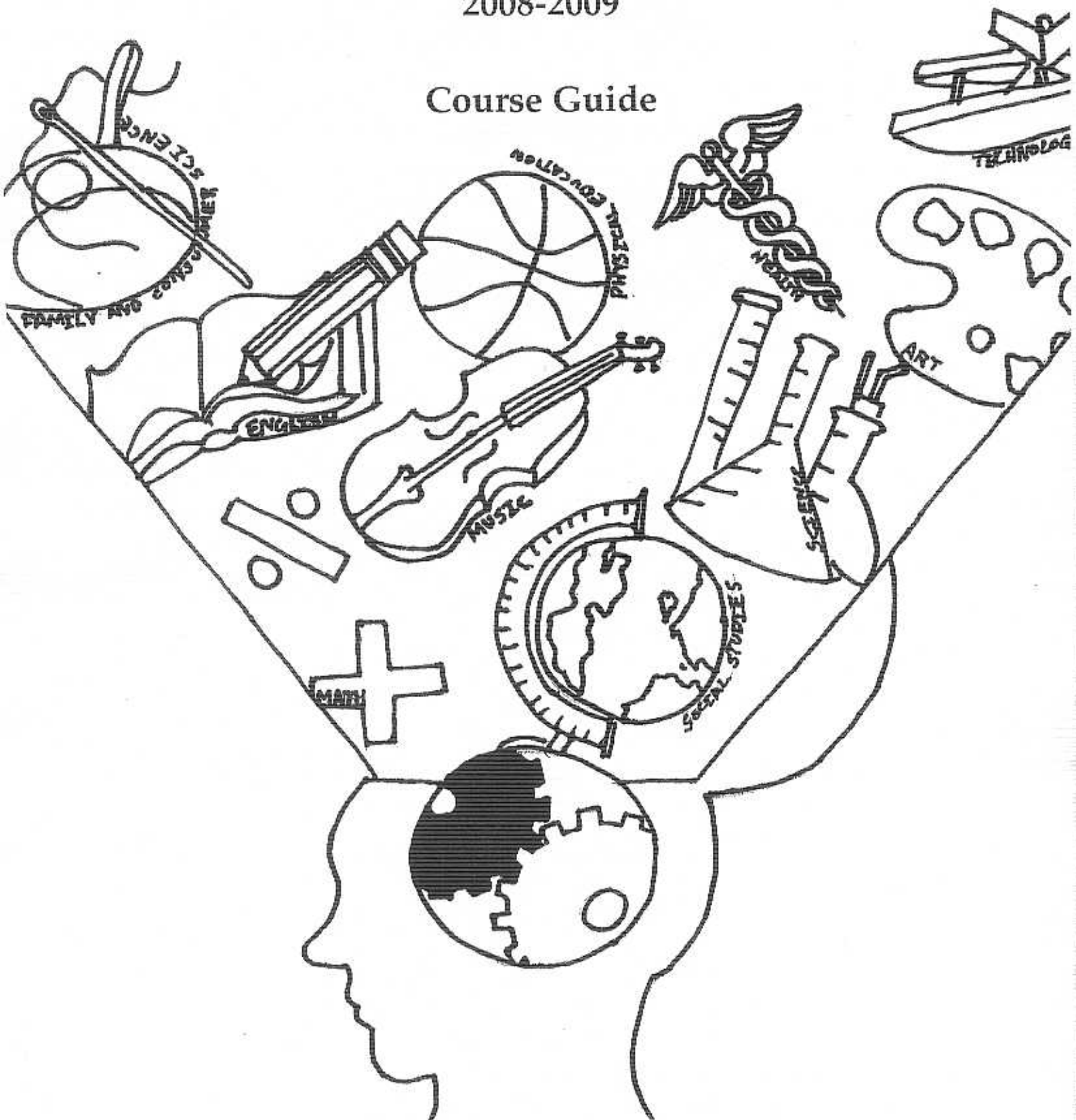


Carrie Palmer Weber Middle School
Port Washington, New York 11050

2008-2009

Course Guide



Carrie Palmer Weber Middle School

Port Washington Union Free School District

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Port Washington, New York 11050

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**CARRIE PALMER WEBER MIDDLE SCHOOL
PORT WASHINGTON UNION FREE SCHOOL DISTRICT
PORT WASHINGTON, NEW YORK 11050**

Marilyn M. Rodahan, *Principal*

Maria R. Dubie, *Assistant Principal*
Beth Javeline, *Assistant Principal*
Matthew W. Swinson, *Assistant Principal*

July 2008

Dear Students and Parents:

This is our new course catalogue. Please take a few minutes to review the courses you will be experiencing during your time here at Weber Middle School.

Middle level education provides opportunities to explore new courses, identify and develop talents, and enjoy challenging curriculum which addresses different learning styles and multiple intelligences.

The house and team structure of Weber Middle School enables our staff to get to know you well as we partner with you during this time of great change and growth known as adolescence.

Take advantage of the plethora of opportunities afforded you at Weber. Come to class prepared and participate fully, make new friends. Join a club; become part of a team. Get involved in student government. Make a difference at Weber Middle School by making Weber your school.

On behalf of the staff and administrators, I wish you a successful academic career and commit our support to all your endeavors. When we work together we can accomplish anything!!!

Sincerely,
Marilyn M. Rodahan
Principal

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Course Guide

Weber Middle School Mission Statement

Weber Middle School is a partnership that achieves academic excellence and demonstrates a commitment to social action. Parents, staff, and students share the responsibility of creating a respectful and nurturing environment that promotes individuality and celebrates diversity.

Thank you to 8th grade student Daniel Preston for cover artwork.

COURSES

Grade 6

English
Social Studies
Math
Science
World Language
Computers
Health
Art
Music
Technology
Family &
Consumer Sciences
Physical Education

Grade 7

English
Social Studies
Math
Science
World Language
Computers
Health
Art
Music
Family &
Consumer Sciences
Physical Education

Grade 8

English
Social Studies
Math
Science
World Language
Computers
Art
Music
Technology
Family &
Consumer Sciences
Physical Education

SAMPLE SCHEDULE

HB	Homebase			
	Health 6	Core Extension	Core Extension	Core Extension
1 (A-B)	Computer 6	6	6	6
2 (A-B)	Math 6			
3 (A-B)	Science 6			
4 (A-B)	Lunch 6			
5 (A-B)	Band 6			
5 (A-B)	Physical Education 6			
6 (A-B)	Spanish 6			
7 (A-B)	Art 6	Family & Consumer Sciences 6	Tech 6-3/ Tech 6-2	Tech 6-1/ Tech 6-4
8 (A-B)	English 6			
9 (A-B)	Social Studies 6			

ART

Art 6

Term Offered: 10 weeks

Students experiment with a variety of materials and approaches to art. Emphasis is on hands-on studio work, including drawing, painting and sculpture. Working individually and in groups, students create original artwork that often corresponds to the core curriculum. Narrative and imaginative approaches are emphasized. Famous artworks are discussed and reflected on in student journals, in addition to reflective, written responses to their own art.

