

FREETOWN-LAKEVILLE MIDDLE SCHOOL

PROGRAM OF STUDIES
2022-2023



Respect, Responsibility and Resilience

PROGRAM OF STUDIES 2022-2023

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FLMS Core Values & Beliefs

Respect:

We will promote and encourage positive behavior, accountability, and respect for oneself, for others, and for our school.

Responsibility:

We will empower all members of the school community to be accountable for their actions and work hard to attain success.

Resilience:

We will foster a learning environment in which all members of the school are encouraged to be strong in the face of adversity and to persevere.

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ADMINISTRATION

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CURRICULUM LEADERS & DEPARTMENT CONTACTS

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Science
English Language Arts
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SUMMARY OF FEDERAL CIVIL RIGHTS & PERTINENT LAWS

Americans with Disabilities Act of 1990

The regulations implementing the ADA provide that: "A public entity that employs 50 or more persons shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under this part, including any investigation of any complaint communicated to it alleging its noncompliance with this part or alleging any actions that would be prohibited by this part. The public entity must make available to all interested individuals the name, office address, and telephone number of the employee or employees designated pursuant to this paragraph." (34 CFR 35.107(a))

Equal Educational Opportunities Act of 1974

This federal statute prohibits states from denying equal educational opportunities to an individual based on certain protected classifications including national origin. It specifically prohibits denying equal educational opportunities by failing to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. (20 USC S1203(f))

Mass. General Laws CH.76, S5 (also known as Chapter 622)

This state law provides that no person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, or sexual orientation.

McKinney-Vento Homeless Assistance Program

McKinney-Vento is the primary piece of federal legislation dealing with the education of children and youth experiencing homelessness in U.S. public schools. It was reauthorized as Title X, Part C, of the No Child Left Behind Act in January 2002.

Section 504 of the Rehabilitation Act of 1973

Section 504 provides that no otherwise qualified individual with a disability shall solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. The regulations implementing Section 504 require that public schools provide a free appropriate public education to each qualified handicapped person who is in the recipient's jurisdiction, regardless of the nature or severity of the person's handicap. (34 CF104.33)

Special Education Chapter 688 (transition planning)

School districts file a Chapter 688 referral for students with severe disabilities who will need continued services and supports after their eligibility for special education ceases. School districts must make Chapter 688 referrals at least 2 years before the student is expected to graduate from school or turn 22 years of age. This allows time to determine the student's eligibility for adult services and for agencies to include the anticipated cost of services for the student in its budget request that it submits to the state legislature each year.

603 CMR 26.00 Access to Equal Education Opportunity: 26.03 Admission to Courses of Study

1. All courses of study offered by a public school shall be open and available to students regardless of race, color, national origin, age, sex, gender identity, religion, sexual orientation, homelessness or handicap in admission to, access to, treatment in or employment in its programs and activities.
2. A public school shall determine what courses or units of study are required of a student without regard to race, color, national origin, age, sex, gender identity, religion, sexual orientation, homelessness or handicap in admission to, access to, treatment in or employment in its programs and activities.
3. A public school shall not schedule students into courses or units of study on the basis of race, color, national origin, age, sex, gender identity, religion, sexual orientation, homelessness or handicap in admission to, access to, treatment in or employment in its programs and activities.
4. No student, on the basis of limited English-speaking ability, of race, color, national origin, age, sex, gender identity, religion, sexual orientation, homelessness or handicap in admission to, access to, treatment in or employment in its programs and activities, shall be discriminated against in accessing the courses of study and other opportunities available through the school system of the city or town in which he or she resides.
5. Nothing in 603 CMR 26.03 shall be construed to prevent schools from providing separately to each sex those segments of a program of instruction dealing exclusively with human sexuality.

Title VI of the Civil Rights Act of 1964

Statute prohibits discrimination on the grounds of race, color or national origin by recipients of federal financial assistance. This statute ensures that individuals are not excluded from participation in programs or activities receiving federal funds (or the benefits of) on account of their membership in one of these protected categories (42 USC S2000d). This statute has been interpreted to prohibit the denial of equal access to education because of a language minority student's limited proficiency in English.

Title IX of the Education Amendments of 1972 Coordinators

Title IX of the Education Amendments of 1972 provides that no individual may be discriminated against on the basis of sex in any education program or activity receiving federal financial assistance. Title IX requires that schools adopt and publish a policy against sex discrimination and have grievance procedures through which students can complain of alleged sex discrimination, including sexual harassment. State law requires Massachusetts employers to have a policy against sexual harassment. (M.G.L. Ch. 151B, S3A)

Please see the FLMS School Handbook, available at www.freelake.org, for information regarding pertinent rights not delineated above.

