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ENGLISH LANGUAGE ARTS

All PCMS English Language Arts (ELA) courses align with the 2017 Massachusetts State Curriculum Frameworks, written to explicitly define knowledge and skills students must master to prepare for college and career readiness by the end of twelfth grade. These standards progressively spiral up through each grade level, addressing three major shifts in ELA instruction: 1) regular practice with complex texts and their academic language; 2) reading, writing, and speaking grounded in evidence from texts, both literary and informational; and 3) building knowledge through content-rich nonfiction. Students should select an accelerated pathway in ELA only if they consistently demonstrate mastery beyond grade level in their ELA coursework, and their assessment scores consistently exceed expectations.

ENGLISH 7

This class emphasizes writing and reading, both short and long pieces, for a variety of purposes and audiences. As outlined in the 2017 Massachusetts State ELA Curriculum Frameworks, students will further develop communication skills through acquisition and application of vocabulary and language conventions. They will write narrative, expository, and argumentative essays, completing a minimum of one long and four short compositions per term. In addition, students will demonstrate their learning through oral presentations, projects, classroom specific and common assessments. Units of study will address such questions as: “Why does some literature stand the test of time even though the language may be challenging to us?” and “How does conflict (external/internal) help build/reflect character in literature and in life?” In addition to a vast selection of stories, poems, articles, and essays, literary selections may include The Giver, The Adventures of Tom Sawyer, The Outsiders, The Pearl, and A Christmas Carol.

ACCELERATED ENGLISH 7

This class is for highly-motivated students who have consistently demonstrated grade level mastery of content as outlined in the 2017 Massachusetts State ELA Curriculum Frameworks. Students in the accelerated level read and write more frequently and progress to more sophisticated independent interactions with the course content. Students will acquire and apply advanced vocabulary and language conventions. They will write narrative, expository, and argumentative essays, completing several multiple draft process pieces as well as short compositions and in class timed essays. In addition, students will demonstrate their learning through oral presentations, projects, classroom specific and common assessments. Units of study will address such questions as: “Why does some literature stand the test of time even though the language may be challenging to us?” and “What are some of the big questions (universal themes)?” In addition to a vast selection of stories, poems, articles, and essays, literary selections may include Roll of Thunder Hear My Cry, The Adventures of Tom Sawyer, The Pearl, The Outsiders, The True Confessions of Charlotte Doyle, The Giver, and A Christmas Carol.

ENGLISH 8

This class continues the emphasis on writing and reading begun in grade 7, while probing the course’s overarching essential question: What ideas link humans across time, distance, and literature? As outlined in the 2017 Massachusetts State ELA Curriculum Frameworks, students will further develop communication skills through acquisition and application of vocabulary and language conventions. Students will write a minimum of one longer composition and four shorter compositions each quarter. In addition, students will demonstrate their learning through presentations, projects, tests, common assessments, and quizzes. This year’s writing will emphasize synthesizing evidence from multiple readings to support claims. Units of study will
address such questions as, “How can reading literature across time and cultures create connections between those gaps?” Students will read a variety of short stories, poems, and informational pieces. In addition, teachers will select from a list of appropriate novels and plays; such as, Milkweed, The Hobbit, Seedfolks, The Call of the Wild, and A Midsummer Night’s Dream.

ACCELERATED ENGLISH 8
This class is for highly-motivated students who have consistently demonstrated grade level mastery of content as outlined in the 2017 Massachusetts State ELA Curriculum Frameworks, and whose assessment scores consistently demonstrate advanced proficiency. Students in the accelerated level read and write more frequently and progress to more sophisticated independent interactions with the material, while probing the course's overarching essential question: What ideas link humans across time, distance, and literature? In addition to frequent writing, students will demonstrate their learning through presentations, projects, tests, common assessments, and quizzes. Units of study will address such questions as: “How does the author’s style impact a piece of literature?” and “How can reading literature across time and cultures create connections between those gaps?” Students will read a variety of challenging short stories, poems, and informational pieces. In addition, teachers will select from a list of appropriate novels and plays; such as, The Book Thief, Milkweed, The House on Mango Street, The Hobbit, The Call of the Wild, and A Midsummer Night’s Dream.

