

**Thomas A. Blake Middle School**  
**Program of Studies**  
**Grades 6-8**



**2021-2022**

**THOMAS A. BLAKE MIDDLE SCHOOL  
MEDFIELD, MASSACHUSETTS**

### **SCHOOL COMMITTEE**

Anna Mae O'Shea Brooke Chair  
Jessica Reilly, Vice Chairperson and Legislative Liaison  
Timothy Knight, Recording Secretary  
Meghan Glenn, Financial Secretary  
Leo Brehm, Legislative Secretary

### **DISTRICT ADMINISTRATION**

Jeff Marsden	Superintendent
Michael LaFrancesca	Director of Finance and Operations
Mary Bruhl	Director of Student Services
Christine Power	Director of Curriculum and Innovation
Eoin O'Corcora	Director of Technology

### **MIDDLE SCHOOL ADMINISTRATION**

Nathaniel Vaughn	Principal
Kelly Campbell	Assistant Principal

### **DEPARTMENT CHAIRS**

Kate Jones	Art
Susan Cowell	Wellness
Gail Duffy	English
Jess Safer	Mathematics
Kathleen Emerson	Social Studies
Stephanie Worthley	Guidance
Jason Bielik	Music
Orla Berry	Science
Ellen Toubman	World Languages and Cultures
Kerry Cowell	Library

### **GUIDANCE/STUDENT SERVICES**

Tracy Allen	Guidance Counselor
Jen Dondero	Guidance Counselor
Matt Marengi	Guidance Counselor
Kristin Corcoran	School Psychologist
Mary Salamone	Educational Team Leader
Tricia Williams	School Nurse
Arlene O'Donovan Driscoll	School Nurse

### **LIBRARY/MEDIA**

Kerry Cowell	Librarian
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### **ADMINISTRATIVE ASSISTANTS**

Sharon Skerry	Front Office
Deborah Avery	Guidance Office
Katie Adams	Front Office
Deeni Stevens	Front Office

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Welcome to the Thomas A. Blake Middle School. Our middle school encompasses grades six through eight and focuses on the learning needs of early adolescents. Emphasis is placed on academic success and acquisition of basic skills. In addition, students are supported in the development of life-long learning habits and behaviors.

The middle school program at the Thomas A. Blake Middle School utilizes the interdisciplinary team approach at each grade level. Within each grade level, teachers and students are assigned to a cluster. Students in a specific cluster work exclusively with four to five teachers for English, math, science, social studies, and world language. Clustering of students and teachers allows teachers to know their students well as learners. Teachers in each cluster work together to address the learning styles and needs of their students.

Students also experience related arts courses, which include physical education, art, health, consumer science, performance music (band, chorus, orchestra), and general music. These courses provide our students with opportunities to demonstrate their talents and in many instances introduce new programs in an exploratory setting.

Our beliefs about teaching and learning at Thomas A. Blake Middle School are demonstrated daily with the 4R's of Responsibility, Respect, Resourcefulness and Reflection.

- Learners need to be responsible for their actions, words and deeds.
- Learners need to be respectful of others and themselves as we work to build a safe, supportive community for all.
- Learners need to be resourceful, by exploring options, listening to different points of view and uncovering their own answers.
- Learners need to be reflective, taking pride in their successes and learning from their mistakes.

These attributes are embedded in every aspect of teaching from our Advisory program to our many after-school intramurals.

Behind every successful school is a supportive and collaborative community. Our stakeholders continue to provide us with opportunities to improve our middle school programming as we strive to create a warm, safe and engaging environment where all students can achieve success.

Nathaniel A. Vaughn  
Principal

## **CONTACT INFORMATION**

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## **MISSION STATEMENT**

Blake Middle School believes in a living mission statement, based on the concept that the community seeks and respects knowledge, integrity, character, wisdom, and the willingness to adapt to a continually evolving world.

## **WHAT IS A MIDDLE SCHOOL?**

The middle school program at Blake Middle School utilizes the interdisciplinary team approach at each grade level. Each grade has three clusters with approximately 65-75 students. Students in a specific cluster work with the same core academic teachers in math, English, science, and social studies with support from the guidance staff and special educators. Students will also participate in a world language. The three clusters in each grade work as a team and together assure a common curriculum and core learning experience for all students.

Students also participate in a rich related arts program, which addresses the needs of the whole child. Students participate in physical education, health, art, writing lab, math lab, introduction to engineering, science explorations, and music. Students have the opportunity to participate in chorus, orchestra, or band. In addition, students have a series of trimester related classes, such as coding, culinary arts, and guidance classes. This student-centered approach allows teachers to embrace all students and honor their individual strengths.

## **CURRICULUM AND INSTRUCTION**

Blake Middle School offers an engaging curriculum that sets high expectations for all learners. It exposes them to a broad knowledge base, builds basic skills, and develops critical thinking and problem-solving skills. This requires that the curriculum be student-centered and that the students are active learners. The staff strives to connect content material with life experiences. Blake has been implementing Differentiated Instruction for several years, and has completed curriculum maps across the content areas to help set clear goals of what students should know, understand and be able to do.

## **BLAKE ADVISORY PROGRAM**

The goals for the Blake Advisory program are to build relationships, ensure that each student is known well by at least one adult in school, and encourage reflection by exploring important student-centered issues. Students participate in advisories daily. Advisory activities include Digital Citizenry, Veterans Day, Anti-Bullying, Sustained Silent Reading, Recess, and Community Service.

## **TECHNOLOGY**

At Blake Middle School, technology is integrated into the fabric of the day. Teachers integrate technology into their instruction, utilizing Smartboards, the internet, iPads, AppleTV, multimedia presentations, Language Lab, Library Media Center and Computer Lab, as well as a variety of software programs, including Power Point, Word, Excel, Dragon, Inspiration and Photoshop. Students often use technology to demonstrate their understanding of material in a variety of ways, supported by Coding, Digital Citizenry, and Library Media classes.

## **COMMUNICATION**

Blake Middle School makes consistent efforts to communicate with parents and home on a regular basis. The School District Website: [www.medfield.net](http://www.medfield.net) contains links to the Blake Principal's Blog and the Thursday Packet. Upcoming Events, the Blake School Calendar, Intramural Program information, Lunch menus are all available to view on the website. Teacher websites and staff contact information can also be found on the Blake website. In addition, families are invited but certainly not obligated to follow us on Twitter at @nat\_vaughn, @BlakeOffice, and @BlakeMSGuidance.