Art 7

Term Offered: 10 weeks

Students engage in a variety of studio activities involving a wide range of materials including watercolor, craypas, pencil and wire. Through discussion and hands-on studio work, students are able to recognize representational, abstract and non-objective art. There is an emphasis on drawing the human figure from observation, resulting in imaginative compositions. Through group critiques and journal writing, students refine their reflective abilities. They may be asked to write critiques based on observations of a master artwork using art vocabulary learned throughout the quarter. This course prepares interested students for the Studio in Art exam offered during the spring of 7th year.



Art 8

Term Offered: 10 weeks

Art 8 offers students the opportunity to continue building their art skills with an emphasis on realism and depicting three-dimensional space using a variety of materials. In Art 8, 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.

Foundations in Studio Art

Grade: 8

Prerequisites:

1. A 7th grade art grade of A/1 or higher.
2. Teacher recommendation.
3. Successful completion of the Studio in Art test given in the spring of 7th year.

Studio Art is the foundation course of the Art Dept. It fulfills the 1 unit graduation requirement for art or music and is prerequisite for most other high school art courses. In this course, students will explore a wide range of media and techniques, including drawing, painting, printmaking, ceramics and sculpture. Individualized instruction in a studio atmosphere allows students to explore their own artistic creativity while learning the fundamental concepts, methods and skills of visual arts.

Accelerated Art (20 weeks)

Grade: 8

Prerequisites:

Must have a 7th grade Art effort of 1; art teacher recommendation; successful participation in the Studio Art Exam.

This course is a survey of Studio Art techniques, skills, materials, and styles. Upon successful completion, students will receive ½ credit in the visual arts, which may be applied to an arts sequence in the high school if so desired. This ½ credit may not be used towards the 1 unit credit graduation requirement for art and music. Students wishing to pursue an art sequence must enroll in Foundation in Studio Art as part of their high school program.



COMPUTER

Computer 6

Computer instruction in the 6th grade is delivered for five weeks. During this period, students learn touch typing, through *Type to Learn*. Emphasis is placed on developing keyboarding skills for more efficient computer use. Students become familiar with the Weber computer network and computer resources.

Computer 7

Students are taught how a computer works and to purchase a computer on a budget. They learn the value and limits of *Spellcheck*. Word processing and formatting are taught through integrated projects. *Excel* is used for spreadsheets and graphs; *Inspiration* software is used to create graphic organizers and webs. Students are introduced to electronic note taking, citation, and outlining using the Internet. Students learn how to create and present an integrated PowerPoint presentation. Students are provided with a PEN account to access work from school and home.

Computer 8

Building upon the skills taught in 7th grade, as well as curricular alignment with core subjects, this course teaches advanced computer skills. Using scientific data students will become proficient in *Excel*. Research skills, evaluation of web sites, and efficient search techniques are emphasized and culminate in a multimedia presentation. *Geometer's Sketchpad* and *Inspiration* continue to be valuable learning tools. Students research weather patterns using the Internet and Web Quests to create brochures. Students experience digital photography and the use of video editing. Students continue to use their PEN accounts to collaborate with others in the PEN network.



ENGLISH



English 6

The 6th grade language arts program is a true integration of reading, writing, listening, speaking and analytical skills. Students learn and practice skills through a variety of genres including short stories, novels, poetry and non-fictional essays. This literature-based program teaches and reinforces spelling and basic grammar skills through reading and writing activities. Reading and writing in all content areas is emphasized in this program.

Major Projects/Research Requirements:

- Structured writing – paragraphs, essays (multi-paragraph)
- Expository, persuasive, descriptive writing, etc.
- Class novels

Exams:

NYS ELA Exam



English 7

In 7th grade English, students are exposed to a wide variety of topics. Grammar, punctuation, capitalization, mechanics, spelling, and vocabulary are taught both through formal lessons provided in textbooks and through writing experiences. Literature is taught through the reading of novels, short stories, and poetry. Students are exposed to a variety of writing experiences. Expository writing is the mainstay of the 7th grade curriculum; however, analytical, personal, and creative writings are also some of the other writing experiences to which the students are exposed.

Exams:

A 7th grade final is up to the teacher's discretion.

NYS ELA Exam

English 8

The 8th grade Language Arts program addresses the state standards of listening, speaking, reading, and writing for information and understanding. Writing generally supports the 8th grade social studies American history curriculum. Projects requiring research and oral presentations are done as part of our Integrated Studies program.

The curriculum includes studies of literary elements, critical analysis and evaluation. Students write in a variety of genres and monitor their progress through writing folders and portfolios. Reading includes full class novels, short stories, poetry, song lyrics, speeches, newspaper articles, and memoirs. Students participate in Book Clubs as part of the 8th grade curriculum.

Exams:

NYS ELA Exam

Reading/Literacy Studies (Grades 6-8)

AIS ELA classes address the specific needs of the student. The courses are designed to allow movement among classes at the quarter change. The following is the course description for the 2008-2009 school year:

Study Skills 1

This class is for all 6th graders who are recommended to continue in AIS ELA by their 5th grade reading teachers and is designed to improve organizational and study skills within content area subjects. The focus will be on textbook reading, note-taking methods, and test-taking strategies.

Study Skills 2

This class is for students in grades 7 & 8 who need to further improve their organizational and study skills within content areas subjects. The focus will be on textbook and other non-fiction reading, research skills, and test-taking strategies. Students may be recommended by core class teachers, reading teachers or by parental request.

Word Study 1

Students in grades 7 & 8 will qualify for this course based on vocabulary scores on most recently administered standardized tests and/or reading teacher recommendation. This class is designed to improve word reading and writing skills using a variety of decoding and spelling strategies.

Word Study 2

Students in grades 7 & 8 will qualify for this course based on vocabulary scores on most recently administered standardized tests and/or by reading teacher

recommendation. This class is designed for the student who is able to read most grade level words, but needs further instruction in fluency, structural-analysis, and vocabulary development.

