

**Pembroke Community Middle School**  
**559 School Street**  
**Pembroke, MA 02359**

<http://pcms.pembrokek12.org/pages/PembrokeCommunityMS>

Pembroke Public Schools does not discriminate on the basis of age, disability,  
sex, race, religion, sexual orientation or national origin.

# **Program of Studies**

## **2020-2021**



## Table of Contents

<b>ENGLISH LANGUAGE ARTS</b>	<b>3</b>
ENGLISH 7	3
ACCELERATED ENGLISH 7	3
ENGLISH 8	3
ACCELERATED ENGLISH 8	4
<b>GUIDANCE DEPARTMENT</b>	<b>4</b>
21ST CENTURY SKILLS	5
<b>MATHEMATICS</b>	<b>5</b>
<b>Mathematics Pathways 7-12</b>	<b>5</b>
ACCELERATED MATH 7	6
MATH 8	6
ACCELERATED MATH 8	6
STEM LAB	6
MATH FOUNDATIONS	7
MODERN HOME ECONOMICS	7
<b>PHYSICAL EDUCATION</b>	<b>7</b>
PHYSICAL EDUCATION (grades 7 & 8)	7
SCIENCE 7:	8
SCIENCE 8:	8
ENGINEERING: SIMPLE MACHINES (Grade 7)	9
PROJECT GUTS: Growing Up Thinking Scientifically (Grade 8)	9
SPORTS SCIENCE (Grade 8)	10
<b>SOCIAL STUDIES</b>	<b>10</b>
SOCIAL STUDIES 7: WORLD GEOGRAPHY AND ANCIENT CIVILIZATIONS II	10
SOCIAL STUDIES 8: UNITED STATES AND MASSACHUSETTS GOVERNMENT AND CIVIC LIFE	10
MODEL UNITED NATIONS-GLOBAL CULTURES (Grade 8)	11
SERVICE LEARNING AND CIVIC ENGAGEMENT (Grade 7)	11
<b>VISUAL &amp; PERFORMING ARTS</b>	<b>11</b>
CHORUS	12
BAND	12
ORCHESTRA	13
ART 7	13
ART 8	13
FUNDAMENTALS OF ART	13
GENERAL MUSIC	13
<b>WORLD LANGUAGES</b>	<b>14</b>
FRENCH ~ <i>Grade 7</i>	14
FRENCH ~ <i>Grade 8</i>	14
LATIN ~ <i>Grade 8</i>	14
SPANISH ~ <i>Grade 7</i>	14
SPANISH ~ <i>Grade 8</i>	15

## 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

This course is for students concurrently enrolled in grade level ELA who need additional literacy instruction. The course is designed to reinforce concepts from the grade level curriculum as well as to strengthen students’ reading comprehension, vocabulary, and conventions of language to independently access a variety of complex texts. Students will also make and make use of recognized test-taking and writing strategies. A significant portion of the course involves the use of Lexia-PowerUp-a computer-based assessment and learning tool for language acquisition. Students will be expected to complete some work using Lexia-PowerUp outside of class as homework. This course will meet every other day. Enrollment in Literacy Enrichment is based on students’ prior ELA grades, state assessment scores, and teacher recommendations.

## **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 21<sup>st</sup> Century Skills.

### 21ST CENTURY SKILLS

The 21st Century Skills class focuses on developing skills such 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 full year course. The class meets once within 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/](http://www.doe.mass.edu/candi/commoncore/)). This new set of standards is based on the Common Core Standards ([www.corestandards.org](http://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 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 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.

<b>MATH PATHWAYS 7-12</b>						
<b>Grade</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Pathway 1	Accelerated Math 7 & STEM LAB 7	Accelerated Math 8 & STEM LAB 8	Honors Geometry	Honors Algebra II	Honors Pre-calculus	AP Calculus AB AP Calculus BC Honors Calculus AP Statistics
Pathway 2	Math 7 & STEM LAB 7	Math 8 & STEM LAB 8	Algebra I	Geometry	Algebra II	Pre-calculus Advanced Quantitative Reasoning AP Statistics
Pathway 3	Math 7 & STEM LAB 7	Math 8 & STEM LAB 8	Applied Integrated Math I	Applied Integrated Math II	Applied Integrated Math III	Advanced Quantitative Reasoning

**MATH 8**

Students enrolled in Math 8 will complete all 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 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 three 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, designing and developing a physical computing device, interactive art installation, or wearable, planning and developing code for microcontrollers that bring their physical designs to life, 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. Enrollment in Math Foundations is based on students' prior math grades, state assessment scores, and teacher recommendations.

