

# NORWELL MIDDLE SCHOOL



## PROGRAM OF STUDIES

**The mission of Norwell Middle School is to inspire and challenge students to grow academically, develop independence, and recognize individual strengths.**

# Norwell Middle School

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## Dear Norwell Middle School Students, Parents, and Guardians:

Welcome to Norwell Middle School. We hope that your three years with us will be educationally stimulating and beneficial.

Middle school is a time of change. The academic workload and social adjustments are more challenging. You will be expected to attend school consistently, complete all assignments in a timely fashion, and demonstrate tolerance and socially acceptable behavior.

This booklet explains the many opportunities our students have to learn, develop, and flourish within a creative and supportive environment. The planned courses will offer students a strong academic foundation while providing them with an enriching experience through the exploratory and special subject classes. The ultimate goal is to help our students develop into intelligent, socially mature and responsible citizens.

Norwell Middle School has developed a curriculum based on the state standards in the Massachusetts Curriculum Frameworks. We strive to provide rigorous instruction in order to support student knowledge and skill development in the core academic areas of English, mathematics, science, and social studies. A world language program is offered to expand the students' academic experience. An exploratory program provides opportunities for students to further develop themselves intellectually, creatively, socially, and physically. In addition, there are support and enrichment classes to meet the individual needs of students. This Program of Studies outlines the available courses, requirements, and the course selection process.

Our school day is divided into seven periods, and classroom instruction is divided among academic, exploratory and special subject classes. During the lunch period, a block of time is designated for lunch in the cafeteria and Flex (Student Support) in the classroom.

Teams consist of students and teachers who share the same classes, areas of the building, lesson plans and time schedules for the core academics: English language arts, mathematics, science and social studies. The team fosters a collaborative environment that allows teachers and special area staff to meet the academic needs of the students while enhancing parent/teacher communication through conferences and meetings.

In academic classes, students are grouped inside their team. At other times, they may be grouped with others within their grade.

Please review the Program of Studies carefully and do not hesitate to call the school counselors (781) 659-8814 (A-K ext.1212)(L-Z ext.1213) with any questions you might have.

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Our school staff is committed to the notion that all students can and will learn. Further, we are committed to doing everything we can *to support the success of each individual child*. However, we also feel strongly that our students must actively engage in their learning process and be accountable for demonstrating their best efforts. This applies to both their academic studies, as well as all their relationships within our school community. There are certain behaviors that lead to success as a middle school student and in life. Here is a list of characteristics, habits, and behaviors that successful middle school students share:

- Believe in yourself and in your talents and abilities.
- Be organized: be sure you have the necessary materials for school, and keep your locker and folders neat.
- Manage your time. Make sure you have a set homework time and that you also give yourself time for extracurricular activities like sports and clubs.
- Maintain regular attendance at school. Unless you are very sick, you should be in school every day. Missing school means missing work and classroom instruction. Good attendance is an important part of being successful.
- Come to class prepared. Bring your homework, IPAD, notebook, pen/pencil, and any other materials you need to fully participate in your classes.
- Ask for help when you need it. Whether you ask during class, or stay after school, be sure that you ask your teachers for help, if you don't understand an assignment or concept. Your teachers are happy to help you, and they will be pleased that you took the time to improve your understanding of class material.
- Treat others with respect. There are many people who think or act differently than you do, but all people deserve to be treated with kindness and respect.
- Do your homework. Homework is an important part of school as it helps you to practice what you learned during the day and prepare for what you will be learning next.
- Study for tests and quizzes. Remember that it is better to study a little each night before a test than to try to cram all of the information into one night. Staying after school with your teacher for a day or two before the test can also be a good way to determine exactly what material you need to focus on and how best to prepare.
- Get plenty of rest and eat breakfast every day before school. Your body needs energy to learn and grow.
- Join in the fun! We have lots of clubs and activities here in middle school, so be sure to get involved. It will help you make friends and will make your three years here more enjoyable and memorable.
- Set goals for yourself. Whether you want to earn a certain grade, join a particular activity, or meet new people, make middle school the time you try to grow as a person and reach for new goals. However, be sure you don't get discouraged, if you don't succeed right away. Stay focused and keep working hard, and you will be surprised at how much you can accomplish!