LITERACY ENRICHMENT (grades 7 & 8)
This course is for students concurrently enrolled in grade level English classes who need additional ELA instruction. Entry level criteria include previously administered districtwide common assessment results; standardized test scores, including MCAS; and teacher recommendations. Student growth is measured through periodically administered standardized and course-specific assessments. The course is designed to establish reading practices among students, improving their fluency, vocabulary, and writing skills as they read and respond to a variety of texts for different purposes and audiences. In addition to targeted, direct instruction, students build stamina through daily SSR (sustained silent reading), practicing active reading strategies, and processing responses through writing and presentations. Student-choice readings for SSR are bolstered with teacher selections of stories, poems, nonfiction and informational texts. Additional instruction supports core courses, including elements of literature, characterization, figurative language, informational reading strategies, and integration of relevant text evidence. As literacy enrichment is a workshop class, there is no homework assigned.

GUIDANCE DEPARTMENT
PCMS students are assigned a school counselor who will loop with them from 7th to 8th grade. Their assigned school counselor will be their classroom teacher for their 21st Century Skills class. The counseling program at PCMS is defined by three broad goals in alignment with the American School Counselor Association (ASCA) National Model:

**Academic Development:** To assist students with educational progression and planning so that they will be academically prepared to meet the challenges of high school, be college and career ready as well as have a broad range of post-secondary options to choose from.

**Career Development:** To help students make informed personal, educational and career choices by learning how to make sound decisions, identifying and setting long-term and short-term goals, and identifying a pathway to reach those goals.
Personal and Social Development: To help students develop interpersonal skills, such as respecting and accepting differences in others, conflict resolution, and how to effectively communicate.

In addition to the ASCA National Model, the curriculum is also informed by the Massachusetts Health Curriculum Frameworks. School counseling services are provided to students through individual and group counseling as well as through classroom lessons in 21st Century Skills.

21ST CENTURY SKILLS
The 21st Century Skills class focuses on developing skills as: communication, collaboration, critical thinking, creativity and career exploration. The lessons are interactive and encourage collaboration with peers to foster student self-exploration. Students are taught the skills necessary to be productive members of the school community and beyond. Topics include: organization, study skills, conflict resolution, respecting diversity, bullying and making good decisions. Career exploration and post-secondary planning are important components of the curriculum through which students learn the research, planning, and critical thinking skills necessary to achieve their goals. Decision making is highlighted throughout the curriculum in units on bullying prevention and social conflict, stress management, substance abuse and refusal skills. Students are engaged regularly in dynamic lessons that accommodate all learning styles and energy levels. This course is taught by the middle school counselors. Classes are tailored to each grade level. This is a required full year course. The class meets two days per every 6-day cycle.

MATHEMATICS
The Pembroke Public Schools mathematics courses grades 7 – 12 are based on the new Massachusetts Curriculum Framework for Mathematics according to the recommended Department of Elementary and Secondary Education transition plan (www.doe.mass.edu/candi/commoncore/). This new set of standards is based on the Common Core Standards (www.corestandards.org).

Mathematics Pathways 7-12
High school mathematics will culminate for many students during 12th grade with courses such as Pre-calculus and/or Advanced Quantitative Reasoning. Although this would represent a robust and rigorous course of study, some students will seek the opportunity to advance to mathematics courses beyond those included in the Massachusetts Framework (AP Calculus AB, AP Calculus BC, Honors Calculus, or AP Statistics). The accelerated courses in 7th and 8th grade are “compacted” versions of the traditional pathway where no content is omitted, in which students would complete the content of 7th grade, 8th grade, and the high school Algebra One course in grades 7 and 8. This will enable them to reach Calculus by their senior year of high school. The non-compacted or regular pathway assumes mathematics in each year of high school and leads directly to preparedness for college and career readiness. Please note that for students who study the 8th grade standards in grade 8, there are pathways within high school for students seeking the opportunity to complete Calculus in high school. Alternative pathways may be completed with department head approval and might include summer bridge programs, summer coursework, online courses, concurrent enrollment in two high school math courses, or college dual enrollment.

MATH 7
Students enrolled in Math 7 will complete all of the standards for mathematics for grade 7 as set forth by the Massachusetts Framework for Mathematics which leads directly to preparedness for college and career readiness. Standards for the course come from the following conceptual categories: Ratios and Proportional Relationships, the Number System, Expressions and Equations, Geometry, and Statistics and Probability.
ACCELERATED MATH 7

Students enrolled in Accelerated Math 7 will complete all of the standards for mathematics for grade 7 and approximately half of the standards for mathematics for grade 8 as set forth by the Massachusetts Framework for Mathematics which leads directly to preparedness for college and career readiness. Standards for the course come from the following conceptual categories: Ratios and Proportional Relationships, the Number System, Expressions and Equations, Functions, Geometry, and Statistics and Probability.

