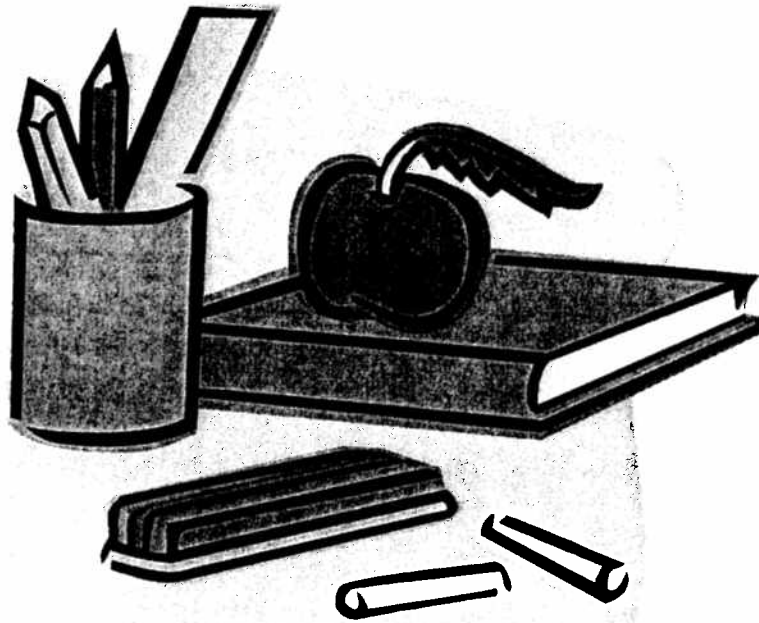


Voorheesville
Middle School
Course and Program
Information



2010-2011
Voorheesville Middle School
Route 85A
Voorheesville, NY 12186
765-3314 ext. 408

on the web at www.vcsdk12.org

TABLE OF CONTENTS

1. Middle School Instructional Program
- 2-3. Daily Schedule
- 4-6. Reports to Parents
7. Referral Form
8. Counseling Department
9. Good Study Habits/Internet Safety
10. English
11. Mathematics
12. Science
13. Social Studies
- 14-15. Visual and Performing Arts
16. Foreign Language
17. Health/First Aid
- 18-19. Family and Consumer Science
20. Technology
21. Physical Education
22. Supportive Services
23. Homework Hotline/Family Business-Vacation Homework Policy
24. Homework Procedure for Student Absences
- 25-26. Clubs & Activities
- 27-28. Voice Mail Extensions
29. Map

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
Foreign Language	6*	20 weeks
	7-8	40 weeks
Computer Literacy/Keyboarding	6	10 weeks
	7	10 weeks
Physical Education*	6-7-8	40 weeks
Band* (elective)	6-7-8	40 weeks
Chorus* (elective)	6-7-8	40 weeks
Music/Art 6	6	10 weeks
Music 7*	7	40 weeks
Art 7*	7	40 weeks
Home & Career Skills	7	10 weeks
	8	20 weeks
Technology	8	40 weeks
Health	6	10 weeks
	7	10 weeks
Health/First Aid	8	10 weeks
Supervised Reading/Writing*	7-8	40 weeks

*These courses meet on an alternate day basis

MIDDLE LEVEL (Gr. 6, 7 & 8) 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

Grades 6-7-8

Warning bell

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

Activity Period (Tues.-Thurs.)	2:35 - 3:30
Late Buses leave	3:40

The Activity Period runs from 2:35-3:30. Additional classroom help is provided; clubs, Homework Center, detention and other school activities occur. The Activity Period is provided Tuesday through Thursday with the late buses departing at 3:40 p.m. Students who are not remaining after school for a scheduled activity or extra help should plan on riding the 2:25 bus home.

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 are sent home 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 REPORTS are sent at the mid-point for each marking period and contain comments, either commending excellent work or identifying areas for improvement.

CONFERENCES with parents are an important part of the reporting process. A conference may be initiated by the student, parent, or staff members. Call the Middle School Office to make an appointment.

Voorheesville Middle School
Report Card: Marking Period 2 (11/09/2009 - 01/27/2010)
 432 New Salem Road Voorheesville, New York 12186
 School Telephone No: (518) 765-3314
 Brian Whitley, Principal

Student: _____ **Surname:** _____ **ID Number:** _____
Address: _____ **DOB:** _____ **Grade:** 7
Counselor: Blumberg, Barbara **Phone:** 518-765-3314x420

Course	MP1	MP2	MP3	MP4	MT	FE	FNL CRS. GRD.	ABS. Cum. Abs.	Tardy. Cum. Tardy.	Staff	C.E.
Music 7 Attitude and motivation are both excellent.	88	97	94	--	--	--	--			Mr. Kaplan	
English 7 Student has exerted extra effort. Student has shown good contribution through class participation.	89	93	90	--	--	--	--			Miss Burgoon	
Spanish 7 Is encouraged to continue strong performance. Student has shown good contribution through class participation.	97	97	90	--	--	--	--			Mrs. Bills	
Phys Ed. 7	A+	A+	B	--	--	--	--			Mr. Karins	
Social Studies 7 Student has homework well done, neat and on time. Student has excellent test and quiz scores. Student is a pleasure to have in class.	93	96	90	--	--	--	--			Mr. McPherson	
Science 7 Student has homework well done, neat and on time. Student has excellent test and quiz scores.	91	90	90	--	--	--	--			Mrs. Bradshaw	
Computer Tools 7	--	--	P	--	--	--	P			Mr. Whitty	0.00
Math 7 Student has homework that has been consistently completed on time. Student has satisfactory quiz grades.	83	81	86	--	--	--	--			Mrs. Seaburg	
Art 7 Student is a pleasure to have in class. Student has shown improved performance. Is encouraged to continue strong performance.	84	92	92	--	--	--	--			Ms. Wells	
Health 7	88	--	--	--	--	--	88			Mrs. Vorse	0.00
Average MP: Unweighted Grade	89.57	91.92	89.83				0.00				
Average Final: Unweighted Grade											
Cumulative: Unweighted Grade		90.74									