# Table of Contents

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Course of Study Expectations	4
Academic Paces	5
Student Placement	5
World Language Placement	7
Waiver Policy	8
Course Selection Process	8
Report Cards	8
Grading	9
Honor Roll	10
Grade 6 Course Offerings	11
Core Academic Classes	11
Academic Support Classes	12
Exploratory Classes	14
Grade 7 Course Offerings	18
Core Academic Classes	18
World Language Classes	21
Academic Support Classes	22
Exploratory Classes	23
Grade 8 Course Offerings	26
Core Academic Classes	26
World Language Classes	29
Academic Support Classes	30
Exploratory Classes	31

## COURSE OF STUDY EXPECTATIONS

All students in grades six, seven, and eight are expected to take a full academic schedule that includes the required courses as well as exploratory and elective courses. Students who do not have a full academic schedule will be assigned to available courses in order to have a complete course of study.

All students will be assigned to a class in English language arts, mathematics, science, and social studies. These classes meet every day.

In **sixth grade**, students will be assigned to academic extension and the required exploratory class of physical education. In addition, a student will be assigned to the following exploratory classes as there is room in the student's schedule: introduction to French, introduction to Latin, introduction to Spanish, iPad/library, engineering design, health, library/digital presentations, social health, studio art, food and nutrition, and music. Students can choose to take band and/or chorus and will then not be assigned to a music class. Students who do not have a complete course of study will be assigned to a directed study.

In **seventh grade**, students will be assigned to required exploratory classes of physical education, and engineering design and geometric applications. In addition, a student will be assigned to the following exploratory classes as there is room in the student's schedule: library engagement, computational thinking, health, studio art, foods and nutrition, and family and life skills. Students can choose to take band and/or chorus. Students will also choose one of three world languages (French, Latin, Spanish) to study in the seventh grade. Students who do not have a complete course of study will be assigned to a directed study.

In **eighth grade**, students will be assigned to required exploratory classes of physical education and engineering design I and II. In addition, students will be assigned to the following exploratory classes as there is room in the student's schedule: computational thinking, health, foods and nutrition, and consumer science. Students will choose to either take a half year class of mixed media and design, or traditional methods and materials. Students can choose to take band, and/or chorus. Students also take one of three world languages (French, Latin, Spanish) to study in the eighth grade. Students who do not have a complete course of study will be assigned to a directed study.

**World Language** In seventh grade, students begin formal world language instruction in either French, Latin, or Spanish. Students are asked to provide their order of preference for their choice of world language, but no guarantees can be made that students will be in their first choice. In eighth grade, students continue in the same language in one of two pathways. One pathway will review the seventh grade curriculum in great depth as well as continue learning the standards of a complete Level I curriculum. The other pathway will briefly review the seventh grade curriculum and then proceed to the remaining standards of a Level I curriculum as well as all the standards in a Level II curriculum at an accelerated pace. All students participate in a world language class unless approval is given by the principal. In order to receive approval to be exempt from world language, a written request explaining the reason must be made to the principal.

### **Support Classes**

In sixth, seventh, and eighth grade, there are opportunities for students to receive additional instruction in mathematics, reading, and writing in the following classes: math support, strategic reading, and writer's workshop. Students are recommended for these classes and will be notified of the recommendation during the course selection process. Students who have not been recommended for any of the courses can contact the principal, if they are interested in taking any of these classes. Students on Individualized Education Plans (IEP) will be assigned to courses in coordination with the requirements of the IEP.

## ACADEMIC PACES

Based on the state's standards in the Massachusetts Curriculum Frameworks, all students should be following a standard curriculum. However, middle school students develop at different rates and have varying degrees of interest, independent work habits, motivation, support, and ability. Due to this fact, it stands to reason that adjustments in class pacing are in order. Some students, by virtue of their high interest, preparation, skill, and readiness, are capable of a quicker paced class with more independent expectations. This accelerated paced class is available in seventh grade in English and mathematics, and in eighth grade in English, mathematics, and science. Other students, due to their degree of academic readiness, may require a more deliberately taught class where the foundations of mathematics are reviewed, re-taught, or reinforced. The Foundations class is available in seventh and eighth grade mathematics.

