

Greenwich  
Junior-Senior  
High School



*"Building on a Tradition of  
Excellence"*

**Educational Planning Guide  
Grades 7-8**

**2015-2016**





**Greenwich Junior-Senior High School**  
**10 Gray Avenue, Greenwich, NY 12834**

Dear Parent/Guardian,

The 2015-2016 Greenwich Junior-Senior High School 7-8 Educational Planning Guide (EPG) is a tool designed to help students and their parents maximize their educational opportunities at Greenwich Junior High School. The 7-8 EPG consists of course descriptions for those courses that will likely be offered during the 2015-2016 school year. It also provides important information about our academic policies and procedures and, perhaps most importantly, outlines the minimum requirements a student needs to earn an Advanced Regents diploma in New York State. The Advanced Regents diploma is the diploma type that the majority of the students in our school should be working toward while in high school as it indicates that a student has passed the classes and NYS required exams considered essential for career readiness and college preparation. Even though your child is still in Junior High, we feel it is important to identify the Advanced Regents diploma as your child's minimum academic goal so that they clearly understand what is expected as they move forward from the junior high to the high school.

Your son/daughter needs to leave Grade 8 with the knowledge, skills, and habits necessary to be able to successfully make the transition to the high school and beyond. You can help us prepare your child by taking an active role in the course selection process and by working closely with your child's teachers during the course of the school year. Our shared goal is to keep your daughter/son "on track" to enter 9<sup>th</sup> grade ready to maximize their educational experience in the high school. Our counselors and teachers look forward to partnering with you in this incredibly important and rewarding endeavor.

As always, we welcome you to contact us if you have any questions or concerns about our educational program and/or your son/daughter's progress toward a diploma and beyond.

Respectfully,

A handwritten signature in black ink, appearing to read "G. Niesz".

George C. Niesz  
7-12 Principal

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### How to Use this Guide

The **Educational Planning Guide** is intended to aid students, parents and school personnel in the planning of academic programs at Greenwich Junior High School.

As students and their parents read through this Planning Guide, they should try to plan for not only the next school year, but for the years beyond. The chart at the bottom of this page shows the required courses that a student needs to pass throughout their high school career to earn an Advanced Regents diploma. Some students who struggle meeting some aspect of the Advanced Regents diploma will earn a Regents Diploma. (See School Counselor for Regents Diploma description.)

<b>Required Courses for an Advanced Regents Diploma</b>	
English	4 UNITS
Social Studies	4 UNITS
Math	3 UNITS
Science	3 UNITS
Health	1/2 UNIT
Art and/or Music	1 UNIT
Foreign Language (LOTE)	3 UNITS (or 1 unit in LOTE and 5 units in Art/Music/Tech/Agriculture or Business)
Physical Education	2 UNITS
Electives	2 UNITS
<b>Total Required Credits (minimum)</b>	<b>22 UNITS</b>

## Policies and Procedures

### Passing Standard

The passing standard in Greenwich Junior-Senior High School is 65%. Special education students in an IEP Diploma Program will progress each year based on successfully meeting their IEP goals. If an IEP student fails to meet his/her goals, he/she may be retained.

### Promotion Criteria for Junior High

Students who fail to meet academic expectations in grades 7 and 8 may be retained at that grade level in the following academic year. Many opportunities will be available for students who have demonstrated a need for additional help. Academic Intervention Services in Math, English/Language Arts, Science, and Social Studies, as well as Summer School are services currently being offered by GCS.

The following guidelines will be used in making retention recommendations.

Students will be retained at the grade level in Grade 7 and 8 after the following:

- 1) A staff based recommendation for the appropriateness of retention. This will be based on students who fail two or more classes in E/LA, Math, Science, or Social Studies with an average of 64.4 or below.
- 2) A meeting with parents, student, administration and relevant teaching and support staff to further discuss an educational plan.

### Incomplete Grades

Teachers should only place Incomplete on a student's report card in extraordinary circumstances. Extraordinary circumstances will usually be defined as times when a student has missed a significant amount of instructional time due to an illness or other excused absence from school. All incomplete grades MUST be changed to numeric grades within two weeks of the posting of the incomplete grade.