Daily Attendance:	Absences: 0	Tardy: 0
Cumulative Daily Attendance:	Absences: 1	Tardy: 0

Academic Key: PASSING GRADE=65..F=True grade is below 55..INC=Incomplete..MED=Medical..EFFORT GRADES: E=Excellent..P=Good effort..S=Satisfactory..U=Unsatisfactory
 If you would like to discuss this report, please call your child's counselor or the teacher & a parent/teacher conference can be arranged.

Voorheesville Middle School
Progress Report : 1 09/08/2009-10/09/2009
 432 New Salem Road
 Voorheesville, New York 12186
 School Telephone No: 518-765-3314
 Brian Whitley, Principal

To the Parent/Guardian of

Student: _____
Address: _____

Grade: 6

Counselor: Barbara Blumberg

Phone: _____

Course: Math 6	Staff: Mrs. Zeh	
<ul style="list-style-type: none"> • Student has achieved a present grade in the 80's. • Student is a very conscientious worker. 		
Course: Science 6	Staff: Mr. Chaize	
<ul style="list-style-type: none"> • Student has achieved a present grade in the 90's. • Student is doing good work. • Student does well on weekly quizzes. 		
Course: Social Studies 6	Staff: Mr. Glisson	
<ul style="list-style-type: none"> • Student has homework that has been consistently completed on time. • Student displays consistent effort. 		
Course: Computer Tools 6	Staff: Mrs. Garvey	
<ul style="list-style-type: none"> • Student is making an excellent effort. 		
Course: Phys Ed. 6	Staff: Ms. Bassler	
<ul style="list-style-type: none"> • Student should be commended for positive behavior and attitude. 		
Course: English 6	Staff: Mrs. Maloney	
<ul style="list-style-type: none"> • Student has homework well done, neat and on time. • Student is making an excellent effort. 		
Course: Chorus 6	Staff: Ms. Fisk	
<ul style="list-style-type: none"> • Student demonstrates satisfactory attitude and behavior. 		
Course: French 6	Staff: Mrs. Devenpeck	
<ul style="list-style-type: none"> • Student is making an excellent effort. 		
Daily Attendance:	Absences: 0	Tardy: 0
Cumulative Daily Attendance:	Absences: 0	Tardy: 0

If you would like to discuss this report, please call your child's counselor or the teacher & a parent/teacher conference can be arranged.



Student Incident Report



Clayton A. Bouton High School • Voorheesville Middle School
432 New Salem Road • Voorheesville, NY 12186 • (518) 765 -3314 • Fax: (518) 765-5547

Student's Name _____ Grade _____

Date of Incident _____ Location _____

Teacher's Name _____ Behavioral Academic

Description of Incident: _____

Steps taken by Teacher to resolve incident: 1. _____
2. _____
3. _____

Previous action taken by teacher: (be sure to include dates):
 Detained Student After School _____ Consulted Guidance Counselor _____
 Held Conference with Student _____ Contacted Parent(s) / Guardian(s) _____

Action taken by Administration:
Warning: _____ Detention: _____
Alternative Education Setting: _____ Parent Conference: _____
Out-of-School Suspension: _____ Referred to Counselor: _____
Parent Contact: _____ Other: _____

Administrative Disposition: _____

To Parents: Please discuss this incident with your child. If you have any questions regarding this matter, please call the school.

White - Parent Copy
Yellow - Office Copy
Pink - Guidance Copy
Gold - Teacher Copy

COUNSELING DEPARTMENT

Welcome to the Voorheesville Middle School's Counseling Program. Our goal is to assist students and their families in making the most of the opportunities available during the middle school years.

Guidance and advisement services assist in planning appropriate course selections for students, taking into consideration current State Education Department mandates, and individual student strengths, interests, and areas in need of remediation. **Informational meetings** are held for parents and students in 5th and 8th grade to explain the requirements and course options available to students as they transition to the next level.

Consultation services serve to assist families in accessing appropriate community agencies and resources as needed to help with family concerns. The counselor is also consultant to the grade level teaching teams, and families, to identify and remediate areas of concern for individual students. She arranges and facilitates parent- teacher conferences, and can initiate referrals to the Pupil Services team or Committee on Special Education for further evaluation.

Counseling services support students in personal or family crisis, assist with peer interactions and mediate conflicts between students. Counseling can be either individual, or if a number of students have similar concerns, in groups. She also consults with outside counseling providers. **Ms. Blumberg** is the counselor for Middle Level. She may be reached at 765-3314 ext 408 or at blumberg@vcsdk12.org.

Also available through the Guidance and Counseling Center is our full-time **School Social Worker**, Ms. Mariel Chu. She is available to students in grades 6-12, and can provide services dedicated to supporting students' social, emotional, and academic needs. The School Social Worker provides individual and group counseling, crisis intervention, consultation with teachers and parents, participates in Special Education planning, and serves as a link between home, school, and the community. Counseling services can address a range of concerns, from short-term support and consultation, to addressing more extensive factors impairing school functioning. Referrals to appropriate outside agencies may also be provided. Most students are referred to social work services through the Pupil Services Team.