Book Club 1

Students in grades 7& 8 are recommended for this class based on comprehension scores on most recently administered standardized tests and/or by reading or English teacher referral. This course is designed to improve listening and reading comprehension skills using genres of interest to middle school students.

Book Club 2

Students in grades 7 & 8 are recommended for this class based on comprehension scores on standardized tests and/or by Reading or English teacher referral. Designed as a continuation of Book Club 1, the class will focus on literary critique and higher order comprehension skills using longer and more varied texts.

Test Academy 1

Students in grades 7 & 8 will be familiarized with the listening, short response and long response components of the NY State ELA exam. In addition, multiple-choice test-taking strategies will be reviewed. English and reading teachers will recommend students for placement into this class.

Test Academy 8

Students in grade 8 will be familiarized with the various components of all the NY State tests. English and reading teachers will recommend students for placement into this class.

Writing Academy 1

This course is designed to improve the students' basic writing skills and emphasis will be on grammar, sentence building, and writing a strong paragraph. English and reading teachers will recommend 7th and 8th grade students for placement into this class.

Writing Academy 2

This class is designed for the student who has mastered basic writing skills and is ready to write in multiple genres. English and reading teachers will recommend 7th and 8th grade students for placement into this class.

Creative Writing

Offered only by English teacher recommendation, this course is for students who need to improve their writing techniques. Students will read and hear models of different authors' crafts and will practice incorporating them into their own writing. In addition, peer editing and revision skills will be emphasized, and students will be expected to read their work aloud for all to enjoy.

Graphic Arts and Writing

Graphic Arts and Writing was designed with a student's certain learning style in mind. *Graphic Arts and Writing* encourages reluctant writers who are avid artists to incorporate their cartooning and drawing skills together with a strong writing program.

This exciting course is centered on the student's artistic drawing skills, creation of images in the computer using scanned original artwork through the application of *Photoshop*, visual instruction, and reflective writing essays based on artwork. This course will allow students to develop individual creativity, while learning the fundamental concepts and methods of the graphic arts and writing process. Students will be exposed to the educational, collegial, and employment opportunities accessible to them in the graphic art field.

Through the use of artistic media, video and computer technology, guest artist visitations, and reinforcement of the writing process, students will have the opportunity to incorporate their artwork with writing reflections.

All students are required to submit a portfolio of artwork and writing reflections at the conclusion of the quarter. Entrance into Graphic Arts and Writing is based on AIS/ELA and core teacher recommendation.

Reader's Theatre

Reader's Theatre is an exciting new AIS/ELA course designed with built in strategies towards improving vocabulary, reinforcing fluency, comprehension, and public speaking skills. Listening, speaking, reading, and writing skills are integrated throughout the program.

Grade-level content supports instruction through the use of whole-group mini-lessons, guided practice, choral reading, tape assisted reading and oral readings of plays.

In a small group setting, the teacher will be a reading role model through fluent, expressive reading. Students will work more closely with the text to project and interpret meaning into the reading experience.

Student entrance into Reader's Theatre requires AIS/ELA and core teacher recommendation.



ESL

English as a Second Language

English Language Learners (ELL) at Weber Middle School are provided with a full range of ESL language and content area classes. These classes are integrated into the mainstream curriculum and coordinated with the school's house design. All provisions in the ESL program are in compliance with the Commissioner's Regulations Part 154. The program is also aimed at preparing ELLs for the NYS Standards and Assessments. ELLs are grouped by proficiency level. Beginning level students in grades 6, 7, and 8 attend up to four periods of direct ESL instruction in language arts and content areas (math, science, and social studies). Intermediate and advanced level students are provided separate programs for each grade, with ESL curriculum totally integrated with the regular grade level curriculum in language arts and, on the Intermediate level, social studies.

Level I – Beginning Students

- ESL Beginning Language Arts
- ESL Beginning Mathematics
- ESL Beginning Social Studies
- ESL Beginning Science



Level II – Intermediate Students

Grade 6, 7, 8:

- ESL Intermediate Language Arts
- ESL Intermediate Social Studies



Level III – Advanced Students

Grade 6, 7, 8:

- ESL Advanced Language Arts

FAMILY & CONSUMER SCIENCES

Family & Consumer Sciences, formerly known as **Home Economics** or **Home & Careers**, offers students guidance and practical knowledge about everyday life. Our curriculum addresses:

- ◆ personal development
- ◆ child care/babysitting
- ◆ appropriate behavior (etiquette)
- ◆ personal and environmental safety
- ◆ food and nutrition
- ◆ apparel and textiles
- ◆ and resource management

The objective is to give students the tools to make sound decisions and enjoy a healthy, productive and more fulfilling life.



Family & Consumer Sciences 6

Term Offered: 10 weeks

Our curriculum is divided into three distinct units: Personal Development; Introduction to Food Preparation; and Basic Hand Sewing.

Personal Development includes an introduction to **Nutrition** by focusing on healthy eating through the USDA's new interactive website, MyPyramid.gov. **Child Care**, with a focus on babysitting skills, alerts students to the responsibilities they accept when they take care of children. In addition to focusing on preparing for the job and handling emergency situations, the course introduces the concept of the world of work.

Introduction to Food Preparation gives students hands-on food preparation experiences, including learning stove-top cooking and conventional oven baking techniques, safety, standard measuring, and dishwashing and cleanup. Students are encouraged to use their newly developed skills at home. In **Basic Hand Sewing**, while producing a four-patch hand-sewn mini pillow, students learn about fabrics, construction, cutting, and development of small motor skills. They also learn to sew on a button.



Family & Consumer Sciences 7

Term Offered: 10 weeks

Our curriculum is divided into two distinct units: Personal Development and Sewing Management.

Personal Development picks up where we left off in 6th grade. In **Nutrition**, students analyze their own diets using the USDA's interactive website, MyPyramid.gov. Additionally, they learn about the nutrient content of foods and how to use Nutrition Facts labels to help ensure their health. Students are introduced to the process of **Goal Setting** and have an opportunity to put this



skill into action by actually choosing a short-term personal goal and working toward it. With young adulthood right around the corner, they are introduced to the importance of **Appropriate Behavior and Etiquette**. Students become teachers as they teach each other about such areas as table manners, restaurant etiquette, cell phone and telephone etiquette, meeting and greeting others, and how to be a good neighbor. **Current Events** in Family & Consumer Sciences are explored when students find a recent article of interest in a newspaper, magazine, or on the Web, and write a letter to someone they care about to share this information. The “reality” that this letter will, indeed, be mailed, works as a great motivator for students to do a thorough job.

