

**KING PHILIP  
MIDDLE SCHOOL**

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**PROGRAM  
OF  
STUDIES**

# King Philip Middle School

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**Principal  
Dr. Susan Gilson**

**Assistant Principal  
Mrs. Lisa Oliveira**

Spring 2010

Dear Students and Parents/Guardians,

To those of you who are becoming King Philip Middle School students and parents for the first time, and to those of you who are returning for a second year, we extend our welcome.

Included in this Program of Studies are a) Mission Statement, b) District Standards, c) Criteria for Excellence and Course Descriptions for Core Subjects and Unified Arts, d) Support Services and Special Programs, and e) Marking System Criteria.

The District Standards describe the frequency and quality of work that is expected of students across all areas of study. The Course Descriptions describe what students will know and do as a result of the course, the materials used, key assessments, information about expectations, and any prerequisites. The Criteria for Excellence communicate to each member of the community (students, parents, and teachers) the standards of performance that are expected of our students.

The materials in this Program of Studies have been carefully prepared and presented so that they will be of value in helping you select your courses for the coming year. We hope that you will participate in our various activities, and find things within our school, which will help to prepare you for a better life in this complex society.

Remember that success in our school is directly related to effort and communication. King Philip Middle School will be whatever you make it. Please note: There is the possibility that due to budget constraints some of the programs listed may not be offered.

Sincerely,

*King Philip Middle School*

Dr. Susan Gilson  
Principal

Mrs. Lisa Oliveira  
Assistant Principal

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**Mission Statement**

The mission of King Philip Middle School is to unite students from the three (3) towns of Norfolk, Plainville and Wrentham into a cohesive educational community, which fosters the social, emotional, physical, and academic development of young adolescents in a safe and supporting environment. In doing so, we will ensure equality and respect for human differences in order to emphasize individuality and citizenship. We will equip our students with the skills and confidence they will need to accept and meet the challenges of an ever-changing world.

## **District Standards- Grades Seven and Eight**

### **Reading and Literature**

*Standard 1:* Students will choose grade and ability level appropriate reading materials in each of their subjects for their required reading project(s). Each department selects the reading materials. Reading projects take more than one day to complete, the readings are non-textbook (magazines, journals, web-based materials, newspaper articles, books), and each teacher determines the type of project that students will complete.

*Standard 2:* Students will receive reading instruction in each course. Students will practice and demonstrate the skills that are indicated on the *Reading and Literacy Skills* handout. These skills may include, among others, context clues, finding the main idea, and patterns of organization.

*Standard 3:* Students engage in thoughtful reflection, draw logically developed conclusions from their reading, and consistently make clear associations between reading and life.

### **Language**

*Standard 1:* Students will study language in its content settings. Students will use Standard English in complete oral and written sentences. Vocabulary comprehension strategies are applied in each content area. These strategies include context clues, word structure, and the structure of sentences that include the understanding of semantics and syntax. To demonstrate use of language in the content areas, students may write essays, create and write plays, create brochures, create videos, create multimedia presentations, write oral histories, create and write word problems, complete lab reports, etc.

*Standard 2:* Students will apply the principles of Standard Written English in each department. The principles include rules of grammar, rules of composition, proper sentence structure, proper paragraph structure, and proper mechanics (e.g., punctuation, spelling).

*Standard 3:* Students will study the origins of the English language within the context of individual courses. They will investigate how new words are introduced/formed. They will study the power of language and its effective use in each course and in real world situations.

### **Writing**

*Standard 1:* Students will participate in process writing activities (student editing) in each department, each year. Each department determines the number of activities. Final drafts of these activities are placed in each student's class folder (or lab notebook). Students will complete final drafts using a word processor or other computer-based tools, when applicable.

*Standard 2:* Students will write essays, compositions, and/or research reports across all subject areas. The writing will focus on content, form, and mechanics. Based on course and subject areas, students will write essays that include descriptive, expository, narrative and persuasive styles. Expository and persuasive writing will include the use of appropriate research techniques, a thesis statement, development of a point of view, and concluding statements.

*Standard 3:* Students will create, write, and answer questions in each course that relate to test preparation and test taking. The emphasis will be on multiple choice, short-answer (sentences/paragraph) questions, essay questions, open-ended questions, and word problems

that will prepare students for the variety of school-based assessments, workplace assessments, and standardized tests (e.g., SAT's, MCAS) they will experience.

### Comprehension and Contemporary World Applications

*Standard 1:* In each course, students will develop and apply the four proficiency levels of comprehension for functional literacy (word recognition, literal comprehension, interpretation and critical/creative thinking). Students engage in activities *in each subject* that include the concepts and applications of Bloom's Taxonomy. Students use a variety of materials, including textbooks, newspapers, magazines, and non-print materials and media (for class work, homework, projects, tests, etc.)

*Standard 2:* Students understand the connections between their world and existing world conditions within the context of the material learned in each course (context includes social/cultural, historical/geographical, and mathematical/scientific).

*Standard 3:* Students study the influence of print and non-print media. They will develop media literacy skills to increase their knowledge as citizens, consumers, and wage earners.

### Study Skills

*Standard 1:* Each student is required to maintain a notebook for each course. Students will develop a variety of note-taking skills for all main areas. The variety of strategies to organize and maintain this information (e.g., notebooks, journals, note cards, and graphic organizers) is determined within each department.

*Standard 2:* Students will develop and apply research skills. The research skills include the development of a thesis statement, the use and evaluation of primary and secondary sources, note taking (including paraphrasing and direct quotations), citations, and writing a bibliography (MLA style). Sources should include both print and non-print media.

*Standard 3:* Students will learn to organize and analyze information through the construction of concept maps, charts, graphs, and other graphic organizers as strategies to aid in the study of information.

### Use of Technology in Course Work

*Standard 1:* Students will use non-print media and information technology to locate, collect, and apply information in the context of a specific task in each major subject.

*Standard 2:* Students regularly use information technology to: manipulate data (e.g., calculators, data bases, spread sheets, graph applications), use modeling and/or simulation software packages, use software in the context of a literature, history, mathematics, (etc.) class to find information needed for a presentation of information. Students will communicate the results of their research and learning using the most appropriate tools.

*Standard 3:* Students will use information technology to communicate information as part of a task in each subject. Examples of student use include word processing, spread sheets, data bases, desktop publishing, multimedia presentations, graphics packages and music software.

### Computation

*Standard 1:* Consistent with the Course Achievement Targets, students regularly will work on skills related to whole numbers, fractions, decimals, and percent skills.

*Standard 2:* Students will be taught a variety of computational techniques that balance mental computation with paper/pencil computation.

*Standard 3:* Students will demonstrate alternative computational techniques through the use of estimation, calculators, manipulatives, and computer-based technologies.

### Problem Solving

*Standard 1:* Students will learn and apply a variety of problem-solving strategies and approaches to solve multi-step and non-routine mathematics and science content.

*Standard 2:* Students will learn and apply strategies to solve word problems, some of which they will create. These word problems and the problem-solving process will be documented in an appropriate notebook, journal, or folder, or lab journal.

*Standard 3:* Students will use a variety of strategies to verify and interpret answers or results to original problems and/or situations.

### Mathematics Reasoning and Making Connections

*Standard 1:* Students will demonstrate their estimation and problem solving skills through the application of the District's Course Achievement Targets. Students will use mathematics and science experiments and problems to apply to statistics and probability achievement targets. Students will use rules, formulas, tables and graphs to support their findings.

*Standard 2:* Students will use mathematics concepts in at least one interdisciplinary project.

*Standard 3:* Students will practice computation and problem solving to prepare for standardized tests. This preparation will include practice on sample standardized tests.