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MATH 8

Students enrolled in Math 8 will complete all of the standards for mathematics for grade 8 as set forth by the Massachusetts Framework for Mathematics which leads directly to preparedness for college and career readiness. Standards for the course come from the following conceptual categories: the Number System, Expressions and Equations, Functions, Geometry, and Statistics and Probability.

ACCELERATED MATH 8

Students enrolled in Accelerated Math 8 will complete approximately half of the standards for mathematics for grade 8 and all of the High School Algebra I standards for mathematics as set forth by the Massachusetts Framework for Mathematics which leads directly to preparedness for college and career readiness. Standards for the course come from the following conceptual categories: Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability.

STEM LAB

This course utilizes technology, collaborative problem solving, and critical thinking skills to develop students’ understanding of science, technology, engineering, and math as set forth in the Massachusetts Curriculum Frameworks for STE and Mathematics. This problem-based course blends two units from Project Lead the Way (PLTW) in addition to a series of engineering problems from the National Center for Technological Literacy and the Museum of Science. These STEM projects encourage student-teams to solve multi-faceted problems framed in the context of real world situations such as: designing transportation systems, designing structural components to climb Mount Everest, designing and developing a therapeutic toy for students with cerebral palsy, fighting disease in the Amazon, and solving a community problem by developing a mobile app solution. Interactive virtual manipulatives, web-based science and
mathematics games, and video lessons are used throughout the course to further students’ understanding. This course is held every other day and is grade specific.

**MATH FOUNDATIONS**
This course is for students concurrently enrolled in grade level math who need additional mathematics instruction. The course is designed to reinforce concepts from the grade level curriculum as well as to strengthen students’ mathematical reasoning and problem solving skills, improve their ability to communicate mathematically, and make use of recognized test-taking strategies. Targeted skills will be individualized but will mainly focus on number sense and procedural fluency. This course will meet twice per 6-day cycle. Enrollment in Math Foundations is based on students’ prior math grades, state assessment scores, and teacher recommendations. This course will be incorporated into student schedules by the school for students who are eligible.

**COMPUTER PROGRAMMING I**
Students will create a simple three-character game involving a player, a target and a danger. They will design what each character looks like, and use algebraic concepts to detect collisions, handle keystrokes, and determine how they move and interact. Students will work with the mathematical topics of word problems, coordinate planes, order of operations, variables, functions, function tables, inequalities, piecewise functions, the Pythagorean Theorem, number lines, and polygons. Students will learn the programming concepts of numbers, strings, and images, as well as function definitions, unit testing, Boolean logic, multi-input functions, and mixed-type functions. This is a semester-long elective. Classes may contain both 7th and 8th graders.

**COMPUTER PROGRAMMING II**
This course is a continuation of Computer Programming I. Using Racket code, students will learn how the world-based event loop works that drives their Bootstrap game. They will create animations using simple data types and learn about data structures in order to create a world structure for a sophisticated game of their own design. Students will work with the mathematical topics of complex functional relationships, randomness, recursion, and algorithms, and they will make direct connections to trigonometry. Students will learn the programming concepts of event driven programming, data structures, whole program design, data modeling, and encapsulation. This is a semester-long elective. Classes may contain both 7th and 8th graders who have completed Computer Programming I as a prerequisite. Students may take this course several times while in middle school once the initial prerequisite of Computer Programming I is met.

**PHYSICAL EDUCATION**
Physical education classes follow the Massachusetts Curriculum Frameworks and are taught by state-certified physical education teachers. Students have physical education class every other day. Students are required to wear appropriate clothing and footwear to participate. A physical education locker is assigned to each student.

**PHYSICAL EDUCATION (grades 7 & 8)**
The program provides a framework in which the students can develop physically, mentally, socially and emotionally. Through physical education classes, students have the opportunity to gain knowledge and fitness skills to enhance well-being, and to acquire skills that promote a healthy lifestyle. Students will be exposed to a variety of activities - both team and individual sports, including but not limited to basketball, volleyball, badminton, FitnessGram, handball, and
hockey. The emphasis will be on lifetime activities. Students are given the opportunity to develop an understanding of and appreciation for the roles physical fitness and sports play in the promotion of positive relationships with others, improved self-esteem and confidence, and an overall healthier lifestyle. Physical education classes meet every other day for the entire school year.

