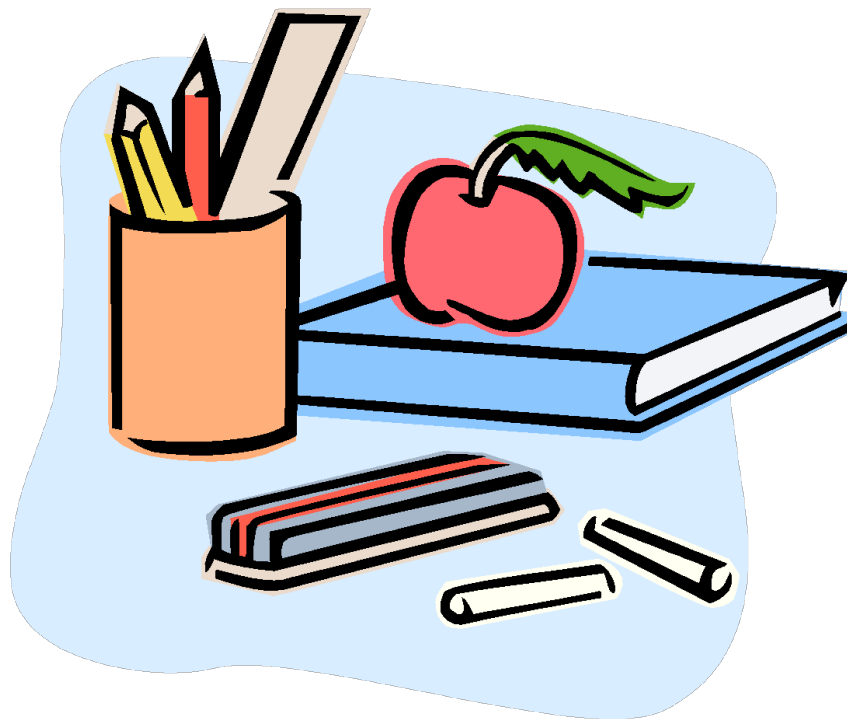


Voorheesville

Middle School

Course and Program
Information



2022-2023
Voorheesville Middle School
Route 85A
Voorheesville, NY 12186
(518) 765-3314 ext. 408

on the web at www.voorheesville.org

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MIDDLE SCHOOL INSTRUCTIONAL PROGRAM

| COURSE | GRADE | TIME (Per Year) |
|-----------------------------|-----------|-----------------|
| English | 6-7-8 | 40 weeks |
| Mathematics | 6-7-8 | 40 weeks |
| Science | 6-7-8 | 40 weeks |
| Social Studies | 6-7-8 | 40 weeks |
| World Language | 7-8 | 40 weeks |
| Physical Education* | 6-7-8 | 40 weeks |
| Band* (elective) | 6 - 7 & 8 | 40 weeks |
| Chorus* (elective) | 6-7-8 | 40 weeks |
| Music | 6-7-8 | 10 weeks |
| Art | 6-7-8 | 10 weeks |
| Family and Consumer Science | 6-8 | 40/10 weeks |
| Technology | 7-8 | 20/40 weeks |
| Health | 6-7 | 10 weeks |
| Supportive Services | 6-7-8 | 40 weeks |
| STEAM Skills * | 6-7 | 20 weeks |
| Explorations* | 6 | 20 weeks |

*These courses meet on an alternate day basis

DAILY SCHEDULE

The schedule, which you receive from your teacher, indicates the period time, class and room number for each of your subjects.

We have a 9 period schedule which includes a lunch period meeting each day. There is a 2 day cycle (A, B days) which will be clearly marked on your schedule.

| | |
|--------------|-------------|
| Warning bell | 7:35 |
| Period 1 | 7:40-8:25 |
| Period 2 | 8:28-9:10 |
| Period 3 | 9:13-9:55 |
| Period 4 | 9:58-10:40 |
| Period 5 | 10:43-11:25 |
| Period 6 | 11:28-12:10 |
| Period 7 | 12:13-12:55 |
| Period 8 | 12:58-1:40 |
| Period 9 | 1:43-2:25 |

REPORTS TO PARENTS

The purpose of our reporting system is to establish an effective line of communication between home and school. To accomplish this, the following system is used:

REPORT CARDS

Report Cards are posted on Parent Portal every ten weeks. The report card includes a grade in each subject plus additional comments made by the teacher to explain the student's progress during the marking period. Number grades are used in Middle School. Individual teacher grading policies are covered at Open House in September. The passing grade is a 65.

HONOR ROLL

Students with an average of 84.5 - 89.4 are named to the Honor Roll. Students with an average of 89.5 and above are named to the High Honor Roll. An incomplete or failing grade will make a student ineligible for Honor Roll.

PROGRESS UPDATES

Progress updates are posted on the Parent Portal at 3 weeks and 6 weeks of the marking period under the gradebook. The current average and missing work will be marked. School Messenger will be sent notifying parents to check the portal.

CONFERENCES

Conferences with parents are an important part of the reporting process. A conference may be initiated by the student, parent, or staff members. Call or email the middle school counselor to make an appointment - dbartoszek@voorheesville.org.