While all the subjects follow a standard curriculum as mandated by the Massachusetts Curriculum Frameworks, there are differences in curriculum paces. The primary differences are class size, instructional pace, and expectations for students.

**Class Size:** Since students in a Foundations math class may need more individual attention, there is an attempt to keep class sizes from 10 to 15 students. Standard paced classes are a little larger with an attempt to keep the range from 18 to 22 students. Since students in an accelerated paced class should be capable of more independent learning and work, the class sizes may be larger with a goal of keeping them under 25 students.

**Instructional Pace:** Accelerated paced classes will move at a faster pace and present the concepts in greater depth. Foundations math classes may be taught at a more deliberate pace and will take time reviewing, re-teaching, and reinforcing concepts.

**Expectations for Students:** Students in standard paced classes will be presented with a challenging curriculum that includes frequent homework, assignments, quizzes, and tests. Students in accelerated paced classes may have longer and more frequent assignments, may be asked to complete more work independently, and may be asked more in-depth and analytical questions in class discussions and on graded assessments. Students in Foundations math classes will also be presented with a challenging curriculum with frequent assignments that review needed material and strengthen weaknesses that may exist in students' learning.

## STUDENT PLACEMENT

To bring a measure of consistency to the process of placing students into appropriately paced classes, a rubric is employed. By using the rubric all students are assessed on the same measures. With this information, students are assigned to their classes.

A student's rubric score is based on the student's grades, teachers' observations of the student's learning characteristics, and the student's standardized test scores when this information is available. For the student's grades portion of the rubric, the first three terms of the current school year are used. For the standardized test/readiness assessment score portion of the rubric, MCAS and Fastbridge in that subject area are used when available, along with additional readiness assessments (see next page). For the student learning characteristics portion of the rubric, there is a general teacher recommendation and ten measures on which a student is assessed. For the ten measures, students are assessed by their teachers on the frequency with which they demonstrate the following characteristics:

- demonstrated ability in the subject area

- the ability to think beyond a given assignment or concept
- competency to complete assigned work independently
- production of quality work
- completion of classroom assignments in a timely manner
- completion of all homework assignments
- task commitment
- self-motivation
- self- assessment and seeking of help without prompting
- contributions to a positive classroom environment by consistently demonstrating excellent conduct and effort

**English Requirement:** **Accelerated English Language Arts – Grade Seven**  
 Academic performance in Grade 6 ELA  
 MCAS performance history  
 Fastbridge performance history  
 Common Lit. performance history  
 Teacher Recommendation

: **Accelerated English Language Arts – Grade Eight**  
 Academic performance in Grade 7 ELA  
 MCAS performance history  
 Fastbridge performance history  
 Common Lit. performance history  
 Teacher Recommendation

**Math Requirement:** **Grade Seven Math (Accelerated, Foundations)**  
 Academic performance in Grade 6 math  
 MCAS performance history  
 Fastbridge performance history  
 Skills Inventory  
 Teacher Recommendation

**Concepts of Algebra (8th) - (Accelerated, Foundations)**  
 Academic performance in Grade 7 math  
 MCAS performance history  
 Fastbridge performance history  
 Skills Inventory  
 Teacher Recommendation

**Science Requirement:** **Accelerated Science - Grade 8**  
 Academic performance in Grade 7 science  
 Science Readiness Assessment  
 Teacher Recommendation

**World Language Requirement:** **French, Latin, Spanish 1B/II - Grade 8**  
 Academic performance in Grade 7 world language  
 Readiness Assessment  
 Teacher Recommendation

**Social Studies** All social studies classes are heterogeneously grouped.

All courses are aligned to the Massachusetts Curriculum Frameworks and center around the learning standards that prepare students for success.

## WORLD LANGUAGE STUDENT PLACEMENT

In sixth grade, students will explore all three world languages offered at NMS (Intro to French, Intro to Latin and Intro to Spanish). Students will be introduced to greetings, sentence patterns, vocabulary, and grammar. The classes will begin to investigate how languages work, how they differ, and how they are the same.

In seventh grade, students begin formal world language instruction in either French, Latin, or Spanish. Students are asked to provide their order of preference for their choice of world language, but no guarantees can be made that students will be in their first choice.