### **Tutored Students**

Students that are tutored (are not receiving instruction during the regular school day) are entitled to instruction that is commensurate to what is happening in the regular classroom. It should not be assumed that a student being tutored will always receive exactly the same assignments as the students regularly attending class because of the obvious difference in the way the student is receiving instruction. Teachers will assign work for students being tutored that will allow the student to meet the New York State learning standards. When a student requires tutoring for an extended period of time (longer than  $\frac{1}{2}$  of a school year), he or she will likely not be able to maintain a full schedule of classes. The school counselor will develop a new class schedule for students being tutored that allows the student to maintain enrollment in the minimum number of core courses (Math, English, Social Studies, and Science) plus any courses that the counselor and tutor believe can be successfully completed through tutoring.

### **Honor and High Honor Roll**

At the end of each marking period, the **Honor Rolls** will be determined. In order to be eligible, the following averages must be achieved:

- **High Honor Roll** - 90% or higher
- **Honor Roll** - 85% to 89.5%

Honor rolls will be published in local newspapers.

### **Advanced Classes**

The goal of Advanced classes is to provide an enhanced math and science curriculum that will interest and challenge your child. The practical result of success in an accelerated program will be for your child to participate in high school math and science in eighth grade. The accelerated Math 7 and Science 7 classes include the essential elements of both seventh and eighth grade curricula. These classes are rigorous and fast-paced. More independent study time will be required for both homework and test preparation.

The decision to place your child in these classes will be based on the criteria listed within the Course Offerings in this booklet.

### Sample 7th Grade Schedule

PERIOD 1	MATH 7
PERIOD 2	SOCIAL STUDIES 7
PERIOD 3	TECH/FACS/ART*
PERIOD 4	CHORUS OR BAND
PERIOD 5	LUNCH
PERIOD 6/7	ELA 7
PERIOD 8/9	PHYS. ED/ STUDY HALL
PERIOD 10	SCIENCE 7
PERIOD 11	SPANISH/FRENCH

\* 2 quarters of Technology, 1 quarter of FACS,  
1 quarter of Art

Accelerated Math/Science students and/or  
AIS/Special Education students will have  
slightly different schedules to meet.

### Sample 8th Grade Schedule

PERIOD 1	SCIENCE 8
PERIOD 2	MATH 8
PERIOD 3	ELA 8
PERIOD 4	PHYS. ED/STUDY HALL
PERIOD 5	LUNCH
PERIOD 6/7	SPANISH/FRENCH
PERIOD 8/9	FACS/TECH/ART*
PERIOD 10	SOCIAL STUDIES 8
PERIOD 11	HEALTH/TECH/FACS*

\* 2 quarters of Technology, 2 quarters of FACS,  
1 quarter of Art, 2 quarters of Health

Accelerated Math/Science students and/or  
AIS/Special Education students will have  
slightly different schedules to meet.

## **Course Offerings**

*Please note that some courses in this guide are not offered each year. Please check with your counselor for details.*

## **ART AND MUSIC**

### **ART 7 & ART 8**

The 7<sup>th</sup> and 8<sup>th</sup> grade art courses meet state and local requirements. The art elements are used as the basis for projects. During the 7<sup>th</sup> and 8<sup>th</sup> grade art classes, students complete assignments which include the use of color, line, texture, balance, composition, two and three dimensional design, drawing, painting, mixed media and art history.

### **CHORUS**

The Chorus meets on alternating days. Chorus students will experience many styles of music from Renaissance through Contemporary, including folk music, popular music, jazz and music of other cultures while learning and practicing techniques of singing, musicianship and artistic presentation. One full credit of chorus will satisfy the New York State art/music requirement for graduation.

### **BAND**

The Band meets on alternating days. A wide variety of classical music, traditional concert band music, popular and seasonal music is performed. Enrolled students take one individual lesson per week on a 4 week rotating period basis.

Attendance at lessons and evening performances is mandatory. There are several opportunities during the year to perform in advanced ensembles, and to perform at in-state and out-of-state festivals. One full credit of Band will satisfy the New York State art/music requirement for graduation.

### **GENERAL MUSIC**

Seventh grade General Music is a class for students that do not perform in junior high band or chorus. It offers the opportunity to understand how music is designed, and where it comes from. Students use critical listening skills as they are exposed to music from several different categories, eras, and continents.