AGENDA BOOKS

Agenda books are a middle level organizational and communication tool. They will be provided to students in grades 6-8 to take to all classes and use to record both their daily and long term assignments. If the agenda book is lost or damaged, students may purchase a new one for \$5 if they are available.

COUNSELING DEPARTMENT

SCHOOL COUNSELOR

Daniel Bartoszek

dbartoszek@voorheesville.org

The school counselor provides support for all students by implementing a developmental and comprehensive school counseling program. The program follows the guidelines established by the American School Counselors Association by providing services in the domains of: academic, social/emotional, and career development.

The counselor provides both individual and group counseling, based on the needs of the student population. Additionally, the counselor engages in classroom instruction in the areas of:

- social/emotional skills and wellness
- school/life success skills
- career awareness

The school counselor handles scheduling needs and coordinates student support interventions through collaboration with teachers, parents and stakeholders, in order to provide individualized support for each student.

Visit Mr. Bartoszek's website for helpful information and ongoing updates throughout the school year - <https://sites.google.com/view/vms-counselor-page/home>.

SCHOOL PSYCHOLOGIST

Claire Marcus

cmarcus@voorheesville.org

The school psychologist helps children struggling with academic, social and emotional issues become more successful in school. In contrast to other helping roles in the school setting, the school psychologist possesses expertise in diagnosing disabilities and making recommendations for educationally appropriate programming, accommodations and services. The school psychologist also serves as the transition coordinator for the district helping to connect students with disabilities to young adult services.

SCHOOL SOCIAL WORKER

TBA (Gr. 6-12)

Kendell Hardy (Gr. K-8)

khardy@voorheesville.org

The school social worker is a Licensed Clinical Social Worker (LCSW) and is available to students in grades 6-12. This position is dedicated to supporting the social, emotional, behavioral, and academic needs of students. Assessments, short-term counseling, and crisis intervention are available as needed. The school social worker also provides counseling services for students with IEP's (Individualized Education Plans).

Helpful, confidential, and appropriate community resource referrals may also be provided.

Some of the concerns addressed:

- Adjustments to life changes
- Various mental health concerns
- Family concerns
- Suicide/Crisis intervention
- Self harming behaviors
- Social/Behavioral concern

GOOD STUDY HABITS

Students should study at a desk or table, in a quiet area. They should have all their materials handy-paper, pencils, pens, erasers, books, and a dictionary. Homework should be completed at home. Study halls should be used to re-read or review material given in class and begin homework.

1. Use your agenda book as an organizing tool!
2. Study time should be scheduled daily.
3. Do the assignments that are hardest for you **FIRST**.
4. Assignments should be done on the day they are given, not the next day in study hall.
5. Time should be allowed for long-range assignments and projects.
6. Class notebooks should be kept in order and up-to-date.
7. Learn to REVIEW and RECOGNIZE key topics and works (SQ3R)

Middle School students should be expected to have at least an hour of homework to be completed at home each night.

ENGLISH

ELA 6

Students in English 6 will focus on reading, writing, speaking, and thinking skills through Reading and Writing Workshop. Supported by whole group mini-lessons, small group instruction, and individual conferences, students will develop the skills needed to be independent readers and writers. In Reading Workshop, students will read both individual and whole group books and respond to reading in many ways, including analytical writing, table team activities, and read aloud discussions. Students will be encouraged to read a variety of genres through independent choice and our “Genre of the Month” program. Writing Workshop lessons and assignments will teach students how to write for a variety of purposes. They will write informational and literary essays, as well as a research paper. Students will also create and share a persuasive presentation on a topic of their choice. Each writing unit will be supplemented with lessons on writing conventions, craft, organization, and idea development. Students will demonstrate their learning and communicate their ideas with current technology in both Reading and Writing Workshop. Spelling words will be high frequency “No Excuse Words”, and students will learn specific grammar rules through the “Sentence of the Week.” The workshop model will encourage a love of reading and writing in each student and will help them to develop the skills necessary to be successful across the curriculum.

ELA 7

This course has been designed to strengthen students’ analytical and evaluative skills and to promote creativity in all forms of expression. Throughout the year, students will consider the audience and purpose of texts, both ones they read and write, in order to determine the appropriate language and format. Students will read many genres of nonfiction, evaluating the reliability of argumentative texts and determining characteristics of a good argument, and also reading informational texts. They will also study genres of fiction, learning characteristics of poetry, short stories, drama and full-length novels. Students will write in many modes, creating fictional and informational pieces each with a different purpose and audience, many of them being authentic audiences beyond the classroom setting. Students will also respond to reading through journal entries, reading logs, class discussions, small group discussions and a variety of other writing tasks (graphic organizers, lists, drawings, etc.).

ELA 8

During English 8, students will read many genres throughout the year. The content of the varied genres will align with the 8th grade social studies curriculum. Students will be required to read an independent reading book, each quarter. In connection to the independent reading book, students will be assigned different independent reading book projects, which they will be required to present to the entire class, each quarter. The students will write a historical research paper, this year that connects to one of their independent reading books. Much of the year will focus on adding detail and analysis to the student’s writing, in order to prepare them for high school.