In eighth grade, students continue in the same language in one of two pathways. One pathway (IB) will review the seventh grade curriculum in great depth as well as continue learning the standards of a complete Level I curriculum. The other pathway (IBII) will briefly review the seventh grade curriculum and then proceed to the remaining standards of a Level I curriculum as well as all the standards in a Level II curriculum at an accelerated pace. A world language placement rubric is used to determine in which pathway a student will be placed. The student's rubric is based on a student's grades, teacher's observations of the student's world language learning characteristics, and a readiness assessment. For the world language learning characteristics, students are assessed by their teacher on the student's level of understanding of the five areas of language (reading, listening, speaking, grammar, and writing), academic commitment to a rigorous class pace, and ability to complete work independently and in groups.

*Note:*

If a student discontinues his/her study in a world language during the year, that student will be removed from his/her language class and reassigned to an academic support class. This would only occur through a meeting with the school counselor, the student's world language teacher, administration, and a parent/guardian.

If a student is beginning a new language in the 8th grade, they will be placed in the IA section of the language requested (depending on availability).

*Note: Students who complete the IA curriculum over the summer, prior to 8th grade, and receive a grade of 90% or higher on the final exam at NMS, may request placement into 1B or 1B/II. A student wishing to pursue this option must email and meet the teacher of the course (1B or 1B/II) by May 15th to be granted access to the necessary curricular materials.*

If a student enters the district having taken one of the World Languages (French, Latin, Spanish) in another district, an effort will be made to administer a placement test, the IA final exam of the language, to determine the student's placement in World Language at Norwell Middle School.



## WAIVER POLICY

Students and parents who would like the student to be considered for a class different from what they were assigned need to complete a waiver form. The waiver includes a written statement by the student that explains their past performance and the reason why they are seeking a waiver. Decisions granting waivers are based upon the completion of the waiver form, student's written statement, student's academic record, student's level of interest and commitment to the subject, and available space. If a student granted a waiver does not remain in good academic standing (i.e. low grade average, poor class participation, lack of work completion, lack of demonstrated understanding of the material), the student's schedule may be changed.

## COURSE SELECTION PROCESS

During the third quarter, current fifth, sixth and seventh grade students and their parents / guardians will receive information about the course selection process for the upcoming school year. There will also be an opportunity to identify preferences for exploratory offerings, in particular, Band and/or Chorus, as well as choice of art class for eighth grade students.

Sixth grade students will be asked to provide their order of preference for their choice of world language, but no guarantees can be made that students will be in their first choice. Students continue in the same world language in seventh and eighth grade. In eighth grade, students continue in the same language in either IB (students review the seventh-grade curriculum in great depth as well as continue learning the standards of a complete Level I curriculum) or IBII (students briefly review the seventh-grade curriculum and then proceed to the remaining standards of a Level I curriculum as well as all the standards in a Level II curriculum at an accelerated pace).

Due dates will be provided regarding when preferences for courses and waivers should be returned. Information should be returned in a timely manner in order to have course preferences included in scheduling decisions.

The offering of courses outlined in the Norwell Middle School Program of Studies is subject to change based on the following:

- School Committee Approval
- Budget Decisions
- Student Enrollment
- Teacher Availability

## REPORT CARDS

**Report cards** are issued electronically four times each year. The dates on which report cards are sent out are listed in the school calendar and the school website. If parents/guardians have any questions, they should contact their son or daughter's teachers regarding the information on the report card or contact the Guidance office to meet with the student's team. Printed copies of the report card are available upon request through the Guidance office.

**Progress reports** are issued electronically four times a year. Norwell Middle School uses a web-based student information system called Aspen. In addition to midterm reports, student progress may be monitored from home via Schoology. Through this program parents/guardians can check their child's grades and missing assignments on a daily basis. Updates on Schoology are at the discretion of the individual teachers. Information about Schoology will be provided at the beginning of the school year.

## GRADING SYSTEM

Within the classroom, student progress is assessed in a variety of ways. Students earn grades that reflect achievement, timely work completion, work quality and appearance, accuracy, and following directions.

English, mathematics, science, social studies, world language, band, and chorus classes use a letter grading scale (A, B, C, D, F).