**Local Standards**

<b>Requirement</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>Daily Reading</b>	<ul style="list-style-type: none"> <li>- Reading instruction in each course</li> <li>- Reading – daily</li> </ul>	<ul style="list-style-type: none"> <li>- Reading instruction in each course</li> <li>- Reading – daily</li> </ul>
<b>Required Reading</b>	<ul style="list-style-type: none"> <li>- One (1) reading project per year in Math &amp; Science;</li> <li>- One (1) per term in History</li> </ul>	<ul style="list-style-type: none"> <li>- One (1) reading project per semester in Math &amp; Science;</li> <li>- One (1) per term in History</li> </ul>
<b>Required Writing</b>	<ul style="list-style-type: none"> <li>- One (1) writing project per year in Math &amp; Science;</li> <li>- One (1) per term in History</li> </ul>	<ul style="list-style-type: none"> <li>- One (1) writing project per semester in Math &amp; Science;</li> <li>- One (1) per term in History</li> </ul>
<b>Research Writing</b>	<ul style="list-style-type: none"> <li>- Research projects</li> </ul>	<ul style="list-style-type: none"> <li>- Research paper</li> </ul>
<b>Computation</b>	<ul style="list-style-type: none"> <li>- Per learning standards</li> </ul>	<ul style="list-style-type: none"> <li>- Per learning standards</li> </ul>
<b>Technology Application</b>	<ul style="list-style-type: none"> <li>- Research projects that use a variety of applications</li> </ul>	<ul style="list-style-type: none"> <li>- Research projects that use a variety of applications</li> <li>- Calculators</li> </ul>

**Reading/Writing Calendar 2010-2011**

<b>SUBJECT</b>	<b>GRADE 7</b>	<b>GRADE 8</b>
<b>ENGLISH/ LANGUAGE ARTS</b>	- Series of research-based assignments	- One (1) research project per year
<b>HISTORY/ SOCIAL SCIENCE</b>	- Series of research-based assignments	- One (1) research project per year
<b>MATHEMATICS</b>	- One (1) writing project per year	- One (1) writing project per semester
<b>SCIENCE</b>	- One (1) writing project per year	- One (1) research project per year
<b>ART</b>	- Project-based note taking and reading	
<b>EDUCATIONAL TECHNOLOGY</b>	- Research project each term - Projects for each application: spreadsheets, PowerPoint, PhotoShop	- Projects that require integrated use of Microsoft Office software
<b>HEALTH AND WELLNESS</b>		- Interdisciplinary project using technology
<b>MUSIC</b>	- Research Paper each term - Weekly outside reading - Oral presentation once/term based on research	
<b>MUSIC (Band/Chorus)</b>	- Weekly writing assignment - One outside reading per term	- Weekly writing assignment - One outside reading per term
<b>PHYSICAL EDUCATION</b>	- Written assessment of physical fitness status at beginning and end of year	- Written assessment of physical fitness status at beginning and end of year
<b>FOREIGN LANGUAGE</b>		- One (1) writing project per term - Two (2) reading projects per term - One (1) oral project per term - One (1) research project per term

## **Core Programs**

### **English/Language Arts**

#### Criteria for Excellence

#### English/Language Arts

##### English/Language Arts – Grade Seven

*Students demonstrate analytical thought and self-editing skills to produce an effective piece of writing. The piece is of high quality, is logical, and is mechanically sound. The writing shows sophistication, insight, and a mature level of thinking; furthermore, students write clearly and coherently about increasingly complex ideas in which the voice and message are clear to the reader. The facts and arguments are pertinent to the topic, logical, and sequential.*

*Students are fluent, independent readers across various genres. They understand the differences in structure between fiction and non-fiction and use appropriate literary language in both written and oral presentations. Moreover, they can identify various methods of organization such as comparison/contrast, cause/effect, spatial order, degree order, and chronological order. Students understand that the authors' word choices are appropriate for their purposes and audiences.*

*To assist in reading comprehension and writing organization, students can create graphic organizers that contain thesis statements, main ideas, and supporting details.*

##### English/Language Arts - Grade Eight

*Students write clearly and coherently about increasingly complex ideas. Students are aware of the different audiences and purposes for writing narrative, expository, persuasive and descriptive pieces. Vivid, descriptive reasons, examples, and details are evident in every student's piece. **Narratives** contain dynamic, well-developed characters, fast moving plots, flashbacks, and novel endings. **Expository** writing contains accurate information. **Persuasive** writing contains a thesis, followed by 3 well-developed reasons and three examples per reason. Details support the thesis statement. **Descriptive** pieces use vivid sensory images and richly varied figurative language, vivid verbs and varied sentence structure. Varied sentence structure, consistent point of view, verb tense, and parallelism are evident in all writing.*

*The writing contains evidence of extensive prewriting, drafting, multi-revisions and editing. It is flawlessly organized and mechanically perfect. The point of view is consistent as is agreement.*

*Students will identify and use text structures such as compare/contract, cause/effect, logical order and chronological and create graphic organizers containing the most important facts.*

## Course Descriptions

## English/Language Arts

### Language Arts: Grade Seven (Level 1)

This course is designed for fluent readers and proficient writers capable of independent reading and writing. Students will be expected to write clearly and coherently. In their writing, students will use descriptive, narrative, expository, and persuasive language and compose cohesive paragraphs and essays based on literature and non-literature related topics. To be successful at this level, students should know the parts of speech, comprehend basic grammatical concepts, and have the ability to independently edit their writing. Complements, phrases, and clauses will be introduced and developed. Additionally, students will incorporate new vocabulary learned from literature selections and independent vocabulary units into their oral and written communications.

Students should be able to independently read, understand, and interpret various genres of literature. Selected short stories include "The Fun They Had," "After Twenty Years," "Wine on the Desert," and others. Some of the nonfiction selections include "The Dog That Bit People" and "Survive the Savage Sea." Novels such as *The True Confessions of Charlotte Doyle*, *The Giver*, and *The Outsiders* are read. Students will also read and analyze poetry of various types. Readers will be expected to interpret what they have read, draw conclusions, identify literary terms in literature, and become deeply involved in literary discussion. Assessments will include paragraphs/essays, objective tests, oral presentations, and independent projects. Homework is preparation for assessment; therefore, it is expected that homework will be completed as it is assigned.

### Language Arts: Grade Seven (Level 2)

This course is designed for developing readers and writers. With guidance, students will write logical paragraphs that include topic sentences, supporting details, transitional words, and concluding sentences. Students will compose five-paragraph essays that have transitions between paragraphs. Students will learn to edit with greater precision. Parts of speech will be reviewed, and basic grammatical concepts, such as complements, phrases, and clauses will be introduced. Additionally, students will participate in a comprehensive vocabulary development program.

With teacher guidance, students will be able to read, understand, and interpret various genres of literature. Selected short stories include "The Fun They Had," "After Twenty Years," "Wine on the Desert," and others. Some of the nonfiction selections include "The Dog That Bit People" and "Survive the Savage Sea." Novels such as *The True Confessions of Charlotte Doyle*, *The Giver*, and *The Outsiders* are read. Students will also read and analyze poetry of various types. The emphasis will be on comprehension, while interpretation and identification of literary terms will be introduced and developed. Assessments will include paragraphs/essays, objective tests, oral presentations, and independent projects with structured guidelines. Homework is preparation for assessment; therefore, it is expected that homework will be completed as it is assigned.

## Course Descriptions (cont'd)

## English/Language Arts

Resource Language Arts

This course provides students with learning/language difficulties with the fundamentals of English through vocabulary building, grammatical principles, literature, and the writing process. Vocabulary building is taught as an integrated part of the literature program as well as a separate entity. Grammatical principles include correct mechanics, usage, and sentence structure and are taught both formally and informally through self-editing and the use of a grammar textbook. In literature, emphasis is placed on the comprehension and interpretation of material read in class, both literal and inferential. The composition program encompasses both creative and expository writing with emphasis on the five paragraph persuasive essay.

Books read in class vary from year to year, depending upon the reading levels of the children in the class. In the past, students have read abridged versions of *The Call of the Wild*, and *Treasure Island*. They have also read *Old Yeller* and *Shiloh*. Students' progress is evaluated through tests and quizzes, group work involving projects, classroom participation and portfolio assessment.

Language Arts: Grade Eight (Level 1)

This accelerated course is designed for fluent readers and proficient writers, capable of extensive independent reading and writing. It is expected that students can write clearly and coherently about complex ideas. Students will use alliteration, personification, noun and verb phrases and clauses, appositives, vivid verbs, and appropriate word choice to convey their thoughts. Using persuasive language, well-developed reasons, and specific examples, students will support their thesis. Students will integrate information from a variety of sources (books, periodicals, and electronic media) in their writing. It is assumed students know their parts of speech and can independently edit.

World Literature and Classics such as "A Midsummer Night's Dream" will be read. Students will analyze these works in depth by: interpreting what they read, drawing conclusions, discussing character change, determining character motivation, analyzing theme, and understanding how a historical time period influences a piece of literature. Assessments will include essays that analyze literature, persuasive and descriptive essays, research based writings, oral presentations, independent projects, quizzes and objective tests.

Language Arts: Grade Eight (Level 2)

This course is designed for developing readers and writers. Students will write essays by connecting paragraphs in a logical sequence. Students will use literary devices such as similes and alliteration, and revise for clarity. Students will add examples and reasons to prove a point or provide text evidence when analyzing literature. Students will edit with greater precision. Parts of speech will be reviewed and students will incorporate all parts of speech in their writing.

World Literature will be read. The focus will be on reading comprehension. Students will identify story elements such as conflict, plot, point of view and theme. They will use the context of what they are reading to learn vocabulary. Students will learn reference skills to locate information from a variety of sources. Students will develop an understanding of the deeper meanings in literature and participate in guided literature discussions that focus on: real life connections, changes and influences on a character, plot development, and understanding how

a time period affects literature. Assessments will include literature based short essays, persuasive and descriptive essays, research activities, oral presentations, structured mini-projects, and objective tests and quizzes.

