

Course Catalog Grades 7-8

2024-2025

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Sewanhaka Central High School District

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In compliance with the law, "The Sewanhaka Central High School District, 77 Landau Avenue, Floral Park, New York 11001, hereby advises students, parents, employees and the general public that it offers employment and educational opportunities, including vocational education opportunities, without regard to sex, race, color, national origin or handicap."

The district Title IX Coordinator, Ms. Regina Agrusa, is responsible for the activities relating to compliance with Title IX. This official may be contacted by writing to Central Administration, 77 Landau Avenue, Floral Park, New York, 11001, or by calling 516-488-9851.

Any student or employee in the school district who wishes to file a grievance (complaint) regarding alleged discrimination based upon gender (including color, weight, race, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender identity or sex/gender, and genetics) shall make such a complaint to a Dignity Act Coordinator or school building administrator in writing on forms available in any of the School Counseling Centers.

The district Section 504 Coordinator, Ms. Regina Agrusa, Deputy Superintendent, is responsible for the activities relating to compliance with Section 504. This official may be contacted by writing to Central Administration, 77 Landau Avenue, Floral Park, New York, 11001, or by calling 516-488-9851.

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2024-2025

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The Middle School Experience

The Sewanhaka Central High School District (SCHSD) is committed to providing a nurturing yet challenging educational environment for students' academic, personal and social success. Our faculty is made up of many dedicated professionals who strive to facilitate meaningful learning experiences for all our students. The middle school experience is unique, and our students will encounter rapid changes physically, emotionally, socially and intellectually. Through a continued partnership between home, school and community, the SCHSD will strive to provide all our students with a successful transition from elementary to middle school, as well as from middle school to high school. This course catalog is a valuable resource, distributed and shared to enhance parents' and students' knowledge about course requirements and mandated standardized tests during the seventh and eighth grade school years.

It is also important that students become involved in additional experiences that develop interpersonal skills and career interests. School club activities, community service and volunteer work, participation in the arts and athletics offer opportunities for learning to lead and follow, to collaborate and cooperate, and to work toward individual and shared goals.



The School Counselor

Every student in the seventh and eighth grade has a school counselor who is prepared to extend his or her knowledge and expertise in assisting students to understand the course requirements. Counselors will also encourage and support student success and achievement. They are knowledgeable in graduation requirements and are available to assist students and parents as they begin to navigate a middle school education experience together. In addition, school counselors are equipped to address the social and emotional needs of students.

Seventh grade students are invited to meet with their school counselors during the school year. Meetings take place in small groups so that students can be introduced to other students in the seventh grade as well as get to know their school counselor.

Parents and students participate annually in review conferences, grade-level meetings and any other combination of activities with school counselors. You can take advantage of this opportunity to learn more about the rigorous shift in state education requirements as well as the middle school assessment exams required each year. At the same time, school counselors can assist in answering questions about school activities, athletics, clubs, honor roll and the college application process. The Sewanhaka Central High School District strongly encourages students' participation in extracurricular activities. This participation adds another dimension to the middle school experience. It also provides an opportunity for students to learn the skills and competencies which will help them compete in college, careers and life in general.

Teaming

Interdisciplinary teams exist in both seventh and eighth grade at all five schools within the Sewanhaka Central High School District. Teams consist of generally four to six teachers from the core academic subjects who work with a smaller portion of the grade level. Teams have a common planning time every other day to facilitate this work. They provide a collaborative community structure which supports the work of students, teachers and parents. Teachers develop common expectations, strategies, instructional approaches and calendars. They build stronger relationships with students as teachers have a smaller case load to work with. Students build stronger peer relationships through team activities. During team meetings, parents are offered the opportunity to meet and communicate with a group of their child’s teachers at once. Decades of research have shown that teaming is a foundational support through the transition from elementary to secondary schooling.



NYS Assessment Schedule

- English Language Arts (ELA) Assessment**
(for seventh and eighth grade students)April 2025
- Mathematics Assessment**
(for seventh and eighth grade students not taking Algebra 8) May 2025
- Science Performance Test**
(for Science 8 students only) Between May and June 2025
- Science Written Assessment**
(for Science 8 students only) June 2025
- Algebra Regents**
(for students taking Algebra 8) June 2025
- Living Environment Regents**
(for students taking Living Environment 8) June 2025

Program of Studies

In grades 7 and 8, the curriculum is designed to further those learning skills developed by the elementary school and to provide students with background knowledge skills for later educational and career possibilities. It includes the four traditional areas of English, social studies, mathematics and science, plus courses in world language, music, physical education, art, technology, family and consumer science, computer skills and health education.

Art

The visual and media arts play a vital role in the school curriculum. The creative process of art making can be applied to all areas of learning and is central to the development and well-being of every child. Art education can make a unique contribution in students' lives by introducing, analyzing and interpreting images created by diverse artists from around the world. Middle school art courses will guide students in an appreciation of art from past to present, develop their ability to critique works of art with sensitivity and understanding and exercise their problem-solving skills through creating their own works of art.

Art 7 – The middle school art program begins with this preliminary quarterlong art course. Popular artists such as Vincent Van Gogh and Yayoi Kusama will be presented to students to introduce the elements of art, color theory and space/structure. A range of engaging, hands-on visual art experiences will be explored through drawing, painting, sculpture, printmaking and/or digital media.

