

SCHECHTER SCHOOL OF LONG ISLAND



Middle School Course Offerings 2014-2015

SCHECHTER SCHOOL OF LONG ISLAND
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I am pleased to present this revised and updated catalog of Middle School programs and course offerings at The Schechter School of Long Island. This guide is written and designed to give you a detailed overview of our educational approach, our expectations of our students, and our commitment to a dual curriculum that will challenge your children and enrich their lives.

The middle school years are a unique time of development. The emotional, social, and intellectual changes that occur can be exhilarating and overwhelming. Your children are finding their place in the world, and a good part of that world takes place in school. We have developed a curriculum that will engage them and grow with them throughout the three years leading up to high school. Judaica, secular subjects, athletics, extracurricular activities—all offerings take the whole child into consideration.

If you have any comments or concerns regarding this publication or any aspect of school life, feel free to visit me in my office any time. I look forward to your input and insights.

The faculty joins me in wishing you great success in your years at Schechter.

Sincerely,

Ofra Hiltzik

Upper School Principal

ENGLISH COURSE OFFERINGS

Identity (6th Grade)

Students in English 6 are transitioning into middle school, and, through their reading, writing, and critical thinking, explore questions of identity. Emphasis is placed on close reading of both fictional and non-fictional informational texts. Whenever possible, this literature, whether Greek Mythology, novels such as *Catherine Called Birdy* and *Robin Hood*, poems, or current events news articles, is closely aligned with themes and issues students confront in their social studies classes. Writing is an essential component of every class, and English 6 introduces students to the basics of essay writing: pre-writing; outlining; writing the thesis statement; distinguishing between introduction, body, and concluding paragraphs; developing and supporting ideas; editing; and proofreading. Grammar and vocabulary are also basic components of the course.

Finding My Place (7th Grade)

In English 7, students are starting to question where they fit in the world. Through classics such as *Johnny Tremain*, *Tom Sawyer*, *T-4*, and *The Outsiders*, students deal with themes such as peer groups and pressure, responsibility, and interpersonal skills. Students continue to work on the reading, writing, and critical thinking skills at the heart of every English class. Emphasis is placed on close reading of texts, and using clear reasoning to write arguments to support claims. Students learn to differentiate between implicit and explicit textual information, and to cite this evidence to support their analysis. Grammar and vocabulary are also basic components of the course.

Ethical Dilemmas (8th Grade)

The theme for English 8 is Ethical Dilemmas and Decision-Making. Students read such works as *Nothing But the Truth*, *Shooting the Moon*, *Out of My Mind*, *The Giver*, *Of Mice and Men*, *The Lions of Little Rock*, *To Kill a Mockingbird*, *Good Night Maman*, and *Romeo and Juliet*—with one eye on language and comprehension, and the other on the social and emotional growth of the characters. As always, reading, writing, and critical thinking skills are essential components of the course. Students are constantly engaged in one aspect or another of the writing process: pre-writing, paragraph development, establishing a voice, editing, and revising. Analysis of literature extends beyond fictional texts to such genres as newspaper articles, op-eds, and visual images. Students work on synthesizing information from diverse texts. Vocabulary and grammar study continue.

SCIENCE COURSE OFFERINGS

Life Science (6th Grade)

Sixth grade Life Science feeds the curiosity of young minds with an understanding of human biology from the cellular level to the complexity of human functioning. Students explore the biology of different species and their roles in the biology of the planet as a whole. Instruction is given at a level that allows for understanding while eliciting critical thought. The New York State common core standards require that each student accomplishes specific goals which are met or exceeded through the instruction and exploration of a variety of topics including: cells and heredity, human biology and health, and the diversity of living things. Laboratory activities reinforce and expand scientific skills.

Physical Science (7th Grade)

Seventh grade Physical Science follows a predominantly inquiry based curriculum, in which students learn through guided research, hands-on exploration, and discovery, mimicking the work of true scientists. This course provides students with a foundation in methods of scientific inquiry including the scientific method, techniques for measurement, research skills, critical analysis, thinking and reasoning skills, and how to draw inferences and conclusions based upon observable phenomena. Through this lens, students explore basic topics in chemistry and physics with an emphasis on relevant real-world applications. Topics include atomic structure, chemical bonding, types of elements and compounds, mechanics, energy, waves, electricity and magnetism.