## **ENGLISH/LANGUAGE ARTS**

### **ENGLISH 7**

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This course will focus on the Common Core Standards for English Language Arts in 7<sup>th</sup> grade. Students will read to identify key ideas and details, examine the author's craft and structure of a writing piece, and explore the integration of knowledge and ideas in a variety of media and writing formats. Students will read and comprehend challenging literary and informational texts both as a class and independently. Students will also complete a variety of writing pieces, focusing on the overall theme of understanding the writing process, including a narrative, an argument, an informative article, literary responses, and research writing. Students will represent their discoveries and growth in a literacy portfolio which will be submitted and presented at the year's end. Preparation for the seventh grade English/Language Arts exam will be ongoing.

### **ENGLISH 8**

This course will concentrate on the skills and developmental concepts outlined in the eighth grade English Language Arts Common Core standards for students at this level. Students will develop their reading skills and strategies by identifying key ideas and details, examining authors' techniques, purposes for writing, and various ways of structuring different types of writing pieces based on genre, while also exploring the integration of knowledge and ideas in a variety of media and writing formats. Students will read and comprehend challenging literary and informational texts both independently and as a class. Students will also continue to foster an understanding and appreciation for the writing process through the development of various writing pieces such as a persuasive essay, an historical fiction piece, short response pieces, extended literary responses, and research-based writing. Students will represent their discoveries and growth in a literacy portfolio that represents their accomplishments from the course.

## **FAMILY AND CONSUMER SCIENCE**

### **FAMILY AND CONSUMER SCIENCE**

This state-mandated course is taught in Grade 7 (10

weeks) and Grade 8 (20 weeks) in the discipline of Family and Consumer Sciences. It is a course designed to prepare students to meet their present and future responsibilities as family and community members, consumers, home managers and wage earners. Family and Consumer Sciences is organized into four process skills (the “how” of learning) and ten content topics (the “what” of learning). The process skills are not taught as separate entities but are infused into the content areas. The process skills include communication, leadership, management and thinking. The content topics are: community connections, career development, clothing management, consumer resource management, family/parenting, financial management, human development, interpersonal relationships, nutrition and wellness, and personal environment management. The use of real-life relevant tasks, laboratories, simulations, and community involvement is an integral part of the course, as is the use of research, class discussions and group activities.

## **TECHNOLOGY**

### **7TH AND 8TH GRADE TECHNOLOGY**

Technology is a state-mandated course that is taught in Grades 7 and 8. Students will take Technology for half the year in each grade and will explore various topics. These courses will help students to use Math, Science, and Technology in combination to solve complex problems. Through the use of projects, worksheets, and tests, these classes will enhance the student’s ability to plan, organize, problem solve, and construct optimal solutions for technological problems. Topics explored over the two years will be the history of technology, measuring, science of technology, aerospace, structures, electricity/electronics, automation and robotics, and design.

## **HEALTH AND PHYSICAL EDUCATION**

### **HEALTH**

This course meets the NYS standards for Health Education. Subjects to be covered are:

- First Aid
- Stress

- Suicide
- Bullying
- Decision making Consequences
- Smoking, Alcohol, Drugs
- Diseases
- STDs
- Family Life Education

### **PHYSICAL EDUCATION**

The Greenwich Junior High School Physical Education program centers around promoting health and fitness through team sports and lifelong activities. The program also emphasizes positive personal and social behaviors while involved in physical activity. Our goal is to provide our students with the knowledge and skills that are essential to maintain a physically active life.

## **LANGUAGES OTHER THAN ENGLISH**

*The goal of second language learning is the achievement of functional communication in the context of the culture.*

*In order to attain this goal, students will develop proficiencies in listening, speaking, reading and writing at the beginning levels and will progress to more complex levels of the language. In addition, the student will gain a comprehensive appreciation for other cultures.*

### **New York State Language Requirement**

All students (except those found to be exempt by the Committee on Special Education) are required by New York State to earn at least one credit in Language Other Than English. Greenwich offers students in 7th & 8th grade the opportunity to earn 1/2 credit per year in LOTE.