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.

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.

INTERNET SAFETY

Parents often turn to the school for guidance in supervising their children on the internet. We have posted some helpful information and links on the middle school guidance page on the school website! www.vcsdk12.org.

ENGLISH

GRADE 6

Students will begin the year by discussing the summer reading book. They will then read a new book that contains similar themes which will lead to a compare and contrast essay about the two books. Students will read a variety of genres throughout the year and respond to the literature in many ways, including discussion groups and book projects. They will focus on listening, writing, speaking, and thinking skills through classroom practice and the completion of work at home. The spelling program will consist of words used in other content areas and common spelling rules and patterns. Writing assignments will provide grammar and usage practice. Vocabulary enrichment will continue throughout the year, based on the book being currently read or on a weekly theme. Students will also prepare for the NYS English Language Arts Test in writing and reading given in the spring.

GRADE 7

This course has been designed to encourage thinking skills and promote creativity in all forms of expression. Class activities include vocabulary, spelling, and the study of grammar. Techniques of composition are studied and practiced. In addition, a variety of forms of literature is read and discussed throughout the year. Furthermore, students are given ample opportunity to speak in class on both a formal and informal basis. Organizational skills are emphasized for a smooth transition from sixth to seventh grade. Students also prepare for the N.Y.S. English Language Arts Test in writing and reading given in spring.

GRADE 8

A specific goal of this class is to improve existing communication skills by adding new experiences in writing, reading, listening and speaking. In eighth grade, the research paper is introduced and students are encouraged to develop composition skills through the study of grammar. Students also prepare for the N.Y.S. English Language Arts Test in writing and reading given in spring. Several genres, including the short story, novel, drama, poetry and non-fiction are studied and discussed. In addition, students are encouraged to participate in class. Speaking and listening skills are enhanced by the formal and informal opportunities given to students. Finally, eighth grade English class prepares students for the rigors of the high school program by establishing strong study and organizational skills.

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 probability. There is an emphasis on integrating math and writing.

MATH: 6 Acc, 7/8 Acc.

This course is an acceleration of the mathematics program. Students enrolled in this course are expected to be able to complete the Math 6, 7 & 8 curricula in two years 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 80% average or higher each 5 weeks to remain in the accelerated math program.

MATH: 7-1

This course is for the college-bound students who will move into the Regents level courses in high school. This course contains the major strands of problem solving, number concepts, ratio, proportion and percent, probability and statistics, algebra, geometry, and measurement.

MATH: 7-2

Students in this course will continue to work on their skills development in mathematics and will be studying the same topics as students in level 7-1. They will work at a slower pace and be given more individual attention.

ALGEBRA I

This is the first course in the new 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, measurement, statistical data analysis, right triangle trigonometry, and elementary probability theory. Problem solving techniques in a wide variety of settings will also be introduced throughout the course. Students enrolled in this course will take the Integrated Algebra assessment in June. The passing of this assessment is a requirement for a Regents diploma.

MATH: 8-1

This course continues the mathematics strands that are presented in Math 7-1. 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.

MATH: 8-2

Students in this course will continue to work on their skills development in mathematics and will be studying the same topics as students in level 8-1. They will work at a slower pace and be given more individual attention.

*** All grades will take the NYS math assessment in May.

Accelerated Mathematics Overview

Students at Voorheesville have the opportunity to accelerate in Mathematics beginning in Grade 6. 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 6, to incorporate some concepts that would typically be taught during the 7th 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 are afforded multiple opportunities to move into the accelerated program from Grade 5 to Grade 8.

1. Students are initially evaluated based on the rubric listed below during their 5th grade year for placement in Grade 6. The components of the rubric are as follows:

All students take the Test of Mathematical Abilities for Gifted Students (TOMAGS) assessment in 5th grade. This is a nationally normed test that is commonly used in schools to identify gifted students in Math. Students score 0-12 points on the rubric based upon their performance on this test.

Likewise, students score 0-12 points on the rubric based upon the scaled score they received on their most recent NYS Math Assessment.

Finally, students score 0-12 points based upon their grades in Math during 5th Grade, and an evaluation of their conduct and work habits made by the 5th grade teacher.

2. During the 6th 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 6th grade year students have the opportunity to "challenge" the Math 6X examination. Students achieving a score of 85 or better on the challenge exam may move into the accelerated program as 7th graders. *Note: The window during which the 6X exam may be challenged runs 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 6 Math class to be eligible to challenge the exam.*
4. 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.

5. At the conclusion of the 7th grade year 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 7X exam may be challenged runs 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.*
6. During the 8th 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.