Art 8 – The middle school art program continues with this quarterlong art course. Celebrated artists such as Alexander Calder and Shaun Tan will be presented to students to introduce the concepts of movement, light and cultural narrative. Various hands-on visual art experiences will be explored through drawing, painting, sculpture, printmaking and/or digital media.

English as a New Language

Students who are screened and identified as English Language Learners are provided with classes in accordance with State Education Department guidelines. In the ENL co-teaching classes, students are supported by an ENL-certified teacher. Students learn to read, write, speak and actively listen to English as well as become acclimated to their new school and country. Students are encouraged to participate fully in the life of the school by joining athletic teams and school clubs.

English as a New Language/Levels 1 and 2

The English as a New Language classes are designed to support students at the Entering and Emerging level of English language acquisition. A great emphasis is placed on learning vocabulary and grammar of English as they acquire, utilize and interact with the English language. In addition, they will develop academic vocabulary and background knowledge needed for success in the content areas. Students are given the NYSESLAT (New York State English as a Second Language Assessment Test) each spring to help determine their language level for the following year.

English

English 7

The English 7 curriculum provides students with opportunities to address skills pertinent to reading, writing, listening and speaking, language and literacy and to meet the demands of the New York State learning standards. Emphasis is placed on developing meaning through the analysis of author's purpose and literary devices, as well as learning to read complex texts independently. Students will read short stories, novels, poems, plays, myths, legends and nonfiction selections with an emphasis on such skills as inferencing, determining the main idea, sequencing, and comparing and contrasting. In addition, students will be given the opportunity to read books of their choice independently and in small groups with the guidance and support of their teacher(s). Students will write in the descriptive, narrative, expository and argumentative modes with a primary focus on creating claims that are evidence based. Students will also begin the research process, which will focus on the foundations of and gathering evidence to produce an authentic, evidence-based argument.

English 8

The English 8 curriculum is designed to provide students with opportunities to address the skills pertinent to reading, writing, listening, speaking, language and literacy. The instruction embedded in this course meets the demands of the New York State learning standards. Emphasis will be placed on continuing to develop meaning by examining authors' purpose and use of rhetorical techniques, as well as learning how to read complex texts independently and writing about texts analytically. Students will read short stories, novels, poems, plays, myths, legends and nonfiction selections. Students will continue to write in the descriptive, narrative, expository and argumentative modes with a primary focus on voice and style. Students will continue the research process with a primary focus on developing a thesis statement that is arguable with supporting evidence from multiple texts. This course is designed to assist students in the transition from a middle school environment to a high school environment.