### **FRENCH 7/8 AND SPANISH 7/8**

**Credit: 1 High School Unit (after the successful completion of 8th Grade course)**

French/Spanish 7 is a course which instructs students in the basics of the language. French/Spanish 8 is a continuation and explores each unit in more depth. Much of the classwork involves listening and speaking skills as the emphasis of the course is on communication in real-life situations. Practical topics are the focus of each unit. Listening and speaking are

emphasized as students become more familiar with the pronunciation and sound structure of the language. Reading skills are practiced with authentic materials such as menus, newspaper ads, recipes, and television listings, as well as short stories and dialogues. Writing practice begins with simple sentences and progresses to longer tasks including letters and compositions. Students learn about the cultures of many different countries around the world. Songs, games, and videos are used to practice and reinforce knowledge of vocabulary and structure.

## MATHEMATICS

### MATH 7

Math 7 is based on the Common Core State Standards which will help develop student's math knowledge and understanding.

In Grade 7, instructional time will focus on four critical areas: (1) developing an understanding of, and applying proportional relationships; (2) developing an 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.

Students will be involved in hands-on projects to see applications of concepts presented during instruction. We will make sense of problems and persevere in solving them. Students are encouraged to use math vocabulary as they explain procedures involved in problem solving.

Assessments will follow the format of the state assessment. The intent of this procedure is to familiarize students with the style of the state assessment.

### MATH 7A

**Prerequisites:** *Each of the following criteria will be given a rating and a total score will be determined. A committee will review this information and a final determination will be made by the principal.*

- **Readiness Predictor Assessment (Algebra Prognosis Test)**
- **Average in subject area (Math)**
- **Score on NYS Math Test (6th grade)**
- **Teacher recommendation form**
- **Student Essay**

Math 7A incorporates all Standards for Mathematical Practices for 7<sup>th</sup> and 8<sup>th</sup> grade as outlined in the mandated Common Core

Learning Standards in Mathematics. Students will be covering all the standards in 7<sup>th</sup> and 8<sup>th</sup> grade that are incorporated into the domains of Ratio and Proportional Reasoning, Number System, Expressions and Equations, Geometry, Statistics and Probability, and Functions. The pace is rapid as students are expected two grade levels of standards by June. Upon successful completion of this course, students will move on to Integrated Algebra (9<sup>th</sup> Grade Math).

### **MATH 8**

Math 8 covers the Mathematical Practices for eighth grade as outlined in the mandated Common Core Learning Standards in Mathematics. Instructional time will be focused on three critical areas: formulating and reasoning about expressions and equations, grasping the concept of a function and analyzing two and three-dimensional figures. This course is designed to prepare students for the ninth grade Integrated Algebra course.

### **INTEGRATED ALGEBRA 8**

**Credit: 1 High School Unit**

**Prerequisites:**

- **At least an 85% average in Math 7A**
- **A score of 4 on the NYS 7th Grade Math Exam**

Integrated Algebra is the first Regents mathematics course. It provides tools and ways of thinking that are necessary for solving problems in a wide variety of disciplines, such as science, business, social sciences, fine arts, and technology. Topics include, but are not limited to, functions, coordinate geometry, systems of equations, measurement, data analysis, trigonometry, and probability theory.

## **SCIENCE**

### **SCIENCE 7**

This course will focus on life science concepts and skills outlined by New York State to promote success on the state Science Assessment that will be given in their 8<sup>th</sup> grade year. This exam is broken into two parts: a lab practical and a written exam. Students will demonstrate proficiency in the following skill areas: Scientific Method, Chemistry, Cell Biology, Ecology, Plant and Animal Systems, Genetics and Evolution.

Students will be encouraged to develop good inquiry skills and use technology such as microscopes, Microsoft PowerPoint and Microsoft Publisher to explore and present science.

## **SCIENCE 7A**

**Prerequisites:** *Each of the following criteria will be given a rating and a total score will be determined. A committee will review this information and a final determination will be made by the principal.*

- **Test of Logical Thinking**
- **Science Content Test**
- **Teacher recommendation form**

This course studies both life science and physical science as outlined in the New York State Intermediate Level Science Curriculum. Students complete a yearlong authentic research project focused on a topic of their choice. They then present their findings at local science symposia. The class is inquiry-based and the pace is rapid as students are expected to master 7<sup>th</sup> and 8<sup>th</sup> grade material in the 7<sup>th</sup> grade year. Topics covered in this year are Scientific Method, Chemistry, Physics, Electricity & Magnetism, Sound & Light, Astronomy, Earth Science, Cell Biology, Ecology, Plant and Animal Systems, Genetics and Evolution.