Earth Science (8th Grade)

1 credit

Based on the New York State *Physical Setting/Earth Science Core Curriculum*, this course provides ideas and information about the planet Earth. Students will learn techniques involving experimentation, observation, measuring and graphing to explore many Earth related topics. Among topics covered are: geographic factors affecting climate, astronomy, Earth's motions, seasons and insolation, the atmosphere and weather, geology, Earth's crustal movements and landscapes specifically related to NYS. There is a laboratory component of this course. Students take the NYS Regents Exam in June.

MATHEMATICS COURSE OFFERINGS

Mathematics (6th Grade)

Middle school mathematics serves as the transition to high school mathematics. Sixth grade mathematics focuses on these topics: connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems, completing the understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers, writing, interpreting, using algebraic expressions and equations, and developing understanding of statistical thinking. Grade 6 mathematics also builds on elementary school geometry by reasoning about relationships among shapes to determine area, surface area and volume.

Mathematics (7th Grade)

Seventh grade mathematics focuses on these topics: developing understanding of proportional relationships and using them to solve problems, developing understanding of operations with rational numbers and working with algebraic expressions and linear equations, solving problems involving scale drawings and informal geometric constructions, working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume, and drawing informal inferences about populations based on randomly selected samples. Seventh grade students who are accelerated in mathematics will take Eighth Grade Mathematics.

Mathematics (8th Grade)

Eighth grade math focuses on these topics: formulating and reasoning about algebraic expressions and equations, including modeling an association in bivariate data with a linear equation, solving linear equations and systems of linear equations, grasping the concept of a function and using functions to describe quantitative relationships, analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Eighth grade students who are accelerated in mathematics will take Integrated Algebra.

Algebra I

1 credit

Algebra I is the first year of high school mathematics. It includes variables, polynomials, solving equations and inequalities, factoring, quadratic equations, radical expressions and an introduction to statistics. This course may be taken in eighth grade by students accelerated one year in mathematics. Algebra I terminates in a New York State Regents exam.

SOCIAL STUDIES COURSE OFFERINGS

Social Studies (6th Grade)

The Sixth Grade Social Studies curriculum focuses on the Eastern Hemisphere including Africa, Europe, Asia, and Oceania. The course content will concentrate on ancient civilizations. The course will emphasize geography, economic systems, governments, belief systems, and the social systems of these civilizations. Students will be introduced to the interaction between people and their environments with special attention to how people shape and are shaped by their environment. Students will learn how these societies organized themselves, their social and scientific achievements, and how they resolved conflicts with themselves and their neighbors. The comparative study of political systems will expose the student to the role of the citizen, the structure of government in an aristocracy, theocracy, monarch, and of course, a democracy.

Social Studies (7th Grade)

Seventh Graders begin the first year of a two-year sequence in United States History and New York History. The course encompasses the settlement of the Americas through the end of Reconstruction. The course will emphasize the role of geography in the settlement and development of the United States. The course begins with the study of the interaction between Native peoples, European settlers, and Africans. The course then turns its attention to colonial America and the revolutionary period. Particular attention is paid to the underlying philosophies of the revolution and the government it produced. Early tests of the Constitution are also given emphasis. Next the course examines the expansion of the nation and the sectional divides it produced. Reform impulses are also explored during this era. The course's final unit will examine the road to civil war and the failure of the United States to avert such a devastating crisis. The economic, social, and political changes wrought by the war are analyzed. Finally, the Reconstruction era is studied for its successes and failures and assessed as to how much it constituted a second American Revolution.

Social Studies (8th Grade)

The Eight Grade Social Studies curriculum contains the second year of a two year sequence in United States and New York History. The course begins with the rise of Industrialism in the post-Civil War period and continues to the present day. The course themes are Division and Disunion, Industrial Growth, The United States as Global Leader, Post-War Society, Civil Rights, and the rise of the Digital Age. The course begins with a look at the post-Civil War order with particular focus on economic, political, and social changes the war brings. Next the rise of the corporation and industrial power is reconciled with the rights of workers in the Populist and Progressive eras. The course then moves to the Age of Imperialism and once again the conflict between power and individual rights are the focus. The post-war era is examined with particular emphasis on the emerging civil rights movements and the fight for gender equality. Finally, the technological revolution, globalization, and the digital age are studied for their effect on the economic, political, and social landscape of our country.