### Resource Language Arts: Grade Eight

This course provides students with language/learning difficulties exposure to key aspects of the grade eight curriculum and Massachusetts curriculum frameworks via a variety of multi-sensory activities. The focus of literature and language instruction will incorporate the oral reading and discussion of select short stories, various poems, a minimum of one drama selection, and novels including *A Single Shard*, *The Pearl*, and *Roll of Thunder Hear My Cry*. Literary analysis and vocabulary will be taught and reinforced through the reading selections assigned. A variety of performance-based projects, quizzes, and tests will be assigned and administered.

Grammar and composition will be taught in a systematic manner. The eight parts of speech, subject/verb agreement, compound sentences, and complex sentences will be covered utilizing a sequential approach allowing students to develop sentence variety. The students will utilize a process approach to writing through which they will select templates and strategies to write for specific purposes, learn editing skills and utilize technology to create final drafts. Students will be exposed to and follow the research cycle applying their writing skills to create a research paper utilizing MLA format.

## History/Social Science

### Criteria for Excellence

### History/Social Science

#### History/Social Science - Grade Seven

*Students develop their ideas fully and completely, and develop logical conclusions. Answers are justified through the demonstration of appropriate strategies and logical reasoning skills. Applicable and related examples relate to the topics at hand. Students utilize content-related vocabulary as well as display expertise in its use.*

*Students distinguish between primary and secondary sources. They select appropriate primary and secondary sources to prove a thesis. The content of these sources is used with accuracy and insight. While preparing to read, they survey the materials and questions to be answered.*

*Students develop and ask insightful questions that provide opportunities to view new possibilities. During discussions, remarks are persuasive, and arguments are justified, organized and clear.*

#### History/Social Science - Grade Eight

*Students develop ideas fully, clearly and persuasively. Ideas are clear, logical and of high quality. Appropriate, plausible and valid examples, reasons, details, explanations, and/or generalizations are regularly provided.*

*Students distinguish and differentiate between primary and secondary sources, evaluate their value, and use them appropriately as resources to prove a thesis. They use and interpret data accurately to achieve desired results. Appropriate strategies and procedures are employed to arrive at conclusions. Such skills will be used to write an interdisciplinary research paper.*

*Students understand and use history's specialized vocabulary in appropriate, accurate, and applicable settings. The vocabulary is clear, organized, and contextually appropriate to specific tasks. The use of specialized vocabulary demonstrates sophisticated expertise.*

*Based on available information, students predict what will happen during the course of events, and justify their predictions. They ask insightful questions based on acquired expertise, and present and justify their framed reasoned opinions and arguments.*

## Course Descriptions

## History/Social Science

### Ancient History: Early Humans to 500 A.D.: Grade Seven (Level 1)

Level 1 is an accelerated, challenging course, emphasizing high level skills with a focus on specific social studies skills, readings, essay writing, and library and research skills. Students in this level are expected to be more independent and motivated learners.

Students study the origins of human beings in Africa and the ancient civilizations that flourished in the Mediterranean area, as well as Ancient India and China. The program utilizes a variety of resources that include the following: textbooks, videos, plays, historical stories, computer software and maps. Students will be assessed on homework assignments, tests, quizzes, essay writing, oral presentations, and projects. They will analyze various types of maps and construct time lines. Students will also be able to explain causes and results of major events, outline main features of world history, relate the past to the present, draw conclusions about major events of world history, and identify and explain important events that have influenced world history. Students will be required to write essays, give presentations and prepare reports. Research will include usage of the library and Internet.

### Ancient History: Early Humans to 500 A.D.: Grade Seven (Level 2)

Level 2 is a challenging course that focuses on the reinforcement and development of reading, writing, and library and research skills. The content and assessment is modified according to the students' individual needs.

Students study the origins of human beings in Africa and the ancient civilizations that flourished in the Mediterranean area, as well as Ancient India and China. The program utilizes a variety of resources that include the following: textbooks, videos, plays, historical stories, computer software and maps. Students will be assessed on homework assignments, tests, quizzes, essay writing, oral presentations, and projects. They will analyze various types of maps and construct time lines. Students will also be able to explain causes and results of major events, outline main features of world history, relate the past to the present, draw conclusions about major events of world history, and identify and explain important events that have influenced world history. Students will be required to write essays, give presentations and prepare reports. Research will include usage of the library and Internet

### Resource Ancient History: Grade Seven

Students study the origins of human beings in Africa and the ancient civilizations that flourished in the Mediterranean area, as well as Ancient India and China. Texts and worksheets are used along with hands on projects, electronic educational tools, overheads and videos. The goals of this course include developing the understanding of maps, time lines and reference materials, increasing note taking and studying strategies, and encouraging critical thinking. Students' progress is assessed by teacher-created tests, open-ended questions, classroom participation and portfolio assessment.

This course is designed for students who have learning and language based difficulties. Reading material, independent assignments, test formats, and various activities are modified to accommodate the varied learning styles and needs of students who have a current Individual Educational Plan.

## Course Descriptions (cont'd)

## History/Social Science

World History, 500 A.D. through the French Revolution: Grade Eight (Level 1):

Level 1 is an accelerated, challenging course, emphasizing high level skills with a focus on specific social studies skills, readings, essay writing, and library and research skills.

Students will study the development of world civilizations from the fall of the Roman Empire through the French Revolution. Major empires and political entities of this period will include the Byzantine Empire, the Moghul Empire, the Chinese dynasties, the Ottoman Empire, and the major nation states that emerged in Europe. Major areas of study will include the Cultures of the Americas, Middle Ages in Europe, Asia, and Africa; Renaissance, Reformation, and European Exploration; Age of Discovery; the Enlightenment; and the French Revolution. Students will be assessed using homework assignments, tests, quizzes, essay writing, oral presentations, timelines and projects. Materials to be used include textbooks, maps, supplemental readings, workbooks, videos, and computer software.

Students will be able to show important concepts in world history through the use of maps, relating geography to content and time lines. Students will also be able to explain causes and results of major events, outline main features of world history, relate the past to the present, draw conclusions about major events in world history, and identify and explain important values that have influenced world history.

World History, 500 A.D. through the French Revolution: Grade Eight (Level 2)

Level 2 is a challenging course which focuses on the reinforcement and development of reading, writing, and library and research skills.

Students will study the development of world civilizations from the fall of the Roman Empire through the French Revolution. Major empires and political entities of this period will include the Byzantine Empire, the Moghul Empire, the Chinese dynasties, the Ottoman Empire, and the major nation states that emerged in Europe. Major areas of study will include the Cultures of the Americas, Middle Ages in Europe, Asia, and Africa; Renaissance, Reformation, and European Exploration; Age of Discovery; the Enlightenment; and the French Revolution. Students will be assessed using homework assignments, tests, quizzes, essay writing, oral presentations, timelines and projects. Materials to be used include textbooks, maps, supplemental readings, workbooks, videos, and computer software.

Students will be able to show important concepts in world history through the use of maps, relating geography to content and time lines. Students will also be able to explain causes and results of major events, outline main features of world history, relate the past to the present, draw conclusions about major events in world history, and identify and explain important values that have influenced world history.

## Course Descriptions (cont'd)

## History/Social Science

Resource World History: Grade Eight

This course traces the development of world civilizations from the Fall of the Roman Empire through the French Revolution. Major areas of study will include the Middle Ages in Europe, Asia, and Africa, as well as the Renaissance, Reformation, European exploration, the Age of Discovery and the Enlightenment. The major empires studied will include the Ottoman Empire, Moghul Empire, Chinese Empire, and the Byzantine Empire.

This modified course is designed to incorporate curriculum framework teaching objectives for history, geography, civics, and government, as well as critical thinking skills. Students will learn mapping skills as well as reference, research and study skills through textbooks, supplemental texts, videos and various computer programs. Reading material, assignments, language-based tests, and various projects are modified to accommodate the varied learning styles and needs of the students. Student progress is evaluated through teacher-created tests that include open-ended questions, classroom participation, and portfolio assessment.

## Mathematics

### Criteria for Excellence

### Mathematics

#### Mathematics - Grade Seven

*Students are proficient in basic operations of whole numbers, decimals, and fractions. They read at or above grade level and can work independently. The ability to solve problems logically using correct and accurate mathematical terminology is expected. Students restate problems in their own words and estimate possible solutions. While reading problems, students identify the given information (including tables and graphs) and interpret problems correctly. Answers are justified through the use of various strategies other than guess and check.*

*Appropriate terminology and mathematical tools are used to communicate solutions to problems. Ideas are communicated clearly, accurately, and are displayed in an organized and detailed format. Students, through analysis and synthesis, make and test mathematical conjectures, draw logical conclusions, and justify their thinking in developmentally appropriate ways. A repertoire of math representations, including numbers, shapes, operations and relations, are used. Students demonstrate appropriate use of numerals, diagrams, algebraic expressions and graphs.*

*Students make connections with other disciplines and develop connections between math and their own experiences.*

#### Mathematics – Grade Eight

*Students follow organized procedures to solve problems correctly and to justify their solutions. Their methodologies and terminology are accurate, appropriate, insightful and creative. The work is persuasive through the use of precise mathematical language as students discuss and write their procedures and solutions.*

*A variety of explanatory tools are used to make convincing arguments. Facts and arguments are appropriate to the subject or topic. Verbal and algebraic models, appropriate materials, and a variety of approaches are used to seek solutions to problems. Students discover and understand a variety of approaches to solve a problem.*

*Through real world problems and applications, students understand connections between mathematics and other subject areas.*

## Course Descriptions

## Mathematics

### Mathematics: Grade Seven Extended

This accelerated course moves at the fastest pace, covers the greatest breadth and depth of topics, and is for students who can accept a challenge as well as exhibit mathematical curiosity and insightful thinking. Additionally, students will begin to make connections from arithmetic to algebra and apply algebra to real-life problems.