In **Sewing Management**, students are introduced to the workings of a sewing machine and the mechanics of clothing construction. Using patterns, instructions, and their personal choice of fabrics, each student makes a 9-patch pillow that they can keep or give as a gift. Additionally, students learn how to be wise consumers when shopping and how to care and launder their clothing.

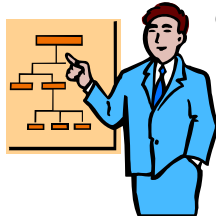
Family & Consumer Science 8

Term Offered: 10 weeks

Our curriculum is divided into three distinct units: Careers Exploration; Entrepreneurship; and Food Preparation.

In **Careers Exploration**, students are given the tools to help them make a wise career decision in the future. They become aware of their personal likes and dislikes, as well as their abilities and personality traits, and how to use this information to help choose a career. They take a “career interest inventory” survey that, once completed, suggests a cluster of careers they may find satisfying. Students learn how to research careers using state-of-the-art websites and programs. They learn about finding job leads, completing a job application, and job interview skills.

Career Exploration acts as a segue to **Entrepreneurship**, where students actually experience owning their own business in a very real way. As a class, students decide on a product to sell, cost it out, set a price for sale, advertise, prepare, and sell their product. While evaluating and celebrating their success, they decide on a charity to which they donate their profits.



Food Preparation is an intermediate course in cooking, where students prepare many items that are part of their everyday fare as well as some new and exciting items. Included in the repertoire of possible dishes are crêpes, waffles, homemade ice cream, macaroni and cheese, pizza, bread, fried rice, and, omelets. The nutritional content of the foods they prepare are discussed, as well as ways to improve the nutritional quality of the food they prepare. In addition to cooking methods, this course focuses on safety, sanitation, and cooking vocabulary.



Family & Consumer Sciences, formerly known as **Home Economics** or **Home & Careers**, offers students guidance and practical knowledge about everyday life. Our curriculum addresses:

- ◆ personal development
- ◆ appropriate behavior (etiquette)
- ◆ personal and environmental safety
- ◆ food and nutrition
- ◆ apparel and textiles
- ◆ and resource management

The objective is to give students the tools to make sound decisions and enjoy a healthy, productive and more fulfilling life.

HEALTH

Health 6

Term Offered: 5 weeks

Sixth grade health is an exploratory class offering students an overview of both physical and mental health topics. Half of the class sessions are devoted to basic first aid instruction (Basic Aid Training: An American Red Cross course). During the second half of the course, lessons include stranger danger, heart healthy behavior, peer pressure, smoking and alcohol prevention, AIDS education and adolescent growth and change.

Major Projects/Research

Requirements:

This is an exploratory subject. Pass/Fail grade will be given.



Health 7

Term Offered: Half Year

Seventh grade health is a comprehensive middle school health education course. The underlying theme is making good decisions about factors that affect a student's physical, mental and social health. Topics include communication, personality, stress management, disease prevention, drugs, alcohol and tobacco, and adolescent growth and development.

Major Projects/Research

Requirements:

Accompanying each unit is a major homework assignment (a menu) with a variety of activities for the students to complete.

Exams:

Quizzes and unit exams are administered throughout the course.



Health 8

Term Offered: Half Year

Eight grade Health is a focus on health topics that are of high interest to the students. Topics include a more in-depth look at self-esteem, decision making, alcohol, drugs, tobacco, fitness, disease, nutrition, and sex education.

Requirements:

Class participation is essential in this course. Individual and class projects, as well as journal writing. Use of computer labs for various investigations and projects.

Exams: Grade based on alternative assessment.

MATH

Mathematics classes at Weber continue to reflect the new state standards. Students are often asked to write about the mathematics they are learning and to explain the processes that 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. Initial steps are being taken to incorporate the use of computer applications to geometry. All of this occurs in the following courses whose descriptions follow.

Math 6

In this course students will explore mathematics consistent with the New York State Learning Standards for Math, Science and Technology. They will concentrate on topics including problem solving skills, communication, decimals, estimation, fractions, geometry, measurement, number sense, ratio, proportion, percent, reasoning and statistics. This course will address the various learning styles of students using visual aids, computers, discussions, and manipulatives to assess and enhance learning. Solving equations, probability, graphing and related map skills both creating different types of graphs and plotting on a coordinate plane.

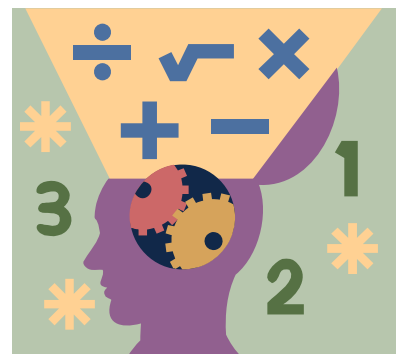
Exams:

New York State 6^h Grade Math Exam in March

Math 7

The curriculum for the 7th grade student encompasses the New York State standards for this grade with extensions into algebra that enrich and accelerate the program. The topics that are covered are as follows:

- Connecting arithmetic and algebra
- Introduction to algebra
- Patterns and functions
- One and Two Step Equations
- Metric geometry
- Integers
- Number theory and fractions
- Rational numbers
- Ratio, proportion, and percent
- Probability and Statistics
- Problem solving
- Pythagorean theorem



Exams:

New York State 7th Grade Math Exam in March

Math 7 Accelerated

Prerequisites:

1. "B+" average in Math 6
2. Entrance exam
3. Standardized math test

The 7th grade accelerated compressed program covers both the 7th and 8th grade curriculum as prescribed by the state. This is not an honors course and carries no high school credit. The opportunity to explore beyond the required curriculum is an essential part of the course. Great emphasis is placed on understanding the underpinnings of the concepts and looking beyond to further applications.

Students are challenged to communicate their understanding of mathematics by being able to explain with clarity and conciseness the processes involved in obtaining their solutions. In order for a student to remain in this class, they need to maintain a B average each quarter or they will be rescheduled in the grade level math course.

Exams:

New York State 7th Grade Math Exam in March



Integrated Algebra I

Grade Level: 8

Prerequisite:

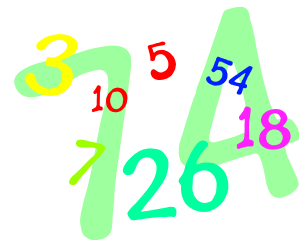
Math 7 Accelerated

Integrated Algebra 1 is the first course of the 3-year NYS mathematics curriculum. Students will explore topics in algebra, geometry, statistics and probability, number sense and measurement. Algebraic topics of study in this course include linear, quadratic, absolute and exponential functions. In order for a student to remain in this class, they need to maintain a B average each quarter or they will be rescheduled in the grade level math course.