ACADEMIC INFORMATION & PLANNING GUIDE

ACADEMIC INTEGRITY

We believe that the fundamental values of honesty, trust, fairness, respect, and responsibility are essential elements in all work produced by our students. The administration and staff strongly believe that all work presented by a student should be an honest product of the student's own effort, intellect, and creativity. Academic integrity is a constant standard within our school's overall learning process. As a staff, we will address and pursue, with students and parents, issues involving academic integrity. Any student who is found responsible for cheating, plagiarism, or misrepresentation of work will receive a zero for the assignment. The assignment may not be redone or substituted. Single and repeat offenses that involve academic integrity will be dealt with as prescribed in the Student Handbook.

ACADEMIC REQUIREMENTS

Grade 6: The following subjects must be taken and passed

English Language Arts I

English Language Arts II

Mathematics 6

Science 6

Social Studies (World Geography)

Wellness

Unified Art Electives:

Spanish 6

Music (General, Band or Chorus)

Art 6

Computer Science

Academic Support (can replace Spanish, Computer Science, Music or Art according to special education needs.)

Grade 7: The following subjects must be taken and passed

English Language Arts

STEM 7

Mathematics 7

Science 7

Social Studies (Ancient Civilizations)

Wellness

Unified Art Electives:

Spanish 7

Music (General, Band or Chorus)

Art 7

Computer Science

Academic Support (can replace Spanish, Computer Science, Music or Art according to special education needs.)

Grade 8: The following subjects must be taken and passed

English Language Arts

STEM 8

Algebra or Pre-Algebra

Science 8

Social Studies (Civics)

Wellness

Unified Art Electives:

Spanish 8

Music (General, Band or Chorus)

Art 8

Computer Science

Academic Support (can replace Spanish, Computer Science, Music or Art according to special education needs.)

ACADEMIC HONOR ROLL

- **High Honors** - no grade lower than an A
- **Honors** - no grade lower than an B

COURSE CHANGES

After the start of the school year, in extenuating circumstances, course changes may be requested through the Guidance Department. Before any course is changed, a "Course Change Request Form" must be completed and signed by counselor, parent/guardian, student and teacher. If necessary, the student's guidance counselor will set up a meeting between the student, parent, and the teacher. Options for replacement courses may be limited by course availability.

COURSE OFFERINGS & SCHEDULING

Courses listed in the Program of Studies have been approved and meet academic standards. Our intent is to offer students opportunities to explore a range of academic pursuits. All students will engage in the five core academic classes and Wellness, as defined for their particular grade level. The remaining course load can include Art, Music, Spanish, Computer Science; or Academic Support for special education students.

GRADES

All students must carry a minimum of seven (7) courses per term. All courses are graded on a quarterly basis. For full year courses, each quarter counts for 25% of the final grade. For semester courses, each quarter counts for 50% of the final grade.

Report Cards

Report cards are posted to the portal at the end of each term. Parents are encouraged to call or email teachers with any questions about their student's progress.

Letter grades are provided using the following criteria:

A+	97-100	B+	87-89	C+	77-79	D+	67-69
A	93-96	B	83-86	C	73-76	D	65-66
A-	90-92	B-	80-82	C-	70-72	F	Below 65

GRADE NOTIFICATION/PROGRESS REPORTS

"Grade Average Updates" are posted via PlusPortals every two weeks in all classes. "Grade Average Updates" keep parents/guardians abreast of the student's academic performance. Report cards are posted at the end of each quarter. A notification is sent home in December to any 8th grader who is in danger of failing subjects necessary for promotion. A notification is sent home in April to parents of any student who is in danger of not being promoted based on grades earned for the first 3 marking periods. At the end of the school year, a notification is sent home to parents/guardians of each student who has failed the required subject(s), informing them of the options available to students, i.e., summer school or tutoring. Every notification that goes home contains an invitation for parents/guardians to contact the Guidance Department for a meeting to discuss their child's progress.