Using linear and absolute value models students will solve, graph and interpret data in-depth. Linear equations and inequalities in two variables as well as, systems of equations will be covered. Students will use scientific calculators, graphing calculators and computers to aid in higher level thinking problems. They will be assessed through tests, quizzes, nightly homework, projects and classroom observations. Students will need to maintain an average of B- or better to continue with Grade Eight Algebra I Honors Extended Course. Students who have a final average lower than B- will be expected to take Algebra 1 Honors in Grade 8.

Prerequisite: Mastery of fractions, decimals and percents and knowledge of integers is essential. Outstanding completion of grade 5 and 6 math, as well as teacher recommendation, scoring for two consecutive years at the Advanced level for Math on the MCAS, and strong performance on the district standard placement test.

### Mathematics: Grade Seven (Level 1)

This course progresses at a faster pace and covers topics to a greater depth than the Level 2 class. Level 1 is an accelerated, challenging course, emphasizing high level skills with a focus on in-depth applications involving problem solving strategies, estimation, computation, expressions, equations, geometry, number theory, fractions, measurement, ratios, proportions, percents, statistics, integers, rational numbers, expressions, and equations with rational numbers.

They will develop the ability to think abstractly. Students will use textbooks and worksheets to reinforce daily coursework lessons. Assessments will include tests, quizzes, nightly homework, projects, and writing answers to open-ended questions. Students enrolled in this course will be self-motivated with the ability to work independently, as well as cooperatively in group situations.

Prerequisite: Students will be proficient with basic operations of whole numbers, decimals, and fractions. The reading level, reading comprehension skills, and ability to follow directions for students enrolled in this course should be above grade level.

### Mathematics: Grade Seven (Level 2)

This course progresses at a pace that allows for skill development and reinforcement of concepts. Students will develop skills involving problem solving strategies, estimation, computation, expressions, equations, geometry, number theory, fractions, measurement, ratios, proportions, percents, statistics, integers, rational numbers, expressions and equations with rational numbers. Students will use textbooks and worksheets to reinforce daily coursework lessons. Assessments include tests, quizzes, nightly homework, projects, and writing answers to open-ended questions. Students will work cooperatively in group situations.

Prerequisite: Students enrolled will be proficient with the basic operations of whole numbers and decimals.

## Course Descriptions

## Mathematics

### Mathematics: Grade Seven Resource

This course allows seventh grade students with learning and language difficulties to reach a fundamental level of mathematical understanding and application. Major areas of study include number sense and operation, patterns, and number relationships. Measurement, pre-algebra, geometry, data analysis, statistics and probability are also introduced. Mathematical activities such as budgeting for Thanksgiving dinner and a dream house blue print are also included. Hands on experiments are useful and relate to other academic classes. Mathematical vocabulary is enhanced and presented to ensure practical application and understanding. MCAS-type questions are consistently practiced and reinforced. The textbooks are selected and used according to various student needs in the classroom. Depending on students' needs, several different textbooks are used to ensure an array of practice and a variety of presentations. Student progress will be determined through tests, homework completion, classroom participation, and portfolio assessments.

### Mathematics: Grade Eight Algebra I Honors Extended

This accelerated course is a continuation of the Grade 7 Extended Math Course. The course covers the greatest breadth and depth of topics in the Algebra sequence. Using exponential and quadratic models students will solve, graph and continue to interpret data. In addition, factoring polynomials and solving rational and radical equations will be covered. Students will continue to use scientific calculators, graphing calculators and computers to aid in higher level thinking problems. They will be assessed through tests, quizzes, nightly homework, projects and classroom observation.

Prerequisite: Completion of Grade Seven Advanced (Extended Math) with a minimum of a B-final average grade and teacher recommendation. Students will continue to Honors Geometry in Grade 9.

### Mathematics: Grade Eight Algebra I Honors

This course completes a comprehensive Algebra I program. Students should exhibit mathematical curiosity and insightful thinking. They should be self-motivated and be able to work independently. It is expected that students will choose an appropriate problem solving strategy in order to complete tests and quizzes during given time constraints.

During this course, students will apply algebra to real-life problems. They will interpret data from tables, charts, and graphs. Students will recognize the four basic functions: linear, quadratic, absolute value, and exponential. Students will transform equations through symbolic manipulations. Students will use scientific calculators and computers to aid in higher level thinking problems. They will be assessed through tests, quizzes, nightly homework, projects, and classroom observations.

Prerequisite: Mastery of fractions, decimals, percents, one and two step equations, and integers is required upon the completion of grade seven. A minimum grade of B+ in Level 1 seventh grade math is recommended.

## Course Descriptions

## Mathematics

### Mathematics: Grade Eight Algebra IA

This course builds the foundations of a first-year Algebra program. This is the first part of the Algebra sequence where students will apply algebra to real-life problems. Students will solve, graph and interpret linear and absolute value functions. Students will transform equations through symbolic manipulations. They will interpret data from tables, charts, and graphs. The students will be asked to write persuasive responses to open-ended questions. Students will use scientific calculators and computers to aid in higher level thinking problems. They will be assessed through tests, quizzes, nightly homework, projects, and classroom observations. Upon successful completion students will continue their study of Algebra by enrolling in Algebra I Honors in grade 9.

Prerequisite: Teacher recommendation based on proficiency in fractions, decimals, percents, one- and two- step equations, and integers.

### Mathematics: Grade Eight Pre-Algebra

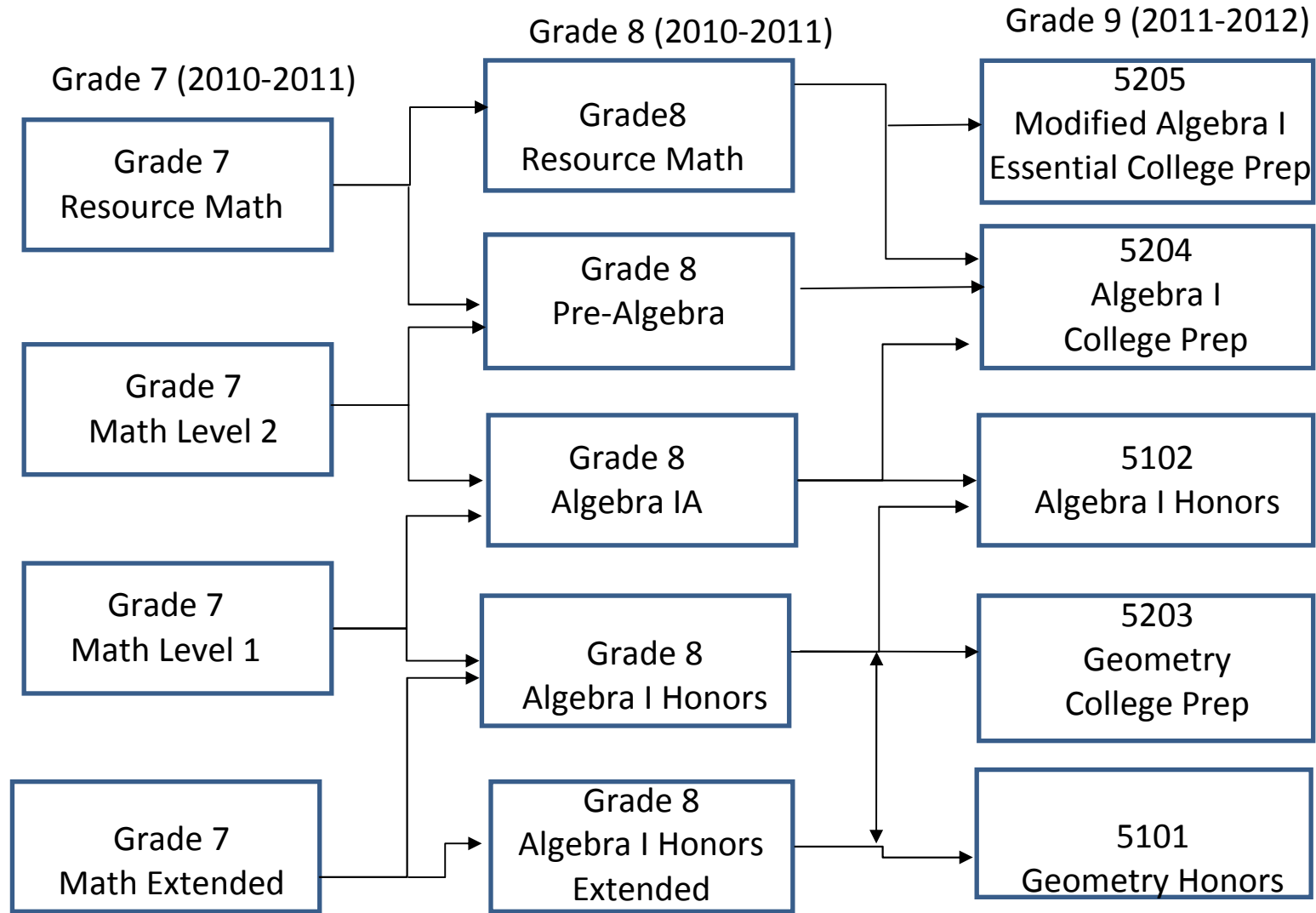
This course will prepare students for Algebra I College Prep in grade 9. Students will understand concepts such as percent, ratio and proportion, rational numbers, geometry, and probability. Students will also evaluate expressions (e.g.,  $5x+2$ ), and solve and graph equations. The students will write persuasive responses to open-ended questions. Emphasis will be placed on using math as a tool for problem solving and application to real-life situations. Students will be provided with an opportunity to use calculators and computers. The students enrolled in this course should be able to take class notes and use a calculator for basic operations. They should be proficient with decimals and fractions. Evaluation will occur through tests, quizzes, nightly homework, projects, and group activities in class.