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. Sixth or seventh grade students who have been removed from the program have the opportunity to “challenge” the Math 6X or Math 7X examination (whichever is appropriate). 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 6 X or 7X exam may be challenged runs June 30- September 15. Requests to challenge must be received during this period in order to be honored.*

Math 6X Rubric

TOMAGS Standardized Test Results (Out of 12 Points)

<u>Percentile Score (Gifted Sample)</u>	<u>Rubric Points Earned</u>
90-100	12
80-89	10
70-79	8
60-69	6
50-59	4
40-49	2
< 40	0

NYS Assessment Result – Most Recent (Out of 12 Points)

<u>Scale Score</u>	<u>Rubric Points Earned</u>
776 - 800	12
751 - 775	10
726 - 750	8
701 - 725	6
676 - 700	4
651 - 675	2
< 650	0

5th Grade Teacher Scoring (Out of 12 Points)

Math Grade (average for the first three quarters of fifth grade)

97-100 = 4 points

93-96 = 3 points

89-92 = 2 points

85-88 = 1 point

Conduct

Meets and/or exceeds expectations = 4 points

Inconsistently meets expectations = 3 points

Needs more time and support to meet expectations = 2 point

Rarely meets expectations = 1 points

Work Habits

Meets and/or exceeds expectations = 4 points

Inconsistently meets expectations = 3 points

Needs more time and support to meet expectations = 2 points

Rarely meets expectations = 1 point

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 - Units typically include: body systems, cells as the basis of life, genetics, taxonomy, 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 - Units include: Chemical Building Blocks (properties of matter, periodic table, elements and compounds), Chemistry in Action (chemical reactions, acids/bases/solutions, environmental chemistry), Motion, Forces, and Energy (forces and equilibrium, work and machines, energy conversion/conservation, thermal energy), Waves (electromagnetic spectrum, light/sound energy), Electricity and Magnetism. Active participation in demonstrations and experimentation is included in the course work as often as possible. All students take the NYS Intermediate Science Assessment in April/May.

Earth Science R-(9)

The 9th grade Earth Science Regents course is available as an alternate course selection, in lieu of Science 8, by teacher recommendation for students who excel in science and math. Students with at least a 90 average each quarter in math and science are evaluated by rubric 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 in June. 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. More information will be provided toward the end of grade 7 to qualifying students regarding this and the other science course of study options.

Seventh graders who qualify as per the rating system to skip Science 8 and take Regents Earth Science as 8th graders must complete a 4 week online summer course in 8th grade level Physical Setting Chemistry/Physics material in order to best be prepared for the 8th grade science assessment. The online course includes the notes, self-check quizzes, simple, safe lab activities that can be completed with household materials, a project for each week and some responding on a discussion board. Mrs. Bradshaw will monitor the online course over the summer. Students place assignments in a digital drop box. The course is being marked complete (or satisfactory or pass) or incomplete (unsatisfactory).

****All 8th graders, including those taking Earth Science, will be required to take the NYS Intermediate Science Assessment in the Spring semester.**

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, interpreting political cartoons, examining different time period maps, collecting and sorting data, and making inferences from a wide variety of sources. Writing skills will also be developed through journal and creative writing assignments. In addition, several projects will be assigned throughout the year requiring the students to apply their skills and knowledge in various ways.

One of the main focuses for the year will be to begin preparing the students to take the NYS Assessment for Social Studies at the end of their 8th grade year. During the year, an emphasis is placed on developing various test-taking strategies. Many of the tests the students take incorporate questions and documents from past state exams. A special emphasis is placed on how to write a proper Document Based Question (D.B.Q.) essay. These skills will be carried through the remainder of their social studies career and into college. A final will be given at the end of the year that mimics the NYS exam.

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 and Bush 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 document-based essay questions. These skills are necessary for high school level work. Several projects requiring research will be assigned throughout the year. A field trip during the year will reinforce topics presented during the course. In June, all students will be required to take the New York State assessment for Social Studies 8. This assessment covers topics from 7th and 8th grade Social Studies.

FINE ARTS

Visual Arts

Art Grade 6 (daily for 10 weeks)

Art Grade 7 (every other day, full year)

Art 6 and Art 7 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, homework and unit quizzes.

Music

General Music 6 (daily for 10 weeks)

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 performing, listening to, and analyzing music, 6th grade music students will explore composition, multiculturalism, music technology, and introductory piano skills.

General Music 7 (full year, every other day)

General Music 7 further develops the concepts begun in General Music 6 in conjunction with the New York State and National Music Standards. Students will use technology to explore music composition, song construction, and arranging. Additionally, students will have the opportunity to learn how to play the electric guitar and build upon their piano skills. Music appreciation in Seventh Grade centers on musical pioneer projects, multiculturalism, and a study of a variety of different musical genres.

Bands 6, 7, and 8

The 6th, 7th, and 8th grade 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.

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.

Chorus 6

Chorus 6 meets 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.

Chorus 7 and Chorus 8

Chorus 7 and Chorus 8 meet every other day during the school day for a half period. This occurs opposite the student's lunchtime. A variety of choral literature is sung, and good vocal technique is emphasized. The two groups perform in two concerts a year. Concert attendance is mandatory.

FOREIGN LANGUAGE

Spanish & French 6: (Every other day for ½ year of each language.)

An exploratory program that introduces students to the language and culture through class activities, projects, songs and activities. Basic vocabulary and grammatical structure are introduced. At the end of 6th grade, students are asked to choose either Spanish or French for the continuation of their middle school second language program.

Spanish & French 7:

(A course for 7th graders that meets for the full year on a daily basis.) Students gain more confidence and appreciation of the language and related culture through conversation and cultural activities. A textbook and an accompanying workbook are used. Students also work with tapes, video and microcomputer software. All students are required to keep a binder as specified by their teacher.

Spanish & French 8:

(A course for 8th graders that meets for the full year on a daily basis.) This course reviews basic grammatical and vocabulary structures taught in (Language) 7. Students will gain more confidence and appreciation of the language and related culture through conversation and cultural activities. A textbook and an accompanying workbook are used. Students also work with tapes, videos and microcomputer software. All students are required to maintain a binder as specified by their teacher.

All students will take the NYS Language Proficiency exam in June of 8th grade. Students who pass this test will receive one HS credit and will be placed in HS level 2 in grade 9.