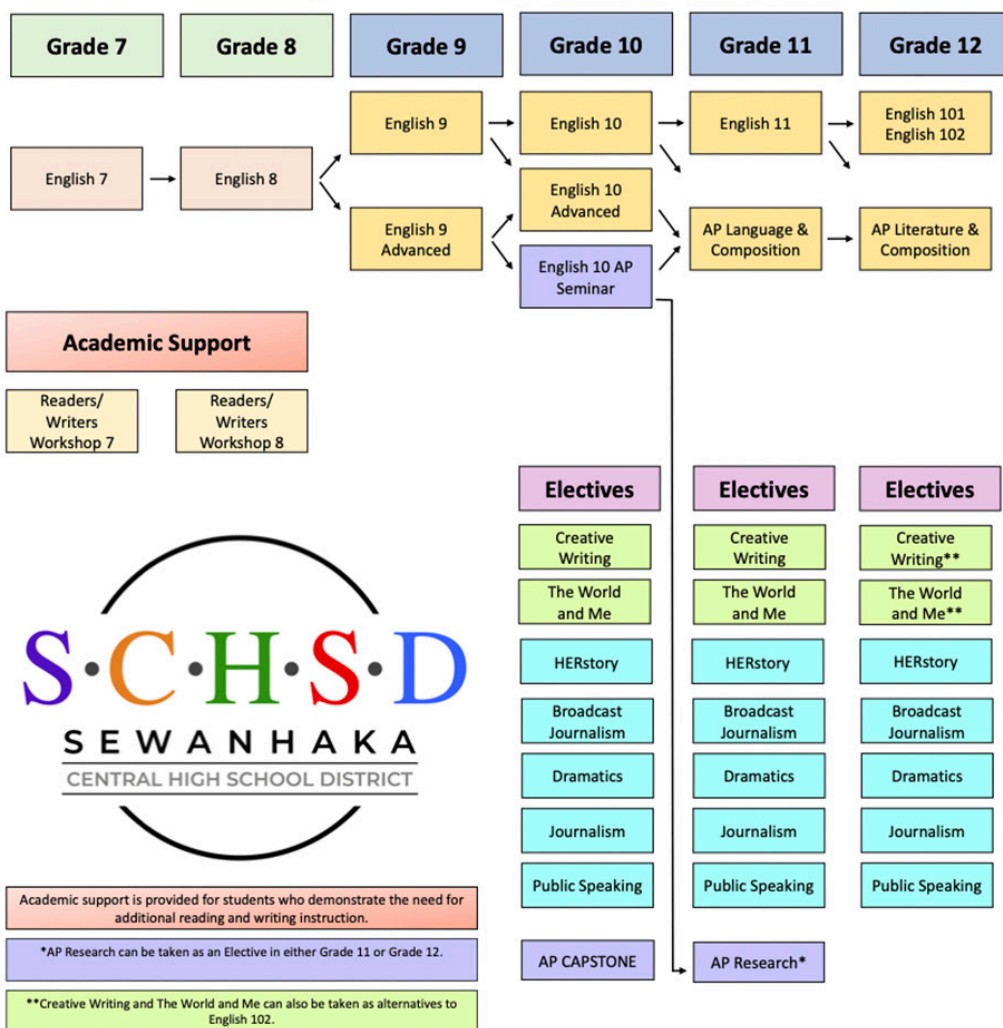
Readers/Writers Workshop 7 and 8

This academic intervention course reinforces topics covered in students' primary English course and is designed to augment regular instruction. This course also provides additional reading comprehension support to enhance those skills needed to attain success in high school. In addition, students will be given the opportunity to read books of their choice independently with the guidance and support of their teacher(s). These workshops are aligned with the New York State learning standards to offer more opportunities to practice the key skills embedded in the primary curriculum. Teacher recommendation and/or state assessment scores are used to identify students for this course. This class meets on alternating days.

Literacy Workshop

This course is designed to support students' literacy growth. Instruction will be based on the assessment of students' reading and writing abilities and include content that builds in level of difficulty and complexity. Students with reading and writing deficits that prevent them from being on grade level will benefit from a step-by-step instructional approach geared toward improving overall literacy skills.

English - Sequence of Study



Family and Consumer Sciences

Family and consumer sciences is part of the total continuum in occupational education. Students enrolled in these courses will be able to use the process skills of decision-making, problem solving and management, and learn to apply them to daily living skills and career choices.

Family and Consumer Sciences 7

The FACS 7 course is designed to enhance the quality of life of adolescents as they prepare to successfully meet the responsibilities of daily living. The use of related real-life situations and laboratory experiences are a fundamental part of the course as is the use of digital resources, class discussions and cooperative learning activities. The course objectives are met by using a hands-on experiential approach to learning while applying the principles and process skills of decision-making, problem-solving and management to all areas of daily living as outlined above.

Family and Consumer Sciences 8

The FACS 8 course is designed to prepare students for life's challenges. Real-world experiences are used to enhance student college and career readiness and resource management. The use of related real-life situations and laboratory experiences are a fundamental part of the course as they allow students to make decisions that relate to physical and emotional well-being. The course objectives are met through topics that will prepare students for successful life management, employment and career development. The course will concentrate on skills that will allow students to become responsible citizens and leaders in family, community and work environments. Critical and creative thinking skills are used as a guide to succeed in a diverse community and work environments.

Health 7

The curriculum is comprehensive in nature and attempts to help students become more proactive in their decision-making process, enabling them to live in a safer and healthier environment. Topics include mental and emotional health, nutritional needs, fitness, personal care, violence prevention, first aid, hands-only CPR, communicable and noncommunicable diseases, drugs, alcohol and tobacco.

Library Media Center

The Library Media Centers in the Sewanhaka Central High School District are equipped with high-speed internet access, independent learning spaces and a teaching room to help each student reach his or her potential. In addition, each library houses a STEAM Makerspace Center which supports curriculum-driven, project-based assignments as well as independent endeavors. The library media specialists teach hundreds of classes per year in a diversity of subject areas and grade levels. The librarians and subject teachers collaborate on lesson planning to facilitate student understanding of the techniques and strategies needed to satisfy their informational needs as well as prepare them for postsecondary education.

The library media specialists also teach digital and media literacy, guiding their students to think critically and use technology in a safe, responsible and mindful way. The program includes, but is not limited to, instruction in digital citizenship, cyberbullying, online safety and various methods of online evaluation. The library media specialists distribute and maintain the print and electronic resources that support the curriculum. The five schools of the District form a network of exchange, and in addition are part of several library networks (school, public, academic and special library groups), allowing for greater student access to information and resources.

Mathematics

Pre-Algebra 7

This course is designed to help students understand the concepts of and become proficient with the following skills of mathematics: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area and volume; and (4) drawing inferences about populations based on samples. The content is designed to allow students the opportunity to take either of two math courses the following year: Math 8 or Algebra 1. This course is aligned to the New York State Next Generation Learning Standards.

Innovators and Makers 7

This is a Project Lead the Way (PLTW) course for seventh grade students, exploring topics in the area of STEM (science, technology, engineering, mathematics). Throughout the course students learn about programming for the physical world by blending hardware design and software development, allowing students to discover computer science concepts and skills by creating personally relevant, tangible and sharable projects. This class meets on alternating days. Placement in this course will be determined by teacher recommendation and student interest.

Math 8

This course is designed for students to understand and become proficient with the following skills of mathematics: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity and congruence, and understanding and applying the Pythagorean Theorem. This course is aligned to the New York State Next Generation Learning Standards.