Time permitting, current issues such as immigration, national security, the environment, and the economy will be explored.

JUDAIC STUDIES COURSE OFFERINGS

Bible

The Bible is the source of our sense of history as a people. We study Bible as one of the basic texts to enhance our understanding of our identity as a Jewish people. We teach Jewish values and concepts through the material in the texts and the opinions the students express about them.

6th Grade (Torah & Navi)

This class emphasizes many basic text skills such as being able to locate chapter and verse in the Bible, to correctly pronounce the Hebrew words in the verses, to recognize the cantillation notes which help divide the verses into phrases and to read and understand a verse.

The texts studied include: Exodus, beginning with chapter 15; the weekly Torah portion (*parasha*); 1 Samuel: 1-15; and the Book of Esther. Students are expected to be able to explain the main events in a narrative chapter after it has been studied. The students deal with the themes of sin and punishment, forgiveness, mercy, and peoplehood and are pushed to form their own opinions about the texts and to see how the ideas presented can be relevant to their lives.

7th Grade

Building on the previous year, students delve deeper into the text and much emphasis is placed on students being able to describe the actions and feelings of the main characters, as well as to express what they would do in the same situation. They are also asked to look for textual difficulties that lend themselves to interpretation and taught to distinguish between *p'shat* (the plain meaning of the text based on context) and *drash* (an external explanation of the text).

The texts studied include 1 Samuel: 16-30 and various texts relating to Jewish holidays. Students are trained to pay attention to themes that can be culled through leitmotif, or recurring words or phrases within a literary unit. In this course, students are asked to look at larger arcs of narratives and compare sections or chapters within the same book. Through this lens, we look at character development and ask questions about what it means for God to “be with” an individual.

8th Grade

At this pivotal year in the lives and growth of our students, the eighth grade Bible class is a thematic course dealing with the topic of Leadership. Several leaders will be studied as a way for our students to learn about leadership. We begin the year with a “crash course” in Jewish History so that the students will be able to place the objects of our study on a timeline, but also to understand that we study the past to acquire a broader and richer understanding of the world today and our place in it. During the year, the students will be tackling the following questions: What leadership skills can we learn from biblical characters? How does a leader know that it is time to step up? How can leaders overcome their very human shortcomings? What does our history teach us about our lives today? How do I want others to view me and what am I doing to ensure that outcome?

Texts studied include: Joshua, Judges, 1 Samuel: 31, 2 Samuel, Jonah, Esther, Chronicles and 1 Maccabees. Students are asked to compare narratives between various texts and discuss how these texts speak to each other. Through this study, students acquire knowledge of moral and Jewish values; are asked to analyze religious, political, geographic, economic, and military situations that leaders must face; and through that evaluate the personalities and actions of the characters found in the text.

Rabbinics

If the Bible is the source of our sense of history as a people, Rabbinic literature is the manner in which that initial inspiration has been made manifest over time. We study Rabbinics to understand how our Jewish religious traditions regarding holiday celebrations and ritual observances have developed.

7th Grade

Students learn about the development of the Oral Torah over the 5 generations of the Mishna time period. They are then able to study each Mishna in the context in which it was taught and written down. Our 7th grade students study Mishnayot dealing with reciting the Shema and Amidah, Sukkot, the Pesach *seder*, lost objects and safeguarding objects for a friend. Students compare and contrast the Mishnaic Pesach Seder to our Haggadah. After studying the development of the Amidah in Mishna times, students write their own recipe for meaningful *tefillah*. Students learn the value of studying civil laws in *Seder Nezikin* and how these underlying universal principles of respecting the space and property of others apply in modern day scenarios as well. The students are asked to consider themselves as part of the rabbinic chain of interpretation and transmission of Torah and Oral Torah, making their study of rabbinic ideas and dialogue an important part of their current Jewish practice.

8th Grade

Eighth Grade Rabbinics begins by learning about the historical development of the Babylonian Talmud following the Mishnaic period. As we study each text, we get to know the Rabbinic figures or Amoraim mentioned and identify the historical layers. Students learn texts dealing with Sukkot, Hanukkah, Pesach and the Amidah. Students explore the development of the Pesach Seder and *tefillah* in a post-Bet HaMikdash [Temple] world. Students also explore the *sugyot* [units of discourse] dealing with personal injury cases and damages in *Masechet Bava Kamma*, culminating in a trial where both modern law and Talmudic law texts are admissible as evidence.