**SCIENCE**

Science courses are fully aligned to the learning standards of science as defined in the Massachusetts Science and Technology/Engineering Curriculum Frameworks. The Pembroke Community Middle School science program seeks to foster students’ scientific literacy through the spiraling and exploration of life science, physical science and earth science. Science allows students to explore the natural world around them. More importantly, students will develop inquiry and analysis skills to understand scientific questions, develop an understanding and use of the eight science practices as well as the ability to analyze data and interpret results. This process should raise social and ethical issues related to the impact of science and technology on our society and attempt to create a sense of responsibility and awareness in students regarding the environment. Students will also learn to approach problems allowing them to acquire skills and knowledge to become scientifically literate citizens.

**SCIENCE 7:**

In this course, students in grade 7 focus on systems and cycles using their understanding of structures and functions, connections and relationships in systems, and flow of matter and energy developed in earlier grades. A focus on systems requires students to apply concepts and skills across disciplines since most natural and designed systems and cycles are complex and interactive. They gain experience with plate tectonics, interactions of humans and earth processes, organism systems to support and propagate life, ecosystem dynamics, motion and energy systems, and key technological systems used by society. Through grade 7 students begin a process of moving from a more concrete to an abstract perspective since many of the systems and cycles studied are not directly observable or experienced. This also creates a foundation for exploring cause and effect relationships in more depth in grade 8. Upon successful completion of this course students will:

1. Have an understanding of Earth and Space Sciences which includes:
   - Earth's Systems
   - Earth and Human Activity
2. Have an understanding of Life Science which includes:
   - From Molecules to Organisms: Structures and Processes
   - Ecosystems: Interactions, Energy and Dynamics
3. Have an understanding of Physical Science which includes:
   - Motion and Stability: Forces and Interactions
   - Energy


**SCIENCE 8:**

*Students will be recommended for biology (in grade 9) based on their grade 8 science grades, their ELA placement and teacher recommendations.*

In this course, grade 8 students focus on cause and effect by using more robust abstract thinking skills to explain causes of complex phenomena and systems. Many causes are not immediately or physically visible to students. An understanding of cause and effect of key natural phenomena and designed processes allows students to explain patterns and make predictions about future
events. In grade 8 these include, for example, causes of seasons and tides, causes of plate tectonics and weather or climate, the role of genetics in reproduction, heredity, and artificial selection, and how atoms and molecules interact to explain the substances that make up the world and how materials change. Being able to analyze phenomena for evidence of causes and processes that often cannot be seen, and being able to conceptualize and describe those, is a significant outcome for grade 8 students.

In the spring, students are also assessed with a Grade 8 Science MCAS which includes science topics taught in grades 6-8. Upon successful completion of this course students will:

1. Have an understanding of Earth and Space Sciences which includes:
   - Earth's Place in the Universe
   - Earth's Systems
   - Earth and Human Activity
2. Have an understanding of Life Science which includes:
   - From Molecules to Organisms: Structures and Processes
   - Heredity: Inheritance and Variation of Traits
   - Biological Evolution: Unity and Diversity
3. Have an understanding of Physical Science which includes:
   - Matter and Its Interactions
   - Motion and Stability: Forces and Interactions
   - Revisit the concepts taught in grade 6 and 7 in preparation for the MCAS Exam


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SOCIAL STUDIES

Social Studies courses are fully aligned to the Massachusetts Frameworks for History and Social Sciences. Additionally, the curriculum incorporates the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Emphasis is placed on helping students develop historical thinking skills, 21st century literacy skills, demonstrating global and civic awareness through effective application of critical thinking, analytical reading and writing, as well as listening and speaking skills.

SOCIAL STUDIES 7: ANCIENT HUMAN CIVILIZATIONS
Students begin the year with a specific focus on what historians do and students learn what it means to think historically. Seventh grade students also explore the origins of human development, the agricultural revolution, and the rise of ancient civilizations including Mesopotamia, Egypt, Israel, China, Greece, and Rome. Throughout the year students examine, analyze, and respond to historical (primary and secondary) documents, embedding textual evidence in their writing. Students will complete multiple analytical and extended writing assignments. Students also conduct an extensive research project on ancient Greece, during which they further develop and demonstrate effective note-taking skills, fluent research writing (in particular, writing to defend an argument) and proper source citation in MLA format. The year concludes with a unit of civics focusing on the responsibilities of citizens in a democratic society.