### MODERN HOME ECONOMICS

Students will spend 30 days learning basic cooking skills like making homemade spaghetti and meatballs, making and decorating a cake, and cooking vegetables. They will research the costs of making food and compare it to buying premade options at fast food and sit-down restaurants. Students will learn the cost and nutritional benefits of cooking from scratch. Students will also learn basic sewing skills, etiquette for employment and social situations. Students will set up basic household budgets, learning about different types of bank accounts, balancing checkbooks, and the benefits of saving at an early age. Classes may contain both 7th and 8th graders.

## **PHYSICAL EDUCATION**

Physical education classes follow the Massachusetts Curriculum Health 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)

Through physical education classes, students can 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 - including but not limited to yoga, project adventure, volleyball, badminton, FitnessGram, flag rugby, quidditch, rowing and many traditional team games with rule modifications for all levels of play. The emphasis will be on lifetime health and fitness through movement. Students are given the opportunity to develop an understanding of and appreciation for movement in the promotion of positive relationships with others, improved self-esteem and confidence. Students will also have nutrition lessons during the 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, as well as the key technological systems used by society. 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

*\*2016 Massachusetts Science and Technology/Engineering Standards Adopted January 26, 2016*

### 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

*\*2016 Massachusetts Science and Technology/Engineering Standards Adopted January 26, 2016*

SCIENCE PATHWAYS 7-12						
Grade	7	8	9	10	11	12
Pathway 1	Grade 7 Science	Grade 8 Science  Accelerated ELA	Honors Biology	Honors Chemistry	Honors Physics AP Biology AP Chemistry Honors Anatomy & Physiology Environmental Engineering Forensics Zoology Marine Biology	AP Physics AP Biology AP Chemistry Honors Physics Honors Anatomy & Physiology Environmental Engineering Forensics Zoology
Pathway 1 : <i>Recommended Math Courses</i>			<i>Honors Geometry</i>	<i>Honors Algebra II</i>	<i>Pre-Calculus</i>	<i>AP Calculus AB AP Calculus BC Honors Calculus AP Statistics</i>
Pathway 2	Grade 7 Science	Grade 8 Science	College Biology	College Chemistry	College Physics Honors Anatomy & Physiology Environmental Engineering Forensics Zoology Marine Biology	College Physics Honors Anatomy & Physiology Environmental Engineering Forensics Marine Biology Zoology
Pathway 2: <i>Recommended Math Courses</i>			<i>College Algebra I</i>	<i>College Geometry</i>	<i>Algebra II</i>	<i>Pre-Calculus Advanced Quantitative Reasoning AP Statistics</i>

### ENGINEERING: SIMPLE MACHINES (Grade 7)

Students will explore the six simple machines (inclined plane, wedge, screw, lever, pulley, wheel and axle) and work (force x distance) to see how machines make work easier. Students will further their use of the Engineering Design Process by brainstorming, testing, and creating machines like balloon cars, grape catapults ending in a final project of a Rube Goldberg (chain reaction) machine.

### PROJECT GUTS: Growing Up Thinking Scientifically (Grade 8)

This course is an integrated science and computer science program for middle school students serving schools and districts internationally. Growing up thinking scientifically means learning to look at the world and to ask questions, developing and using computer models that help answer questions through scientific inquiry, and using critical thinking to assess which ideas are reasonable and which are not. To grow up thinking scientifically means knowing science to be a computing-rich, dynamic, creative endeavor, a way of thinking, rather than a body of facts.

### SPORTS SCIENCE (Grade 8)

Sports are an invaluable way for students to learn, grow and develop healthy personal and interpersonal habits. They also provide the anchoring phenomena to captivate student learning around the STEM (Science, Technology, Engineering and Math) ideas of critical thinking, collaboration and creative problem-solving skills for all aspects of life. This course will integrate concepts from biology, chemistry, physics, earth science and math to help students develop a deeper understanding of their own favorite activities and the world around them. Is it true that some players perform better when the game is on the line? What is the science behind “Deflategate”? Why does a soccer ball travel further in Mexico City than Pembroke? How does an athlete’s center of mass impact everything from ballet to football? Sample learning goals include calculating and analyzing professional and personal performance statistics, understanding the science behind athletic controversies, health effects, the impact of climate and altitude, methods, equipment design and more. Students will learn about STEM careers to which their new knowledge and skills are directly applicable so they can pursue their passion throughout their education and into a career.