Exams:

New York State 8th Grade Math Exam in March

The Algebra 1 Regents examination will be given in June.



Math 8

The curriculum for the 8th grade student encompasses the New York State Standards for this grade with extensions into algebra.

Exams:

NYS Math 8 Assessment in March



Math AIS (Academic Intervention Services)

Prerequisite: Teacher recommendation and/or standardized New York State math test scores (level 1 or 2).

Academic Intervention Services (AIS) is a program designed to improve the skills of the student through hands on activities in a small classroom environment. This course shadows topics being covered in core math classes and is designed to reinforce the material through additional guided practice. In addition, AIS serves to provide students with a review of basic arithmetic skills, which address the gaps in student knowledge base. Basic skills and problem solving are practiced through a variety of media – manipulatives, activities, worksheets, computer software, and games. The program's objective is to provide students with the best possible strategies to be successful in their respective grade.

MUSIC

Band 6, 7, 8

Band rehearsals are scheduled every other day. In rehearsals, band music will be prepared as an ensemble, with the emphasis on an accurate, musical performance. Small group instruction takes place in sectional lessons scheduled during the school day.

Exams:

Assessment of progress is ongoing. There are four principle means of assessment:

- Observed work in sectionals
- Mastery of work assigned in sectionals
- Tests on band music
- Attitude, preparation and contribution in rehearsal



Other Related Information:

There will be evening concerts in December and May. The 7th and 8th grade bands march in Port Washington's Memorial Day Parade.

Students are encouraged to participate in the annual New York State School Music Association Solo & Ensemble Festival. The NYSSMA Festival is held every spring.

Selections for All County Band are submitted to NMEA strictly according to previous NYSSMA score. Nominations are considered by the NMEA (Nassau Music Educators Association) Selection Committee in October. The All-County Festival is held in January at the Tilles Center.

Requirements:

There will be evening concerts in December and May.

Chorus 6

Students will be introduced to a varied choral repertoire, including American music (patriotic music and the tradition of American musical theater), and the music of other cultures. Students will learn to develop vocal ability through breathing exercises and various types of warm-ups. Students will also build music-reading skills, specifically melodic reading and rhythmic reading. A major focus of this course will be the issue of “the individual within a larger ensemble” and how to blend voices appropriately.



Major Projects/Research

Requirements:

There will be evening concerts in December and May.

Chorus 7

Students will study a more challenging repertoire, including folk songs from different countries and the music of various classical and contemporary composers. Students will continue to develop vocal ability through advanced breathing techniques and warm-up exercises. Music reading skills will focus on part-reading and two/three-part harmonies.

Major Projects/Research

Requirements:

There will be evening concerts in December and May.

Chorus 8

The 8th Grade Chorus stresses blended, balanced singing and listening in two or three parts. Students will rehearse and perform a variety of types and styles of music drawn from many popular and classical sources. Diction, breath control, accuracy of pitch and musicality, as well as interpretive skills, are developed. Music reading, sight-reading, ear training, and rhythmic accuracy are part of an ongoing literacy unit.

Major Projects/Research

Requirements:

There will be evening concerts in December and May.

General Music 6, 7, 8

In General Music, the students will experience and explore music in a variety of settings. The students will work with percussion instruments, electronic keyboards, and guitars. They will also sing music from different cultures. The classes will look at music styles that range from classical music, to world music, contemporary American music, and beyond. Students will also learn about the music business, career opportunities in music, and compare music to other art forms.



Orchestra 6, 7, 8

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.



Other Related Information:

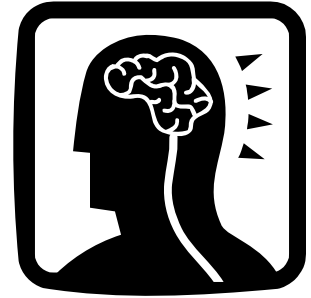
Students are encouraged to participate in the annual New York State School Music Association Solo and Ensemble Festival (NYSSMA) which is held every spring. Forms for signing up are offered to students in January or February, depending on the Festival dates.

Requirements:

There will be evening concerts in December and May.

PEP

The Port Enrichment Program of Weber Middle School promotes the ideals of creative critical thinking, effective problem solving, and the true value behind discovery learning. By providing our students ample opportunities for enrichment, we strive to develop students' ownership within their educational experiences. Our goal is to develop a balance between independence and interdependence that will guide students toward a genuine appreciation for learning as a lifelong process.



Throughout the year, our units allow students to reflect on the power of becoming productive citizens who can really make a difference at home, in school, in their community, and in society as a whole.

Sample sixth grade units program include:

Fun with Physics, Toys and Newton's Laws of Motion
Greek/Latin Root Study and Analysis of Literary and Musical Greats
Scientific and Mathematical Exploration with Team Challenges
World Studies and Ideal City Creations

Sample seventh grade units program include:

Mathematical and Aesthetic Architecture: Design the School of Your Dreams
Analysis, Synthesis and Physical Theater within the World of Shakespeare
Literary Producers
Going Global with Structural and Material Exploration

Sample eighth grade units program include:

Mystery and History Behind Innovation
Taking Action in the 21st Century
Public Forum Debate
Pay It Forward and Legacy Learning

Additionally, exciting contest opportunities are offered to our students throughout the year. Prizes range from publishing and public recognition of work, to generous monetary benefits, to shadowing opportunities, and naturally, a chance to make a difference in the world in which we live.

If you are interested in seeing a more detailed outline of the Port Enrichment Program and our School Wide Enrichment workshops at Weber, please visit the school's website.

PHYSICAL EDUCATION

Physical Education 6

In sixth grade students will learn a wide range of sports, games and activities including but not limited to units of instruction in: fitness education and assessment, Project Adventure (cooperative games), soccer, basketball, volleyball, track and field, rhythms and dance, striking skills, STX lacrosse, and racquet skills.

Major Projects/Research

Requirements:

Fitness goal setting, self-assessments, home fitness connection and special schoolwide projects.

Exams:

Fitnessgram, fitness testing and goal setting. Written knowledge exams following instructional units. Group project and routines.



Physical Education 7



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, Project Adventure II and III (trust activities, initiatives, belay school and climbing), soccer, flag football, speedball, basketball, volleyball, aerobics and conditioning, wrestling, track and field, softball and STX lacrosse.

Major Projects/Research

Requirements:

Fitness goal setting, self-assessments and special schoolwide projects.