MATHEMATICS

MATH 6

This course reinforces skills taught at the elementary level. Students are expected to master these skills by the end of the year. New topics include algebra, ratio, proportion, percent, and statistics.

MATH 7

This course continues the mathematics strands that are presented in Math 6. These students will move into the Regents level courses in high school. This course contains the major domains that are as follows: The Number System, Ratios and Proportional Relationships, Expressions and Equations, Geometry and Statistics and Probability.

MATH 7X

This course is an acceleration of the mathematics program. Students enrolled in this course are expected to be able to complete the Math 7 and 8 curricula in one year so that they are prepared to take Algebra 1 as 8th graders. Students who are enrolled in this course are expected to have the maturity and motivation to continue to be mathematics majors through high school and to take Advanced Placement Calculus as 12th graders. Students must maintain an 85% average or higher each 10 weeks to remain in the accelerated math program. Students are evaluated for placement in the course toward the end of 6th grade. The rubric is on our website.

MATH 8

This course continues the mathematics strands that are presented in Math 7. Problem solving is the basic approach to the program and is utilized in every strand. At the end of this course, students will be prepared to enter the Regents level, college preparatory courses in high school.

ALGEBRA I

This is the first course in the three-year sequence of college preparatory mathematics. The focal point of this course will be all elements of elementary algebra. Students will also be exposed to such topics as coordinate geometry, functions, and statistical data analysis. Problem solving techniques in a wide variety of settings will also be introduced throughout the course. Students enrolled in this course will take the Common Core Integrated Algebra assessment in June. The passing of this assessment is a requirement for a Regents diploma. Students must maintain an 85% average or higher each 10 weeks to remain in the accelerated math program.

ACCELERATED MATHEMATICS OVERVIEW

Students at Voorheesville have the opportunity to accelerate in Mathematics beginning in Grade 7. Acceleration is designed for students who have demonstrated tremendous aptitude, ability, and interest in Math. A student who is accelerated in Math will work on an enriched curriculum that begins in Grade 7 to incorporate some concepts that would typically be taught during the 8th grade year. In 7th grade the program incorporates nearly all of the concepts typically taught during Grade 8, and in 8th grade accelerated students are enrolled in Algebra I (the first year of the high school Math sequence).

Accelerated Mathematics is a rigorous program that, as outlined above, requires students to master challenging concepts at a much quicker, and in-depth pace than the traditional program. In each year it becomes progressively more difficult and expectations are higher. The opportunities/requirements for entrance into the program (listed below) are demanding and have been carefully designed with the goal of ensuring that students are placed at the level that optimizes the delicate balance between challenging their limits and becoming discouraged by a curriculum that moves beyond their present abilities.

Opportunities for Entrance into the Accelerated Mathematics

Voorheesville students have the opportunity to move into the accelerated program after grade 6.

1. Students are initially evaluated based on a rubric listed during their 6th grade year for placement in Grade 7. The acceleration rubric can be viewed at:
<https://sites.google.com/view/vms-counselor-page/home>.
2. During the 7th grade year the Math teacher is asked to continually evaluate the placement of *all* students, and students may be moved into the accelerated course based upon the teacher's recommendation and approval of the student/parent.
3. At the conclusion of the 7th grade year all students have the opportunity to "challenge" the Math 7X examination. Students achieving a score of 85 or better on the challenge exam may move into the accelerated program as 8th graders. *Note: The window during which the exam may be challenged runs from June 30- September 15. Requests to challenge must be received during this period in order to be honored. Students must have earned a minimum average of 90 (for the full year) in their Grade 7 Math class to be eligible to challenge the exam.*

Minimum Requirements to Remain in Accelerated Mathematics

Students who meet the entrance criteria to accelerated mathematics are expected to maintain a minimum average of 85 in the course for each marking period. A student who fails to meet this minimum requirement in two or more marking periods during the same school year will be removed from the program. Seventh grade students who have been removed from the program have the opportunity to "challenge" the Math 7X examination. These students must achieve a score of 90 or better on the challenge exam to re-enter the program. *Note: The window during which the exam may be challenged runs from June 30- September 15. Requests to challenge must be received during this period in order to be honored.*

SCIENCE

SCIENCE 6

Earth Science – Units typically include Scientific Inquiry and Measurement, Astronomy, Meteorology, and Geology. Throughout the course, students study the dynamic ways in which our world is constantly changing. In order to help understand the physical and chemical phenomena behind these changes, students regularly use the steps of the scientific method to solve problems. Cooperative labs and projects are combined with regular coursework as often as possible.

SCIENCE 7

Life Science 7 is a Project Based Learning student-centered course. Units typically include: body systems, cells as the basis of life, genetics, evolution and ecology. Process skills such as observing, inferring, measuring, using appropriate technologies, categorizing, comparing, forming conclusions based on data and designing investigations will occur throughout the curriculum. Labs and projects are included in the course work.

SCIENCE 8

Physical Science [Chemistry & Physics] –Chemistry includes a study of how matter changes. Students learn about atoms, The Periodic Table of Elements, chemical reactions and the expanding field of nanotechnology. Students will develop an understanding of how certain compounds can be formed and in turn how those compounds shape our living and non-living world.