Grades for Transfer from Another School During a School Year

When a student enters FLMS from another school, his or her grades will be reported to the receiving teachers by the student's assigned FLMS guidance counselor. A completed/final quarter grade will be recorded, by the receiving teacher, as such, in the appropriate subject area. A partial/incomplete grade, transferred within a quarter, will be incorporated in to the receiving teacher's calculation using the following formula:

<i>Time of Transfer within Term</i>	<i>Percentage Value</i>
Week 1-2 of Term.....	FLMS Teacher Discretion
Week 3 of Term.....	30-40%
Week 4 of Term.....	40-50%
Week 5 of Term.....	50-60%
Week 6 of Term.....	60-70%
Week 7 of Term.....	70-80%
Week 8 of Term.....	80-100%

GUIDANCE SERVICES & COURSE SELECTION

Counseling services are offered to all students and parents/guardians in order to assist in planning for educational, vocational, and personal matters. Each student is assigned to the same counselor for his/her middle school years. This enhances counseling opportunities for personal, social, and educational growth and development.

The process for course selection begins with a guidance meeting during which all academic requirements are explained. Throughout the course selection process, students have opportunities to meet with their guidance counselors, individually, and discuss how their choices impact their futures. Students and parents/guardians are given the opportunity to identify the appropriate Unified Arts classes and will be notified if the child has been recommended for Advanced Math (7) or Algebra (8). Students and their parents/guardians will have the opportunity to appeal to the principal if they would like to be enrolled in Advanced Math (7) or Algebra (8) despite the teacher recommendation. Course selection will take place at the beginning of the 4th term for incoming 6th, 7th and 8th graders.

SUMMER SCHOOL/SUMMER TUTORING POLICY

For purposes of remediation and restoration of credit for a failed course or a course where credit was denied may be made up by **one** of the following: 1. Attending and passing the course at an approved summer school (see below); 2. Engagement in tutoring (see below). A maximum of 4 classes may be recovered by any one or a combination of the following options:

1. Attending and passing the course at an approved summer school;
 - a. Attendance at summer school must have the approval of the student's guidance counselor/admin.
 - b. A maximum of 4 classes in a given year may be recovered by attending summer school.
 - c. All costs associated with summer school will be the responsibility of the student, parent or guardian.
 - d. If summer school is selected, the following guidelines must be followed:
 1. A passing grade must be earned in order to receive credit for the course.
 2. Grades will be recorded as pass/fail.
2. Engagement in tutoring;
 - a. Tutoring must have the approval of the student's guidance counselor/admin.
 - b. A maximum of 4 classes in a given year may be recovered via tutoring.
 - c. All costs associated with tutoring will be the responsibility student, parent or guardian.
 - d. If tutoring is selected, the following guidelines must be followed:
 1. A certified teacher must do the tutoring.
 2. A minimum 18 hours of instruction must be completed no later than two weeks prior to the start of the next school year.
 3. The course outline and textbook(s) will be provided by FLMS.
 4. Grades will be recorded as pass/fail.

ADDITIONAL & SPECIALIZED ACADEMIC PROGRAMMING

SPECIAL EDUCATION SERVICES

The Special Education Department provides every student with their free and appropriate public education to ensure access to the curriculum allowing students the opportunity to achieve their educational potential. Our ongoing goal is to provide the best quality of care and instruction to all students, in order to secure effective progress in alignment with their capabilities.

LIFE SKILLS

Life Skills is a substantially separate program for students in grades 6-8 with developmental disabilities that preclude them from engaging in general education learning environments. The program focuses on developing the students' functional academic skills along with increasing self care skills and introductory vocational training. In addition, the Life Skills teachers regularly provide opportunities for students to increase their academic and social independence through self advocacy support. Students have access to all activities available to general education peers to the greatest extent possible. Such activities include grade level field trips, assemblies, lunch, etc. Students may also participate in Unified Arts classes where appropriate. Students in this program will typically engage in the MCAS Alternative Assessments.

TRANSITION LEARNING PROGRAM

The Transition Learning Program is a grade level classroom for particular special education students who require a higher level of support than that which can be offered solely in the inclusion setting. As participants, students are instructed in modified and unmodified grade level curriculum. Instruction is delivered and supervised by both special education teachers and subject area teachers. Students in this setting adhere to the daily bell schedule and carry a course load necessary for promotion. Transition students engage in traditional high stakes competencies (MCAS) and complete the requisite courses associated with their grade level.

ACADEMIC SUPPORT

Academic Support is a structured course for special education students enrolled in inclusion academic classes. The purpose of the course is to give additional support for students' learning needs and to provide instruction related to key learning strategies that will help students become successful, independent learners. All academic areas are supported in the course as teachers provide supplemental academic instruction. In addition, teachers will provide lessons focused on study skills and personal management including:

- Planning and time management
- Study skills
- Problem solving strategies
- Test taking strategies
- Academic motivation
- Writing strategies

Special Education Developmental Reading is also a special education service for students who have not internalized sound-symbol associations for reading and spelling as evidenced by evaluation results and the IEP Team recommendation. This multi-lesson plan addresses issues related to decoding, morphology and the study of word elements, encoding and orthography (internalizing the rules that govern English), high frequency word instruction, oral reading fluency, vocabulary, and comprehension.