## **SIXTH GRADE**

Sixth grade presents unique opportunities for young adolescents to explore and develop many skills and talents. We have structured our academic courses, extracurricular activities and special programs to provide support while allowing students a variety of opportunities to become more independent learners. Our focus for sixth grade centers on the concept of perseverance. The sixth grade team at Blake Middle School for 2020-21 consists of three academic clusters, the Otters, the Koalas and the Sea Turtles. All cluster teachers will teach Explorations, which is a core course that strengthens students' math and reading skills at their current readiness level, and then either English, math, science or social studies. Each sixth grader will take a period of art, health, and general music as well as two periods of physical education and three periods of world language each week. In addition, each sixth grader who does not enroll in a music ensemble group (Band, Chorus, or Orchestra) will rotate through a related rotation of classes including Coding, Culinary Arts, Guidance, and Library/Media. Music electives of Band, Orchestra or Chorus meet three periods a week.

### **GRADE SIX COURSE DESCRIPTIONS**

#### **ART**

Sixth grade artists experiment with a variety of media to explore the concepts of composition, observation, abstraction, form, and color theory. Artistic habits help to build confidence and discipline, allowing students to relate their own knowledge and personal experiences in making art. Students analyze their work through self-reflection and peer critique, which builds visual vocabulary and develops a deeper understanding of their own process. Students will examine and interpret works of art to understand the contextual information and how it may apply to their own artmaking. At the beginning of sixth grade, students receive a sketchbook that they can use across all content areas to take notes, plan out ideas, and explore technique. Students will document their processes and create an archive of their work and experience.

#### **ENGLISH/LANGUAGE ARTS**

The sixth grade English/Language Arts curriculum focuses on teaching learners how to reason and use language for understanding and communication. Students hone their skills in oral communication, discussion and listening, the structure of written language, vocabulary skill development and reading across the content areas. Students study grammar to increase their level of writing proficiency. Writing lessons introduce and reinforce skills necessary to develop a well-organized paragraph and produce strong writing demonstrating students' ability to create a claim, provide textual evidence to support that claim and analyze how their evidence supports their claim. Students also practice narrative writing. A strong reading/writing skill emerges as students interpret, analyze, and enjoy quality literature. As a key component of the literature strand, students study the basic elements of fiction through grade-appropriate novels and poetry.

#### **WORLD LANGUAGES**

*\* indicates American Council for Teaching of Foreign Languages (ACTFL) can-do statement*

ACTFL-NOVICE LOW-NOVICE MID

Most sixth grade students enroll in World Language. This is a three period per week year-long study of the

same language. Students should plan to remain in the same language sequence throughout their time at Blake. Students acquire various language skills for both written and spoken communication, as well as basic phrases, vocabulary, and structures. With an increase in meeting times from 2x to 3x per week from the previous years of study, students start to incorporate writing into their repertoire on a regular basis. The Medfield WL department uses the ACTFL can-do statements as guiding indicators for our students' progress within our curriculum sequence. Therefore, students, by the end of this level, \* should be able to converse about very familiar topics using single words and phrases in the target language, as well as recognize a few memorized spoken and written characters, words and phrases. In addition, they can present information about themselves and other very familiar topics orally, and are able to copy in writing a few familiar words and phrases. Students also learn about culture by studying geography, history and various holidays and traditions. With successful completion of the initial year, students should be able to ease into the continuation of the study of their chosen language at the beginning of seventh grade.

### **GENERAL MUSIC**

The goal of this course is to increase the sensitivity of all students to the power of music as an art form. Students will focus on listening skills using music that represents various styles, genres and periods of music. Each student will be assigned to their own digital piano for beginner piano instruction culminating in a class recital at the conclusion of the course. Opportunities to explore the dramatic arts, composition, and improvisation will also be provided.

### **HEALTH**

The grade six health education program is a skills-based health education program. During 6th grade, students will be learning the skills of Decision-Making, Goal Setting, and Analyzing Influences. These skills are taught through the following content areas: nutrition, fitness, social emotional wellness, the effects of alcohol, drugs, vaping and tobacco use, and adolescent growth and development. Classes are designed to challenge students' knowledge, stimulate creative thinking skills and enhance the understanding of social responsibilities. Students' progress is noted through class discussions, class presentations, formative assessments, and end of unit assignments.

### **EXPLORATION:**

During Exploration, students move in cross clustered cohorts through five different project-based assignments. These project-based assignments focus on reinforcing curriculum standards across the content area, designing products to represent poetry, reading and acting out *A Midsummer Night's Dream*, researching and analyzing data about birds, reading Greek mythology and creating stories, and exploring the effects of plastic on the ocean. During this class, students may also be rotated into a reading intervention group or math intervention group to reinforce reading and math skills.

### **MATHEMATICS**

In Math 6 class, learning will focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division, and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. Additionally, students will experience math through the study of geometry. Manipulatives and visuals are often used for exploring and discovering concepts.

### **PHYSICAL EDUCATION**

The sixth grade physical education program supports the Massachusetts Comprehensive Health Curriculum Framework's standard of Physical Activity and Fitness, and the SHAPE America National Standards for Physical Education of Motor Skills and Movement Patterns, Concepts and Strategies, Fitness for Health, and Responsible Personal and Social Behavior in physical activity settings. Activities that support motor



skill development include throwing and catching, hand and foot dribbling and proficiency in striking. At the beginning of the school year, physical education classes are involved in a unit on team building activities. These activities build trust, teamwork, as well as communication and problem solving skills which will be used throughout the school year in all subject areas. Games such as team handball, volleyball and badminton are played to learn and practice concepts and strategies, and track and field events are introduced formally for the first time. The annual volleyball tournament among students and their 6<sup>th</sup> grade teachers begins in January. Students study physical fitness concepts to encourage and support a healthy lifestyle. Fitness assessments are used to evaluate and plan for the improvement of each student's personal fitness. Core fitness training, strength training and yoga enhance the fitness experiences. The 4R's of Blake Middle School consisting of Respect, Responsibility, Resourcefulness, and Reflection are incorporated so that physical activity can be enjoyed by all Medfield students.

### **SCIENCE**

Sixth grade science students discover the relationship between structure and function in the world around them. This course introduces students to earth & space, life, and physical sciences while integrating engineering practices. Students explore Earth's place in the universe and investigate geological and biological evidence of Earth's history through the study of geologic time in the Earth & Space unit. Cells and the characteristics of life are introduced in the life science unit, which focuses on the interactions among cells and body systems, to support life. An introduction to physical science allows students to explore the building blocks, properties, and phases of matter in addition to various types of energy transfer. Students engage in a variety of inquiry based activities to develop content knowledge while enhancing their skills as learners. Students will be introduced to basic lab tools, lab methods, engineering and design processes, along with the written and verbal communication of scientific concepts.