During the second half of the year we will focus on physics. Force and motion will be our first topics, followed by an exploration of energy, machines, waves, and electricity & magnetism. Students will have fun learning about the different forms of energy by designing Rube Goldberg/mousetrap projects. The understanding that one form of energy can be converted into another and that energy cannot be created or destroyed is a cornerstone of physics. By actively participating in a hands-on approach to physical science, students will come away from this course with a more thorough understanding and a better appreciation of the natural world.

EARTH SCIENCE REGENTS

The 9th grade Earth Science Regents course is available as an alternate course selection, in lieu of Science 8. Students with at least a 90 overall average and a 90 test and quiz average each quarter in math and science are evaluated by a rubric in February to determine if they qualify to take Earth Science as 8th graders. Parents of students who earn a qualifying rubric score are notified by mail. Parents need to consider the entire HS science curricula (gr. 9-12) and assess their child's needs and strengths before deciding if this is an appropriate option.

A copy of the rubric is available at <https://sites.google.com/view/vms-counselor-page/home>.

SOCIAL STUDIES

GRADE 6

Students will study global history in grade 6, with a concentration on the Eastern Hemisphere. Students will focus on geography and economics throughout the year. The ancient world will be a major focus of study in sixth grade and will include river valley civilizations in Mesopotamia, Egypt, India, and China. Ancient Greece and Rome will also be covered. Topics will also include religions of the world, world revolutions, and the information ages.

GRADE 7

Social Studies 7 is the first half of a two-year study in United States and New York History. The course is chronologically organized and covers the pre-Columbus era through the end of the Civil War. Some of the main units of study include the First Americans, Age of Exploration, Colonization, Revolutionary War, Building a New Nation, and the Civil War. The 8th grade course will complete the sequence and cover the second half of the 19th Century through modern-day America.

The foundation of skills and knowledge acquired during the students' previous years of social studies will be built upon and expanded in seventh grade. Some of the skills to be developed are examining primary and secondary sources through close reading exercises, interpreting political cartoons, examining different time period maps, collecting and sorting data, and making inferences from a wide variety of sources.

One of the main focuses for the year is placed on developing students' knowledge, skills and concepts in American History. A special emphasis is placed on how to write a proper Document Based Question (D.B.Q.) essay that incorporates text-based evidence. Part of the 7th grade course is designed to prepare students for the remainder of their social studies courses in high school. A final will be given at the end of the year.

GRADE 8

Social Studies 8 is a continuation of Social Studies 7. The time boundaries of this course run from Reconstruction to the present. Topics covered in eighth grade include: Reconstruction, immigration and urbanization, the growth of industry and the labor union movement, the development of the US as a world power, WWI, the Roaring 20's, the Great Depression, WWII, the Cold War and the 1950's, the Civil Rights Movement, the Vietnam War, the Nixon, Ford, Carter, Reagan, Clinton, Bush, and Obama years. Emphasis will also be placed on developing student skills including oral reports, written reports, test-taking, map, chart, graph, editorial cartoon and historical document analysis. Special care will be taken to develop the skills necessary for writing good civic literacy essays. These skills are necessary for high school level work. Several projects requiring research will be assigned throughout the year.

EXPLORATIONS 6

In Explorations, students will be given the opportunity to explore themselves, their talents, their skills, their interests, and their abilities and connect them to possible careers. We will also explore tools and resources to help build skills and plan their next steps for middle school, high school, and beyond. Students will exit the course with a first draft of their resume.

STEAM SKILLS 6

This will be a science application course. Working in small groups, students will complete a series of projects that focus on how science is used to change our lives. Topics that will be covered include:

- Development of Science
- Technology
- Coding
- Experimental Design
- Design & 3D Printing
- Robotics

Students are given an effort grade of (E, P, S, U) for this class.

STEAM SKILLS 7

This is a course involving a hands-on exploration of Science Technology Engineering Art and Math concepts. Students will be working on the following units shown below during the quarter.

Unit Overview

- Dear Data = a project of visually representing data that students will collect over the course of one week. They will observe, count and visually represent their data and share their findings.
- Coding with Alice = a great way to introduce students to computer programming. Alice is a visual program that will provide immediate feedback as students construct animations with sequences of code.
- Coding with Sphero = another fun coding device, the sphero is a small rolling object that connects with an iPad and can be programmed or driven directly.
- Electronics tear down = a way to dig deeper into the construction and design of everyday products/appliances. Students will bring in and take apart these items in a way to understand their design and consider how they might be made more useful.
- Makey Makey = this device controls the mouse and keyboard of a computer allowing students to build their own circuits and manipulate what is happening on the computer screen. It is a fun and creative way to interact with technology.

Student Assessment – Although there is no number/letter grade for this course, students will be expected to put their best effort into any written work and class discussions.

Materials needed – folder with paper, pencil

MUSIC

GENERAL MUSIC 6

General Music 6 further develops the concepts begun in the elementary school music curriculum in conjunction with the New York State and National Music Standards. In addition to listening to, analyzing, and evaluating a wide variety of musical genres, students will explore rhythm through hand percussion, note reading, introductory piano skills, and digital music composition and editing. Students will also research and present information on an influential musician, band, or composer.