SCIENCE DEPARTMENT

COURSE OFFERINGS

Science Department

The FLMS science curriculum, based on the Massachusetts Science and Technology/Engineering Standards which can be found at <https://www.doe.mass.edu/frameworks/scitech/2016-04.pdf>, offers opportunities for all learners. The department utilizes STEMscopes, an online science curriculum, which is built on an instructional philosophy that centers on students learning science through hands-on exploration and inquiry. Each lesson includes a series of investigations and activities to bring science to life for our students so that they can learn by doing and fully engage in the scientific process. MCAS testing is administered at the end of the 8th grade year.

Grade 6 Science

The 6th grade science curriculum includes topics covered in several science disciplines including physical science, life science, and earth science. Specific topics covered in grade six include: density, mixtures, chemical reactions, cells, body systems, waves, fossils, plate tectonics, gravity and space. STEMscopes, an online science curriculum, is the primary instructional resource for teaching science in grade six.

Grade 7 Science

The 7th grade science curriculum includes topics covered in several science disciplines including physical science, life science, and earth science. Specific topics covered in grade seven include: forces, types of energy and energy transfer, ecosystems, the water cycle, weathering and erosion, and Earth's systems and natural hazards. STEMscopes, an online science curriculum, is the primary instructional resource for teaching science in grade seven.

Grade 8 Science

The 8th grade science curriculum includes topics covered in several science disciplines including physical science, life science, and earth science. Specific topics covered in grade eight include: Earth's place in the universe, weather and climate, human impact on Earth, genetics and inheritance, natural and artificial selection, properties of matter, chemical reactions, and Newton's laws. STEMscopes, an online science curriculum, is the primary instructional resource for teaching science in grade eight.

Science, Technology, Engineering and Mathematics (S.T.E.M.)

The STEM courses focus on a combination of the 6-8 grade MA state engineering standards as well as spatial and analytical elements of the 7th and 8th Grade Math Standards. Students engage in STEM education during Grade 7 and Grade 8 and are full year courses.

S.T.E.M 7

In Grade 7, FLMS students pursue engineering questions and solutions that emphasize research and problem solving. The focus of the course is on understanding the human-built world and applied technologies such as engineering design, construction, manufacturing, communication, and transportation systems. Students explore these topics through a project-based application of the engineering design process; while working to

develop solutions to a number of design challenges. Students will use mathematical skills to analyze and interpret data, construct explanations, and engage in arguments from collected evidence.

S.T.E.M. 8

The Grade 8 S.T.E.M. curriculum will build on that of Grade 7 while supporting the development of more sophisticated skills, increasing the opportunity to use multiple practices at once, and providing more sophisticated concepts and tasks for application. Solutions to challenges will be more abstract and require additional research and planning. Students will continue using mathematical skills to analyze and interpret data, construct explanations, and engage in argument from collected evidence. They will gain further skill and become more comfortable in making written and oral presentations, fielding questions, responding to critiques, and developing replies.

MATHEMATICS DEPARTMENT

COURSE OFFERINGS

Mathematics Department

The Mathematics Department utilizes a variety of instructional strategies to help students develop their skills as active thinkers of mathematics in relation to the Massachusetts Mathematics Curriculum Frameworks which can be found at <https://www.doe.mass.edu/frameworks/math/2017-06.pdf>. Students are able to gain a deeper understanding of mathematics as they build on their knowledge from one grade level to the next through a combination of direct and indirect instruction. Students also learn problem solving skills, note-taking and organizational strategies, and time management and study techniques.

Grade 6 Mathematics

The focus of this course is on using positive real numbers in expressions, equations, proportional geometry, and distribution data. Topics include operations of decimals and fractions, an introduction to basic algebra concepts, an introduction to ratios and proportional relationships, the coordinate plane, and area of geometric figures.

Grade 7 Mathematics

The focus of this course is on using positive real numbers and introducing their inverses in expressions, equations, geometric relationships, and population data. Topics include operations of rational numbers, ratios and proportions, equations and inequalities in one variable through two steps, circle geometry, experimental and theoretical probability, and data analysis.

Grade 7 Mathematics - Advanced

The focus of this course is to expand on the depth of concepts taught in Grade 7 Mathematics. Students in this course must have a strong foundation of the Grade 6 concepts. This course requires students to be independent thinkers who are able to apply prior knowledge to more complex problem solving.