## **SOCIAL STUDIES**

Social Studies courses are fully aligned to the 2018 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, 21<sup>st</sup> 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: WORLD GEOGRAPHY AND ANCIENT CIVILIZATIONS II

Grade 7 continues the sequence from grade 6, studying the development of ancient and classical civilizations and physical geography of Asia, Oceania, and Europe. Students study these topics by exploring guiding questions such as, “How did the concept of self-government develop?” and “Why do empires rise and fall?” 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. Throughout the year, units in civics are embedded within the curriculum-focusing on the responsibilities of citizens throughout time and in a democratic society.

### SOCIAL STUDIES 8: UNITED STATES AND MASSACHUSETTS GOVERNMENT AND CIVIC LIFE

Students study the roots and foundations of U.S. democracy, how and why it has developed over time, and the role of individuals in maintaining a healthy democracy. They study these topics by exploring guiding questions such as, “How have concepts of liberty and justice affected the United States democratic system of government?” and “How can power be balanced in government?” 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. 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. This course is focused on building students’ knowledge of the core

principles of American Government and civic participation in a democratic society. In accordance with MA-S2631, *An Act to Promote and Enhance Civic Engagement*, all students will be afforded the opportunity to engage in a non-partisan civics-action project. Guided by their instructors, students will research a community need or civic question, research and formulate possible solutions, and present those solutions--taking civic action to learn how to use their voice for positive change in their community.

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

### MODEL UNITED NATIONS-GLOBAL CULTURES (Grade 8)

Using the Model UN framework, students will have the opportunity to examine a wide variety of functions of the United Nations (UN) and how the UN deals with crucial world problems. Students will gain insight into how nations, both singularly and collectively, cope with crises such as: poverty, disease, hunger, population growth, human rights, political instability, war, terrorism, and others. Students will also develop a perspective of how other nations view the United States and the role of America in the world community. However, this course seeks to go beyond a knowledge of just the UN and develop students who have an appreciation for global cultures, history, politics, art, cuisine, music, and elements of popular culture. By blending media literacy skills, debate and discussion skills, and skill sets involved in preparing foods, creating and curating textiles/fashion-design, as well as research and analyzing popular cultural movements (i.e. media, dance, art, music)—students will gain a knowledge and appreciation of cultures outside of the United States as well as create links between different cultural movements that spread across the globe.

### SERVICE LEARNING AND CIVIC ENGAGEMENT (Grade 7)

There is nothing young people need more right now than to learn how to be an active member of their community. By practicing a combination of literacy, performing arts, and digital-literacy skills, students will be empowered to research and identify community issues that exist at a local, regional, state, national, or global scale. Under the guidance of the classroom teacher, students will research community issues, come to a consensus, determine root causes of an issue, and formulate as well as deliver an action plan to address that issue. Importantly, students will be empowered to take action (focus skills here depend on the action-plan but may include planning, collaboration, public speaking, persuasive writing, persuasive speaking, developing presentations or advertisements, networking, video communication, and media marketing). Students will be engaged and empowered---knowing that they have ownership over their learning and a sense of duty toward their community. Through this course, students will develop leadership and communication skills they have not been able to in typical academic settings.

## **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 is a course 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. Students 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 is required. Chorus students will meet several times a week during Titan Time and the class will have 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 7<sup>th</sup> 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. 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 confidence; 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. Orchestra students will meet several times a week during Titan Time. 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

## 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.

## 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.

## FUNDAMENTALS OF ART

Fundamentals of Art is a year-long course and is only open to grade 8 students. It 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. Students will have the opportunity through this course to build a portfolio of art.

## GENERAL MUSIC

An exploratory class that offers students an opportunity to create, connect, perform, and respond to music through various units of study such as Pop/Rock Music, Music Technology, Music Theory, Chorus, and Piano. These units of study will afford students the opportunity to reflect on the

meaning in their music-making, connecting that meaning to the outside world – whether their community, the country, or the world.

## **WORLD LANGUAGES**

Seventh grade students can elect to take a full-year World Language course: French 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 to review and study independently.

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 at College Prep or Honors level at the high school.

### FRENCH ~ 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 the French language and grammar, students will engage in critical thinking to investigate, explain, and reflect as they compare French with their own. This further develops students' understanding of the English language. Students will also be introduced to holidays and cultures of France and Québec.

### FRENCH ~ Grade 8

In this course, students will further develop their French 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 tense using regular and irregular verbs. Students will gain an insight into the cultural perspective of the French speaking cultures outside of France.

### 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 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 tense using regular and irregular verbs. Students will gain an insight into the cultural perspective of the Spanish culture.