HEALTH

Health, Grade 6 (daily for 10 weeks)

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. HIV and AIDS mandated programs are also incorporated. 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 letter grade based upon class participation, homework, projects and cooperation with in-class activities.

Health, Grade 7 (daily for 10 weeks)

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.

Health, Grade 8 (daily for 10 weeks)

The 8th grade health program centers around the life-skills of self-management and advocacy. Through the attainment of Red Cross CPR and AED certification, students will learn how to keep themselves and others safe in an emergency situation. They will use technology skills to demonstrate advocacy and learn about non-profit community organizations. CPR and AED certification will be issued at year-end to those students passing the Red Cross proficiency standards.

FAMILY AND CONSUMER SCIENCE

HOME AND CAREER SKILLS

Home and Career Skills is a program designed to help adolescents live in a society of constant change and to improve their quality of life by preparing them to meet their present and future responsibilities as family members, consumers, home managers, and wage earners. When living in a democracy, it is important to educate a citizenry to think constructively, make sound decisions, solve problems, manage resources, and benefit from experience.

The broad objectives of this curriculum are to:

-Develop skills which lead to effective decision making, problem solving, and management in the home, school/community, and workplace.

-Develop personal skills which will enhance employment potential.

HOME AND CAREER SKILLS GRADE 7 (10-WEEK COURSE)

1. Process Skills
 - a. Problem solving
 - b. Goal setting & attainment
 - c. Communications with others
 - d. Identifying resources
 - e. Managing time
2. Personal and Family Resource Management
 - a. What will I do with my living space?
 - b. How can I be an effective consumer?
 - c. Making the right food choices
 - d. Food preparation

HOME AND CAREERS (8) 20 WEEK SEGMENT

1. Career Preparation
 - a. Career research
 - b. Applying for a job
 - c. Job skills
2. Looking presentable on the job
 - a. Laundry
 - b. Ironing
 - c. Clothing repair (hems & buttons)
 - d. Sewing Project
3. Human Development
 - a. Characteristics of children, adolescents & adults
 - b. Needs of each age group
 - c. Activities appropriate to each age group

CONSUMER SCIENCE

Computer Skills 6 (daily for 10 weeks)

Students are introduced to the touch method of typing. They will also use Microsoft Word to learn the proper way to format various word processing documents. If time allows, students will also be introduced to other programs in the Microsoft Office Suite.

Computer Tools 7 (daily for 10 weeks)

Students will learn how to use programs like Word, Excel, PowerPoint and Dreamweaver. They will learn to use these programs by completing real world activities. Some past activities include typing business letters, creating webpages and multimedia presentations.

TECHNOLOGY

Technology Grade 8 (full year, every day)

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. Digital video editing
10. Integrated Math/Science/Technology activities

PHYSICAL EDUCATION

Physical Education 6, 7 & 8

It is a goal of the physical education department to have students develop a positive attitude towards physical fitness and involvement with leisure endeavors. The physical education department has developed a curriculum that emphasizes lifetime and personal fitness activities. Students will be exposed to a variety of situations that help promote social involvement and cooperation.

Students are required to fulfill appropriate levels of participation in order to strengthen individual characteristics like teamwork, responsibility, trust, communication, and respect for self and others.

Physical Education Rubric and Grading Procedures

1	2	3	4	5
<ul style="list-style-type: none"> • Student dresses out. • Student often arrives late. • Student displays little/no interest in class activity. • Student is confrontational when spoken to. • Student does not follow directions. • Student displays lack of respect for self/others. 	<ul style="list-style-type: none"> • Student dresses out. • Student often arrives late. • Student displays little interest in class activity. • Student rarely completes activity/game. • Student is not receptive to feedback from teacher/peers. • Student displays little respect for self/others. 	<ul style="list-style-type: none"> • Student dresses out. • Student is on time. • Student displays interest in class activity. • Student is cooperative and on task. • Student is open to feedback from teacher/peers. • Student displays respect for self/others. 	<ul style="list-style-type: none"> • Student dresses out. • Student is on time. • Student displays strong interest in class activity. • Student displays understanding of activity and application of technical concepts. • Student welcomes feedback from teacher/peers. • Student displays respect, maturity, and honesty for self/others. 	<ul style="list-style-type: none"> • Student dresses out. • Student is on time. • Student displays strong motivation to excel. • Student displays exceptional understanding of activity and application of technical concepts. • Student initiates feedback from teacher/peers. • Student displays respect, maturity, and honesty for self/others.

By using the above grading rubric, a student is assessed daily on participation and effort by the PE instructor. A student accumulates points throughout the quarter, which will determine their grade at the end of each marking period.

A+	A	B+	B	C+
5.0=100%	4.7=94	4.4=88	4.2=84	3.9=78
4.9=98	4.6=92	4.3=86	4.1=82	3.8=76
4.8=96	4.5=90		4.0=80	
C	D+	D	F	
3.7=74	3.4=68	3.2=64	0-2.9=0-59%	
3.6=72	3.3=66	3.1=62		
3.5=70		3.0=60		

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 a regular communication with content area teachers to coordinate students' academic programs. In addition, the Success Center serves as a resource center for content area teachers.

6/7/8 Resource Room (full year)

Students in the resource room are classified as in need of special services by the Committee on Special Education. Remediation 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.

Access

During the 40 minute lunch period, teachers are available on an alternate day schedule to meet with students and provide extra help. Access help may be scheduled by appointment, or on a "drop-in basis".