Algebra I – 1 year/ 1 credit

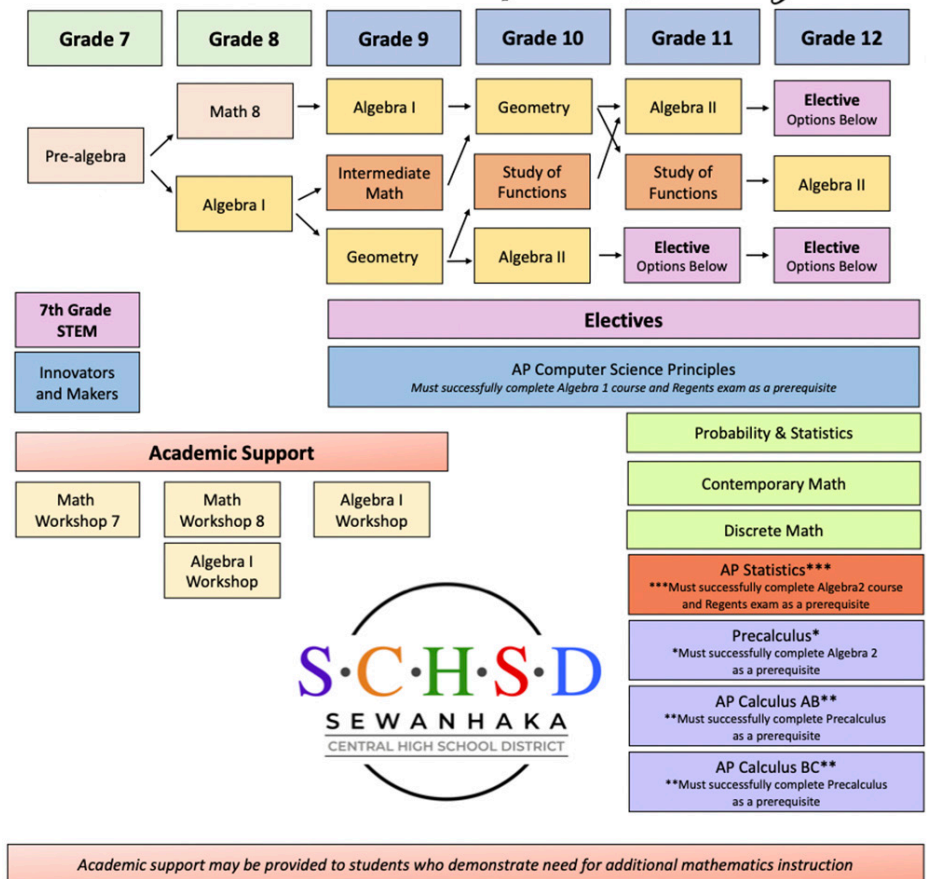
This is the first mathematics course for which students can receive one high school credit upon successful completion of the course and the Algebra I Regents Examination. The critical units deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving and using quadratic functions. Mathematical practice standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful and logical subject that makes use of their ability to make sense of problem situations. This rigorous course also mandates the use of a graphing calculator.

Algebra I Workshop

This course is designed to support learners in Algebra I, targeting skills needed to succeed in future math courses. Learning is hands on, differentiated and experiential. This class meets on alternating days. Placement in this course will be determined by teacher recommendation and state assessment results.

Note: All students in Pre-Algebra 7 and Math 8 will take the New York State Mathematics Assessments. Classroom examinations and state assessments will measure conceptual understanding, procedural fluency and problem-solving. Students in Algebra I will only take the Algebra I Regents exam.

Mathematics - Sequence of Study



Music

Music knowledge and appreciation is integral to the total development of seventh and eighth grade students. All students in grade 7 and 8 are enrolled in music every other day. Students recommended for band, chorus and orchestra receive small-group lessons to improve their musical skills.

NOTE: Students enrolled in music performance courses are expected to participate in all performances. In addition, students are required to attend sectional lessons.

• Course Offerings:

- Chorus 7 and 8
- Band 7 and 8
- Orchestra 7 and 8

Note: Not all courses or activities may be offered every year in all five schools.

7th Grade General Music

7th Grade General Music explores the various aspects of music in our world. Topics include instrument families, world music, musical theater and careers in the music industry. In addition, GarageBand and other forms of music software will be used to explore music composition, recording and music production.

8th Grade General Music

8th Grade General Music will continue to explore such topics as world music, musical theater, history of music, technology, composition, multicultural music, careers in music and commercial music. Students will utilize the iPad, GarageBand and other music technology to compose, record and produce their own compositions, and present them to the class.

Physical Education

Physical education is an integral part of the total educational growth and development process of each student. Activities are intended to promote concepts of cooperation, leadership, teamwork, self-control and fair play. Sample units covered may include football, field hockey, soccer, tennis, volleyball, basketball, lacrosse, softball and badminton. This class meets on alternating days in both seventh and eighth grade.

Science

Science 7

Science 7 is a dynamic course designed for seventh grade students to delve into the realms of Earth and space, as well as physical science. It will take students on an exciting journey through the fundamental concepts of matter and its interactions, the dynamic forces of energy, the vast universe and its celestial wonders, and the fascinating realms of weather and climate. This engaging curriculum empowers students to develop essential scientific skills, including the art of asking insightful questions, keen observation and the design of experiments.

Biology | Grade 8: 1 year/1 credit

This high school biology course is designed to provide a comprehensive exploration of essential biological topics. It goes beyond traditional classroom learning by integrating three state laboratory investigations and mandatory assessments, ensuring students acquire a profound understanding of biology and are well-prepared for the Regents examination. Students will delve into the fundamental principles of genetics, evolution, cellular biology and ecology, fortified by hands-on laboratory experiences that reinforce learning and align seamlessly with the New York State Science Learning Standards. In this course, success is measured not only by classroom engagement but by completing a mandatory 1,200 minutes of hands-on laboratory activities, ensuring a holistic and practical understanding of the fascinating world of biology.

Science 8

Science 8 allows students to embark on a captivating journey into the world of life science. It is a specialized course meticulously crafted for eighth grade students, which provides the opportunity to hone essential skills in questioning, keen observation, and the art of experiment design. Science 8 not only delves into the core concepts of life science but also illuminates the vital role of information systems in shaping research and practices. Our students will examine the interconnected themes of life while uncovering the intricacies of evolution and genetics. Additionally, they will gain insights into the profound impact humans exert on the environment. This course is where curiosity converges with discovery, fostering a deep understanding of the captivating and interrelated aspects of life science.