Exams:

Fitnessgram fitness testing and goal setting.

Written knowledge exams following instructional units.

Group projects and routines.

Physical Education 8

In eighth grade students will participate in a wide range of sports, and activities including but not limited to: fitness education and testing, soccer, flag football, speedball, ultimate frisbee, floor hockey, basketball, team handball, volleyball, aerobics and conditioning, wrestling, track and field, rhythms and dance, orienteering, softball, pickleball/badminton, and STX lacrosse.

Major Projects/Research

Requirements:

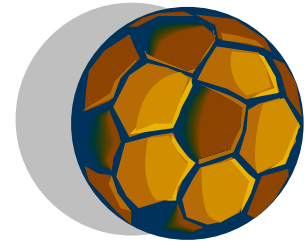
Fitness goal setting, self-assessments, and special schoolwide projects/tournaments.

Exams:

Fitnessgram fitness testing and goal setting.

Written knowledge exam following instructional units.

Group projects and routines.



Adapted Physical Education

An adapted physical education program exists for students who come through the CSE, or through school psychologists/counselor/teacher/school nurse recommendations. This modified PE program follows New York State Standards for middle school PE and is adjusted to meet the individual needs of the student. Notification must be made to both the physical education and counseling departments.

SCIENCE

Science 6

Sixth grade students study a survey of topics in science. An important portion of the year's science study is an *Environmental Science* unit. Plant and animal adaptations are among the areas investigated. Physical science units include *Properties of Matter*, in which math is integrated to a significant degree, and *Forces and Motion*.



This unit includes study of Newton's motion laws and culminates in a rocketry project. Students also study various other topics in both life and physical science that include: sound, electricity, magnetism, and basic chemistry.

Assessments:

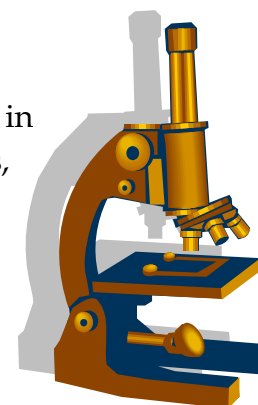
Class quizzes, unit exams, hands-on assessments, science notebook with lab write-ups

Other Related Information:

A variety of lab experiences designed to introduce the student to the skills and methods of scientific concepts, math, and technology are presented in class.

Science 7

Seventh grade science introduces students to essential topics in both life and physical science. Life science topics include cells, microscopes, human body systems, classification, and genetics. Students are also introduced to basic concepts in chemistry and physics that include: matter, energy, atomic theory, and chemical reactions.



Assessments:

Unit exams, quizzes, hands-on assessments, laboratory write-ups, and current events

Other Related Information:

A hands-on laboratory centered approach is emphasized throughout the course. Seventh grade students are taught the scientific method and how scientific information is acquired.

Science 8

Students in Science 8 experience a range of earth science and physical science topics. In the first quarter of the year laboratory activities address measurement and properties of matter. In subsequent quarters students learn principles of earth science, including related topics in chemistry and physics. Throughout the course there is a significant amount of math application. Laboratory work, including graphing and analysis, constitutes a significant portion of the course.

Other Related Information:

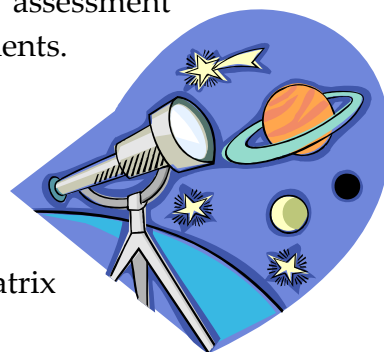
Students enrolled in Science 8 take the New York State Intermediate Level (Grades 5-8) Science Assessment in the late spring. The assessment includes both written and laboratory performance components.

Earth Science

Grade Level: 8

Prerequisite: A combined average of 85% or better on a matrix that consists of:

1. Qualifying exam
2. Grade 7 average (quarters 1, 2, and 3) of Science, Social Studies, English Language Arts, and World Languages. Students who earn an 80-84 on the matrix will be offered a waiver into this course.



In this laboratory based course students learn principles of astronomy, meteorology, cartography and geology through participation in approximately sixty laboratory investigations. The course is fast-paced and math, physics and chemistry are integrated throughout the curriculum. In order for a student to remain in this class, they need to maintain a B average each quarter or they will be rescheduled in the grade level science course.

Requirements:

A minimum of 1200 satisfactory laboratory minutes must be completed and documented.

Assessments:

There is a midterm examination and the NYS Regents Exam in Earth Science (The Physical Setting) that includes both written and laboratory performance components.

Other Related Information:

An additional lab period will be scheduled.

SOCIAL STUDIES

Social Studies 6

This course concentrates on the history, economy, government, geography, and cultures of the Eastern Hemisphere, focusing on European Nations and the Middle East. Emphasis is placed on the interdependence of all people and the influences of earlier civilizations on our world today.

Major Projects/Research

Requirements:

Students will read and analyze primary source documents and complete two document based essays.

Hands-on projects are required throughout the year evidencing research, understanding, and application of ideas.



Social Studies 7

The Social Studies Core Curriculum in grade 7 traces the experience of people in the Western Hemisphere from pre-Columbian times through the Civil War. The focus is on social, political and economic trends in United States history as well as New York State history, when relevant. The following topics are studied: The Global Heritage of the American People Prior to 1500, European Exploration and Colonization of the Americas, Building a New Nation, Experiments in Government, Life in the New Nation, and A Nation Divided. Social studies skills and concepts are introduced and applied within the context of the curriculum. Students research, organize, use and present information individually as well as in groups. Particular emphasis is given to the use of primary source documents and the document-based essay.

Major Projects/Research

Requirements:

Minimum of two document-based essays.

Exams:

A department final exam is given in June.



Social Studies 8

The social studies core curriculum in grade eight continues America's story started in grade seven and reinforces concepts and skills introduced in the prior course. New skills and concepts are introduced at appropriate points in the curriculum. The following topics are studied: Reunification – Life in the United States after the Civil War, The Development of the Industrial United States, The United States Emerges as a Modern Nation, Prosperity, Depression, and War, The Changing Nature of the American People from World War II to the Present. Students research relevant topics, individually as well as in groups, and are given opportunities to organize, synthesize, interpret, explain and/or evaluate information in a variety of formats, such as museum exhibits, oral presentations (monologues, skits), videos, computer presentations and essays. Essay writing using primary source documents is emphasized.