GENERAL MUSIC 7

General Music 7 further develops the concepts and skills begun in General Music 6 in conjunction with the New York State and National Music Standards. Students will explore rhythm, beat, and tempo through a hands-on percussion unit. They will learn how to play the electric guitar and build upon their piano skills. Students will use GarageBand to explore digital music composition through the medium of advertising jingles. Music appreciation in seventh grade centers on musical pioneer projects/presentations and a study and analysis of various musical genres. Students in Band and/or Chorus may not have General Music.

GENERAL MUSIC 8

General Music 8 further develops the concepts and skills begun in General Music 7 in conjunction with the New York State and National Music Standards. Students will explore traditional West African percussion techniques and pedagogy in a hands-on percussion unit. The concept of harmony will be introduced via an electric guitar unit as well as through two-hand piano compositions. Students will delve deeper into basic music theory and structure. Music appreciation in eighth grade centers on a more thorough analysis of various musical genres. Students in Band and/or Chorus may not have General Music.

BAND 6 & BAND 7/8 Combined

The 6th grade band and the 7th/8th grade combined bands meet every other day all year during the school day. Sixth grade band builds upon the concepts that are introduced in the fifth grade. Students must have participated in the school's band program in the previous year or must demonstrate a proficient level of performance for their grade level in order to enroll. Students enrolled in band receive a group lesson once per six-day cycle on a rotating schedule. Concepts and skills for each individual instrument are emphasized in lessons and students are evaluated on their progress. Students are encouraged to practice 100 minutes per week.

CHORUS 6, 7 & 8

Chorus 6, 7 and 8 meet all year, every other day during the school day. A variety of choral literature is sung, and good vocal technique is emphasized. Students perform in two concerts a year and concert attendance is mandatory.

Once the band/chorus programs have begun for the semester, students are expected to remain in the program for the duration. Drops are only permitted at the end of each semester (Jan & June). Adds may be allowed at other times, with permission from the instructor.

SPANISH

SPANISH 7:

A beginning course for 7th graders in Spanish, meeting daily for the full year. Students build skills and gain an appreciation of the language and related culture through lessons in grammar and thematic vocabulary, conversation, and cultural activities. A textbook and digital curriculum/resources are used, in addition to audio and video recordings. All students are required to keep a binder or a notebook as specified by their teacher and are encouraged to be active participants and develop the skills unique to language learning. Daily review of 15-20 minutes, especially vocabulary, is highly encouraged.

SPANISH 8:

A continuing course for 8th graders in the language they began in 7th grade. This course reviews basic grammatical and vocabulary structures taught in Spanish 7 and adds new grammatical concepts and vocabulary. Students will gain confidence and deepen their appreciation of the language and related culture through conversation and cultural activities. A textbook and digital curriculum/resources are used, in addition to audio and video recordings. All students are required to maintain a binder or a notebook as specified by their teacher. Daily review of 15-20 minutes, especially vocabulary, is highly encouraged.

All students will take the local Spanish 8th grade state mandated Checkpoint A exam in June of 8th grade. **Students who pass this test and who receive a passing grade in Spanish 7 and Spanish 8 (cumulative) will receive one High School credit for Spanish 1** and will be placed in High School Spanish 2 in grade 9.

For students who have completed two years of foreign language by the time they take the proficiency exam at the end of eighth grade and are awarded high school credit, their grade will become a part of the official high school transcript. For those students who transfer in and do not complete two years of a foreign language in middle school, their first credit for high school foreign language may either be a Pass or a Fail, to be determined at the discretion of the high school principal.

HEALTH

HEALTH 6

In 6th grade, students meet daily for 10 weeks. The curriculum follows a program for developing adolescents, focusing on issues of self-management, hygiene, self-esteem, bullying, growth and development, dealing with changes, decision making and risky behaviors. Through worksheets and projects, students will be given time to practice and reflect on a variety of life-skills associated with the items listed above. They will be required to maintain a folder for assignments and papers, and will receive a number grade based upon class work, homework, projects and cooperation with in-class activities.

HEALTH 7

The 7th grade health program focuses on life-skills as set forth by the NY State Health Skills Matrix. Hands-on activities and projects are used to simulate practice situations in the areas of decision making, communication, self-management, and stress-management. Research shows these are the key areas that need to be mastered by the young adolescent in order to establish constructive growth patterns associated with lower health risks and positive health choices. HIV and AIDS mandated programs are also incorporated, as well as depression and suicide.

FAMILY AND CONSUMER SCIENCE

Family and Consumer Science is designed to help students gain the skills, knowledge and attitudes necessary to meet their present and future responsibilities as family and community members, consumers, home managers, and wage earners. The intent of this course is to help adolescents live in a society of constant change and to improve their quality of life. During Family and Consumer Science students learn and apply essential skills in the context of real-life situations that are relevant to adolescents.