Medical Detectives | Grade 7

In this course, students play the role of real-life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence found at a “crime scene.” They solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health.

Energy and the Environment | Grade 8

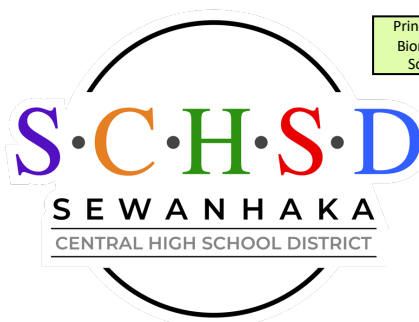
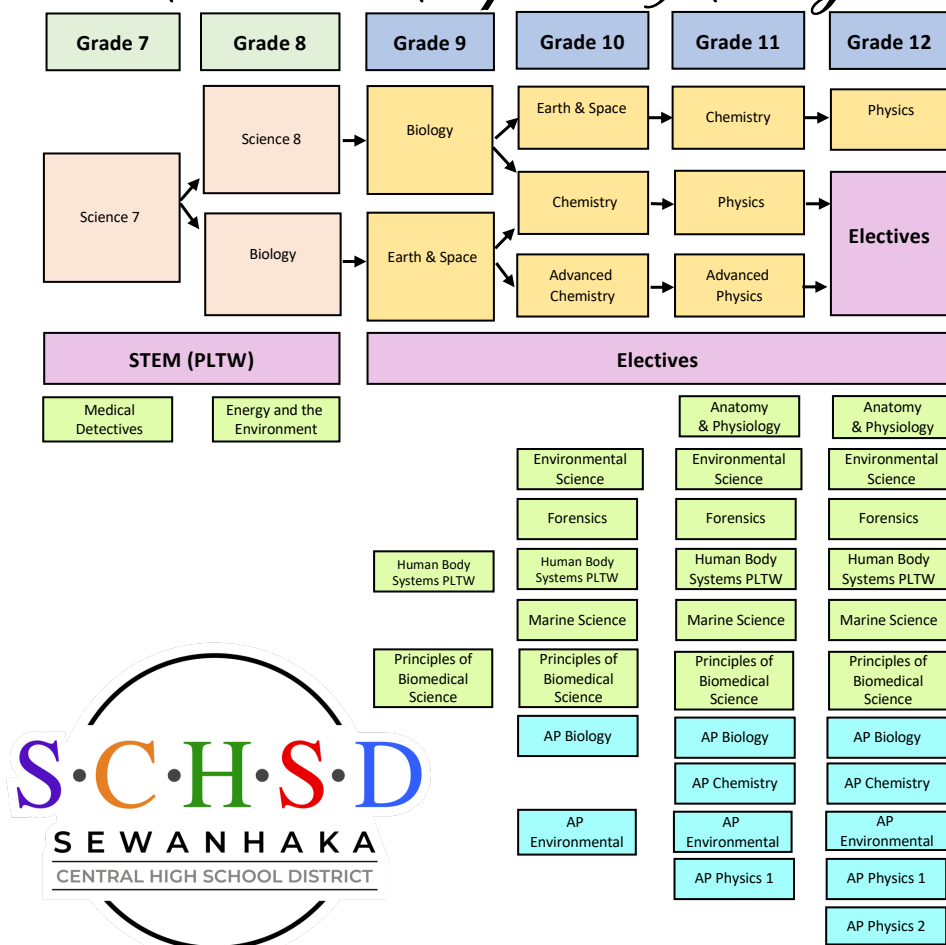
In this course, students are challenged to think big and toward the future as they explore sustainable solutions to our energy needs and investigate the impact of energy on our lives and the world. They will design and model alternative energy sources and evaluate options for reducing energy consumption.

Middle School Research

7th Grade Science Research is a challenging but rewarding course designed to allow students to utilize advanced scientific equipment, read scientific literature and design scientific experiments. Students will learn about common research organisms and their care, while running mini-investigations in the biological, ecological and physical sciences. Students will implement an independently designed research project and can present their work at local and state science competitions.

8th Grade Science Research is a challenging course designed to allow students to investigate scientific topics not covered in other science classes, work extensively in the lab and gain analytical skills. The first half of the year focuses primarily on the appropriate use of laboratory equipment and related skills, including research article writing and evaluation, water quality testing, microbiological techniques, digital data analysis and care of experimental organisms. The second semester focuses on development and implementation of an independently designed research project related to the skills of the first semester. Upon successful completion of a project, students are selected to present their work at county/statewide science fair competitions.