<u>Letter Grade</u>	<u>Numerical Grade</u>	<u>Letter Grade</u>	<u>Numerical Grade</u>
A	100.0 - 93.5	C	76.49 - 72.5
A-	93.49 - 89.5	C-	72.49 - 69.5
B+	89.49 - 86.5	D+	69.49 - 66.5
B	86.49 - 82.5	D	66.49 - 62.5
B-	82.49 - 79.5	D-	62.49 - 59.5
C+	79.49 - 76.5	F	59.49 - 0.0

Note: D- (59.5%) and above are considered passing grades.

In all other courses, students will be given two qualitative standards based grades. The first grade is determined by a rubric delineating a demonstration of content knowledge and skills and a second is a classroom responsibility grade based on student learning characteristics.

The rubric qualifiers are:

- Exceeds Expectations
- Meets Expectations
- Approaches Expectations
- Does Not Yet Meet Expectations

Teachers will provide students and parents with the specific manner in which their class will be graded.

### **Student Absence and Graded Assignments**

Students who are absent are required to make up any work that is missed during the quarter in a timely manner as determined by the teacher. If absences occur at the end of the quarter and the student has not had sufficient time to make up work, a delayed report card will be issued until the work is completed. The timeline for work completion will be made by the teacher in coordination with the building administration.

If a student has an extended excused absence (i.e. documented medical reason) the student may not receive grades for that term. A student with two or more terms without grades may not receive credit for the year. A meeting involving administration, parents, teacher(s), school counselors, and in some cases the student will be held to determine the academic outcome.

## HONOR ROLL

An Honor Roll is published at the end of each quarter. Students who are graded on the letter grading scale for all courses using the scale will be considered for Honor Roll.

High Honor Roll is achieved by earning grades of A- and above in major academic classes (English, mathematics, science, social studies, and world language). Honor Roll is achieved by earning grades of B- and above in major academic classes.

# Grade 6 Course Offerings

## Core Academic Classes

<b>Title:</b> Grade 6 English	<b>Course Number:</b> 160MS	<b>Frequency:</b> Every day/Full Year
<p><b>Description:</b> The sixth grade curriculum for language arts is a combination of reading, grammar, writing, and vocabulary.</p> <p><b>Reading:</b> The sixth grade students use a variety of selected texts. This series of selections include short stories, folktales and myths, drama, poetry, and nonfiction, that are individually selected based upon the literary elements introduced in the 6th grade. Lessons in reading connect ideas and language in literature with the skills of composition and writing. Students will also be reading independently throughout the school year. Students in sixth grade will read at least one novel a year selected by teachers. This novel will be used for classroom discussion and writing assignments as students develop their ability to critically examine literature.</p> <p><b>Grammar:</b> The primary focus of grammar lessons is on parts of speech. Grammar lessons align with the curriculum of writing, usage, and mechanics. Students access the IXL app to practice and advance through assigned grammar skills, with a primary focus on parts of speech and types of sentences. Grammar skills are also reinforced through students' essay writing.</p> <p><b>Writing:</b> Grammar and writing skills focus predominantly on the Massachusetts State Frameworks which emphasize the strengthening of written expression by practicing several styles of writing. There is a strong focus on expository and narrative writing. Students' writing most often relates to the chosen literature selections.</p> <p><b>Vocabulary:</b> Vocabulary development is addressed through reading selections and other supplementary materials.</p>		

<b>Title:</b> Grade 6 Social Studies	<b>Course Number:</b> 260MS	<b>Frequency:</b> Every day/Full Year
<p><b>Description:</b> Ancient Civilizations - In this course students study early man and the ancient civilizations of Mesopotamia, with Phoenicia, Egypt, Israel, Greece, and Rome. Students focus on how civilizations developed, what allowed civilizations to be successful, and what factors contributed to the fall of the civilizations. Noteworthy achievements from each civilization are examined and their value in our modern world is assessed.</p> <ul style="list-style-type: none"><li>• Understanding of key events, conflicts and ideas throughout this period of ancient history</li><li>• Interpreting history through the use of a variety of primary and secondary sources, including textbook, art, photos, videos, maps, and technological resources</li><li>• Enhancing communication skills through effective writing and discussion</li></ul> <p>Assessments: Tests, quizzes, homework, review games, virtual tours through museums, as well as research activities from related websites.</p>		