### Mathematics: Grade Eight Resource Math

This course allows eighth grade students with learning and language difficulties to reach a fundamental level of mathematical understanding and application. Major areas of study include number sense and operations, patterns, relations and algebra, geometry, measurement, data analysis, statistics and probability. Mathematical activities include investigations that relate to the sciences and social sciences through interesting, hands-on learning experiences which demonstrate a variety of math understandings.

Mathematical vocabulary is enhanced and presented in many ways to ensure practical application and understanding. MCAS-type questions are consistently practiced and reinforced. Student progress will be determined through tests, homework completion, classroom participation, and portfolio assessments.

**COURSE SELECTION SEQUENCE FOR MATH**



## Science

### Criteria for Excellence

### Science

#### Science - Grade Seven

*Students use a number of techniques to develop workable strategies to solve problems. They present efficient and sophisticated plans to test hypotheses. Explanations of conclusions include appropriate mathematics and science vocabulary as well as effective visual representations. Investigations are conducted that connect to “real world” use or other known ideas. Students present alternative explanations for what is observed and clearly explain the reasons for logical conclusions. More than the required investigations are attempted as students thoughtfully reflect on the processes they use.*

*Students effectively use information to answer questions. They extend their thinking to make new connections or to ask new questions as they organize and evaluate their information. Exceptional amounts of information are found, organized, and evaluated for its usefulness.*

*Students successfully solve science problems using their mathematical knowledge. Solutions follow logical lines of thinking. Laboratory investigations are performed efficiently and completely. Work shows insightful applications beyond the current problem being solved.*

#### Science - Grade Eight

*Students will solve problems using an investigative style of research. They will follow clear procedural steps to gather data as well as use laboratory tools and equipment with care and efficiency to gather the data. The data will be mathematically accurate and their observations of phenomena will be accurate and appropriate. As they engage in problem solving during the research process, they will gather information that leads to insightful conclusions.*

*Students will use the collected data to persuade the reader that a problem has been solved and that the solutions have broader applications. Their lab reports effectively communicate the procedures that were used, their observations, and their arguments that justify their conclusions. Students will evaluate the validity of the scientific process in light of their research and their conclusions.*

*Students will apply their knowledge of mathematics to successfully solve mathematical problems in science. They will use appropriate formulas as they solve mathematical problems relevant to the science concepts being explored. Their written work includes plausible conclusions based on that mathematical data that was collected and used. These conclusions are supported through the use of graphs, charts, and tables.*

## Course Descriptions

## Science

### Science: Grade Seven (Level 1)

The grade 7 science course is designed to introduce students to a broad base survey of earth's geology, basic chemical concepts and their connection to living things. Concepts and topics include the scientific method and measurement, thermal energy, and its role in the formation of Earth's structure, geological processes and resources, chemical composition of matter from atoms to compounds and their role in living organisms. Characteristics of living things will be studied from the cellular level to the major systems of the human body. Students will write lab reports, develop and refine their scientific problem solving skills, and integrate mathematics into work they produce. Students will be assessed by examinations, quizzes, homework, lab reports and projects.

Students in this level should be academically ambitious, exhibit good organizational and reasoning skills, and be able to work independently. Students should be able to read and write at or above grade level and be able to follow both verbal and written directions.

### Science: Grade Seven (Level 2)

The grade 7 science course is designed to introduce students to a broad base survey of earth's geology, basic chemical concepts and their connection to living things. Concepts and topics include the scientific method and measurement, thermal energy, and its role in the formation of Earth's structure, geological processes and resources, chemical composition of matter from atoms to compounds and their role in living organisms. Characteristics of living things will be studied from the cellular level to the major systems of the human body. Students will write lab reports, develop and refine their scientific problem solving skills, and integrate mathematics into work they produce. Students will be assessed by examinations, quizzes, homework, lab reports and projects.

Students in this level should be able to read and write at or below grade level, be able to follow directions and solve basic math computations.

### Resource Science: Grade Seven

The grade 7 science course is designed to introduce students to a broad base survey of earth's geology, basic chemical concepts and their connection to living things. Concepts and topics include the scientific method and measurement, thermal energy, and its role in the formation of Earth's structure, geological processes and resources, chemical composition of matter from atoms to compounds and their role in living organisms. Characteristics of living things will be studied from the cellular level to the major systems of the human body.

Students in this level will participate in a hands-on, interactive learning environment. Reading material, independent assignments, test format and class projects are modified to accommodate the varied learning styles and needs of students who have a current Individual Education Plan. Students will be required to use workbooks that are relative to their ability level. Students will be required to read in class and for homework. Student assessments will include tests, quizzes, homework, projects and class participation.

## Course Descriptions – cont'd

## Science

Science: Grade Eight (Level 1)

The grade 8 science course is designed to build on the scientific concepts developed in grade 7 and introduce students to energy and forces as they relate to Earth's geologic and living history. Concepts and topics will include the scientific method and measurement, focusing on weight and mass, energy, forces and motion and their role in the formation of Earth. Students will study the composition of the universe and focus on the Earth's geologic history with respect to ecosystems, biological evolutions, and diversity and interrelatedness of life on Earth. Students will be exposed to a variety of approaches including teacher lecture and discussion, required reading, lab investigations, and projects. Students will continue to develop and refine their scientific problem solving skills and integrate more complex math skills into their work. Assessments will include tests, quizzes, homework, lab reports, projects and class participation.

Students in this level should be recommended by their grade 7 science teacher and should be highly motivated to succeed. Students should exhibit math and reading skills at or above grade level.

Science: Grade Eight (Level 2)