Science - Sequence of Study



Social Studies

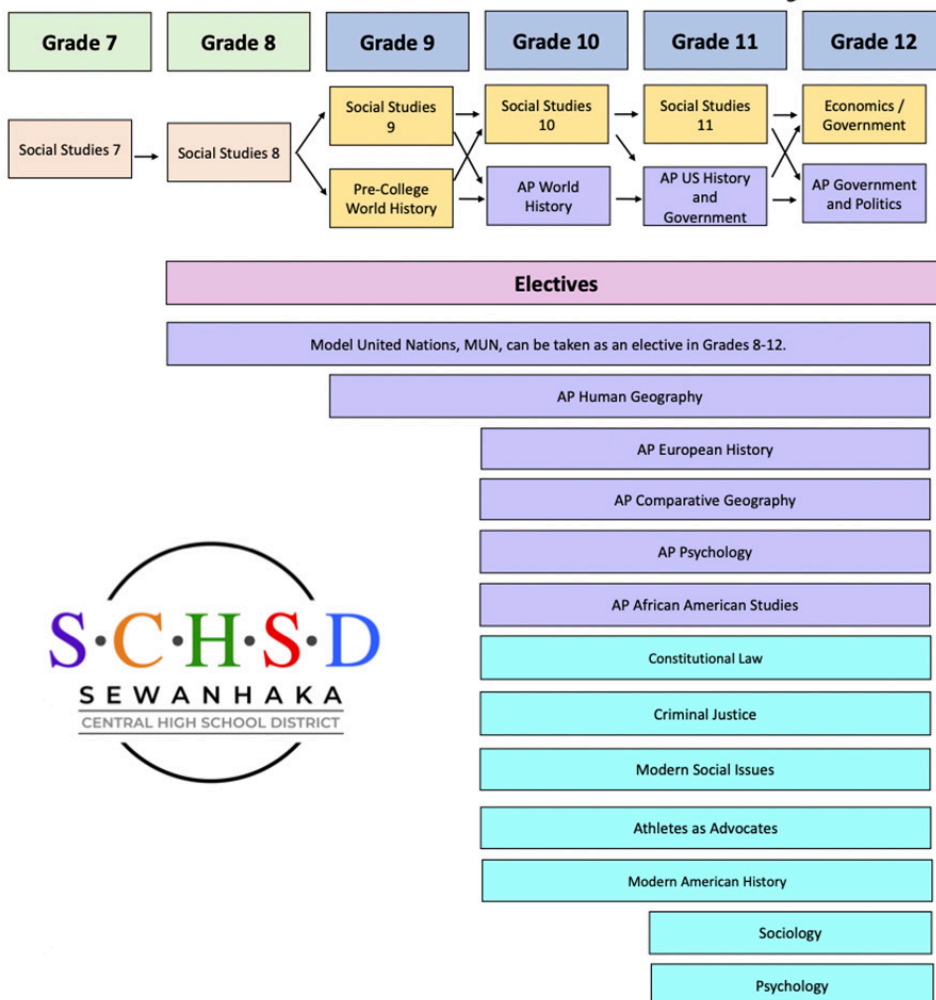
Social Studies 7

Grade 7 Social Studies begins a two-year sequence in American history that is taught chronologically. Students will engage in lessons that focus on enduring political, economic and social issues while developing their critical thinking skills. Units of study include Native Americans, colonial developments, American independence, Constitutional developments, the Constitution in practice, westward expansion, reform movements and the Civil War era. Considerable emphasis on project-based learning and multicultural viewpoints will be utilized to foster students' curiosity and a passion for history.

Social Studies 8

Building on the Social Studies 7 curriculum, students in this course will first review the Reconstruction era and then complete the two-year sequence in American history. Units of study include a changing society (industrialization, urbanization and the Progressive era), expansion and imperialism, World War I and the Roaring Twenties, the Great Depression, World War II, and the domestic, political, foreign, economic and social trends from the 1950s to the present. Students will identify enduring issues and analyze the impact they have had on American history. Continued implementation of project-based learning and multicultural viewpoints will assist students as they become even more critical thinkers and creative problem-solvers.

Social Studies - Sequence of Study



Seal of Civic Readiness

The Sewanhaka Central High School District is an active participant in New York State's Seal program for designated disciplines, including the Seal of Civic Readiness. The Seal of Civic Readiness was designed by the New York State Education Department to recognize students who have demonstrated the ability to make a positive difference in the public life of our communities through the combination of civic knowledge, skills and actions, and experiences. Work throughout the year will be designed to fulfill the eighth grade research project needed to achieve the Seal of Civic Readiness.

Special Education

The special education programs provide instruction and support to students with special learning needs who have been identified by the district's Committee on Special Education (CSE). Students pursue courses of study with equivalent curricula to those offered in the general education program.

Resource Room

The resource room program offers differentiated instruction and support to students who are otherwise fully mainstreamed. The classroom teacher aids in academic skills and teaches compensatory strategies that will assist students in successfully accessing instruction. Progress is monitored on an ongoing basis. Resource room services are offered one period a day within small groups.

Integrated Co-Teaching

The Sewanhaka Central High School District provides integrated co-teaching services in English, math, social studies and science as part of its continuum of services for special education students. Integrated co-teaching services means the provision of specialized academic instruction to meet the needs of students with disabilities within the general education class. Two certified teachers will teach the class. All children participate in New York State assessments and curriculum is equivalent to mainstream courses.

Special Education Classes

This program provides grade-level special education instruction to students in the four academic areas of English, math, science and social studies. While great emphasis is placed on differentiation and mastery of basic skills, the course content of each special education class is equivalent to courses in the general education program. Small-group instruction is provided to a maximum of 15 students per class. Each class is taught by a certified special education teacher.

PACE – The PACE Program (Promoting Academics and Career Exploration) provides specialized instruction in all content areas and is designed for students who present with cognitive and academic weaknesses. This program provides a higher level of individualized and differentiated instruction through a modified curriculum. Students will simultaneously work towards earning a diploma and the CDOS credential. Small-group instruction is provided to a maximum of 12 students per class. Each class is taught by a certified special education teacher and a teaching assistant.