### **SOCIAL STUDIES**

The sixth grade social studies course is entitled World Geography and Cultures I. Students will learn about complex societies of the past and present focusing on human origins in the Neolithic and Paleolithic Eras, Asia, the Middle East and North Africa. In addition students will undertake a study of Ancient China, Sub-Saharan Africa, Central America, the Caribbean Islands, and South America. Within each unit students will identify common themes of physical geography, history and culture and current events.

### **READING 6**

The reading course is a general education reading intervention class. The course targets word recognition, vocabulary, and comprehension skills and strategies for students with needs in those areas. Students have opportunities to build fluency and comprehension through reading appropriately leveled texts. Placement in the reading support course is a result of recommendations from literacy specialists in consultation with teachers and guidance counselors. Grouping in reading is a dynamic process. The composition of groups may change periodically to accommodate student needs. Sixth grade reading support is offered 3-5x/week during Explorations.

### **SIXTH GRADE RELATED ROTATION CLASSES**

\*\* Each sixth grader who does not enroll in a music ensemble group (Band, Chorus, or Orchestra) will rotate through a related rotation of classes including Coding, Culinary Arts, and Guidance. Music electives of Band, Orchestra or Chorus meet three periods a week.

### **CODING**

The 6th Grade coding class is an introduction to Computational Thinking and the beginning concepts of sequences, algorithms, debugging looping, and functions. We'll begin by following the Code.org curriculum to then be able to build and design a game using the Hopscotch app.

### **FAMILY AND CONSUMER SCIENCE**

This hands-on course meets once a week for one third of the school year. Students learn to prepare healthy snacks and meals that they can make at home with adult supervision. Core concepts include: working cooperatively in a group, following safe food preparation guidelines, applying basic nutritional understanding to food choices, and ensuring a thorough kitchen clean up. Students will apply all of these skills as they learn to safely use the oven, stove top, electric skillet, microwave oven and other appliances in order to prepare and enjoy delicious, freshly made, nutritious foods. Recipes used in class become a part of each student's Google Drive or digital portfolio, where they can reflect and make suggestions for improving the recipe for their tastes at home.

### **GUIDANCE**

This program offers classroom activities and discussions that revolve around current transitional issues that face sixth graders. Developing life-long communication skills is the primary focus of the guidance seminar. Topics will include friendship, bullying & teasing, success in sixth grade, conflict resolution and the communication and identification of thoughts and feelings. Students will work independently and in small groups and be allowed to share personal topics related to current classroom curriculum in a safe, supportive, educational environment.

## **MUSIC ELECTIVES**

### **BAND**

In sixth grade band, students will continue to grow as both individual musicians and ensemble members. Students will rehearse and perform various styles of music while increasing their knowledge of the elements of music and continuing to develop technical skills. All in-school ensembles meet 3 periods per week. Members of the band are eligible to audition for Jazz Band as well as enroll in the private lesson program.

### **CHORUS**

In sixth grade chorus, students will continue to grow as both individual musicians and ensemble members. Students will rehearse and perform various styles of music while increasing their knowledge of the elements of music, sight reading and vocal technique. All in-school ensembles meet 3 periods per week. Members of the sixth chorus are eligible to enroll in the private lesson program.

### **STRING ORCHESTRA**

In sixth grade orchestra, students will continue to grow as both individual musicians and ensemble members. Students will rehearse and perform various styles of music while increasing their knowledge of the elements of music and continuing to develop technical skills. All in-school ensembles meet 3 periods per week. Members of the orchestra are eligible to audition for the Chamber Orchestra as well as enroll in the private lesson program.

## **THOMAS A. BLAKE MIDDLE SCHOOL SIXTH GRADE COURSE SELECTIONS FOR 2021-2022**

All sixth graders will be scheduled for the following required courses. These represent 33 instructional periods out of a possible 35. The numbers represent the number of periods the course meets per week.

There are 35 instructional periods in a week. If your total falls below 35, you will be placed in additional related arts classes to complete your schedule. Required Learning Center support time will be scheduled with the special education staff.

Course Name	Periods per Week	Course Name	Periods per Week
English/Lang. Arts	5	Health	1
Math	5	Art	1
Explorations	5	Physical Education	2
Science	5	Related Arts Rotation	1
Social Studies	5		
World Languages	3		
			<b>33 Total Periods</b>

**Sixth graders may take any of the following courses as music electives\*:**

Course Name	Periods per Week
Band 6	3
Chorus 6	3
Orchestra 6	3
Both Chorus & Band	1-2 times per week per instructor approval
Both Band & Orchestra	1-2 times per week per instructor approval

\*Students who do not participate in the music program will be scheduled for other related arts programs.

It is the practice of school administrators that placement of students within the Medfield School System is the prerogative of school personnel. The administration discourages parents from requesting specific teachers. The School Department is in a position to make a decision based upon the best interests of all students.

**NOTE: -- Course of Studies subject to change**

## SEVENTH GRADE

The seventh grade program continues to support the developing adolescent learner. Three academic clusters, Red, White and Blue, are composed of cluster teachers that teach the core content areas of English, math, science and social studies. In addition, seventh graders take world language or Reading Workshop as a fifth major. The remainder of the required courses includes a period of art and health, two periods of physical education, one period of math lab, one period of English lab and one period of Science

Exploration. Students who do not take a music elective will be enrolled in Public Speaking and Current Events. Each seventh grader who does not enroll in a music ensemble group (Band, Chorus, or Orchestra) will rotate through a related rotation of classes including Guidance and Culinary Arts. Music electives of Band, Orchestra or Chorus meet three periods a week.

Experiences and activities related to World Language classes include music, performances and food from the French, Chinese, and Spanish speaking world. Solar oven projects in science, number sense in math and geography bees in social studies provide additional engaged learning opportunities for all. In the fall students participate in a four-day adventure at Nature's Classroom as an initiating interdisciplinary project that involves problem solving and team building skills across the curriculum.

## **SEVENTH GRADE COURSE DESCRIPTIONS**

### **ART**

The art curriculum for seventh grade offers a balance between personal expression and skill development in order to convey realism. Throughout the year, a continued focus of study is portraiture and personal identity. Exemplars from art history are discussed to relate context and meaning. Students explore both the technical and aesthetic concerns of this genre in order to create works of art that demonstrate skill growth and expression. Facial proportion, value, form, and color theory are practiced in individual and collaborative assignments. Students analyze their work through self-reflection and peer critique, which will build visual vocabulary and develop a deeper understanding of their own process. Students will continue to document their processes and create an archive of their work and experience.