LANGUAGE COURSE OFFERINGS

Hebrew (6th Grade)

This course uses Hebrew College's NETA curriculum to develop basic listening, speaking, reading and writing skills. There is a strong focus on conversation skills, while students continue to develop their written expression skills through written essays and reports.

Hebrew (7th Grade)

This course uses Hebrew College's NETA curriculum to build upon skills developed in earlier grades and to begin preparing for the Comprehensive Examination in Hebrew exam. In addition to an intensive focus on conversational skills, students learn to write letters and full-length compositions in the correct format and with a more advanced vocabulary.

Hebrew (8th Grade)

This course uses Hebrew College's NETA curriculum to enhance the focus on conversational skills. Students prepare for the Comprehensive Examination in Hebrew exam, which most take in June. Intensive work on conversational skills continues. Students continue to develop in the area of written expression by writing letters and short stories, integrating their grammar and growing vocabulary.

Hebrew Ulpan- (6th, 7th & 8th Grades)

This course is designed for students who are new to the study of Hebrew or who will benefit from studying at an individualized pace. Students engage in role-playing and acting to enhance the development of their conversation skills. Students also build skills in listening, reading and writing.

Spanish (7th Grade)

Spanish is introduced to Schechter LI students as a third language beginning in the seventh grade. The Spanish Department at The Schechter School of Long Island believes that the primary goal of second language learning is to achieve effective communication and appreciation of culture in the target language. In order to achieve effective communication in the target language, listening, speaking, reading, and writing skills are practiced. In order to achieve cultural fluency, students are provided with insight into and appreciation of Spanish culture. Therefore, they will become more informed, understanding citizens and hopefully life-long Spanish learners. This is the first half of Spanish I where students are introduced to the target language. The emphasis of this course is to develop basic listening and speaking skills. In addition to learning oral proficiency and correct grammar usage, students will learn about Spanish culture. Students will study the following topics:

- Describing themselves
- School subjects and supplies
- Clothing
- Weather
- Time
- Days, dates, seasons

Spanish (8th Grade)

The Spanish Department at The Schechter School of Long Island believes that the primary goal of second language learning is to achieve effective communication and appreciation of culture in the target language. In order to achieve effective communication in the target language, listening, speaking, reading, and writing skills are practiced. In order to achieve cultural fluency, students are provided with insight into and appreciation of Spanish culture. Therefore, they will become more informed, understanding citizens and hopefully life-long Spanish learners. This is the second half of Spanish I. Upon completion of Spanish 7 & 8, students will have completed Spanish I. There is a continued emphasis on and development of speaking, listening, reading, and writing skills, as well as on Spanish culture. The topics learned include:

- Food
- Family and the house
- Sports
- Health and wellness

STUDIO ART

Studio Art (6th Grade)

Studio Art meets twice in the six day cycle for half the year. Sixth grade is a bridge year – teaching some traditional elements of design while reinforcing some Jewish holidays, prayers, and values visually. Projects are designed to strengthen fine motor skills, reinforce hand-eye coordination, and develop imaginative thought and visual sequential abilities.

Studio Art (7th Grade)

The major emphasis of the seventh grade Art curriculum is an introduction to ‘Careers in the Arts.’ Over the years many of our Schechter graduates have gone on to a wide variety of careers in the arts. Examples include but are not limited to: architecture, landscape architecture, interior design, graphic arts, animation, Broadway set design, jewelry design, art education, art law, museum education, international exhibition design, photography, fashion photography, fashion design, art historian, text book illustration. Seventh Grade studio art projects include but are not limited to: advertising, exterior house design, floor plans, and fashion design.

Studio Art (8th Grade)

The major focus of the Art Curriculum for the Eighth Grade is ‘Hands on Art History.’ An artist or a movement from art history is selected and studied. Students study the biography and the time. They look at PowerPoint presentations and create work in the style of the artist or art movement. Artists and art movements frequently studied include but are not limited to: Van Gogh, Gauguin, Chagall, and Pointilism.

MUSIC

Music (6th Grade)

Sixth grade Music is offered twice a cycle for a trimester. Each period is approximately one hour in length. Each hour is divided into listening activities, basic theory, and making music. Performance opportunities also allow the students to perform in front of other classes or the entire Middle School.