SOCIAL STUDIES 8: WORLD HISTORY I
Eighth grade students begin the year with an exploration of the development of the medieval world after the fall of the Roman Empire. Students study the history of the Chinese dynasties, prominent West African kingdoms, the rise and spread of Islam, early-modern Europe, and the Reformation. Throughout the year students examine, analyze, and respond to both primary and secondary sources/documents. In doing so, students learn how to properly embed textual evidence in their writing in order to support a thesis statement. Throughout the year, students will complete multiple analytical and extended writing assignments. Students also conduct an extensive research project, during which they further develop and demonstrate effective note taking, fluent research writing, and proper source citation in MLA format. The year concludes with a unit on civics, building on the core principles of government and civic participation in a democratic society which are learned in seventh grade.

The pathway to enrollment in honors level World History II at the high school is to earn an A- or better in eighth grade World History I or a teacher recommendation.

VISUAL & PERFORMING ARTS

Students in the Visual Arts and Music elective courses experience a comprehensive and sequential curriculum taught by certified education specialists with electives in specialized areas. In the Visual Arts students will learn about the work of great world artists in all cultures and develop an appreciation for their contributions to world civilization. Course offerings are established based on the standards contained in the Massachusetts Curriculum Framework. Standards for Visual Arts include: Methods, Materials, and Techniques, Elements and Principles of Design, Observation, Abstraction, Invention, and Expression, Drafting, Revision, and Exhibiting Critical Response.

In Music and Drama courses, students will develop their creative potential through comprehensive study and performance opportunities. These courses are designed to enhance critical listening skills, develop aesthetic appreciation and understanding of many musical and dramatic styles, develop musical literacy,
and acquire knowledge of great musical and dramatic literature and their composers and authors. Course curriculum is based on the standards contained in the Massachusetts State Framework and the National Standards for Music Education.

CHORUS
This course is designed to teach the fundamentals of group vocal technique specific to the needs of the adolescent changing voice. Students will master the content of the course through listening, singing, and performing. Successful completion of the course will result in students’ ability to sing and perform on stage with confidence; sing with proper posture, intonation, breath support, and blend; and identify, understand, and respond to musical symbols and terms. Students should be able to match pitch and have a sense of melodic and rhythmic contours. Chorus is a performance-based class and concert participation is mandatory. The grade 8 chorus builds on what is learned in 7th grade and the grade-level literature is expanded and requires greater technical facility. Students with exceptional talent are offered a chance to audition for S.E.M.S.B.A. and Southeastern District Music Festivals. Appropriate concert attire consisting of a white shirt and black pants or skirt is required. This is a year-long elective and may contain both 7th and 8th grade students. Upon successful completion of this course, students should be able to:

- Sing and perform with confidence
- Sing with proper posture, intonation, tone, breath support, and blend
- Sing independently from the other sections in the choir while being aware of harmony, balance, and blend
- Identify, understand, and respond to musical symbols and terms
- Respond to conducting gestures appropriately
- Develop fundamental singing and performing habits

BAND
The band will provide students with an excellent opportunity for musical expression in a variety of surroundings. The band performs at school and community events, and seasonal concerts. Successful completion of the course will result in students’ ability to play and perform on stage with confidence; play with proper posture, intonation, breath support, and blend; and identify, understand, and respond to musical symbols and terms. This is a performance-based class and participation at all events is mandatory. The grade 8 band builds on what is learned in 7th grade and the grade-level literature is expanded and requires greater technical facility. Students with exceptional talent are offered a chance to audition for S.E.M.S.B.A. and Southeastern District Music Festivals. Students must be proficient in both playing an instrument and reading music to participate in the band. This is a year-long elective and may contain both 7th and 8th grade students. Upon successful completion of this course, students should be able to:

- Work effectively, both individually and as ensemble members
- Acquire music skills related to instrumental performance and apply this knowledge to the concert repertoire
- Demonstrate acceptable performance etiquette
- Demonstrate personal, social, and civic responsibility through school and community performances
- Respond to conducting gestures appropriately