## **ENGLISH/LANGUAGE ARTS**

The seventh grade English curriculum focuses on a variety of literary analysis skills including analyzing characterization, figurative language, imagery, mood, and tone. Students analyze literature using classroom instruction and practice to gain skills in crafting provable claims that can be supported by textual evidence. To begin the year, students read the novel *The Color of My Words* by Lynn Joseph. This story is about a young aspiring writer and her experiences living in the Dominican Republic that help her discover her voice. In December, students read a dramatized version of *A Christmas Carol* by Charles Dickens and witness Scrooge's positive transformation. In January, students focus on reading poetry and nonfiction articles. These mini-units culminate in a comparative open response in which students analyze a common theme in a poem and an article. Returning to fiction in March, students explore racial tensions in the South in the novel *Roll of Thunder, Hear my Cry* by Mildred Taylor. The final literature unit of the year focuses on dystopian themes in Lois Lowry's acclaimed novel, *The Giver*.

## **FRENCH**

### **FRENCH A : ACTFL- NOVICE MID**

This course is intended to provide the equivalent of the first half of a typical high school French 1 course in our Grade 7-12 French program. Students “learn by doing” in accordance with the department’s proficiency-based approach to teaching and learning and the progress indicators set forth by the American Council on the Teaching of Foreign Languages. Students are encouraged to incorporate a novice range of vocabulary and communicative structures through activities in interpersonal speaking and listening, interpretive reading and listening, and presentational writing. The Medfield WL department uses the ACTFL can-do statements as guiding indicators for our students’ progress within our curriculum sequence. Therefore, by the end of this level, students should be able to \*present information about themselves as well as communicate and exchange information on familiar topics using memorized words, phrases and simple sentences. Students show what they know and are able to do through performances requiring use of French. They learn to write lists and memorized phrases, and recognize some familiar spoken words and phrases. They are also able to read and comprehend some written words and phrases in the target language. Instruction focuses on communication in real-life and simulated situations. Students enhance their French experience through the exploration of the French-speaking world by celebrating holidays and participating in concerts with a Francophone theme.

## **MANDARIN CHINESE**

### **MANDARIN A : ACTFL- NOVICE MID**

This course is intended to provide the equivalent of the first half of a typical high school Mandarin 1 course in our Grade 7-12 Mandarin Chinese program. Students “learn by doing” in accordance with the department’s proficiency-based approach to teaching and learning and the progress indicators set forth by the American Council on the Teaching of Foreign Languages. Students are encouraged to incorporate a novice range of vocabulary and communicative structures through activities in interpersonal speaking and listening, interpretive reading and listening, and presentational writing. The Medfield WL department uses the ACTFL can-do statements as guiding indicators for our students’ progress within our curriculum sequence. Therefore, by the end of this level, students should be able to \*present information about themselves as well as communicate and exchange information on familiar topics using memorized words, phrases and simple sentences. Students show what they know and are able to do through performances requiring use of Chinese. They learn to write lists and memorized phrases, and recognize some familiar spoken words and phrases. They are also able to read and comprehend some characters, words and phrases in the target language. Instruction focuses on communication in real-life and simulated situations. Students enhance their Chinese experience through the exploration of the Chinese-speaking world by celebrating holidays and participating in culture events with a Chinese theme.

## **SPANISH**

### **SPANISH A : ACTFL-NOVICE MID**

This course is intended to provide the equivalent of the first half of a typical high school Spanish 1 course in our Grade 7-12 Spanish program. Students “learn by doing” in accordance with the department’s proficiency-based approach to teaching and learning and the progress indicators set forth by the American Council on the Teaching of Foreign Languages. Students are encouraged to incorporate a novice range of vocabulary and communicative structures through activities in interpersonal speaking and listening, interpretive reading and listening, and presentational writing. Instruction focuses on communication in real-life and simulated situations. The Medfield WL department uses the ACTFL can-do statements as guiding indicators for our students’ progress within our curriculum sequence. Therefore, by the end of this level, students should be able to \* present information about themselves as well as communicate and exchange information on familiar topics using memorized words, phrases and simple sentences. Students show what they know and are able to do through performance tasks requiring use of Spanish. They learn to write lists and memorized phrases, and recognize some familiar spoken words and phrases. Instruction focuses on communication in real-life and simulated situations. Students enhance their Spanish-speaking experience through the exploration of the Spanish-speaking world by celebrating holidays and participating in concerts with a Latin American theme.

## **HEALTH**

The seventh grade health education program is a skills-based curriculum, building upon the foundation of skills students have demonstrated in their previous health classes. Lessons foster skill development in Self-Management, Effective Interpersonal Communication, and Accessing Valid and Reliable Information. Each unit is created to help students build self-discipline and self-confidence, and each skill is taught through the context of health education content. Students in grade seven will study substance use prevention, adolescent growth and human reproduction, teasing and bullying prevention, social media use, cheating, and respectful relationships. Student progress is noted through group assessments of role-plays, research presentations, creative writing assignments, small and large group discussions, pre and post tests, class participation and self-assessments.

## **SCIENCE**

Seventh grade science builds on student's understanding of structure and function from 6th grade, to examine systems and cycles in the world around them. This focus on systems, whether natural or designed, will require students to apply concepts and skills across disciplines while moving them from a concrete to a more abstract perspective of the world and the natural forces that govern it. Students will investigate plate tectonics and human interaction with the environment to illustrate how the planet has changed over time. Forces and the interaction of energy on matter will be a significant unit of study, with students creating and utilizing models to illustrate these interactions. The importance of reproduction to the continuance of life is examined as are the behaviors and features of organisms that promote successful reproduction. During the ecology unit, students will explore how living things interact with each other and the environment. The year ends with the study of biodiversity and endangered species. Both content and skills are reinforced through many hands-on activities and projects. Skills developed and reinforced include the use of basic lab tools, lab methods, engineering and design processes, along with the written and verbal communication of scientific concepts.

## **MATHEMATICS**

Grade 7 math will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

### **MATH LAB**

The course meets one additional period per week for all students. In this class, students work independently and with teacher support on certain skills that are important to success in math. Students

take a diagnostic pre and post test, and throughout the year work on improving skills in their specific problem areas.