Listening Activities:

- What is music? – Students listen to a variety of sounds and noises and try to define the properties of music.
- Students are introduced to the historical periods of music: Baroque, Classical, Romantic and Modern.

Composers and musical selections include:

Beethoven (5th symphony)
Rossini (William Tell Overture)
Warshauer (Teekeya Concerto)
Anderson (The Typewriter)
Brahms (Hungarian Dance #5)
Grieg (In the Hall of the Mountain King)
Gershwin (Rhapsody in Blue)
Dukas (Sorcerer's Apprentice)

Music Theory:

Students will be introduced to the whole note, half note, quarter note, eighth note and quarter rest and will practice playing combinations of these rhythms using percussion instruments and movement.

Vocabulary: piano, mezzo, forte, allegro, lento, vivace, presto, crescendo, decrescendo

Creating Music:

In addition to singing in unison and simple two part harmony, students will be instructed on soprano recorder.

Evaluation:

There will be a listening test given after every five pieces of music. In this test, students will be required to name the piece and identify its composer, the style and contribute some interesting information about the composition. They will also have to demonstrate their understanding of basic rhythms through “musical math equations.” The trimester will conclude with a recorder test where students must play their choice of simple recorder piece.

Music (7th Grade)

Seventh grade Music builds on the skills learned the year before in sixth grade. Seventh grade music is offered once a cycle for a semester. Each period is approximately one hour in length. Structured similarly to the previous year's class, each hour is divided into listening activities, basic theory, and making music. Performance opportunities, such as at our annual Thanksgiving celebration with the neighboring Catholic school or at our communal "Freedom Seder", allow for students to perfect a choral or percussion ensemble.

Listening Activities:

Students review the historical periods of music: Baroque, Classical, Romantic and Modern. They also spend some time learning about the composition of an orchestra and as a prelude to World Drumming (see below); several classes are spent introducing the students to World Music.

Composers and musical selections include:

Britten (A Young Person's Guide to the Orchestra)
Mozart (Horn Concerto in E flat)
Beethoven (Ode to Joy)
Stravinski (The Firebird)
Ladysmith Black Mambazo (Mbube Wimoweh)
Fela Kuti (Overtake)
Phillip Glass and Ravi Shankar (Passages)
Harry Belafonte: Day-O (Banana Boat Song)
shōmyō (Japanese Buddhist chanting)
Home Made Kazoku: Home Sweet Home
Sergio Mendes: Carnaval Batucada
Antonio Carlos Jobim: Girl from Impanema (example of Bossa Nova)

Music Theory:

Students will review the whole note, half note, quarter note, eighth note and quarter rest and will add sixteenth notes, dotted quarter notes and half note and eighth note rests to their repertoires. They will combine these rhythms in a variety of percussion pieces. Vocabulary: 4/4 ¾ 2/4, accent, measure, beats, octaves, coda, concerto, sixteenth notes, fugue, woodwinds, strings, brass, percussion.

Creating Music:

Seventh grade students will learn various drumming techniques as part of their world music unit. If enough students have keyboard skills and/or guitar skills, we will also try to put an ensemble together featuring a variety of instruments, drumming and singing.

Music (8th Grade)

Eighth grade Music builds on the skills learned in the previous years of middle school and culminates with the moving up ceremony in June. Eighth grade music is offered once a cycle for one semester. Each period is approximately one hour in length.

Listening Activities:

Students review the historical periods of music: Baroque, Classical, Romantic and Modern, with special emphasis on American composers.

Composers and musical selections include:

Mozart (Ah! Vous dirai-je, Mama!)
Handel (Water Music)
Prokofiev (The Love of Three Oranges)
Dvorak (New World Symphony)
Copland (Hoedown from Rodeo)
Ives (Variations on "America")
Bernstein (Scherzo from West Side Story)

Music Theory:

Students will learn to read notes in both the treble and bass clef. Vocabulary: key, meter, $\frac{3}{4}$ time, $\frac{4}{4}$ time, coda.

Creating Music:

Students will learn several songs that they will incorporate into their moving-up ceremony at the end of the school year. Additionally, they will apply their music reading skills while playing xylophones and the chimes to form a "human piano."