Grade 8 - Pre Algebra

The focus of this course is on using real numbers in expressions, equations in one and two variables, 3D geometry, and bivariate data. Topics include operations with real numbers and exponents, multi-step equations, functions and linear equations, systems of equations, geometric transformations, volume, the Pythagorean Theorem, and scatter plots.

Grade 8 - Algebra

This course is a prerequisite for Geometry I and Algebra II in high school. Students taking this course must have a strong foundation of the Grade 7 concepts. This is a rigorous course in which students are expected to think independently, continuously apply prior knowledge, and adapt to novel situations. Topics include expressions with real numbers, multi-step equations and inequalities, functions, linear equations and inequalities, systems of equations, exponents, and polynomials including quadratics. Geometry, data analysis, probability, and statistics are integrated into the main topics of this course.

SOCIAL STUDIES DEPARTMENT

COURSE OFFERINGS

Social Studies Department

The FLMS Social Studies program is a varied mix of geography, ancient history, and civics, designed to produce students with the knowledge and abilities needed to succeed as twenty-first century learners. It is based on the Massachusetts History and Social Studies Curriculum Frameworks which can be found at <https://www.doe.mass.edu/frameworks/hss/2018-12.pdf>. Writing is a major focus of the curriculum, and students will also be expected to master map skills, complete creative projects, read charts and graphs, analyze primary source documents, and take and pass standard quizzes and tests.

Grade 6 - Geography

The course begins with the study of Latin America, followed by Europe/Russia, then Africa, and ending with Asia/Oceania. There is an overarching emphasis on geography throughout the year. As each region is taught, students are made aware of the early civilizations and the growth and changes that have occurred leading to the present cultural situations found in these countries. Economic concerns are discussed as are women's history and current events.

Textbook: *World Geography*, Houghton-Mifflin Harcourt, 2019.

Grade 7 - Ancient History

The Ancient History Curriculum of Grade Seven begins with an examination of early man from our earliest origins through the development of our first civilizations. After creating a working definition of civilization, we spend much of the rest of the year applying it to the various cultures we study – Mesopotamia and the Fertile Crescent, Egypt, India and China, Greece, and Rome. Also included is an introduction to the origins and basic beliefs of the world's great religions – Judaism, Hinduism, Buddhism, Taoism, Confucianism, Christianity, and Islam.

Textbook: *World History: Ancient Civilizations*, McDougall-Littell, 2006.

Grade 8 - Civics

Students will begin by studying the foundational documents of the United States and the political philosophies that inspired them. They will examine how our federal government was created, how it operates today, and the Supreme Court decisions that have helped shape its evolution.. They will look into the roles and powers of state and local governments as well and the rights and responsibilities of citizenship and the role the media plays in shaping public opinion. The course will culminate with a state-mandated public service project.

Textbook: *We the People*, Center for Civic Education, 2009.

ENGLISH LANGUAGE ARTS DEPARTMENT

COURSE OFFERINGS

English Language Arts Department

The FLMS English Language Arts curriculum is based on the Massachusetts English Language Arts and Literacy Standards (2017); which can be found at <https://www.doe.mass.edu/frameworks/ela/2017-06.pdf>. Our units and lessons are anchored by the state's college and career readiness standards as well as grade-specific standards pertaining to speaking, listening, writing, and reading. Each grade level explores a variety of literary genres and texts to promote critical, analytical reading and to foster an appreciation of literature in its many forms. Writing tasks are an integral part of each unit and incorporate teacher-models and text-models as well as frequency to enhance competence and quality. Projects, research, inquiry-based activities, and independent reading are part of each course as well as ongoing vocabulary and grammar study. MCAS testing is administered to all FLMS grade levels each spring.

Grade 6 ELA

The 6th Grade ELA curriculum is a two-part course, ELA I and II taught in separate periods each day.

Main Texts: *Granny Torrelli Makes Soup, When You Reach Me, Love That Dog*. Various texts in the genres of: memoir, poetry, drama, fiction, nonfiction, and short story.

ELA I

In ELA I, emphasis is placed on improving writing skills through language and vocabulary development. English language grammar and mechanics are reviewed and studied to enhance student writing and speaking skills. Creative and expository writing, critical thinking activities, and vocabulary study are used with the texts read in ELA II to increase the depth of understanding of those larger works. In conjunction with ELA II, independent reading is required for novel-based projects and presentations each term.