ORCHESTRA
The orchestra will provide students with an excellent opportunity for musical expression in a variety of surroundings. The orchestra performs at school and community events, and seasonal concerts. Successful completion of the course will result in students’ ability to play and perform on stage with
confident; play with proper posture, intonation, technique, and blend; and identify, understand, and respond to musical symbols and terms. This is a performance-based class and participation at all events is mandatory. Students with exceptional talent are offered a chance to audition for S.E.M.S.B.A., and Southeastern District Music Festivals. Students must be proficient in both playing an instrument and reading music to participate in the orchestra. This is a year-long elective and may contain both 7th and 8th grade students. Upon successful completion of this course, students should be able to:

- Work effectively, both individually and as ensemble members
- Acquire music skills related to instrumental performance and apply this knowledge to the concert repertoire
- Demonstrate acceptable performance etiquette
- Demonstrate personal, social, and civic responsibility through school and community performances
- Respond to conducting gestures appropriately

**DRAMA**

The Drama class is an exploratory class. Students will have the opportunity for dramatic experiences through learning to explore the fundamentals of drama and stage, study Greek Theatre, and work cooperatively to produce, write, direct, and act small dramatic scenes. This is a semester-long elective. Classes may contain both 7th and 8th graders. Upon successful completion of this course, students should be able to:

- Demonstrate acting skills in performance of selected and approved literature
- Demonstrate knowledge of theatrical stage terms

**INTRO TO ROCK MUSIC**

In this semester-long course, students will learn how to play rock music on the electric guitar, electric bass, keyboard, and drums. The students will learn instrument techniques and develop note reading skills while studying the rhythm patterns, drum beats, guitar riffs, and bass lines used in rock. Individual and ensemble rehearsing during the semester will prepare the musicians for a performance at the end of the course. No previous music experience is required. Classes may contain both 7th and 8th graders. Upon successful completion of this course, students should be able to:

- Understand the range of instruments in a rock band
- Develop musical instrument skills for beginning students
- Develop music reading skills
- Understand the rhythmic and harmonic patterns of the rock style
- Encourage students to learn cooperatively in an ensemble

**MUSIC TECHNOLOGY**

Music Technology offers a project-based curriculum for all students. This course will allow students the opportunity to create music by giving them access to the many forms of technology used in the music industry. Students will learn to use computers and iPads, in conjunction with electronic instruments and sound recording equipment, to create, edit, and arrange music in a variety of settings. Projects will include arranging music for film clips, producing a music video, and recording a full-length song. Music Technology meets twice during each 6-day cycle for one semester. Classes may contain both 7th and 8th graders.

**EXPLORING PIANO**

This course provides the student with the opportunity to learn to play the piano keyboard and is geared toward the beginning piano player. Students will learn elements of music theory and
notation, and beginning piano fundamentals. No prior piano playing experience is necessary to be successful in this class. This is a semester-long elective. Classes may contain both 7th and 8th graders. Upon successful completion of this course, students should be able to:

- Develop the ability to navigate and create music through playing the piano
- Demonstrate creativity and musicianship by playing the piano
- Describe and listen to various elements of music in an aural example
- Demonstrate piano playing skills through in-class piano recital performances

ART 7
This course exposes students to a variety of art materials, develops art techniques, and uses creative thinking skills to express ideas and viewpoints about personal experiences and the world through the concept of transformation. Students will produce meaningful and unique drawings, paintings, prints, sculptures, ceramics and crafts in a studio setting. Students will study artists and their works to gain understanding of the artistic process and learn about art produced at different times and in diverse cultures. This is a semester-long 7th grade elective.

ART 8
This course involves further development and refinement of skills learned in Art 7, continues to increase visual sensitivities, and challenges students on a more sophisticated level according to their experience. Students learn to use a variety of art media, non-traditional materials, tools and equipment to compose, construct, and form functional and decorative artworks. Students will build knowledge, refine skills, improve techniques and craftsmanship to meet challenges and solve problems in unique ways. Students will have the opportunity through this course to build a portfolio of art. This is a semester-long 8th grade elective.