Major Projects/Research

Requirements:

- Students are required to complete a minimum of two research projects.
- Document-based essays

Exams:

NYS Social Studies Assessment in June



SPECIAL EDUCATION

Special Education is comprised of educational and related services that provide support for pupils who are designated by the Committee on Special Education (CSE).

With the reauthorization of the IDEA, June 1997, Congress clearly spelled out the right of all children to fully participate and progress in the general curriculum. It supports the current national focus on improved outcomes for all students. The goal here at Weber Middle School is to provide one set of standards for all students – standards that promote comparable outcomes. This requires instruction tailored to meet individual needs. Our program at Weber provides maximum feasible integration with peers. Generally this means placing most of our students in the general classroom as much as possible. The Special Education staff's goal has always been student success. This is accomplished through focusing on students' strengths, learning style and unique needs in order to develop skills and independence. The department's goal is to maintain high standards.

Resource Room Model:

This program is provided for those students who are enrolled in regular classes but who, due to their disability, need special support. Each student is assigned a resource teacher who implements instruction to meet the student's IEP goals. These goals and objectives are established yearly for each student and are reviewed annually by the CSE.

Self Contained Model:

These classes' core curriculum parallel regular middle school classes. Students enrolled have an IEP. The size of each class is limited to fifteen students with one Special Education teacher and a Teaching Assistant.

**Teacher Consultant Model:**

The teacher consultant is a special education educator who will provide services to the special education student either directly or indirectly depending on the student's IEP.

Inclusion Class:

Classified students who need more support than resource room services, yet a less restrictive environment than a self-contained class, may be placed in an inclusion classroom. Students are included in a mainstream classroom setting with a regular and special education teacher during their core periods. The curriculum, homework, and tests may be modified to meet the students' individual needs. Enrollment limited to seven students.

TECHNOLOGY

Technology is the study of human-made objects. At Weber Middle School students take one semester of technology in 6th and one semester in 8th grade. In both 6th and 8th grade each student participates in four different activities in four different rooms.

6th GRADE ACTIVITIES

Room G-9. PACKAGING

All students create a package for the same type of product. They start with a concept. They then make a sketch of their design. They create a pattern that will eventually be folded into a package shape and then add all colors, pictures and words. Packages include a slogan company name address and websites, barcode, warning, guarantee, price, ingredients and other related information. All packages are printed on cardstock, glued into shape and finally voted upon to see which is the most effective.

Room G-11. PROBLEM SOLVING

Students work in groups to brainstorm ideas and solve problems. To create new technology people need to solve problems. Problem solving with materials is different from working only with books. Students build things and compete to win a contest. In one contest they make a device that will travel as far as possible using power provided by jumping on an air launcher. In another contest they build the tallest tower using limited amounts of paper, wood, tape and other materials.

Room G-12. ENGINEERING

Students build scale-model bridges. After each student designs their own truss bridges, groups are formed and teammates create the ultimate bridge – the truss bridge design that is the strongest, and uses the least material/has the lightest mass wins! In almost every real engineering situation it is important to use the least material possible because material is costly and often has other consequences including pollution. When the bridge is completed, it is crushed using a computerized stress tester. The bridge that holds the most weight with relation to its own weight wins (also know as the strength to weight ratio). The finished bridges at only 20-40 grams usually hold more than the typical 6th grader weighs.

Room G-13 BOATS

Students are taught the theory of aerodynamics, friction and buoyancy, and then design and create their own rubber band powered boats. The object is to have the fastest or slowest boat in the class. Using basic engineering principles, the

boats are tested and evaluated using a four foot long tank. Students use a jig saw, files and sandpaper to shape the wood.

8th GRADE ACTIVITIES

Room G-9 ARCHITECTURE

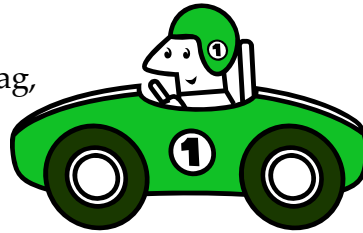
Students use a computer to design a 500 sq. ft. apartment and a 2500-3000 sq. ft. house. They also learn about house construction and the electrical, water and heating/cooling systems of the house. For the final activity they research the story of a homeless person and then design an appropriate living space for them based upon their needs. They write a paper explaining their rationale for the apartment design as well as a description of the kind of community and services near the residence.

Room G-11 PROBLEM SOLVING

Students brainstorm ideas to compete in a variety of problem solving contests. The problems include a balloon powered car, a catapult for shooting bean bags into a box and creating the lightest and strongest container to ship a potato ship through the mail without it breaking

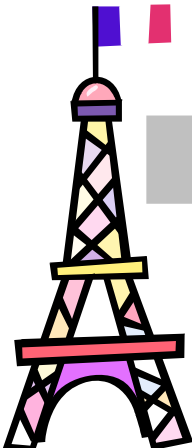
Room G-12 AIR POWERED CARS

Having learned the concepts of aerodynamics, drag, friction and weight, students engineer the fastest car. Powered by compressed air – the lightest, and most aerodynamic car wins! After designing their own creations, students cut out the car from wood using band and jig saws, and finish it using files, sandpaper, paint and decals. The cars are tested on a forty-foot long track using an air compressor for power and a sports-radar gun to test the speed. Cars are entered into speed and design contests.



Room G-13 HYDRAULICS AND PNEUMATICS

Students learn about the concepts of hydraulics and pneumatics and simple machines. Using syringes, wood, tubing and other materials students make a device to compete in the “Grabber” game. Teams attempt to grab more balls than their opponent from the middle of a table. They build a device that will open and close allowing them to control motion “remotely”. The motions are controlled by pneumatic (air) or hydraulic (water) cylinders.



WORLD LANGUAGE

French 6

In this course students are exposed to the four aspects of the French language: listening, reading, speaking and writing. In keeping with the communicative approach, the emphasis is placed on speaking and listening, though all skills are taught. The students will be able to introduce and describe themselves and discuss their friends, family members, home, school day, likes and dislikes. The textbook, *Bienvenue*, is used as the primary resource but supplementary materials will be provided by the teacher.

Exams:

The students will have a variety of tests, quizzes and projects throughout the year and take a departmental final exam in June.

French 7

This course is a continuation of French 6. Emphasis continues to be placed on the skills of listening and speaking although all four skills are taught. The curriculum is based primarily on the *Bienvenue* textbook. During the course, students will learn about travel by plane, train and car, summer sports, clothing and shopping.

Exams:

Students will have a variety of tests, quizzes, and projects throughout the year and will take a departmental final exam in June.