District Programs

Nondiploma Programs:

Activities for Daily Living (ADL)

This program provides skill-based instruction aligned with students' IEP goals. The ADL classes are comprised of a 12:1:1 class size ratio with emphasis on functional academics in reading, writing, math, communication skills, life skills, pre-employment, vocational skills, travel training and social skills. Students who are 16 and over attend this program for a half day and are in vocational preparation programs or community-based internship programs for the remainder of the day to prepare for future employment. Students also have access to the District's PAES Lab. Additional school vocational programs are located at Sewanhaka High School or in the community. This program culminates in the Skills and Achievement Commencement Credential and is located at New Hyde Park Memorial High School.

Career Development Program (CDP)

This program is designed for students to engage in skill-based instruction with an emphasis on functional academics, community experiences, acquisition of daily living skills and development of vocational skills. The CDP classes are comprised of a 12:1:1 class size ratio. Students are instructed using functional language-based curriculum to improve their receptive and expressive language. Students also have access to the District's PAES Lab. This program culminates in the Skills and Achievement Commencement Credential and is located at New Hyde Park Memorial High School.

Developmental Learning Center (DLC)

This program is designed for students to engage in skill-based instruction with an emphasis on communication, socialization, acquisition of daily living skills and development of vocational skills. The DLC classes are comprised of an 8:1:2 class size ratio. Students are instructed using a functional language-based curriculum to improve their receptive and expressive language. Students also have access to the District's PAES Lab. This program culminates in the Skills and Achievement Commencement Credential and is located at New Hyde Park Memorial High School.

Promoting Academics through Life Skills (PALS)

This program is designed for students with autism spectrum disorder and/or cognitive and social pragmatic language needs. The program incorporates both academics and acquisition of daily living skills. Curriculum and instruction are based on individual needs and abilities. Students participate in large-group, small-group and individual instruction. Language and social skills are emphasized as a major component throughout instruction. Vocational training will be introduced as students enter their high school years. Students also have access to the District's PAES Lab. This program culminates in the Skills and Achievement Commencement Credential.

Technology/Business

Technology 7 PLTW Design and Modeling

Technology education is an exploratory program of instruction in resources, systems and impacts of technology that is facilitated through the use of laboratory-based, hands-on learning activities. Students in grade 7 will complete a Project Lead the Way gateway module in Design and Modeling. Students will discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they've learned throughout the unit to design a therapeutic toy for a child who has cerebral palsy.

Technology 8 PLTW Automation and Robotics

Technology education is an exploratory program of instruction in resources, systems and impacts of technology that is facilitated through the use of laboratory-based, hands-on learning activities. Students in grade 8 will complete a Project Lead the Way gateway module in Automation and Robotics. Students trace the history, development and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation and computer control systems. Students use the VEX Robotics platform to design, build and program several mechanisms.

Intro to Coding and App Design Grade 8

Everyone can code with Swift! In this interactive class, students will use the iPad to code using Apple's Swift language, the same powerful language used to create world-class applications for the App Store. Students will learn the core concepts of programming by writing code to solve puzzles and create small programs called "playgrounds," see the code run in an interactive 3D world and create their own playground from scratch to take their coding skills to entirely new places. Swift is the perfect way to learn serious code, in a seriously fun way.

World Language

The world languages department at Sewanhaka Central High School District is committed to providing students with a rich and diverse language learning experience. Our curriculum is designed to fulfill the New York State requirements while fostering a deep appreciation for languages and cultures.

In all of our courses, students develop essential language skills, encompassing listening, speaking, reading and writing, while simultaneously delving into the rich cultural aspects of the target language. In seventh grade, our language courses cover one half of the Level 1/Checkpoint A curriculum. Successful completion of the second half of Level 1/Checkpoint A in eighth grade, in addition to passing the FLACS A assessment, grants students one unit of high school language credit. These courses fulfill the New York State graduation requirements and are the prerequisites to continue language study at the high school level. Upper-level language courses provide opportunities for earning transferable college credits and permit eligibility as a candidate to receive the New York State Seal of Biliteracy.