### **PHYSICAL EDUCATION**

The seventh grade physical education curriculum is a diverse program which provides opportunities for students to discover many avenues of personal fitness. At the beginning of the school year, physical education classes are involved in a unit on team building activities. These activities are intended to build trust, teamwork, communication and problem solving skills which will be used throughout the year in all subject areas. Yoga and fitness center instruction offer new experiences for students and some new challenges in familiar activities. Individual skills are developed through archery and track and field, while cooperative group skills are enhanced through various team games such as Ultimate Frisbee, hockey, and group challenge activities. Motor skill development is further developed through badminton, as well as through the volleyball unit during which time students take on their seventh grade teachers! Our goal is to promote both the physical and emotional benefits of fitness that transfer to academic achievement in the classroom and an overall sense of happiness and well-being. The seventh grade physical education program supports the Massachusetts Comprehensive Health Curriculum Framework's standard of Physical Activity and Fitness, and the SHAPE America National Standards for Physical Education of Motor Skills and Movement Patterns, Concepts and Strategies, Fitness for Health, and Responsible Personal and Social Behavior in physical activity settings.

### **SCIENCE EXPLORATION**

Students will meet with their science teacher for one additional period per week to explore a variety of themes in science. Each science classroom will raise trout to be released locally. While raising the trout, students will learn about cold water ecosystems, anatomy, physiology, water quality and life cycles. Opportunities to utilize the engineering design process will also be provided during this period of exploration when students expand their knowledge of transportation and structural systems. At the end of the year students will examine biomimicry where a real world problem will be identified and students will apply their new knowledge and understanding to design a solution.

### **PUBLIC SPEAKING**

This course helps students gain better oral communication skills using a variety of public speaking opportunities including podcasting. Students work on preparation skills, voice, articulation, eye contact and audience engagement. Impromptu speeches, performance and information sharing serve as exciting vehicles for expression. Students who do not take band, orchestra, or chorus will take Public Speaking.

### **READING 7**

The reading support course is a general education reading intervention class. The course targets word recognition, vocabulary, and comprehension skills and strategies for students with needs in those areas. Students have opportunities to build fluency and comprehension through reading appropriately leveled texts. Placement in the reading support course is a result of recommendations from literacy specialists in consultation with teachers and guidance counselors. Grouping in reading is a dynamic process. Seventh grade reading is offered during World Language or during a related arts period.

### **SOCIAL STUDIES**

The seventh grade social studies class is a continuation of sixth grade - World Geography and Cultures II. Students will study the religions, governments, trade, philosophies and art of Southeast Asia and Oceania. In addition they will learn about Ancient Greece and Rome and the spread of Islam. Western Europe will be examined from CE 1200-1800. Students will focus on the powerful ideas that shaped the course of world history.

### **CURRENT EVENTS**

Current Events meets once a week and uses the events in the world to expand reading, geography and discussion skills. Students who do not take band, orchestra, or chorus will take Current Events.

## **SEVENTH GRADE RELATED ROTATION CLASSES**

### **FAMILY AND CONSUMER SCIENCE**

This hands-on course meets once a week for half of the year. Students learn to prepare healthy snacks and meals that they can make at home with adult permission. Core concepts include: working cooperatively in a group, following safe food preparation guidelines, applying basic nutritional understanding to food choices, and ensuring a thorough kitchen clean up. This course builds on the cooking techniques and kitchen safety skills introduced in the sixth grade consumer science course. Recipes used in class become a part of each student's Google Drive or digital portfolio, where they can reflect and make suggestions for improving the recipe for their tastes at home.

### **GUIDANCE**

The Grade 7 Guidance course focuses on resiliency, self-advocacy, and autonomy. Lessons will focus on resourcefulness, intrinsic and extrinsic motivation, stress, social skill development, longitudinal planning, and making mistakes and learning from those mistakes.

### **INFORMATION LITERACY 7**

Information Literacy is a set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued and the use of information in creating new knowledge and participating ethically in communities of learning.

Some of the content that we will cover:

- What is information literacy? ○ How can you do effective internet searches? ○ What are some techniques for judging source legitimacy and identifying misinformation? ○ Example activities: ■ Create and test search queries ■ Explore evidence for using sources
- Creative Credit and Copyright ○ What is copyright? ○ What are the different types of copyright licenses ○ Example activities: ■ Create citations for sources ■ Explore image search tools



## **MUSIC ELECTIVES**

### **BAND**

In seventh grade band, students will continue to grow as both individual musicians and ensemble members. Students will rehearse and perform various styles of music while increasing their knowledge of the elements of music and continuing to develop technical skills. All in-school ensembles meet 3 periods per week. Students in the 7th grade band will combine with students in the 8th grade band for concerts and may also participate in adjudicated music festivals. Members of the 7th grade band are eligible to audition for Jazz Band and the MMEA Eastern Junior District honors ensembles, as well as enroll in the private lesson program.

### **CHORUS**

In seventh grade chorus, students will continue to grow as both individual musicians and ensemble members. Students will rehearse and perform various styles of music while increasing their knowledge of the elements of music and continuing to develop technical skills. All in-school ensembles meet 3 periods per week. Students in the 7th grade chorus will combine with students in the 8th grade chorus for concerts and may also participate in adjudicated music festivals. Members of the 7th grade chorus are eligible to audition for Jazz Choir and the MMEA Eastern Junior District honors ensembles, as well as enroll in the private lesson program.

### **STRING ORCHESTRA**

In seventh grade orchestra, students will continue to grow as both individual musicians and ensemble members. Students will rehearse and perform various styles of music while increasing their knowledge of the elements of music and continuing to develop technical skills. All in-school ensembles meet 3 periods per week. Students in the 7th grade orchestra will combine with students in the 8th grade orchestra for concerts and may also participate in adjudicated music festivals. Members of the 7th grade orchestra are eligible to audition for Chamber Orchestra and the MMEA Eastern Junior District honors ensembles, as well as enroll in the private lesson program.

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## **THOMAS A. BLAKE MIDDLE SCHOOL** **SEVENTH GRADE COURSE SELECTIONS FOR 2021-2022**

All seventh graders will be scheduled for the following required courses. These represent 33 instructional periods out of a possible 35. The numbers represent the number of periods the course meets per week.

There are 35 instructional periods in a week. If your total falls below 35, you will be placed in additional related arts classes to complete your schedule. Required Learning Center support time will be scheduled with the special education staff.

**A. All seventh graders will be scheduled for the following required courses:**

Course Name	Periods per Week	Course Name	Periods per Week
English/Lang. Arts	5 plus 1 Lab	Health	1
Science	5	Art	1
Social Studies	5	Physical Education	2
World Languages//Reading Support	5	Science Exploration	1
		Related Rotation	1
			<b>27 Total Periods</b>

**B. Seventh graders will receive teacher recommendations for the appropriate level in the following required courses:**

Course Name	Periods Per Week
Math 7	5 plus 1 Lab

**C. Seventh graders may take any of the following courses as music electives\*:**

Course Name	Periods Per Week
Band 7	3
Chorus 7	3
Orchestra 7	3
Both Band & Chorus	1-2 times per week per instructor approval
Both Chorus & Orchestra	1-2 times per week per instructor approval

\*Students who do not participate in the music program will be scheduled for other related arts programs.