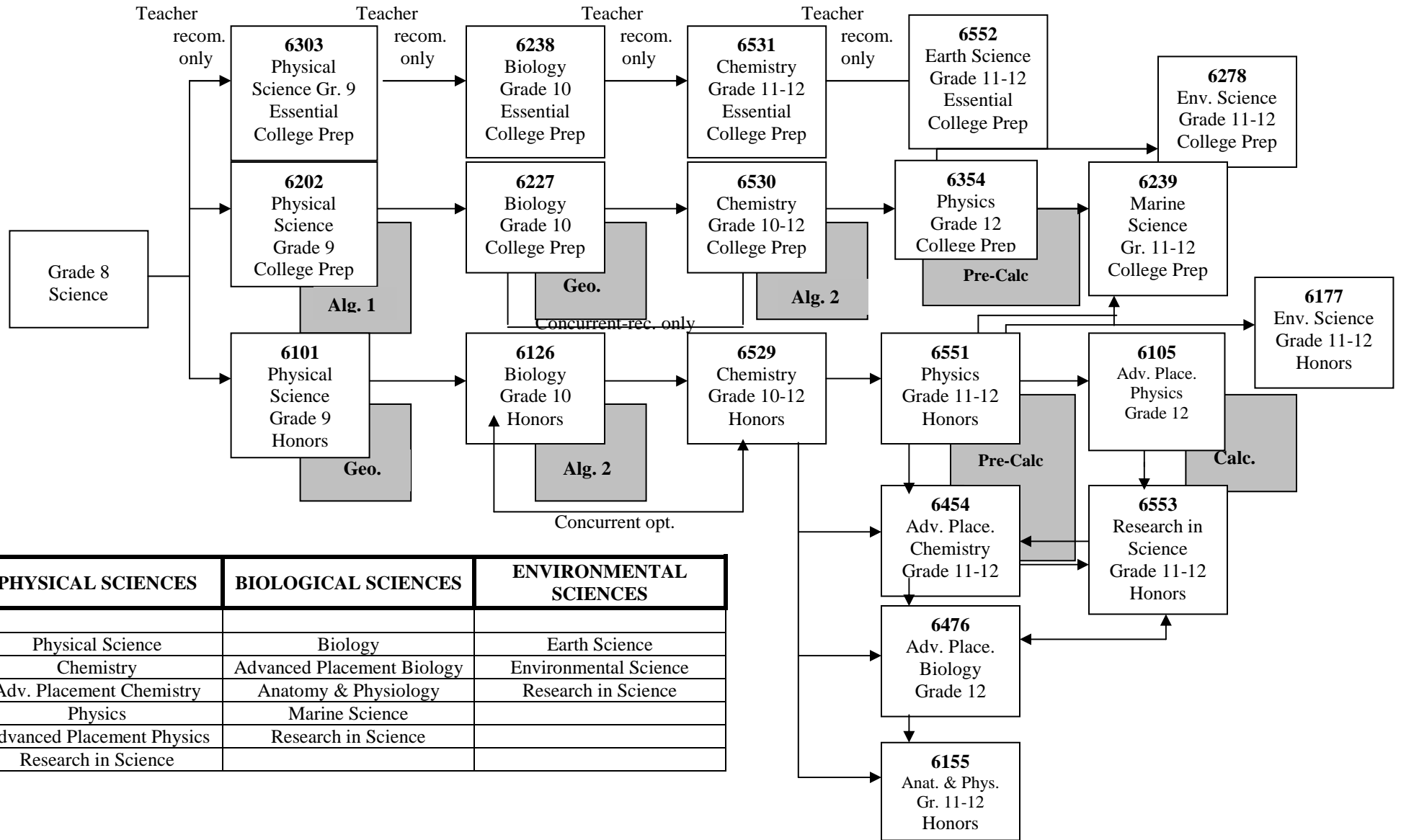
The grade 8 science course is designed to build on the scientific concepts developed in grade 7 and introduce students to energy and forces as they relate to Earth's geologic and living history. Concepts and topics will include the scientific method and measurement, focusing on weight and mass, energy, forces and motion and their role in the formation of Earth. Students will study the composition of the universe and focus on the Earth's geologic history with respect to ecosystems, biological evolutions, and diversity and interrelatedness of life on Earth. Students will be exposed to a variety of approaches including teacher lecture and discussion, required reading, lab investigations, and projects. Students will continue to develop and refine their scientific problem solving skills and integrate more complex math skills into their work. Students in this level will receive more teacher direction and guidance. Assessments will include tests, quizzes, homework, lab reports, projects and class participation.

Students in this level should be recommended by their grade 7 science teacher and should exhibit math and reading skills at or below grade level.

Resource Science: Grade Eight

The grade 8 science course is designed to build on the scientific concepts developed in grade 7 and introduce students to energy and forces as they relate to Earth's geologic and living history. Concepts and topics will include the scientific method and measurement, focusing on weight and mass, energy, forces and motion and their role in the formation of Earth. Students will study the composition of the universe and focus on the Earth's geologic history with respect to ecosystems, biological evolutions, and diversity and interrelatedness of life on Earth. Students will be required to use workbooks that are appropriate to their ability. They will be required to read in class and for homework. Student's progress will be assessed through the use of tests, class participation and projects.

## COURSE SELECTION SEQUENCES FOR SCIENCE



## Foreign Language

Criteria for Excellence: French

French

### French – Grade Eight

*Students will demonstrate accurate pronunciation, spelling, and usage of French vocabulary. They will read and understand text in French. Students will effectively communicate in French using complete sentences in the present and past tenses.*

*Students will accurately describe aspects of the various cultures within the francophone world. They will demonstrate a genuine appreciation for differences among people of other cultures.*

Course Descriptions: French

French

### French I: Grade Eight

This year-long introductory French course uses the *Discovering French, Nouveau: Bleu* textbook and other related instructional tools. The successful completion of this first year French course leads to French II studies at the High School level. Students will generally enter the French I course with no background knowledge of French.

Students will develop their language skills in all four areas of language learning: speaking, listening, reading, and writing. Students will develop French vocabulary, grammar and communication skills. Students will be required to communicate orally and in writing using developed skills of expanded vocabulary and grammar. They will speak in complete sentences with a varied vocabulary, using the present tense and begin to study one form of the past tense. The many different aspects of francophone culture will be explored through readings, short movies, and quarterly cultural research projects. Assessment of student work is based on tests, quizzes, projects, written and oral assignments, as well as class work that includes skits, games and written and oral participation. The French I curriculum is aligned to the Massachusetts Foreign Language Framework for the Stage One Learner.

### French I: Grade Eight (Level 1)

Prerequisite: 7th Grade English Level 1: Grade of B or better.

Course will be taught primarily in French, and students will be expected to communicate in the target language. The course will move at a pace so that students will be on track to enter the French II Level 1 course at the High School.

### French I: Grade Eight (Level 2)

Course will be taught with a mix of French and English, and students will communicate in a mix of French and English. More time will be given to understanding grammatical concepts and emphasis will be placed on understanding the material through culture. Students who successfully complete this course will be prepared for the French II Level 2 course at the High School.

## Spanish

### Criteria for Excellence

Spanish

#### Spanish I – Grade Eight

*Students will learn and understand vocabulary and demonstrate accurate pronunciation, spelling, and word usage of the learned vocabulary. They will read and understand text in Spanish. Students will effectively communicate in Spanish using complete sentences and conjugated verbs. Students will also read and understand short texts.*

*Students will accurately define the concept of culture and distinguish between the varieties of Spanish speaking cultures. They will demonstrate a genuine appreciation for differences among people of other cultures.*

### Course Descriptions

Spanish

#### Spanish I: Grade Eight

This year long introductory Spanish course, uses the *Paso a Paso* textbook and other related educational and study aides. The successful completion of this first year Spanish course leads to Spanish II studies at the High School level. Students will enter the course with varying degrees of Spanish. Students will develop their language skills in all four areas of language learning: speaking, listening, reading, and writing. Students will expand their Spanish vocabulary, develop grammar and communication skills. Students will be required to communicate orally and in writing using developed skills of expanded vocabulary and grammar. They will speak in complete sentences with a varied vocabulary, using the present tense and begin to study one form of the past tense. The many different aspects of Spanish culture will be explored through food tasting, movies and relevant activities. Assessment of student work is based on tests, quizzes, projects, written and oral assignments, as well as class work that include skits, games and written and oral participation. The Spanish curriculum is aligned to the Massachusetts Foreign Language Curriculum for the Stage One Learner.

#### Spanish I: Grade 8 (Level 1)

Prerequisite: 7th Grade English Level 1- grade of B or better.

Course will be taught predominately in Spanish and students will be expected to communicate predominately in Spanish. The course will move at a pace so that students will be on track to enter high school in a Level 1 Spanish Two course.

#### Spanish I: Grade 8 (Level 2)

Course will be taught with a mix of Spanish and English and students will communicate in a mix of Spanish and English. More time will be given to understanding grammatical concepts and emphasis will be placed on understanding the material though culture. Students who successfully complete this course will be prepared for the Spanish Two level two course at the high school level.

Cultural Studies

This is a year-long course designed to expose students to the cultures of Spanish and French speaking countries of the world. The course is instructed in English and focuses on basic survival vocabulary and cultural facts and customs. Students engage in various classroom activities, including, but not limited to: travel plans, tourism, currency exchange, music, food, folklore, history, art, literature, daily life, current events and politics. Assessment of student work is based on tests, quizzes, projects, written and oral assignments, as well as class work that include skits, games and written and oral participation. Emphasis is on further developing reading and writing skills in English while studying other cultures.

Students are placed in the Cultural Studies Course based on recommendation of the special education team chair and guidance counselor.

Unified Arts Programs**Art**

Criteria for Excellence

Art

Fine Arts – Grade Seven

*As students complete each project, their use of materials and tools are technically correct and skillful. The final product is clean and in neat condition. Students work hard, and apply themselves. They follow directions, meet objectives and goals, are cooperative, and have a positive attitude.*

*Students develop distinctive individual styles. They create innovative, unique solutions to problems, develop and elaborate on a theme, and experiment with imagery or materials. Projects reveal emotion, symbolism or ideas. They create an illusion of space. Color is used effectively and expressively. Large and small shapes are used. The center of interest and emphasis is shown through contrast, value changes, isolation and dominance.*

*Students transfer concepts and techniques from one assignment to another. They demonstrate an excellent application and understanding of one or more design principles and elements in design. The center of interest and emphasis is shown through contrast, value changes, isolation and dominance.*

Course Description

Art

Art: Grade Seven

Students will participate in Art for one term. This class introduces students to a progressive study of skills and techniques in the areas of drawing, painting, printmaking, and three-dimensional design. The curriculum will entail perspective, modeling, color mixing, blending, and color wheel theory. Students will explore and create through the manipulation of the project medium and equipment. Student progress will be assessed based on the rendering and application of their technical and creative skills. Completion of all project work is required.