Content Modules:

- Individual Growth and Life Readiness
- Human Development and Relationships
- Apparel and Textile Production and Design
- Environmental Design and Management
- Nutrition and Wellness
- Food Systems and Production

Within these content modules, addressing the CTE Theme Modules:

- Career and Community Opportunities
- Communication and Interpersonal Relationships
- Financial and Consumer Literacy
- Health, Safety and Wellness
- Problem Solving and Innovation
- Sustainability

ART

ART 6, ART 7, ART 8

Art classes will focus on exploring the elements of art and principles of design with an emphasis on the four disciplines of art: production, history, criticism and aesthetics. All are designed to provide experiences in a variety of media and techniques, and build upon the student's knowledge of the creative art process. Project work is emphasized, and students are expected to show good work habits in the care and maintenance of supplies. Through various projects, class discussions, videos and handouts, students will discover a variety of ways to creatively communicate their ideas and represent themselves.

Art students will maintain a portfolio in which they will keep class projects, handouts and practice work. Students will be given the opportunity to evaluate themselves by using rubrics for class projects. Students are required to bring a pocket folder; an 8 x 10 spiral bound sketch book (for HW assignments) and a pencil to each class. Grades are determined by an evaluation of submitted projects, class work and homework.

TECHNOLOGY 8

General Areas of Study:

1. Introduce the world of technology and its major attributes
2. Awareness of basic technological resources
3. Problem solving models and processes
4. Become acquainted with systems and how they are controlled
5. Interaction of technology and the environment
6. Use of computer as a vital tool

Student Activities - Each student will engage in the following activities:

1. Problem solving methods and system models
2. Material and resource selection
3. Tool and machine usage
4. Product development and production
5. Data collection and manipulation
6. Alternative energy source development
7. Mechanical and technical drawing
8. Digital photo editing
9. CAD and CAM (Computer Aided Design and Computer Aided Manufacturing)
10. Engineering and Integrated STEM activities
11. Automation and Robotics
12. Design and Modeling

VOORHEESVILLE MIDDLE SCHOOL PHYSICAL EDUCATION

Mr. Sapienza: Director of Athletics/Dean of Students/Physical Ed. Chair
ext. 208, JSapienza@voorheesville.org

Mr. Fiato: Physical Ed. Teacher ext.305 or MFiato@voorheesville.org

Mr. Karins: Health/Physical Ed. Teacher ext. 367, AKarins@voorheesville.org

Ms. Sanders: Physical Ed. Teacher ext. 375, ASanders@voorheesville.org

Rules, Regulations and Grading Policies:

All School rules/dress codes will apply in addition to the following:

Proper Dress for Class:

► a complete change of athletic clothing must be worn to earn credit, including t-shirt or sweatshirt, shorts or sweatpants, socks and sneakers that tie. No jeans, jean shorts, cargo shorts, sleeveless tops, tank tops. School clothes should **NOT** be worn over or under physical education clothes.

► A “Not Equipped” NE will be given to a student NOT having sneakers to wear. Sneakers should be tied before class and remain tied and on feet during the class period. ***No Sandals or Flip-Flops will be allowed***

► Classes will be held outdoors in the fall and spring. Be prepared daily with a jacket, sweatshirt, extra socks/sneakers and/or sweatpants.

► No jewelry should be worn during class since it can pose a safety hazard.

Class Expectations:

1. Students will be given five minutes after the second bell rings and at the end of class to change clothes. Tardiness will result in the deduction of one point unless you have a hall pass.

2. No gum chewing, food nor drinks will be allowed in **the gym or locker room areas**.

3. All students will remain at bottom level of the hallway until the bell rings to end the period. **NO EXCEPTIONS.**

4. Any injuries or emergencies must be reported to the teacher during the class period so the proper action can be taken.

5. No student may leave the class, gym or locker room areas without permission from the teacher.

6. Abuse, destruction or misuse of physical education equipment will not be tolerated. Obscene language, gestures, harassment or disrespect will not be tolerated. Loss of points and written referrals will be submitted.

7. If you witness any acts of bullying or feel you are a victim of such behavior, please let one of your PE teachers know before you leave class.

Participation:

- A Student well enough to be in school is generally well enough to be dressed and participating in class. Any exception to this will be handled on an individual basis.
- Any student that will be excused from physical education class due to a medical restriction must receive a note from a physician to be submitted to the school nurse.
- A student who has become ill at school will discuss the problem with the teacher before the start of class and a decision will be made as to the best course of action for the student to take.
- Any student with an excused absence from school or excuse from class participation will be required to make-up the points to get credit for class (es) missed through Castle Learning, which is completely online.

Grading Requirements:

1. The points earned for the quarter will determine a student's grade. Points will be earned for proper dress and for class participation.
2. Each class will present an opportunity for the student to be assessed on a scale of 1-10. Physical ability is **NOT** the criteria for assessment. There are approximately 20 classes per quarter (x 10 pts. per class=200 total points).
3. Student grades will be in numeric form on report cards (0-100%)

Examples: A student who earns a 10 everyday would have a 100% on their report card. If a student earns an 8 everyday=80%. A 6 everyday would= 60%.

Daily Grading Criteria (1-10 Scale):

A **maximum** of 9-10 points will be earned each class period if a student...

- Participates to the best level of his/her ability. This includes the daily warm-up
- Shows good sportsmanship.
- Follows directions, class rules and expectations.
- Treats equipment, classmates, and teachers with respect.

A **maximum** of 8 points (loss of two points) will be earned each class period if a student...