ELA II

In ELA II, students explore various literary genres including the novel, memoir, short story, poetry, drama, and nonfiction. Reading skills, such as identifying central ideas and text structure and examining the literary elements of mood and tone, are a focus of each unit. Various reading and listening tasks assess students' literacy ability and progress throughout the course. In conjunction with ELA I, independent reading is required for novel-based projects and presentations each term.

Grade 7 - ELA

The 7th grade ELA course combines the elements of the 6th grade curricula to advance students' speaking, listening, writing, and reading skills. Ongoing vocabulary and grammar study will continue and build upon previously-learned concepts and standards. Students are expected to write frequently in a variety of formats with particular attention to narrative techniques and research skills. Reading, whether with a critical eye, for analysis or for enjoyment of literature, is an integral part of the 7th grade course. Independent reading is also required for novel-based projects and presentations each term.

Main Texts: *Freak the Mighty, A Long Walk to Water, Drums, Girls, & Dangerous Pie*. Various texts in the genres of: memoir, poetry, drama, nonfiction, and short story.

Grade 8 - ELA

The 8th grade ELA course is designed to help students prepare for high school and beyond through further development of speaking, listening, writing, and reading skills. Students continue to explore several literary genres with a focus on greater text complexity and style. The course includes writing in a variety of formats, with an emphasis on writing to text, research, and the MLA style. A study of proper usage of the English language continues through ongoing grammar and vocabulary study. Opportunities for discussion, collaboration, and presentation are employed to enhance students' communication skills. Independent reading is required for novel-based projects and presentations each term.

Main Texts: *Night*, *The Giver*, *All American Boys*, *A Midsummer Night's Dream*. Various texts in the genres of: memoir, poetry, drama, nonfiction, and short story.

UNIFIED ARTS DEPARTMENT

COURSE OFFERINGS

Music

The Music Department allows students the opportunity to participate in General Music, Choir and/or Concert Band. We are committed to providing students with an exploratory study of music theory, note reading and musical performance. Through a wide variety of instructional pedagogies, listening exercises and engagement in performance activities students will gain a deep appreciation for music and its structure.

General Music

Students taking general music focus on varying music topics and ideas. Students learn to read and write music and apply that knowledge to playing keyboards. Students also study various genres of music history and analyze the compositions of the composers.

Grade 6 General Music

Students learn how to read and write music beginning with the basics of music theory. They apply this knowledge to beginning keyboard lessons. Music students will also learn about the history of classical and jazz music.

Grade 7 General Music

Students continue to learn how to read and write music building upon the basics of music theory learned in previous years. They will continue to develop their keyboard playing skills. Music students will also learn about the history of World Music.

Grade 8 General Music

Students continue to learn how to read and write music building upon the basics of music theory learned in previous years. They will continue to develop their keyboard playing skills. Music students will also learn about the history of Rock & Roll and film music.

Choir

Grade 6 Choir

Students in 6th Grade Choir are at a beginning level of group singing. Students develop the ability to read and notate music. They will develop an understanding of choral music through experiences in singing, listening and moving. Students will perform in a winter and spring concert, highlighting music that is in two voice parts.

Grade 7 Choir

Students in 7th Grade Choir are at an intermediate level of group singing. Students develop the ability to read and notate music. They will develop an understanding of choral music through experiences in singing, listening and moving. Students will perform in a winter and spring concert, highlighting music that is in two to three voice parts.

Grade 8 Choir

Students in 8th Grade Choir are at an intermediate to advanced level of group singing. Students develop the ability to read and notate music. They will develop an understanding of choral music through experiences in singing, listening and moving. Students will perform in a winter and spring concert, highlighting music that is in three to four voice parts.

Band

Grade 6 Band

Students in the 6th grade band program are at a developing level based upon their previous experiences in 4th and 5th grade. They continue to develop note reading and music theory skills through the study of their band literature and method book instruction. Students will perform in a winter and spring concert highlighting music they have learned throughout the school year.

Grade 7 Band

Students in the 7th grade band program are at a developing level based upon their previous year of instruction. They continue to develop note reading and music theory skills through the study of their band literature and method book instruction. Students will perform in a winter and spring concert highlighting music they have learned throughout the school year.

Grade 8 Band

Students in the 8th grade band program are at a developing level based upon their previous two years of instruction. They continue to develop note reading and music theory skills through the study of their band literature and method book instruction. Students will perform in a winter and spring concert highlighting music they have learned throughout the school year.

Visual Arts

The Freetown-Lakeville Middle School's Visual Art Department is dedicated to providing a comprehensive art education that includes: art production, art history and appreciation. The FLMS Art Curriculum goals and objectives are aligned with the State and National Visual Arts Standards and aim to connect with other disciplines. We encourage originality, creativity and appreciation through the use of various art mediums including fine and digital art experiences. The goal is to enhance lives through quality visual art experiences while maintaining the school core values.