HOMEWORK HOTLINE

“Homework Hotline” is a program developed to encourage consistent homework completion. Its purpose is to strengthen the communication between the parent(s) and the school so that the students will improve homework grades, and thereby improve their averages.

There appears to be a strong correlation between homework completion and academic achievement. More consistent homework completion is our goal. The Homework Hotline will work as follows:

After 3:00 on each school day, parents may call the HOMEWORK HOTLINE, according to the directions listed below. A pre-recorded message will list all assignments submitted by 3:00 that day.

Parents who often receive reports that “I don’t have any homework”, or “I did it all in school/study hall”, can call the number to verify the assignment which should be listed by the student in his/her agenda book.

Parents who need work for sick students, or those out of school for other reasons, should also use the HOMEWORK HOTLINE to obtain that information.

Assignments will be available for the CURRENT DAY ONLY, so a multiple day absence will require a call each day. Worksheets cannot be provided, and should be obtained from another student in the class, or from the teacher upon return to class.

**The eighth grade Hotline will run for quarters 1 & 2. By second semester (February) students will be expected to have a homework buddy for each class, as well as a working system for keeping track of their assignments. Eighth grade assignments are given for the week each Monday. Beginning in February, the 8th grade hotline number will be updated weekly with important announcements, dates, and information regarding long term projects. Please check the number weekly, especially if you do not often receive the weekly purple newsletter.

Call the HOMEWORK HOTLINE (school number) 765-3314, and enter the extension for the grade level for which you would like assignments. *These are informational lines only and messages cannot be left.*

GRADE 6 - ext. 506

GRADE 7 - ext. 507

GRADE 8 - ext. 508

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 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 stating the dates of the anticipated absence. It will be the responsibility of the student to show the note to each of his/her teachers, and to check in 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, homebase, 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.

HOMWORK PROCEDURE FOR STUDENT ABSENCES

GRADES 6, 7 & 8

Students and parents may always obtain a list of the current day's assignments by calling the Homework Hotline (school number plus extension) – 765-3314, ext. 506 (gr. 6), ext. 507 (gr. 7), or ext. 508 (gr. 8). *These are informational lines only and messages cannot be left.* 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 collect assignments from the Hotline.
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 each day from the Hotline.
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. (The school building is open evenings.)

(The building is open each evening in the event a parent or student needs to access the student's hall locker. Please enter through the H.S. main entrance, all other doors will be locked.)

MIDDLE SCHOOL CLUBS & ACTIVITIES – Gr. 6, 7 & 8

A. ACTIVITIES

1. Middle School Band
2. Middle School Chorus
3. Spelling Bee
4. Colonial Council Math Contest
5. Band/Chorus Solo Festival (NYSSMA)
6. Colonial Council Music Festival
7. Middle School Teen Nights
8. Odyssey of the Mind

FALL

TEAMS

(Open to students grade 7 and above)

Cross-Country	Varsity, Modified
Football	Varsity, J.V.
Golf	Varsity
Boys' Soccer	Varsity, J.V., Modified
Girls' Soccer	Varsity, J.V., Modified
Girls' Swimming	Varsity (Combined with Guilderland)
Girls' Tennis	Varsity
Girls' Volleyball	Varsity, J.V., Modified
Cheerleading	Varsity, J.V.

WINTER

Boys' Basketball	Varsity, J.V.
Girls' Basketball	Varsity, J.V.
Bowling (Boys)	Varsity
Boys' Swimming	Varsity (Combined with Guilderland)
Boys' Volleyball	Varsity
Wrestling	Varsity, Modified
Cheerleading	Varsity, J.V.

SPRING

Baseball	Varsity, J.V.
Softball	Varsity, J.V.
Boys' Tennis	Varsity
Track (Boys, Girls)	Varsity, Modified

* In order to participate on a varsity or junior varsity team, middle school students must pass the selective classification process. More information can be obtained from the Athletic Director, Joseph Sapienza, at ext. 208.

B. CLUBS

1. Middle School Student Council
2. Builders Club
3. Drama Club - Middle School
4. International Club
5. Ski Club (Ms. Blumberg – Infoline: 765-3314 ext. 509)
Grades 7 & 8, Grade 6 only with parental supervision
6. Torch - Yearbook
7. Helderbarker
8. Art Club
9. Yorker's Club
10. Guitar Club
11. 8th Grade Writers Club
12. Chain Links

Students in grades 6-8 sometimes join Helderbarker, Torch, International Club, and other clubs mainly serving Senior High School. Full information on clubs will be presented in September.

NOTE: Sports physicals are given in June and August. Watch for dates in the summer **Helderbarker**.

Also watch the summer **Helderbarker** for:

Bus Routes
School Calendar

In addition, supply lists will be included with the final report card, which is mailed in late June. They will also be posted on the middle school website.

AGENDA BOOKS:

The use of agenda books as a middle level organizational & communication tool continues in grades 6, 7 & 8. The books are distributed the first day of school and parents will be asked to purchase them at that time. The fee will be \$5.00.

SUMMER READING:

Summer reading begun in grade 5 continues through Senior Year. Students must demonstrate that they've read the books by the end of the first quarter in order for it not to negatively impact their grade.