PHYSICAL EDUCATION COURSE OFFERINGS

Physical Education

The Physical Education program has been designed to be a 6th -8th grade progressive curriculum. Students will be exposed to an array of sports, games and activities throughout their three years of Middle School. Students will learn skills, concepts and game strategies that will educate them on how to become more physically fit individuals. In 6th grade, students will build upon their learning from Elementary School to further their knowledge about Physical Education. Students are taught basic skills for each sport/game which are then applied to lead up games and modified regulation games. Students will be exposed to the following games and activities throughout 6th grade:

Fitness
Yoga
Flag Tag
Basketball
Soccer
Cooperative Games
Team Handball
Ultimate Frisbee
Floor Hockey
Softball

The above sports and activities will teach students the importance of leading a healthy lifestyle, teamwork, communication and other life skills. Students will be able to apply these concepts not only in Physical Education class, but in other areas of life. Students will be assessed in various ways. Students will be assessed on their skill level and skill improvement throughout the year as many skills are used in various sport/activities. Students will be assessed on their fitness level by participating in fitness testing in the beginning of the year. Their information will be recorded and students will be retested at the end of the year to measure improvement. Students will also be assessed on day to day learning by being prompted with questions at the end of each class.

Physical Education (7th Grade)

The Physical Education program has been designed to be a 6-8 grade progressive curriculum. Students will be exposed to an array of sports, games and activities throughout their three years of Middle School. Students will learn skills, concepts and game strategies that will educate them on how to become more physically fit individuals. In 7th grade, students will build upon their learning from 6th grade to further their knowledge about Physical Education. Students will be expected to already know basic skills in order to learn more complex skills and strategies. For each unit, we will review skills in order to concentrate more on lead up games and regulation games. Students will learn skills and strategies and apply them to game like situations. This will allow them to use their communication and decision making skills during game play. Students will also have the opportunity to modify rules to make games/activities more difficult as they progress through each unit. 7th graders will be exposed to the following games and activities throughout the year:

Fitness
Yoga
Flag Tag
Basketball
Soccer
Cooperative Games
Team Handball
Ultimate Frisbee
Floor
Hockey
Softball

The above sports and activities will allow the students to understand how to live a healthy lifestyle, teamwork, communication and other life skills. Students will be able to apply these concepts and skills not only in Physical Education, but in other areas of life. Students will be assessed in various ways. Students will be assessed on their skill level and skill improvement throughout the year as many skills are used in various sport/activities. Students will be assessed on their fitness level by participating in fitness testing in the beginning of the year. Information will be recorded and students will be retested at the end of the year to measure improvement. Students will also be assessed on day to day learning by being prompted with questions at the end of each class.

Physical Education (8th Grade)

The Physical Education program has been designed to be a 6th -8th grade progressive curriculum. Students will be exposed to an array of sports, games and activities throughout their three years of Middle School. Students will learn skills, concepts and game strategies that will educate them on how to become more physically fit individuals. In 8th grade, students will build upon their knowledge from 7th grade to become more knowledgeable about Physical Education. Students will be responsible for knowing skills and strategies related to the sports and activities they were exposed to in 6th and 7th grade. In 8th grade, games and activities are played on a more competitive level due to their increased knowledge and skill level. Students will have the opportunity to create warm up activities on their own, using their knowledge of various fitness activities. Students will also use their creativity to implement modifications to games and activities throughout specific units. 8th graders will be exposed to the following sports and activities throughout the year:

Fitness
Yoga
Cardio Kickboxing
Flag Tag
Basketball
Pickle Ball
Soccer
Cooperative Games
Team Handball
Ultimate Frisbee
Floor Hockey
Softball

The above sports and games will allow the students to understand how to live a healthy lifestyle, teamwork, communication and other life skills. Students will be able to apply these concepts and skills not only in Physical Education, but in other areas of life. Students will be assessed in various ways throughout the year. Each 8th grade student will be expected to lead a class warm up. Here, the students will be able to implement their knowledge of a fitness related activities to warm up the class. Students are able to be creative in that they develop their own modified lesson plan. Students will also be assessed on their fitness level by participating in fitness testing in the beginning of the year. Their information will be recorded and students will be retested at the end of the year to measure improvement. Students will also be assessed on day to day learning by being prompted with questions at the end of each class. These assessments and responsibilities will prepare students for the High School curriculum.