Grade 6 Art

Students learn and apply knowledge of the formal elements and principles of design. Students are also introduced to famous artists and styles throughout time. Line and Drawing units focus on drawing from imagination as well as drawing from observation. Students are re-introduced to the color wheel and demonstrate their knowledge of color families by producing a color theory painting. 3D design units introduce hand built clay techniques as well as additive and subtractive sculpture. Students will learn how to transform recycled material into meaningful art pieces and finally explore various art careers.

Grade 7 Art

Students continue to apply knowledge of the formal elements and principles of design and strengthen the various 2D and 3D art skills. Drawing units introduce technical drawing such as one and two-point perspective. Students also continue exploration in line and texture through the work of Tim Burton and create a drawing in his style. Students' knowledge of the color wheel is reinforced; they demonstrate their knowledge of color families by producing a color theory painting. Students are introduced to clay slab construction and reinforce hand built techniques including additive and subtractive sculpture. A comprehensive unit on theater and performance art entails students further exploring mixed media sculpture.

Grade 8 Art

Students continue to maintain and demonstrate knowledge of the formal elements and principles of design through the use of a wide range of art mediums. Students will maintain and reinforce drawing skills through further exploration of technical drawing and facial proportion drawing. 2D and Color units include activities that will reinforce students' knowledge of values, tints and shades. 3D design units reinforce hand built clay techniques as well as additive and subtractive sculpture. Students will demonstrate knowledge of various types of printmaking and create a relief print. Students will finally reflect on his and her artistic development by maintaining an extensive physical and digital portfolio.

Wellness

The Freetown Lakeville Middle School Wellness department is focused on providing and developing each student in all areas of learning. The middle school years are a time of many changes and tough decisions for many students. Health is designed to help students learn about their changing bodies, to help them sort out emotions and personal values, to aid them in maintaining optimum health as a lifelong process, and to show students how to take responsibility for making healthy decisions. Health is all about the student and their development as well-rounded and successful individuals in society. Health topics include real life situations faced throughout the teenage years. The Physical Education program is designed to provide a foundation for good health and an active lifestyle, including team and individual sports and lifetime fitness activities. The maintenance of the body is related to the development of positive health care behaviors and habits.

Grade 6 Wellness

The topics introduced in 6th grade Health at the Freetown Lakeville Middle School are interpersonal relationships, violence prevention, disease prevention and control and safety and injury prevention. In our interpersonal relationships unit, students will focus on their ability to use effective communication skills, how to deal with negative peer pressure and how to be in healthy relationships. In our violence prevention unit, students will focus on having awareness of violent situations, learning the contributing factors to violence and using alternatives to violence in real life. In our disease prevention and control unit, students focus on learning about reducing the risk factors that contribute to disease, understanding the signs, causes, and treatment of diseases and how to maintain optimal health in life. In our safety and injury prevention unit, students focus on protecting oneself from injury, learning about different emergency situations and how to perform first aid when needed.

Grade 7 Wellness

The topics introduced in 7th grade Health at the Freetown Lakeville Middle School are tobacco, alcohol and substance abuse prevention, consumer health, ecological health, and community and public health. In our

tobacco, alcohol and substance abuse prevention unit, students will focus on addiction and the negative effects substances have on the body. We discuss signs of addiction, the effects of addiction on self and others, and show first hand stories of people who have struggled with addiction. In our consumer health unit, students will describe how allowing time for healthy activities can improve health, evaluate both the physical effectiveness and cost effectiveness of health care products and identify ways consumer decisions and actions can influence physical and mental health. In our ecological health unit, students will describe methods and benchmarks for evaluating the state of the environment, identify individual and community responsibility in ecological health and evaluate solutions generated by science, technology/engineering, and individuals regarding ecological health problems. In our community and public health unit, students will identify how individuals can be knowledgeable and active in the school and community to promote health, identify the origins and accuracy of facts in social messages that promote healthy and unhealthy behavior, and describe how local public health departments have developed and implemented policies to keep communities safe.