### Educational Technology/Engineering – Grade Seven

*Seventh grade educational technology students will demonstrate a knowledge and comprehension of the basic features regarding computer operating systems as well as the desktop, hard drive, printer, and keyboard. They will use various techniques to locate pertinent information using the Internet as a resource. Students are expected to utilize and employ images in a multitude of projects from a variety of sources. An understanding of spreadsheets and their function will allow them to use data to develop charts and graphs. A multimedia presentation will be developed incorporating various forms of media to meet specific criteria. Students will demonstrate appropriate behavior regarding ethics and safety issues using electronic media. A variety of word processing documents will be constructed demonstrating the editing and formatting features of a word processor, as well as incorporate multi-tasking skills to develop these documents. Scanners, digital cameras, and CD's will be employed along with graphic applications to manipulate images for various projects.*

### Media Arts - Grade Eight

*In this semester class, grade eight students will have the opportunity to participate in a sequence of project-based learning experiences that continue to foster creativity, synthesis of academic knowledge and technological skills, and critical reflection.*

*Students will work individually and collaboratively, applying their producing, directing, writing, composing, editing and engineering skills.*

*Digital media projects produced will include action events, news stories, public service announcements, commercials, mini-documentaries, science, technology/engineering training or educational videos, and student-proposed projects.*

## **Educational Technology/Engineering**

Criteria for Excellence

Educational Technology/Engineering

### Educational Technology/Engineering I – Grade Seven

*Seventh grade educational technology students will demonstrate a knowledge and comprehension of the basic features regarding computer operating systems as well as the desktop, hard drive, printer, and keyboard. They will use various techniques to locate pertinent information using the Internet as a resource. Students are expected to utilize and employ images in a multitude of projects from a variety of sources. An understanding of spreadsheets and their function will allow them to use data to develop charts and graphs. A multi media presentation will be developed incorporating various forms of media to meet specific criteria. Students will demonstrate appropriate behavior regarding ethics and safety issues using electronic media. A variety of word processing documents will be constructed demonstrating the editing and formatting features of a word processor, as well as incorporate multi-tasking skills to develop these documents. Scanners, digital cameras, and CD's will be employed along with graphic applications to manipulate images for various projects.*

## Course Descriptions

## Educational Technology/Engineering

Educational Technology/Engineering I: Grade Seven

During this one trimester Grade Seven educational technology class, students will work with word processing, database, spreadsheet, electronic research, presentation, and graphic applications to develop technology skills and knowledge while enhancing learning of the academic curriculum. In addition, scanners, robotic equipment, digital cameras, a structure testing machine, and other various pieces of equipment will be utilized throughout the course to test and record results of data gathered during each unit and lab. The scientific method, lab layout, units of measure, graphing, and many other academic skills and content will be utilized throughout the course. Students will identify computer components, applications, and their function. These applications will also include the appropriate terminology and understanding of connectivity of networking systems. Appropriate applications will be utilized to produce a variety of products such as a Science Manufacturing lab, Balloon Lab, Windmill Lab, Robotics unit, Research Presentation using PowerPoint, Structures unit and a Periodic Table Graphics unit which will demonstrate the student's knowledge and skill pertaining to science, math, and technology. Students will apply this knowledge and skill in eighth grade math and science classes as well as at the high school level. File management skills will be applied throughout the course to meet requirements set for each unit. Hardware and applications management skills learned during this course will also be demonstrated with the completion of these units. Prerequisites include exposure to developmentally appropriate K-6 software whereas students have acquired basic skills.

Media Arts: Grade Eight

In this semester class, grade eight students will have the opportunity to participate in a sequence of project-based learning experiences that continue to foster creativity, synthesis of academic knowledge and technological skills, and critical reflection. The purpose of the program is to:

- 1) Provide an academic program that gives students a solid base in the theoretical and technological skills required for professional careers in the emerging digital media industries of television/film production, CD-ROM, DVD, Web Page design, music recording, composing, computer graphics and animation;
- 2) Provide hands-on, state-of-the-art hardware and software to train students in the production of digital media for entertainment, information, and education audiences;
- 3) Prepare students with practical, marketable job skills to enter professional careers in industries that rely on digital media production and repurposing, especially if students choose to continue in the TV Production program at King Philip High School;
- 4) Provide students with the opportunity to gain experience in producing a variety of professional, high quality projects using professional-level digital media technology and equipment and software;

5) Provide students with the opportunity to work in teams, applying their producing, directing, writing, composing, editing and engineering skills to produce a variety of digital media projects including:

- **Action Events**
- **News Stories**
- **Public Service Announcements**
- **Commercials**
- **Mini-Documentaries**
- **Science, Technology/Engineering Training or Educational Videos**
- **Student-Proposed Projects**

Advanced Students: Advanced students will have the opportunity to explore more complex and sophisticated projects in Digital Video Editing, Web Page Design, Computer Programming, and Engineering Principles.

## Music

### Criteria for Excellence

### Music

#### General Music – Grade Seven

*Students will become better musicians through exposure to a variety of learning experiences that include uses of visuals, listening resources, and rote teaching methods. Students will explore basic concepts related to music, including music history, music theory, world music, reading, writing, and composing music, playing instruments, and singing. Students will be able to understand how the elements of music theory apply to all music genres. Students will be able to read and write simple music as well as audibly identify rhythmic and melodic ideas. Students will have a general understanding of musical history from various eras in Western music as well as trends in modern music.*

#### Music Performance Organizations: Band and Chorus – Grades Seven and Eight

*Students must demonstrate a strong ability to read music written in standard notation. They will be able to identify whole, half, quarter, eighth, sixteenth and dotted notes and rests in different time signatures. Simple melodies and intervals must be played or sung at sight. Students must identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.*

*Students must be able to analyze music using appropriate music vocabulary. The student will recognize examples of diverse genres and culture, describe specific music occurrences in a given example using appropriate terminology, listen to formal and informal performances with attention, and show understanding of the protocols of audience behavior appropriate to the style of the performance.*

*Band students will play at least one instrument accurately and independently, alone and in ensemble settings, with expression, appropriate posture, playing position, and technique. Choral students will sing independently and in ensemble settings with proper breath control, expression and technical accuracy.*

### Course Descriptions

### Music

#### General Music: Grade 7

A music course is required in Grade 7 as part of the Unified Arts experience. General Music is offered to students who have not elected band and/or chorus in Grade 7. In general music, students will increase their music knowledge by studying major trends in music history, important composers, world music, and basic elements of music theory. Students will learn to read, write, and compose music, and develop their musical skills through various lessons and activities. Students will be assessed through unit tests, class participation performance, and collaborative music projects. Lastly, students will become better musicians by applying their understanding of music in actual music making through the use of healthy singing techniques and the playing of instruments.

**Band: Grades Seven and Eight**

The primary performance goals are to further develop ensemble skills and individual technique, to build a stronger bond between student, teacher and ensemble, to build individual responsibility and to further develop a love and appreciation for music making. Different styles of literature such as classical, contemporary, and marches will be explored. Students will be responsible for maintaining a folder, which will contain their music, practice log and any notes they wish to take. Students will be evaluated on attendance, folders, participation and a series of level testing where students are required to pass levels reflecting individual achievement. Students are responsible for the up keep of their instruments. Concert Band is open to students with two or more years of experience on a band instrument or with the permission of the director.

**Chorus: Grades Seven and Eight**

This is a full year course with no prerequisites. All students are welcome to join the KPMS Chorus. The primary goals will be learning about the basics of music theory and preparing performances during winter and spring terms. Students will be assessed based mostly on class participation and performance attendance. Students will develop skills for working within group situations, improve responsibility and individual music technique, and develop a personal appreciation for music making. The class will explore both classical and contemporary choral music representing many cultures and languages in various vocal part formats. Honors Chorus is an after school option for which students must audition at the beginning of the year. Students in Honors Chorus are expected to be a part of the full KPMS Chorus. Students in Honors Chorus will be singing and studying advanced music and vocal techniques.