VOORHEESVILLE CENTRAL SCHOOL DISTRICT
District Office, High School and Middle School Telephone Extensions

DISTRICT OFFICE

Snyder, Teresa Thayer 104
 Pfeleiderer, Dorothea 101
 Baron, Deborah 103

BUSINESS OFFICE

Winchell, Sarita 102
 Crawford, Jennifer 105
 Burch, Robin 107
 Rivenburg, Christy 109
 Saba, Lori 106

HS MAIN OFFICE 402

Diefendorf, Mark 209
 Flansburg, Mary 211
 Champion, Meta 212
 Bates, Eileen 213

MS MAIN OFFICE 408

Whitley, Brian (Prin.) 421
 Belgiovine, Karen 714

HS ASSOC. PRIN. 404

Corrigan, Patrick 207
 Whatley, Grace 206

DEANS OF STUDENTS

Sapienza, Joseph 208
 Bassler, Nadine 388

GUIDANCE 401

Blumberg, Barbara (MS) 420
 Heyde, Kristen (HS) 203
 Kelley, Tim (HS) 205
 Bunk, Cynthia 201
 Tabakian, Jessica 202

ATHLETIC OFFICE 407

Sapienza, Joseph 208
 Eileen Bates 213

SCHOOL PSYCHOLOGIST

Kemp, Martha 215

SCHOOL SOCIAL WORKER

Chu, Mariel 320

TEACHER'S WORKROOM

Massaroni, Kathy 300
 Telephone Booth I 301
 Telephone Booth II 302

FACULTY LOUNGE 303

BOARD OF EDUCATION

David M. Gibson 380
 C. James Coffin 381
 Timothy E. Blow 385
 Cheryl L. Dozier 386
 Lisa A. Henkel 384
 Gary A. Hubert 383
 Kevin T. Kroencke 382

SCHOOL LIBRARY 313

Menetti, Christina 313
 Michele Bintz 374

ATTENDANCE OFFICE

Frederick, Deborah 200

POOL

McKenna, Barbara 712

SCHOOL NURSE

Jones, Mary Ann 210
 Vorees, Patricia

HS MAINTENANCE

Provost, Donald 400
 Custodial Area 216

CAFETERIA

Mulligan, Tim 120

HOMEWORK HOTLINE

765-3314

Grade 6 506
 Grade 7 507
 Grade 8 508

SKI CLUB INFO. LINE

765-3314 ext. 509

ISS ROOM 715

DEPARTMENT CHAIRS

English B. Stumbaugh 370
 For. Lang. A. Levy 347
 Occ. Ed. F. Faber 314
 Math J. Sittig 346
 Science T. Simons 328
 Soc. Studies T. Gladd 366
 Music/Art C. Jantson 423
 Health/P.E. N. Bassler 388

ELEMENTARY SCHOOL

765-2382

Reardon, Tom 502
 Moss, Michelle (Main Ofc) 504
 Burns, Chris (Main Office) 501
 Jacob, Robin (Spec. Ed.) 501
 Elem. School Fax 765-3842

TRANSPORTATION (ES)

765-2381

Goyer, Mike 508
 Clark, Priscilla 521
 Bus Garage 507
 Trans. Office Fax 765-7959

HS / MS FAX 765-5547

HS MAIN ENTRANCE 309

SPORTS HOT LINE 499

SITE BASE MGMT 330

FRIENDS OF MUSIC 752

HS COMPUTER LAB 307

MS COMPUTER LAB 326

MAC LAB (Room 140) 357

HARD DRIVE CAFÉ 706

MUSIC ROOM (159) 707

BAND ROOM (162) 709

MS GYM 711

MS COUNTER 713

HS COUNTER 214

HS CONFERENCE RM 716

MS CONFERENCE RM 717

TELEPHONE ROOM 718

Updated 11/17/2009

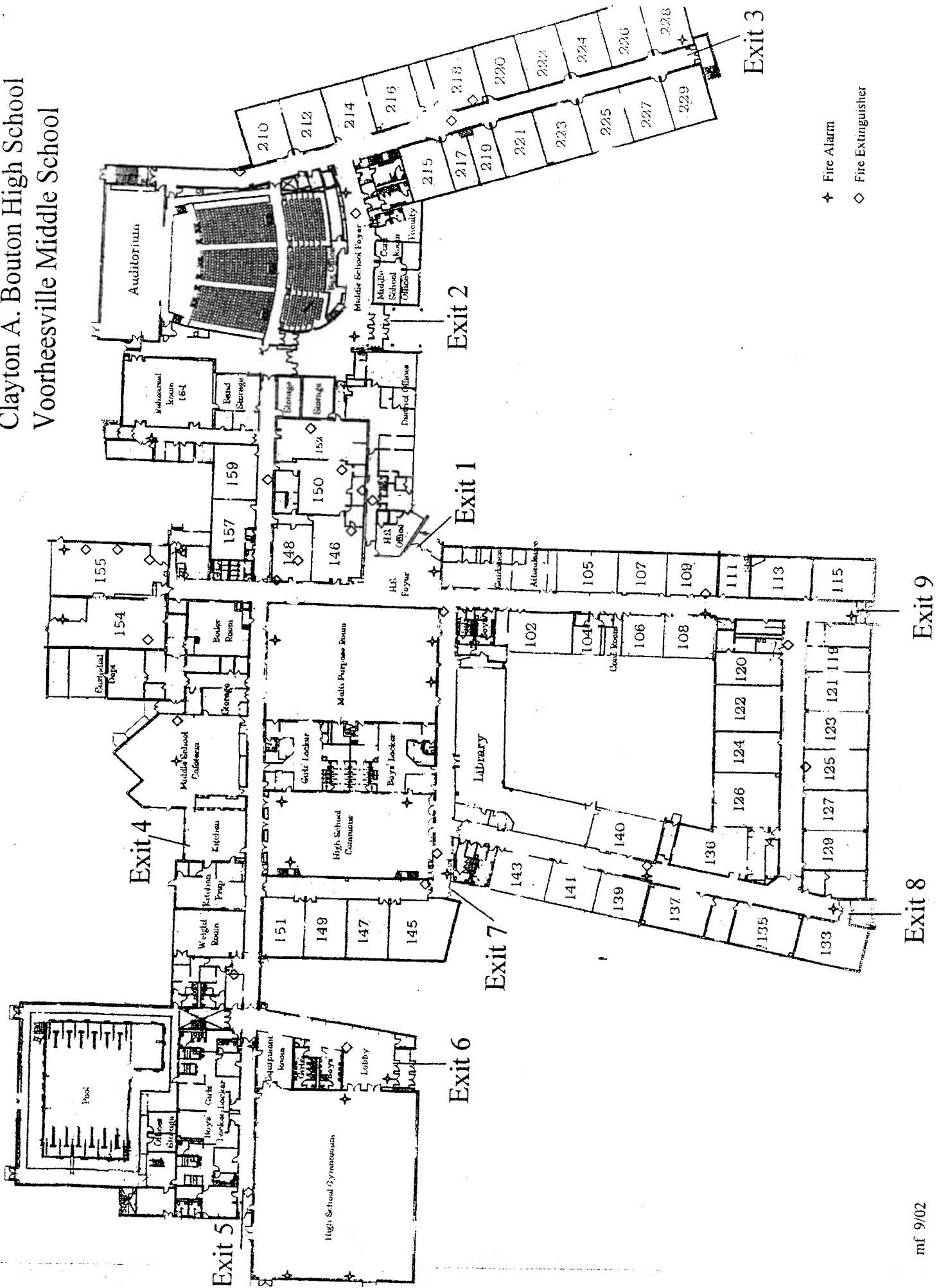
VOORHEESVILLE CENTRAL SCHOOL DISTRICT
High School and Middle School Telephone/Voicemail Extensions