French 8

This is a sequential course designed to continue the development of the skills of speaking, listening, reading and writing. The students will continue to use the *Bienvenue* textbook as a primary resource. They will cover topics such as sports, health and welfare, leisure time activities, hotel travel, and money.

Exams:

Students will have a variety of tests, quizzes, and projects throughout the year and will be preparing for the NYS Proficiency Exam administered in June.

Italian 6

In this course students are exposed to the four aspects of the Italian language: listening, reading, speaking and writing. In keeping with the communicative approach, the emphasis will be on listening and speaking, though all skills are taught. Students will be able to introduce and describe themselves and their

family. They will be able to talk about their homes and discuss their school days and after-school activities. The textbook, *Avanti Con L'Italiano*, is used as the primary resource but supplementary materials will be provided by the teacher.

Exams:

Students will have a variety of quizzes and a unit exam at the end of each unit. There will be a departmental final exam in June.

Italian 7

This course is a continuation of Italian 6. Units include food, restaurant, stores, the market, environment, and travel.

Exams:

Students will have a variety of tests, quizzes, and projects reflecting the topic of each unit. There will be a departmental final exam in June.

Italian 8

This course is a continuation of Italian 7. The students will cover topics such as health and welfare, earning a living, public services, and leisure activities.

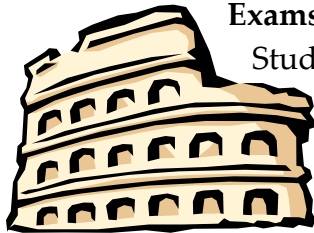
Exams:

Students will have tests, quizzes, and projects throughout the year. Students will be preparing for the NYS Proficiency Exam administered in June.

Latin 6

Students read and understand introductory connected materials in Latin. They write simple responses to oral, visual and written stimuli. They respond in spoken Latin to spoken Latin cues. They study the structure of Latin sentences and English sentences. In addition, students learn to identify Latin roots, prefixes and suffixes in English words. Students learn about daily life in ancient Rome through a study of Pompeii. The course also contains topics from Greco-Roman mythology. The textbook, *Ecce Romani I*, is used as the primary resource but supplementary materials will be provided by the teacher.

Exams:



Students will have unit tests, quizzes, and projects throughout the year. There will be a departmental final exam in June.

Latin 7

Students read connected Latin passages using vocabulary and grammatical concepts to decode the material. They respond in written and spoken Latin to Latin questions as well as to visual and written stimuli. The study of English word derivations is continued and expanded. Students also become familiar with the early history as well as the art and architecture of ancient Rome. The study of Greco-Roman mythology is continued.

Exams:

Students will have unit tests, quizzes, and projects throughout the year. There will be a departmental final exam in June.

Latin 8

This course contains readings of connected Latin passages as well as the grammatical concepts necessary to decode these passages. It also contains the adapted writings of Roman authors. Latin vocabulary and English word derivations are part of the course. The course contains topics in Roman history: the Republic and the Empire. Students continue to be exposed to Classical culture: Greco-Roman art, architecture, literature and mythology.

Exams:

Students will have tests, quizzes, and projects throughout the year. NYS Proficiency Examination will be administered in June.

Spanish 6

In this course students are exposed to the four aspects of the Spanish language: listening, reading, speaking and writing. In keeping with the communicative approach, the emphasis will be on listening and speaking, though all skills are taught. Students will be able to introduce and describe themselves and their family. They will be able to talk about their school day and their activities after school. The food unit will allow them to talk about foods and learn how to order a meal. The textbook, *Navegando*, is used as the primary resource but supplementary materials will be provided by the teacher.

Exams:

Students will have a variety of quizzes, projects, and a unit exam at the end of each unit. There will be a departmental final exam in June.

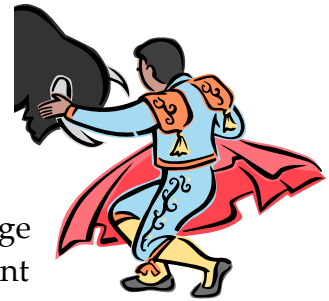
Spanish 7

In this course emphasis is still on the skills of listening and speaking. Students are also exposed to some of the grammatical structures essential to constructing

sentences. Topics covered include: the extended family, shopping, going on vacation, health and the home.

Exams:

Students will have a variety of quizzes and a unit exam at the end of each unit. They will have the opportunity to demonstrate their speaking and listening skills through dialogues and classroom activities. There will be a departmental final exam in June.



Spanish 8

This is a sequential course designed to develop the language skills of speaking, listening, reading and writing. The student will demonstrate their comprehension of familiar topics in Spanish; engage in conversations; demonstrate their understanding of various written materials; be able to express interests, needs, experiences and opinions in written and oral form.

Exams:

Students will have a variety of tests, quizzes, and projects throughout the year. Students will be preparing for the NYS Proficiency Exam administered in June

Spanish Intro I

Grade Level: 7 & 8

This is an introductory course for those students new to language. In this course, students are exposed to the four aspects of the Spanish language: listening, reading, speaking and writing. In keeping with the communicative approach the emphasis will be on speaking and listening. Students will be able to introduce and describe themselves and their family. They will be able to talk about their school day and their activities after school. The food unit will allow them to order a meal and talk about food.

Exams:

Students will have a variety of tests, quizzes, and projects throughout the year. There will be a departmental final exam in June.

Spanish Intro II – 8

Here the student will initiate and respond to simple statements, engage in simple conversations and comprehend the basic content of simple materials. The student will be able to write lists, simple sentences and short paragraphs. The study of present tense (regular and irregular) and preterit tense (regular and basic irregular) verbs are taught with reviews in gender, number, adjectives, numbers, weather, time, etc. The student may use the language for personal needs in a given situation.

Exams:

Students will have a variety of tests, quizzes, and projects throughout the year. Students recommended by the teacher and maintaining a B or better average throughout the year may take the NYS Proficiency Exam in June. Others will take a departmental final exam in June.



CLUBS & ACTIVITIES

Soccer
Football
Field Hockey
Tennis
Basketball
Volleyball
Wrestling
Lacrosse
Softball
Gymnastics
Track & Field

.....

Art Club
The Bucket Club
Chamber Choir
Chamber Orchestra
Drama Club
Global Thinkers
The "Green" Club
Homework Clubs
Human Relations
Intramurals
Jazz Band
Jazz Workshop
Literary Magazine
Newspaper Club
Peer Leadership
Science Olympiad
Student Government
Yearbook