## **SCIENCE 8**

This course studies the physical sciences concepts of the New York State Intermediate Level Science Curriculum. Students will have two state assessments in the spring consisting of a lab exam and a written exam covering both physical and life science (from seventh grade). The topics covered during the year are Scientific Method, Chemistry, Physics, Electricity & Magnetism, Sound & Light, Astronomy, and Earth Science.

## **LIVING ENVIRONMENT 8A**

**Credit: 1 High School Unit**

**Prerequisites:**

- **An 85% average in Science 7A**
- **A score of 4 on the NYS 8th Grade Science Test**

This course explores the science of the living world around us. Topics include: Scientific Inquiry, Ecology, Cell Systems, Immunology, Genetics, and Evolution. The course also has a required laboratory component that is critical to understanding the Living Environment. In order for students to be eligible for the Living Environment Regents exam, they must complete 1200 minutes of successful (65% or better) laboratory experience.

# **SOCIAL STUDIES**

## **SOCIAL STUDIES 7**

This course will focus on reinforcing and expanding on the Common Core standards outlined by New York State. Students will demonstrate proficiency in the following skill areas: reading and analyzing documents, critical analysis and evaluation; information and understanding, and a general knowledge of United States and New York history.

This course will focus on the first half of United States history, from the time Native Americans first explored the Americas, to Reconstruction.

## **SOCIAL STUDIES 8**

This course will focus on reinforcing and expanding on those skills and content outlined by New York State to promote success on the eighth grade final exam, which is given in June of the eighth grade year. Students will demonstrate an understanding of United States history from 1865 to the present and will use a variety of intellectual skills to demonstrate their understanding of major eras, ideas, themes, and turning points in U.S. history.

*NOTE: Students that would like to take Advanced Global Studies in Grade 9 will need to earn a course average and a final exam grade of 90% or better, as well as a high 3 or 4 on the NYS 8th grade ELA exam.*

# **ACADEMIC INTERVENTION SERVICES**

## **ACADEMIC INTERVENTION SERVICES (AIS)**

AIS is required by NYS Education regulations and provides additional instruction to students in English/Language Arts, Science, and/or Mathematics based on performance in required New York State assessments, classroom performance, and/or teacher recommendation.

Services are provided in two forms: progress monitoring and scheduled AIS classes. AIS classes supplement the instruction provided in the general curriculum and assist students in meeting the State Learning Standards.

Progress monitoring involves the AIS teacher monitoring a student's performance every five weeks to check on his/her progress in the respective academic class through contact with the content teacher. If this form of service is not effective then the student will be placed in an AIS class if his/her

schedule allows.

AIS is intended to assist students who are at risk of not achieving the State Learning Standards in English Language Arts, Science, Mathematics, and/or Social Studies. This program is also for students who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State assessments. AIS will be made available to students with disabilities on the same basis as non-disabled students.



## **KEYS TO SUCCESS FOR GREENWICH JUNIOR HIGH STUDENTS**

- Stay organized (Clean out your locker once a week)
- Maintain a daily assignment pad or academic planner.
- Complete homework each day! Turn homework in on time.
- Ask for extra help when needed
- Pay attention to classroom teacher. Avoid being distracted.
- Read and follow directions on exams and assignments.
- Prepare a written outline before writing a paper or report.
- Do not plagiarize. Always cite your source.
- Keep a positive attitude. Turn off negative self-talk.
- Learn to manage your time. Make time each day for study time.
- Follow classroom and building rules.
- Familiarize yourself with the Media Center and take advantage of its resources.
- Be respectful of classmates, teachers and other staff.
- Stay healthy by eating well and exercising regularly.
- **DO YOUR BEST EACH DAY.** It is all you can ask of yourself.

**Administrative Contact Information**

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**Junior/Senior High School**

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