Grade 8 Wellness

The topics introduced in 8th grade Health at the Freetown Lakeville Middle School are nutrition and fitness, emotional and mental health, human sexuality, and family life. Nutrition will provide students with the knowledge and skills to select a diet that supports health and reduces the risk of illness and future chronic diseases. Students participate in activities that promote physical fitness, decrease sedentary lifestyle, and relieve mental and emotional tension. In our Emotional and Mental Health Unit, students will acquire knowledge about emotions and physical health, the management of emotions, personality and character development, and social awareness; and will learn skills to promote self-acceptance, make decisions, and cope with stress, including suicide prevention. In our Human Sexuality Unit, students will acquire the knowledge and skills necessary to make effective personal decisions that promote their emotional, sexual, and reproductive health. Students use current events or media portrayal to discuss the consequences of discrimination based on sexual orientation. In our Family Life Unit, students will be able to describe ways in which relationships among parents and children change during adolescence, and compare peer and parental influences and how to find a trusted support system in times of crisis.

Spanish

The Spanish Department encourages students to learn Spanish as a second language by creating a continuous course over three (3) years that promotes the development of all four language skills (listening, speaking, reading, and writing) necessary to complete a Spanish I program. Students are expected to participate in communicative and interactive activities to help learn the Spanish language as a tool to communicate. In addition to communicative skills, cultural appreciation is infused within the course to provide the students an opportunity to gain knowledge and understanding of elements of Hispanic culture, broadening students' ability to ask and answer questions, narrate stories and events, make comparisons and eventually express opinions. At the end of 8th grade, students are ready for any Spanish II program.

Grade 6 Spanish

The course for 6th grade students is an introductory experience that begins with an overview and history of communication from cave paintings, development of alphabets and finally, to Indo-European language families. Next, the students will study basic communicative skills such as expressions of courtesy, greetings and asking for/providing information in Spanish. By the end of 6th grade, students will have a solid foundation in the basics to proceed to more complex language usage in the 7th grade.

Grade 7 Spanish

In 7th grade, the course challenges the students to continue to develop the competency and proficiency of all four (listening, speaking, reading, and writing) language skills. Students will have the opportunity to expand their ability to form more complex communicative tasks, use present tense verb conjugations to create complete sentences, and design original questions using multiple structuring methods including inversion and interrogatives. At the end of 7th grade, students will have a strong collection of vocabulary and grammar concepts to help move them forward to the 8th grade.

Grade 8 Spanish

In this final year of the Spanish program, the 8th grade students will continue to build on the previous two years' material and expand their experience using the Spanish language in more unique situations. The linguistic skills acquired during 8th grade involve various irregular topics such as stem changing verbs, saber vs. conocer, and special tener expressions. Students will be introduced to more complex idiomatic phrases and concepts specific to the Spanish language. At the end of 8th grade, students are expected to demonstrate mastery of Spanish I by successfully completing a cumulative exam.

Computer Science

Introduction to Computer Science

Introduction to Computer Science (ICS) is a semester-long Unified Arts course. Students will develop computational thinking and be given the opportunity to use new technologies. In addition to learning about programming and algorithms, students will build awareness about computing skills in multiple fields. Students will build a knowledge base of computer applications, information systems, internet safety, and computer science careers of the 21st century.

Response to Intervention

Academic Resource Center

The Academic Resource Center is for general education students who are in need of additional academic support. The focus of this program is to help strengthen fundamental skills, homework completion, and improve academic performance in all academic areas, with a focus on Mathematics and English Language Arts. Students are recommended for this course by guidance counselors and/or teachers depending on academic performance. While recommendations can occur at any time during the school year, students are added or withdrawn from the course on a quarterly basis.

Sample Schedule & Requirements for Planning Purposes

Grade 6	Grade 7	Grade 8
Eng. Lang Arts I _____	Eng. Lang Arts 7 _____	Eng. Lang Arts 8 _____
Eng. Lang Arts II _____	STEM 7 _____	STEM 8 _____
Mathematics 6 _____	Mathematics 7 _____	Pre-Algebra or Algebra _____
Science 6 _____	Science 7 _____	Science 8 _____
Social Studies/ <i>Geography</i> _____	Social Studies/ <i>Ancient History</i> _____	Social Studies/ <i>Civics</i> _____
Unified Arts/ <i>Wellness 6</i> _____	Unified Arts/ <i>Wellness 7</i> _____	Unified Arts/ <i>Wellness 8</i> _____
Unified Arts/ <i>Elective</i> _____	Unified Arts/ <i>Elective</i> _____	Unified Arts/ <i>Elective</i> _____
Unified Arts/ <i>Elective</i> _____	Unified Arts/ <i>Elective</i> _____	Unified Arts/ <i>Elective</i> _____
Unified Arts/ <i>Elective</i> or Academic Support	Unified Arts/ <i>Elective</i> or Academic Support	Unified Arts/ <i>Elective</i> or Academic Support