School Telephone No.: (518) 765-3314

Abba, Mary	398	Guido, Anna Marie	358	Scaccia, Stephanie	341
Barcher, Pauline	312	Heyde, Kristen	203	Seaburg, Alyssa	324
Baron, Joan	351	Hubert, Portia	351/430	Simon, Kim	348
Bassler, Nadine	388	Hudacs, Susanne	332	Simons, Ted	328
Bates, Eileen	213	Huth, Andrew	335	Sittig, John	346
Belgiovine, Karen	714	Iannotti, Joseph	429	Spadinger, Lisa	701
Bell, Morgan	342	Ingersoll, JoAnne	437/392	Stoyle, Stephannie	353
Berte, Christine	371	Jackson, Jacqueline	389	Strevell, Nicole	369
Bills, Georginia	435	Jantson, Christopher	423	Stumbaugh, Brian	370
Bintz, Michele	374	Jones, Mary Ann	210	Tabakian, Jessica	202
Bleyman, Barbara	356	Kaplan, Brian	424	Treadgold, Karen	396
Blumberg, Barbara	420	Karins, Andrew	367	Triller, Marie	350
Bradshaw, Jessica	343	Kelley, Christine	379	Turcotte, Doris	373
Brockley, Susan	391	Kelley, Tim	205	Turski, Kyle	323
Bunk, Cynthia	201	Kelly, Lynn	339	Upson, Erin	359
Burch, Annie	338	Kelly, Mary	316	Vandenburgh, Luke	340
Burgoon, Sherry	319	Kemp, Martha	215	Vorees, Pat	210
Calhoun, Dan	317	Kershaw, Anita	363	Vorse, Sandra	318
Cashin, Christine	321	Lawrence, David	372	Wells, Kristen	433
Chaize, Daniel	434	Levy, April	347	Whatley, Grace	206
Champion, Meta	212	Lewis, Kille	395	Whitley, Brian	421
Christian, Pamela	218	Lindsay, Michelle	356/308	Whitty, William	361
Chu, Mariel	320	Lyons, Anne	397	Young, Jeanne	334
Coppola, Marie	378	Maloney, Lisa	432	Young, Kenneth	354
Corrigan, Patrick	207	Manchester, Wayne	364	Zayle, Brooke	431
Cusato, Karen	427	Martin, Kathryn	375	Zeh, Brenda	439
Devenpeck, Deborah	331	Massaroni, Kathy	300	Zeh, Jennifer	432
Diefendorf, Mark	209	McHale, Kelly	325	Zielinski, Judith	355
Dimmitt, Helen	352	McHenry, Linda	311		
Faber, Frank	314	McPherson, Jamie	336		
Fiato, Matthew	305/387	McTighe, Alynn	377		
Fisk, Carla	345	Mednick, Brian	440		
Flansburg, Mary	211	Menetti, Christina	313		
Frederick, Debbie	200	Mulligan, Tim	120		
Furlong, Lauren	322	Nadratowski, Pat	351/393		
Garvey, Heather	750	Podgorski, Susan	344		
Gaspary, Kathleen	394	Provost, Donald	400		
Gladd, Thomas	366	Prusak, Mary	365		
Glisson, Jonathan	368	Riggin, Sandra	376		
Grandy, Diane	362	Robinson, Matt	310		
Griffin, Karen	329	Sapienza, Joseph	208		

Updated 11/17/2009

Clayton A. Bouton High School Voorheesville Middle School



- ✦ Fire Alarm
- ◇ Fire Extinguisher