It is the practice of school administrators that placement of students within the Medfield School System is the prerogative of school personnel. The administration discourages parents from requesting specific teachers. The School Department is in a position to make a decision based upon the best interests of all students.

**NOTE: Course of Studies subject to change.**

## **EIGHTH GRADE**

The eighth grade program continues to support the developing adolescent learner by cementing essential skills for lifelong learning and serving as a final closure to a three-year middle school experience. Three academic clusters, Stars, Stripes and Eagles, make up the eighth grade team. In each cluster, English, math, science and social studies will be taught. World language or Reading Support serves as the fifth major. In addition, eighth graders will take one period of art and health, two periods of physical education, three periods of lab enrichment through Reading and Writing Lab, math lab, and introduction to engineering lab. Each eighth grader who does not enroll in a music ensemble group (Band, Chorus, or Orchestra) will rotate through a related rotation of classes including Embracing Diversity, Stress Management, Guidance, General Music, and Culinary Arts. Music electives of Band, Orchestra or Chorus meet three periods a week.

The theme for the eighth grade is the role of the individual in society. Throughout the year, students examine the role they wish to play in the various communities in which they participate. Students'

community service helps them identify their role in both the school and in the larger community. The eighth graders work and participate in a variety of community service opportunities, including sponsoring a holiday dinner for residents of Tilden Village. The eighth grade experience is rounded out by several enrichment experiences that include service and exploration in the community.

## **EIGHTH GRADE COURSE DESCRIPTIONS**

### **ART**

Eighth grade artists work to strengthen and refine their artistic skills as they conceptualize their own original ideas to reflect their own interests and concerns. Skeletal and figure proportions are observed and practiced with technical drawing, expression, abstraction, and sculpture. Atmospheric and linear perspective techniques are explored to give the illusion of depth to two-dimensional work. Relevant works from art history are examined for aesthetic and contextual purposes. Technical skills are broadened as acrylic painting and relief printing are introduced in individual and collaborative works of art. Students analyze their work through self-reflection and peer critique, which will build visual vocabulary and develop a deeper understanding of their own process. Students will continue to document their processes and create an archive of their work and experience in the form of a digital portfolio.

### **ENGLISH/LANGUAGE ARTS**

The eighth-grade English curriculum focuses on the theme of the individual in society. The skills of critical reading, analytical writing, and thoughtful discussion come from novels, plays, and short stories. To develop critical thinking and writing skills, students use classroom instruction and discussion about making credible and provable claims, finding textual evidence to reinforce these claims, and growing analytical skills to amplify ways that the identified text validates the claim. Grade eight writing instruction includes strategies to help students analyze literature and prepare them for literary analysis at the high school. Improving skills in grammar, mechanics, vocabulary expansion, and oral communication will also come through the literature.

### **FRENCH**

#### **FRENCH B: ACTFL-NOVICE MID- NOVICE HIGH**

This course is a continuation of French from the seventh grade. It is intended to be combined with French A to constitute the first year of a typical high school program in our 7-12 grade French program. Students learn by doing in accordance with the department's proficiency-based approach of teaching and learning and the progress indicators set forth by the American Council on the Teaching of Foreign Languages. Students are encouraged to incorporate a range of vocabulary and-communicative structures through activities in interpersonal speaking and listening, interpretive reading and listening, and presentational writing. Instruction focuses on communication in real-life and simulated situations. The Medfield WL department uses the ACTFL can-do statements as guiding indicators for our students' progress within our curriculum sequence. Therefore, by the end of this level, students should be able to \* orally present, communicate and exchange information about themselves and familiar topics, using practiced phrases and simple sentences, and have short social/everyday interactions by asking and answering simple questions. Students show what they know and are able to do through performances requiring use of French. In addition to writing lists and memorized phrases, students can write short notes and messages about familiar topics related to everyday life. They also develop a comprehension of spoken and written words, phrases and some sentences within short and simple texts related to everyday life. Students enhance their

experience through the exploration of the French speaking world by learning about francophone culture, including music, food, and holidays.

#### **MANDARIN** B: ACTFL-NOVICE MID- NOVICE HIGH

This course is a continuation of Chinese from the seventh grade. It is intended to be combined with Mandarin Chinese A to constitute the first year of a typical high school program in our 7-12 grade Mandarin Chinese program. Students learn by doing in accordance with the department's proficiency-based approach of teaching and learning and the progress indicators set forth by the American Council on the Teaching of Foreign Languages. Students are encouraged to incorporate a range of vocabulary and communicative structures through activities in interpersonal speaking and listening, interpretive reading and listening, and presentational writing. Instruction focuses on communication in real-life and simulated situations. The Medfield WL department uses the ACTFL can-do statements as guiding indicators for our students' progress within our curriculum sequence. Therefore, by the end of this level, students should be able to \* orally present, communicate and exchange information about themselves and familiar topics, using practiced phrases and simple sentences, and have short social/everyday interactions by asking and answering simple questions. Students show what they know and are able to do through performances requiring use of Mandarin Chinese. In addition to writing lists and memorized phrases, students can write short notes and messages about familiar topics related to everyday life. They also develop a comprehension of spoken and written words, phrases and some sentences within short and simple texts, as well as phrases and pieces of information in spoken conversations related to everyday life. Students experience the satisfaction of real written communication through contact with a Chinese-speaking pen pal. Students also enhance their experience through the exploration of the Chinese speaking world by learning about Chinese culture, including music, food, kung fu and holidays.

#### **SPANISH**

##### **SPANISH B: ACTFL-NOVICE MID- NOVICE HIGH**

This course is a continuation of Spanish from the seventh grade. It is intended to be combined with Spanish A to constitute the first year of a typical high school program in our 7-12 grade Spanish curriculum. Students learn by doing in accordance with the department's proficiency-based approach of teaching and learning and the progress indicators set forth by the American Council on the Teaching of Foreign Languages. Students are encouraged to incorporate a range of vocabulary and communicative structures through activities in interpersonal speaking and listening, interpretive reading and listening, and presentational writing. Instruction focuses on communication in real-life and simulated situations. The Medfield WL department uses the ACTFL can-do statements as guiding indicators for our students' progress within our curriculum sequence. Therefore, by the end of this level, students should be able \*to orally present, communicate and exchange information about themselves and familiar topics, using practiced phrases and simple sentences, and have short social/everyday interactions by asking and answering simple questions. Students show what they know and are able to do through performances requiring use of Spanish. In addition to writing lists and memorized phrases, students can write short notes and messages about familiar topics related to everyday life. They also develop a comprehension of spoken and written words, phrases and some sentences within short and simple texts, as well as phrases and pieces of information in spoken conversations related to everyday life. Students enhance their Spanish-speaking experience through the exploration of the Spanish-speaking world by celebrating holidays and participating in a concert with a Latin American theme.