Grade 7 French/Italian/Spanish Language Courses

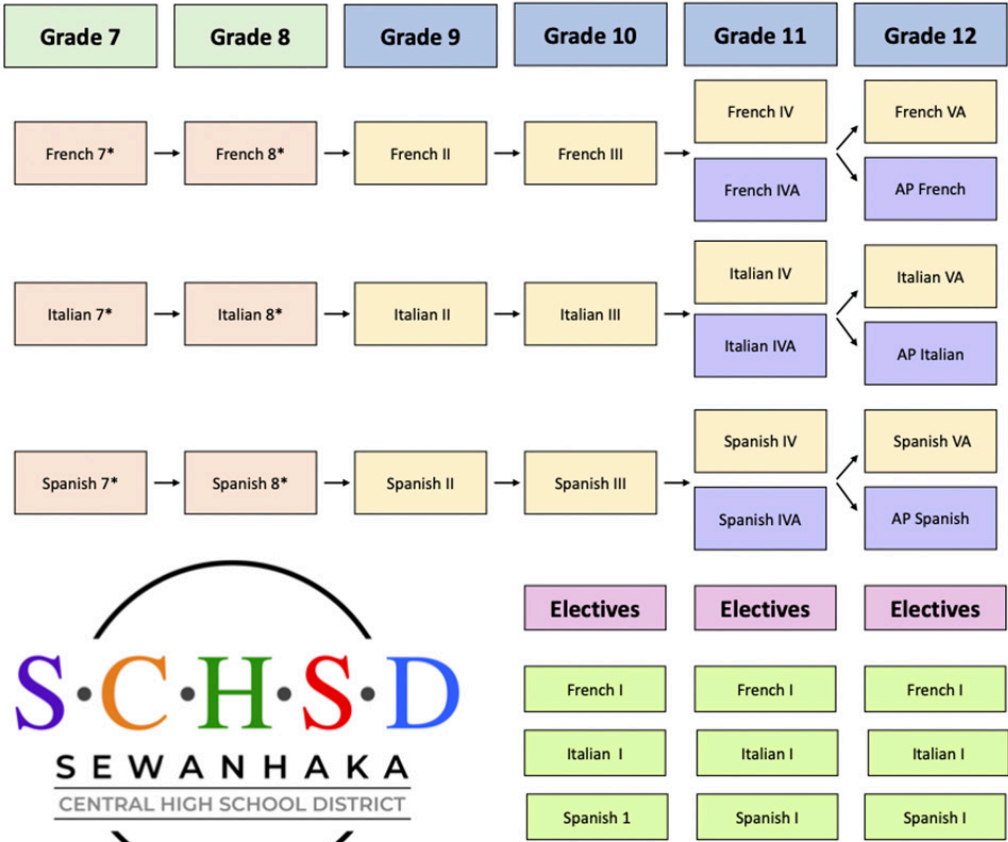
Students begin their language journey through learning the target language and culture. Grade 7 emphasizes basic grammar, syntax, simple vocabulary and spoken

accent, enabling students to read, write, speak and understand the language within predictable areas of need. Students primarily use isolated words and phrases they’ve encountered, memorized and recalled. Cultural immersion is achieved through exploration of the target culture’s art, literature, customs, and history. Successful completion of grade 7 is a prerequisite for enrolling in an eighth grade language course.

Grade 8 French/Italian/Spanish Language Courses

Building upon the foundation laid in Grade 7, Grade 8 language courses further enhance students’ language proficiency as Novice-level speakers. Students continue to enhance their ability to understand and express themselves in the target language and expand their vocabulary. Students also begin to use the language in more spontaneous, unscripted ways to communicate. Cultural exploration continues to deepen students’ understanding of the language. Successful completion of Grade 8 language courses prepares students for further language study at the high school level.

World Languages- Sequence of Study



*Level 1a+1b= receives NYS Mandated 1 credit

Seniors enrolled in a world language class are eligible to receive the NYS Seal of Biliteracy and may also receive college credits through the affiliated university the school has partnered with.

Working Together for School Success

When it comes to working hard in school and earning good grades, your middle schooler holds the responsibility. Parents can boost their children's learning by getting involved in their education.

Studies show that parent participation often declines once students move on to middle school. Your child and school still need your support. Here is how you can help:

- We leverage the Infinite Campus Parent and Student portals to provide real-time information about academic performance, attendance, schedule, contact information and more. You can install the Campus Parent app to your personal phone or device from both the Apple and Google Play stores, and the Campus Student app is available on all school-issued devices. Please visit the District's website for additional information.
- Contact your child's teacher and school counselor by telephone or email. To email any district employee type: first initial, last name@sewanhaskaschools.org. Example: jdoe@sewanhaskaschools.org
Note: Some teachers have homework posted on the department or teacher website.
- Attend evening grade-level parent meetings.
- Attend your child's athletic events and/or extracurricular activities.
- Join the PTSA/SEPTA and attend their meetings.
- Let your child know that you are interested in what they do daily. Post the school calendar on your refrigerator; it is your guide to all school events.
- Check their homework and help them with projects and reports that are due. Quiz them before they take a test.

Planning for High School

Listed below are the New York State High School Graduation Requirements. We ask students to bear in mind that the study habits they develop for themselves in seventh and eighth grade will be the ones they bring with them as they journey into high school.

NEW YORK STATE GRADUATION REQUIREMENTS

SUBJECT	REGENTS DIPLOMA (4 Regents + 1 additional Regents or State-Approved Assessment)	REGENTS DIPLOMA WITH ADVANCED DESIGNATION (7 Regents + 1 additional Regents or State-Approved Assessment)
English (ELA)	4 credits	4 credits
Social Studies	4 credits	4 credits
Mathematics	3 credits**	3 credits**
Science	3 credits**	3 credits**
World Language (LOTE)	1 credit*	3 credits+
Art or Music	1 credit	1 credit
Financial Literacy	½ credit ***	½ credit ***
Health	½ credit	½ credit
Physical Education	2 credits	2 credits
Electives	3½ credits	1½ credits
TOTAL CREDITS	22.5 credits	22.5 credits

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Naviance – Family Connection

Family Connection from Naviance is a web-based service designed especially for students and parents.

Family Connection will allow you to:

- Get involved in the planning and advising process – Build a résumé and manage timelines and deadlines for making decisions about colleges and careers.
- Research colleges – Compare GPA, standardized test scores and other statistics to actual historical data from your school for students who have applied and been admitted in the past.
- Take a Personality or Career Assessment – Determine potential areas of study based on current interests and strengths.
- Stay Informed – Receive emails about important updates and notifications. Parents, contact your child's counselor to make sure your email address is also input into the Family Connection site.

GET INVOLVED!

STAY INVOLVED!

BE INVOLVED!