- Performs unsafe act(s).
- Shows poor sportsmanship.
- Uses profanity.
- Puts others down.
- Breaks game rules or expectations intentionally.
- Argues with others.
- Is tardy to class.
- Does not complete daily warm-up

A **maximum** of 5 points will be earned each class period if a student shows minimal effort and participation during a class activity.

0 points will be earned each class period if a student...

- Has an unexcused absence
- Is being insubordinate
- Does not have sneakers
- Destroys school property
- Is not excused from class and not participating, or not wearing proper athletic clothes.

How to earn make-up points for an Unexcused Absences from class:

Online multiple choice make-ups through CASTLE LEARNING. Please see your instructor if you need further assistance.

Absences due to school functions will not factor in with your grade. If you are on a school field-trip or at a musical lesson you will **NOT** need to make-up that class. Please report to P.E. class first then to your musical lesson.

****Excused Absences include:*** *Illness, Serious Illness or death in the immediate family, medical or dental appointment, Religious observance, anything approved in advance by the school administration (job interviews, college visitations, field trips.) Any excused absence needs to come from the attendance office.*

****Unexcused Absences include:*** *Vacation, Hunting/fishing, missing the school bus, car problems, oversleeping, shopping, and employment.*

Lockers and Locker Rooms:

1. One small locker in the physical education locker room will be assigned to each student after class, physical education clothes must be locked in the small assigned locker.
2. A combination lock must be provided (no key locks will be allowed) and the teacher will record the combination. The combination should never be given to another student.
3. You are responsible for your PE lock. Replacement cost is \$5.
4. Once class begins, no student will be allowed back into the locker room without permission from the teacher. Locker rooms will be locked during class. Do not leave anything you may need during the course of the day in there.
5. Valuable belongings (jewelry, purses, wallets) must be locked in a locker during class. Leaving valuables lying around is only inviting theft. The physical education staff will not be responsible for lost or stolen articles.

MISCELLANEOUS:

√ **Student-Athletes must** change for and participate in Physical Education to be eligible to participate in their after-school sport. If you do not do so you are forfeiting your eligibility to participate.

√ You **WILL NOT** be allowed to wear your school issued team-uniform during PE class.

√ As per the code of conduct Students may not have any electronic devices (including, chrome books, cell-phones, etc.) during school hours (7:40-2:25). If brought to school these items should be left in lockers. Electronic devices that are visible and/or in use during PE class by a student will result in a teacher warning and then confiscation of the device. 1st time offenders will have the device returned at 2:25. 2ND time, the device will be turned over to an Administrator, and 3rd time parents will meet with a school Administrator.

SUPPORTIVE SERVICES

SUPERVISED READING/WRITING

Supervised Reading/Writing focuses on reading/writing in the content areas, vocabulary comprehension, thinking and study skills, as well as integration of reading and writing. Mechanics of writing (capitalization, spelling, punctuation, sentence structure) and composition development are stressed through individualized assignments that support students in their academic classes. Many materials including books, computer software, tapes, magazines, newspapers and writing logs are used to meet both group and individual needs. There is regular communication with content area teachers to coordinate students' academic programs. This class is not for academic credit.

6/7/8 RESOURCE ROOM (full year)

Students in the resource room are classified as in need of services by the Committee on Special Education. Support in the areas of reading, writing, spelling, and math is provided. Students are also taught organizational skills and study skills. As needed, academic support in the regular academic classes is provided to the students as well.

MATH LAB 6, 7, & 8

This course is additional math to reinforce concepts and skills necessary to be successful at math. The curriculum spans a wide range of topics and will supplement or augment the students' regular academic courses—i.e., the students receive more intensive academic assistance on course-related work—with the goal of helping students keep pace with expected learning standards. The class is not for academic credit.

HUMANITIES LAB 6, 7 & 8

This course is an additional ELA period to support reading and writing skills. Part of each class will be dedicated to grammar instruction, such as verb tense, variety of sentence structure, complete sentences vs. fragments, etc. Some classes will be more geared towards reading skills, and students will use reading strategies to engage more closely with their choice reading book or shorter texts read in class. Other classes will focus more on writing skills, specifically those we're working on during that current English unit. Students will keep a notebook for Humanities Lab where they respond to prompts in order to practice writing skills and to build their writing fluency and stamina. The class is not for academic credit.

LEARNING LAB

This is a structured study period where students get assistance with organization, study skills, homework and review of class content.

ELECTRONIC DEVICES POLICY

Electronic devices, which include cell phones, iPods, tablets, iPads, etc., will not be allowed from 7:35 a.m. to 2:30 p.m. unless the teacher specifically gives his/her permission for classroom use.

Regardless of the location, certain actions are prohibited with electronic devices, including recording videos, taking pictures, using the devices in an attempt to cheat, or any form of bullying/harassment.

As part of the policy, there are definitive consequences as well. Specifically, electronic devices that are seen by staff members at non-approved times may be confiscated by the staff member and sent to the office.

PARENT PORTAL

The Parent Portal enables us to improve our home-school communication by allowing you to monitor your child's grades and assignments via the website of our student management system, eSchool Data. In addition, you will be able to view electronic versions of the most recent report card.