#### **HEALTH**

The eighth grade health education program builds on the concepts explored and skills developed in sixth and seventh grade. The curriculum is designed for students to further develop their skills of Self-Management, Accessing Valid and Reliable Information about Health, Products and Services, Decision-Making to Enhance Health, and Advocacy for Personal, Family and Community Health. These skills are developed through the study of overall wellness, substance use prevention, mental illness, eating disorders, healthy relationships, nutrition, the reproductive system, sexually transmitted diseases and

building a safe school community. Student assessment is achieved through self-assessments, reflective writing, pre and post-tests, group presentations and projects, class participation, written scenarios and class discussions.

### **MATHEMATICS**

Grade 8 math is offered to students at two levels: Algebra I Accelerated and Math 8. Student placement is based on Math 7 grades, standardized test results and teacher recommendation. All courses will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Students in Algebra I Accelerated will additionally cover material in four critical areas: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend.

### **PHYSICAL EDUCATION**

This year serves as a culmination of Blake's three year physical education experience. The eighth grade physical education program supports the Massachusetts Comprehensive Health Curriculum Framework's standard of Physical Activity and Fitness, and the SHAPE America National Standards for Physical Education of Motor Skills and Movement Patterns, Concepts and Strategies, Fitness for Health, and Responsible Personal and Social Behavior in physical activity settings. At the beginning of the school year, physical education classes are involved in a unit on team building activities. These activities are intended to build trust, teamwork, communication and problem solving skills which will be used throughout the school year in all subject areas. Individual skills in a variety of activities are further explored and developed in games such as football, basketball and volleyball. Individual activities such as golf and archery also provide opportunities for growth in personal responsibility and safety, which is expected of our grade eight students. The Turkey Bowl-football tournament strengthens our school community and provides an opportunity for students to demonstrate empathy for our community. The volleyball tournament, which concludes with an exciting match up against the eighth grade teachers, represents skill attainment. Fitness games, strength training and yoga offer opportunities to maintain a health enhancing level of physical fitness. In ballroom dance, students will build skills from previous years and experience more advanced steps. Activities such as ballroom dance, badminton and golf create enjoyment, challenge, and opportunities for self-expression and positive social interaction among eighth grade students.

### **READING 8**

The reading support course is a general education reading intervention class. The course targets word recognition, vocabulary, and comprehension skills and strategies for students with needs in those areas. Students have opportunities to build fluency and comprehension through reading appropriately leveled texts. Placement in the reading support course is a result of recommendations from literacy specialists in consultation with teachers and guidance counselors. Grouping in reading is a dynamic process. Eighth grade reading support is offered during World Language.

## **SCIENCE**

Eighth-grade science builds on the content and skills developed in science class in the earlier grades with an emphasis on moving students to more abstract thinking. With cause and effect as a central theme, students identify and explain patterns, for both natural phenomena and designed processes, in an effort to predict future events. Students explore characteristic properties, physical and chemical changes, and the forces and interactions that affect matter. Students will develop and use an earth-sun-moon model to identify and explain seasonal patterns and planetary orbits. Plate tectonics, as the cause of large-scale cycling of matter, is examined, as are smaller scale air mass interactions, leading to local weather patterns. The impact of human activity on global climate change will provide students an opportunity to examine and interpret data under the umbrella of cause and effect. Students will investigate the role of genetics in reproduction, heredity and artificial selection as they learn to use patterns to predict future events. The use of basic lab tools, lab methods, engineering and design processes, along with the written and verbal communication of scientific concepts will continue to be reinforced throughout the year.

## **SOCIAL STUDIES**

The eighth grade social studies course is entitled United States and Massachusetts Government and Civic Life. The course is designed to allow students to 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?” Units include the Constitution, amendments, and Supreme Court decisions, the structure of Massachusetts state and local government, and freedom of the press and news/media literacy. Students will create and carry out a Civics Action project of their choice to learn how to effect change in the community, state or country.

## **LABORATORY CLASSES**

The laboratory classes extend the concepts learned in math, science, and English. The classes allow the students to apply what they have learned through selected projects and activities.

## **MATH LAB**

This course is an adjunct to the regular math class. It focuses on reinforcing the Massachusetts Frameworks concepts, supplementing the curriculum, and applying skills to practical situations. Projected activities will emphasize the skills of data collecting, introduction and usage of graphing technology, synthesis, and evaluation. Additional topics to be explored include number sense, measurement, probability and geometric modeling.

## **READING/WRITING LAB**

This lab will allow for more personal attention to students’ reading and writing development. Literature will serve as a springboard for written expression as students work to expand a variety of writing skills.

## **INTRODUCTION TO ENGINEERING**

Students will meet with their science teacher for one additional period per week to actively engage in the practices of engineering. Project-based units such as Lego Mindstorms along with Solar Car design and construction, among others, will provide students opportunities to solve engineering problems. Students

will develop the skill set to design, build, evaluate, and modify prototypes of working models. The application and impact of technology on engineering, as well as the engineering design process, will be emphasized.

## **EIGHTH GRADE RELATED ROTATION CLASSES**

### **EMBRACING DIVERSITY AND COMBATING PREJUDICE**

This rotation will look at the issues of bias in our society by exploring reasons for hate and bigotry and identifying ways to interrupt prejudice to create a society that embraces diversity.

### **FAMILY AND CONSUMER SCIENCE**

This hands-on course meets once a week for a portion of the school year as part of the related rotation. Core concepts include: working cooperatively in a group, following safe food preparation guidelines, applying basic nutritional understanding to food choices, demonstrating proper measuring techniques, and ensuring a thorough kitchen clean up. Building on the concepts explored in the sixth and seventh grade consumer science classes, students in the eighth grade learn to prepare more complicated recipes, and decide what foods will be prepared with each of the many appliances used in the course. Parents are encouraged to support this part of their children's education by involving them in active roles preparing food at home. Students create a portfolio of recipes so that they can repeat at home what they have learned in school.