## Physical Education

### Criteria for Excellence

### Physical Education

#### Physical Education - Grade Seven

*Students demonstrate the ability to maintain health-enhancing physical fitness by meeting or surpassing national physical fitness standards recommended by AAHPERD (American Alliance for Health, Physical Education, Recreation and Dance). They demonstrate skills necessary to implement and monitor a progressive physical fitness plan. Students achieve motor-skill proficiency in one or two movement forms and competency in several movement forms. Students authenticate tactics, strategies and game knowledge in a variety of team and lifelong activities. Students demonstrate social and personal responsibility skills by participating in and engaging in meaningful play and practice.*

#### Physical Education - Grade Eight

*Students demonstrate the ability to maintain health-enhancing physical fitness by achieving national standards. They meet or surpass National Physical Fitness Standards identified by AAHPERD. They also demonstrate skills necessary to articulate and monitor a progressive physical fitness plan that addresses future needs. Students use, analyze, and display scientific data to monitor and develop a personal fitness plan. They achieve excellence in motor skill acquisition, cognitive development and personal and social development.*

### Course Description

### Physical Education

#### Physical Education: Grades Seven and Eight

In a co-educational setting, students will be given a variety of problem-solving activities, structured practice and game play where they can achieve the necessary skills and knowledge to become an educated participant and spectator. Students will develop competency in several movement forms and proficiency in one or two selected forms. In addition, students will explore the knowledge, attitudes and habits of physical and emotional wellness. The elements of physical fitness will be presented as a common theme throughout most units of study and will be investigated independently. Students will participate in activities specifically designed to develop competency in both upper and lower body manipulation, balance and coordination. Student achievement will be assessed as motor-skills are applied during game play and through skill tests. Through the use of technology students will record fitness data for the purpose of assessing their (current) personal fitness level and will compose a short and long term plan to address their needs.

## Health and Wellness

### Criteria for Excellence

### Health

#### Health and Wellness: Grade Eight

*Students consistently exhibit knowledge of health concepts, life management skills and habits that can facilitate lifelong health for themselves and others. They clearly explain fundamental health concepts and skills. Through class discussions and written work, students use appropriate examples to explain fundamental health concepts and skills while they dismiss and disregard myths and health misconceptions.*

### Course Description

### Health

#### Foundations for Success: Grade Seven

This Grade 7 course provides students with techniques and strategies needed to ensure confidence and success that will provide a strong foundation for middle school and beyond. As a result of this course, students will be able to apply knowledge to help them with goal setting, career options, and participating in our community as a responsible informed citizen. Students will learn concepts and develop skills necessary to form safe habits and choose healthful actions that are safe, healthful, legal and that respect themselves and others while following parent guidelines. Reading, writing, and computing are an essential part of this course.

Materials critical in this learning process are various contemporary pamphlets, booklets, videos. In addition, guest speakers will be integrated into the learning process.

Key assessments that provide information about student learning and evaluation criteria will be tests, projects, cooperative learning skills, and class activities.

#### Essential Study Skills: Grade Seven

The course is required for all seventh graders and is offered for one trimester within the Unified Arts rotation. The course will focus on developing essential study skills as students read Mark Twain's *The Adventures of Tom Sawyer*. Learning activities will include reading, writing, and critical thinking. Each student will need a notebook and pocket folder or a binder with loose leaf paper to store notes and assignments. Books must be brought to class daily. Throughout the course, students will explore the background of the novel, decode the vocabulary, identify the basic building blocks of fiction, question, determine sequence, understand cause and effect, make inferences, predict, summarize, and form judgments. Study guides that include comprehension and discussion questions will be answered by the students as sections or chapters are finished. Grades will be based upon class participation, answers to reading guides, quizzes, completion of other assignments including homework, and three assessments that include two tests and one product. This course offers an opportunity for every seventh-grade student to read one of the most popular books in American literature and reinforces the essential study skills that will provide a strong foundation for learning in all disciplines.

#### Health and Wellness: Grade Eight

This Grade 8 course is designed to enable students to learn health concepts and develop skills necessary to form healthy habits and choose healthful actions that are: safe, healthful, legal and that respect themselves and others while following parent guidelines.

As a result of this course, students will be able to consistently exhibit knowledge of health concepts, life management skills and habits that can facilitate lifelong health for themselves and others. They will be able to clearly explain fundamental health concepts and skills by using appropriate examples. Students will be able to dismiss and disregard myths and health misconceptions.

Materials critical in this learning process are various contemporary pamphlets, booklets, videos, etc., provided by reputable health resources for disseminating information to the students. In addition, guest speakers will provide useful health and wellness information.

Key assessments that provide information about student learning and evaluation criteria will be tests, projects, cooperative learning skills, and class activities.

## **Educational Support Services- Grades Seven and Eight**

### **Guidance**

The guidance program at King Philip Middle School is designed to meet the needs of the individual student. It recognizes the uniqueness of each student and attempts to provide the services which will give students the fullest opportunity to mature and develop at their natural rate. Every effort is made for counseling and support services to be readily available to all students.

Under routine circumstances all counseling contacts are scheduled on an appointment basis. Appointment request slips are available at the guidance office. Students may stop by and fill out a request slip before school or during the day with teacher permission. Students should request an appointment for those periods in their daily class schedules which are set aside for student assistance time. Counselors will send out passes to students for appointments requested. Counselors will also schedule appointments with students when they feel there is a need to see a student. Counselors are always available in any emergency situation.

The guidance counselors are available throughout the school year for conferences with parents as well as students. Frequently, it is as important to meet with the parents as it is to talk with the students. Conferences are also held periodically with the King Philip Middle School staff and, as the need arises, with referral personnel.

During the year, the counselors will conduct group and class meetings with students to discuss guidance services, educational and career opportunities, and academic concerns. Related materials are available and are located in the guidance office. Dates for meetings and activities can be found in the King Philip Regional School District Guidance Services brochure, the King Philip Middle School monthly newsletter, and at the King Philip Middle School Guidance web page.

In addition to the above, the school district provides the services of a psychologist. The psychologist is available during the school year and carries out the individual evaluations for the district and, in addition, provides crisis intervention expertise and individual therapy as the need arises.

## **School Psychology Services**

School psychology services are provided district-wide to help students develop academically, emotionally and socially to their capabilities. Through a collaborative effort, working closely with parents, teachers, guidance counselors, administrators and community service providers, the school psychologist takes a proactive role in promoting and ensuring that every child learns in a safe, healthy and supportive environment. A variety of specialized techniques, therapeutic approaches and directed activities are tailored to meet the specific needs of each child and situation, through such core services as consultation, assessment, intervention, prevention, education, research and planning. The school psychologist is committed to fostering the mission statement of the district by promoting positive mental health and healthy adolescent development.

## **Special Education**

The special education program at King Philip Middle School provides support for students who have been identified through CMR 28.00 (Chapter 766) team evaluation. Students are referred through an evaluation by teachers, guidance counselors, and parents. Each student has an Individualized Education Plan (IEP) with specific goals and objectives tailored to his/her disability. Plans are reviewed and rewritten on an annual basis.

## **Resource Support**

Resource Support services are geared to reflect the special needs of the individual student as outlined in his/her educational plan. Small group activities are beneficial for most students to allow for effective group interaction, instruction and completion of difficult homework assignments. One of the integral components incorporated into resource support is study/organizational skills and techniques. Students are not only taught learning strategies but how to use specific educational tools ( e.g., assignment notebook, study guides, note taking, outlining, scanning, summarizing and reading for meaning). Emphasis is placed on how these strategies apply to content area courses. We want students to become actively involved in the study processes through questioning.

## **Tutorial Mathematics Program**

The tutorial Mathematics Program is designed to support students in grades seven and eight up to grade level in the mathematics curriculum. The students normally meet in small groups two or three times per cycle during their SAT.

Students initially are identified through MCAS scores. Priority is given to students who scored in the WARNING performance area (218 or less) in the Grade 6 MCAS Mathematics testing. Students may also be recommended for testing by the classroom teacher and/or guidance department. A program is then designed for each student and focuses on the areas that require additional study.

The program provides extensive practice in reading and following directions, which are necessary to successfully solve word problems and open-ended questions. Technology based programs are used to give students the opportunity to practice skills in a logical, sequential

pattern. The end of the year assessment determines if students need additional support services during the subsequent school year.

## **Marking System**

King Philip Middle School uses a letter system for grading students in academic areas. Each letter covers a range on the numerical scale with a minimum of 60% necessary for passing. The following outlines the numeral equivalents of the letter grades. Earning the following grades represent:

A+ 100-97 A 96-94 A- 93-90	Excellent Achievement	Outstanding accomplishment that shows mastery of subjects and the ability to apply principles.
B+ 89-87 B 86-84 B- 83-80	Very Good	Honor work, above average but not showing mastery or originality, characteristic of superior achievement.
C+ 79-77 C 76-74 C- 73-70	Average Accomplishment	An average working knowledge of the subject showing ability to apply the material learned.
D+ 69-67 D 66-64 D- 63-60	Poor	A low passing mark showing some accomplishment should be considered unsatisfactory.
F 59- 0	Failure	Very poor accomplishment or failure to do work required.

## **Honor Roll Requirements**

In order for a student to receive recognition as an honor roll student, certain high standards of achievement must be set each marking period. A student will be placed on the "Highest Honor Roll" for outstanding achievement if he/she receives all A's in the major subject areas, which include language arts, science, mathematics, and social studies. A student will be placed on the "High Honor Roll" if he/she receives all A's and B's in the major subject areas. A student will receive recognition on the "Honor Roll" by earning all B's in the four major subject areas. In addition, all students must receive a minimum of a B- in all other areas.