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<td>Pathway 1</td>
<td>Grade 7 Art and/or 2D &amp; 3D Art Design</td>
<td>Grade 8 Art and/or 2D &amp; 3D Art Design</td>
<td>Studio Art I CBAD I Ceramics</td>
<td>Studio Art II CBAD I CBAD II Multimedia Design Ceramics Painting Printmaking</td>
<td>Studio Art II CBAD I CBAD II Multimedia Design Ceramics Painting Printmaking 3-D Animation Portfolio Prep 3D Design</td>
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<td>Pathway 2</td>
<td>Grade 7 Art and/or 2D &amp; 3D Art Design</td>
<td>Fundamentals of Art</td>
<td>Honors Studio Art I CBAD I Ceramics</td>
<td>Pre-AP Art CBAD I CBAD II Multimedia Design Ceramics Painting Printmaking</td>
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### FUNDAMENTALS OF ART
Fundamentals of Art, a year-long course only open to grade 8 students is a challenging extension of the Grade 7 Art Course and is geared towards those students who excel in the area of art. This course will focus on the elements and principles of art: line, shape, color, value, and space. Art vocabulary and a variety of media will continue to be explored. A sketchbook is required. Successful completion of Fundamentals of Art could allow students to enter the honors level art course pathway at the high school that can lead to taking AP Studio Art in grade 11.
2D & 3D ART DESIGN
Students work in the second- and third-dimension by creating sculptures, ceramic objects, models and installations that express ideas about personal experiences and observations of the world. Students begin to develop a personal style and attain a high level of quality and craftsmanship. Students learn to use a variety of art media, non-traditional materials, tools and equipment to compose, construct, and form functional and decorative artworks. Students build knowledge, refine skills, improve techniques, and craftsmanship to meet challenges and solve problems in unique ways. Students will investigate three-dimensional artworks produced by artists in different times and places to inform the art-making process. This is a semester-long elective. Classes may contain both 7th and 8th graders.

WORLD LANGUAGES
Seventh grade students can elect to take a full-year World Language course: French, Latin or Spanish. World Language courses are designed to develop a basic level of competency in the area of study. Students read, write, listen and speak in each language and increase their understanding and appreciation of world cultures. Language students should be prepared to spend time outside of class independently studying.

In the eighth grade, students will continue with their seventh grade language choice. Successful completion of the two-year middle school program and a teacher recommendation enables students to move on to French II, Latin II, Spanish II or Spanish II Honors at the high school level.

FRENCH ~ Grade 7
Students will be introduced to basic French vocabulary and grammatical structures, as well as speaking and listening skills. Topics will include greetings and introductions, likes and preferences, hobbies and pastimes, food, school, and francophone countries. Students will gain insight into francophone cultures and ways of life through readings and cooperative learning activities. Emphasis will be placed on developing reading, writing, speaking and listening skills.

FRENCH ~ Grade 8
Reading, writing, listening and speaking skills will be further strengthened and reinforced as students become increasingly proficient in French. By the end of this course, students will be able to express opinions and ideas, offer and ask for help, ask about and give prices, and successfully express themselves in social situations. Grammar studies will focus on narration in the present and near future using regular and irregular verbs. Students will be able to identify distinctive cultural aspects of francophone cultures as depicted through stories, films and photography.

LATIN ~ Grade 7
Students will gain insight into Roman culture, history and mythology. They will work with Latin roots and derivatives that will help them make linguistic and cultural connections, which will expand their English vocabulary. Students will develop a strong foundation in basic grammar structures that include first and second declension nouns and regular conjugation verbs in the present, imperfect, and future tenses. Reading passages will be used to highlight the grammar in context and feature Greek and Roman myths.
LATIN ~ Grade 8
Students will focus on further study of Roman civilization and Latin language. The course will enhance their ability to use new English expressions and derivatives acquired through the study of Latin roots and prefixes. They will review structures and concepts studied in seventh grade while adding new grammar concepts. Grammatical structures for this year will include the third declension, adjective degrees, and two additional past tenses. Reading passages will be used to develop the students’ ability to translate Latin and highlight daily life in Ancient Rome.

SPANISH ~ Grade 7
Students will learn to discuss topics such as telling time, weather and basic greetings. They will be able to express their likes, dislikes, and describe themselves and others, talk about their school day and conjugate regular present tense verbs. While learning the basic concepts of Spanish language and grammar, students will engage in critical thinking to investigate, explain, and reflect as they compare the Spanish language with their own. This further develops students’ understanding of the English language. Students will also be introduced to holidays and cultures of Mexico and Latin America.

SPANISH ~ Grade 8
In this course, students will further develop their Spanish speaking, listening, reading and writing skills. Topics to be studied will include food, daily lifestyles and leisure activities, family and friends, and transportation. Students will be able to narrate in the present, present progressive and simple future tenses using regular and irregular verbs. Students will gain an insight into the cultural perspective of the Spanish culture.