### **DESIGN STUDIO**

In this year's Design Studio course, students will explore the exciting possibilities of printmaking. Students will learn different techniques which may include relief, stencils, intaglio, mono-printing, and bookmaking.

### **GUIDANCE CLASS**

Students will examine their own interests and strengths as they begin to look at their role in society. Areas of focus include self-image and personality, stress levels and stress management, dating and relationships, career exploration and planning for high school. Time will be given to help students explore the options that they have at this key transition time.

### **INFORMATION LITERACY 8**

Information Literacy is a set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued and the use of information in creating new knowledge and participating ethically in communities of learning.

Some of the content that we will cover:

- What is information literacy? ○ How can you do effective internet searches? ○ What are some techniques for judging source legitimacy and identifying misinformation? ○ Example activities: ■ Create and test search queries ■ Explore evidence for using sources
- Creative Credit and Copyright ○ What is copyright? ○ What are the different types of copyright licenses ○ Example activities: ■ Create citations for sources ■ Explore image search tools

### **CIVICS EXTENSION**

In this rotation class 8th graders take a deeper dive into topics within the current 8th grade Civics curriculum, such as exploring Massachusetts local governments, political developments at the state and local level, and Massachusetts governmental history.

### **MUSIC ELECTIVES**

#### **BAND**

In eighth grade band, students will continue to grow as both individual musicians and ensemble members. Students will rehearse and perform various styles of music while increasing their knowledge of the elements of music and continuing to develop technical skills. All in-school ensembles meet 3 periods per week. Students in the 8th grade band will combine with students in the 7th grade band for concerts and may also participate in adjudicated music festivals. Members of the 8th grade band are eligible to audition for Jazz Band and the MMEA Eastern Junior District honors ensembles, as well as enroll in the private lesson program.

#### **CHORUS**

In eighth grade chorus, students will continue to grow as both individual musicians and ensemble members. Students will rehearse and perform various styles of music while increasing their knowledge of the elements of music and continuing to develop technical skills. All in-school ensembles meet 3 periods per week. Students in the 8th grade chorus will combine with students in the 7th grade chorus for concerts and may also participate in adjudicated music festivals. Members of the 8th grade chorus are eligible to audition for Jazz Choir and the MMEA Eastern Junior District honors ensembles, as well as enroll in the private lesson program.

#### **STRING ORCHESTRA**

In eighth grade orchestra, students will continue to grow as both individual musicians and ensemble members. Students will rehearse and perform various styles of music while increasing their knowledge of the elements of music and continuing to develop technical skills. All in-school ensembles meet 3 periods per week. Students in the 7th grade orchestra will combine with students in the 8th grade orchestra for concerts and may also participate in adjudicated music festivals. Members of the 7th grade orchestra are eligible to audition for Chamber Orchestra and the MMEA Eastern Junior District honors ensembles, as well as enroll in the private lesson program.

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### **THOMAS A. BLAKE MIDDLE SCHOOL** **EIGHTH GRADE COURSE SELECTIONS FOR 2021-2022**

All eighth graders will be scheduled for the following required courses. These represent 33 instructional periods out of a possible 35. The numbers represent the number of periods the course meets per week.

There are 35 instructional periods in a week. If your total falls below 35, you will be placed in additional related arts classes to complete your schedule. Required Learning Center support time will be scheduled with the special education staff.

**A. All eighth graders will be scheduled for the following required courses:**



Course Name	Periods per Week	Course Name	Periods per Week
English/Lang. Arts	5 plus 1 Lab	Health	1
Science	5	Art	1
Social Studies	5	Physical Education	2
World Languages//Reading Support	5	Intro to Engineering	1
		Related Rotation	1
			<b>27 Total Periods</b>

**B. Eighth graders will receive teacher recommendations for the appropriate level in the following required courses:**

Course Name	Periods Per Week
Algebra I Accelerated	5 Plus 1 Lab
Math 8	5 Plus 1 Lab

**C. Eighth graders may take any of the following courses as music electives\*:**

Course Name	Periods Per Week
Band 8	3
Concert Choir 8	3
Orchestra 8	3
Both Band & Chorus	1-2 times per week per instructor approval
Both Chorus & Orchestra	1-2 times per week per instructor approval

\*Students who do not participate in the music program will be scheduled for other related arts programs.

It is the practice of school administrators that placement of students within the Medfield School System is the prerogative of school personnel. The administration discourages parents from requesting specific teachers. The School Department is in a position to make a decision based upon the best interests of all students.

**NOTE: Course of Studies subject to change**

### **STUDENT INVOLVEMENT AT BLAKE MIDDLE SCHOOL**

#### **INTRAMURAL PROGRAMS**

An array of activities are offered, including Chess, Knitting, Cooking, Computer Games, Photoshop, Ultimate Frisbee, Indoor Cycling and Dodgeball. Intramurals are offered three times per year and the sessions run for eight weeks. Students can participate in as many intramurals as they like and registration is on a first-come first-serve basis. Intramural Fees are based on \$6.00 per hour.

**INTERSCHOLASTIC SPORTS**

Options include Football, Field Hockey, Girls Volleyball, Softball, Baseball, Boys Basketball, and Girls Basketball for eighth Grade and Track & Field and Cross Country for all students.

**DRAMA**

Each year the school has at least one major production that typically involves over 100 students in the cast, crew, orchestra, and sound support. The drama club has its own website that is linked to [www.medfield.net](http://www.medfield.net).

**COMMUNITY SERVICE CLUB**

Community Service Club coordinates community service projects for Blake students to help others locally, nationally, and internationally. This club is open to all students.

**STUDENT COUNCIL**

One representative from each homeroom is elected at the beginning of the year. The student council supports many activities, such as sponsoring school spirit days. The Student Council has helped with the school dance coordination, school-wide author discussions, advisory discussions, Veterans Day celebration planning, school assembly planning, and fundraising for various activities in the school.

**PARENTAL INVOLVEMENT AT BLAKE MIDDLE SCHOOL****SITE COUNCIL**

This school organization consists of both staff and community members who meet six times a year to discuss school goals, plan/assist with year long activities, and review the school budget.

**PTO**

The PTO promotes a strong working relationship between teachers, parents, students, and the community for the enrichment for our educational system. The Blake PTO raises funds and supports activities throughout the school year.

**MCPE**

The Medfield Coalition for Public Education is an organization for parents and community members who financially support school-wide and individual teacher initiatives. Past support has included guest speakers on bullying, wireless computer labs, computer microscopes, wireless Jeopardy game, and materials and training for the 8<sup>th</sup> grade *Facing History And Ourselves* curriculum.