You received a login ID and password in Elementary School, along with directions on how to access your child's portal. If you already have an existing account that you have used because you have a student in the high school or middle school, you will continue using that ID and password to access information for your incoming middle school student.

Parents are encouraged to monitor the portal regularly to check for missing work and unsatisfactory grades. If there are questions or concerns, the parent should then contact the individual teacher for details.

PURPLE NEWSLETTER

The Purple Newsletter is an informational weekly summary of grade level topics. The newsletter will be posted on the Voorheesville Middle School website each Monday and sent via School Messenger.

SCHOOL MESSENGER

School messenger will be used to send important news and updates from Voorheesville Middle School.

FAMILY BUSINESS/VACATION ABSENCE HOMEWORK POLICY

Generally, it is not in the best interest of a child's educational program to miss school for such things as family vacations, trips, and out of town family events. However, the decision to miss school for such events rests with the family.

Much of the middle school program involves in-class lessons, activities, discussions, and projects that take place during the school day. Such work is not easily replicated at home. In the event of an extended absence for such family business, teachers will try to provide in advance, what work they may have available at the time the student leaves. The parent should provide, at least a week in advance, a note or email to the attendance office (attendancehsms@voorheesville.org) stating the dates of the anticipated absence. It will be the responsibility of the student to check in with each of his/her teachers before leaving to determine what work the teachers may have for the absence. It is also the student's responsibility to make sure he/she has all necessary textbooks and school materials to complete the work. When the student returns, he/she will be expected to hand in all of the work given prior to the absence, and schedule times with teachers to make up additional assignments, labs, and/or classwork. Such times may be during study halls, Access, and after school. Arrangement for make-up times for credit missed for gym classes will be made with the phys ed teacher. Tests and quizzes from the absence should be made up as soon as possible upon the student's return to school.

HOMEWORK PROCEDURE FOR STUDENT ABSENCES

GRADES 6, 7 & 8

Upon return from an absence, a student will receive additional time to collect and complete assignments given during the absence. The student should always confer with individual teachers to determine how much additional time will be granted.

FOR AN ABSENCE OF ONE DAY OR LESS:

1. Students should check the assignments on Google Classroom.
2. Worksheets could be collected by a classmate, or upon return to school.
3. *The office does not collect work, handouts, or textbooks for students who will be absent one day or less.*

FOR AN ABSENCE OF TWO OR MORE DAYS:

1. Students should collect assignments daily from Google Classroom pages.
2. Worksheets may be requested by calling the Middle School Office before 9:00 a.m. (765-3314 ext. 408). Worksheets for student will be available after 3:00 p.m. An envelope with child's name will be placed in the plastic bin attached to the glass window outside the M.S. office. Please take the work and leave the envelope.
3. Picking up the collected materials, as well as any textbooks required, is the responsibility of the parents.

MIDDLE SCHOOL SPORTS

Grades 6, 7 & 8

(7th and 8th grade students are eligible for modified sports teams)

FALL

Cross-Country
Football
Golf
Boys' Soccer
Girls' Soccer
Girls' Swimming
Girls' Tennis
Girls' Volleyball
Cheerleading

TEAMS

Varsity, Modified
Varsity, (J.V. or Modified)
Varsity
Varsity, J.V., Modified
Varsity, J.V., Modified
Varsity (Combined with Guilderland)
Varsity
Varsity, J.V., Modified
Varsity, J.V.

WINTER

Boys' Basketball
Girls' Basketball
Boys' Bowling
Boys' Swimming
Wrestling
Cheerleading
Ice Hockey

Indoor Track (co-ed)
Boys' Volleyball
Boys' Volleyball

Varsity, J.V., Modified
Varsity, J.V., Modified
Varsity
Varsity (Combined with Guilderland)
Varsity (Combined with BKW)
Varsity, J.V., Freshman
Varsity (Combined with Guilderland, Schalmont, Scotia, Mohonasen)

Varsity
Varsity
Varsity

SPRING

Baseball
Softball
Boys' Tennis
Track (co-ed)
Boys' Lacrosse
Girls' Lacrosse
Girls' Lacrosse

Varsity, J.V., Modified
Varsity, J.V., Modified
Varsity
Varsity, Modified
Varsity, Modified
Varsity, Modified
Varsity, Modified

*In order to participate on a varsity or junior varsity team, middle school students must pass the Athletic Placement Procedure. More information on the Athletic Placement Process may be obtained from the Athletic Director, Joseph Sapienza, at ext. 208.

MS ACTIVITIES

1. Band
2. Chorus
3. Spelling Bee
4. Band/Chorus Solo Festival (NYSSMA)
5. Teen Nights
6. Odyssey of the Mind

MS CLUBS

1. Student Council
2. Drama Club
3. Blackbird TV
4. Builders Club
5. Teen Book Club
6. Yearbook Club
7. Guitar Club
8. Jazz Band
9. Dance Club
10. Art Club
11. Game Club
12. Chess Club (HS club open to MS students as space allows)
13. Visibility Club
14. Equity Club

*A description of the clubs and activities can be found on the MS Website under MIDDLE SCHOOL LINKS – (MS CLUBS & ACTIVITIES).