<b>Title:</b> Grade 6 Math	<b>Course Number:</b> 360MS	<b>Frequency:</b> Every day/Full Year
<p><b>Description:</b> This course is fully aligned with the Massachusetts State Frameworks. The textbook for this class will be Boswell &amp; Larson's <i>Big Ideas Math</i>. The material is accessible on the students' iPads as well as an online version. The online version allows students to access additional resources such as interactive quizzes, online tutorial videos, and additional practice problems. The major areas of study include number sense, pre-algebra, geometry, rates and ratios,</p>		

integers, and statistics. Students will use previous knowledge of operations to solve problems throughout the major areas of study. An overarching emphasis will be placed on students' ability to apply all skills to real world problems.

Students are expected to come to class prepared with all materials to be productive in the classroom. Homework is given as an extension of the lesson to reinforce the concepts taught that day. Homework is only accepted the following day, unless otherwise indicated or due to absence.

<b>Title:</b> Grade 6 Science	<b>Course Number:</b> 460MS	<b>Frequency:</b> Every day/Full Year
<p><b>Description:</b> Students will engage in inquiry-based learning activities that are designed to strengthen their ability to gather evidence, make observations, develop inferences, interpret information and construct models to describe a scientific concept. In alignment with the grade level standards, the focus of each unit of study will be to understand the relationship between the structure and function of the key terms and concepts that will be covered throughout the year. Students will gain knowledge in the following units of study:</p> <p><u>Life Science:</u> From Molecules to Organisms: Structure and processes of cells, organelles and essential functions of life, and the structure and function of human body systems Biological Evolution: Unity and diversity amongst anatomical structures to support evolutionary relationships between fossil organisms and modern organisms.</p> <p><u>Physical Science:</u> Matter and Its Interactions Motion and Stability: Forces and Interactions Waves and Their Applications in Technology for Information Transfer</p> <p><u>Earth and Space Science:</u> Earth's Place in the Universe: Modeling the Earth-sun-moon system to explain the causes of lunar phases and eclipses of the sun and moon.</p> <p><u>Primary Course Materials:</u> Textbook: McGraw-Hill: iScience. The textbook is available on the student's iPad.</p>		

## Academic Support Classes

<b>Title:</b> Academic Extension	<b>Course Number:</b> 165MS	<b>Frequency:</b> Every day/Full Year
<p><b>Description:</b> The Academic Extension course fosters growth and development through an extension of the content covered in class while providing additional academic, team building and social/emotional support. At the beginning of the school year, this course will focus on an introduction to general procedures and expectations as well as activities that will assist students in acclimating to the middle school environment. As the year progresses, the course will focus on specific academic content and group-based activities. This course will also be a time for students to take assessments, receive extra help, practice content skills, extend learning of the content, complete makeup work, and conference with teachers. While students will not receive a grade for the Academic Extension course, much of the work completed during this period will be tied to their academic class grades.</p>		

<b>Title:</b> Skills 6	<b>Course Number:</b> 761MS, 762MS OR 763MS	<b>Frequency:</b> Every Other Day/Full Year
<p><b>Description:</b> The Skills Program at the Norwell Middle School focuses on three major areas. First and foremost, the focus is on the specially designed instruction outlined in each student’s IEP. Furthermore, students are given the opportunity to develop their core skills; including but not limited to written expression, reading comprehension, mathematics problem solving and application, study and executive functioning skills, and social skills. Thirdly, students work on the skills necessary to transition to the next level in their educational career, as well as work on their own personal transition skills including self-awareness, self-advocacy, and transitioning from grade to grade, and eventually to the high school environment. These focus areas are met through the efforts and collaboration of the general education curriculum, through teacher determined and IEP aligned instruction and collaboration. The Special Education Teachers and Aides coordinate, communicate and collaborate with classroom teachers in the implementation of accommodations, and when necessary the modification of the curriculum. Students who require related services (such as Speech Therapy, Counseling, Occupational Therapy, etc.) as a part of their IEP receive these services either throughout the course of their typical day, or during their scheduled skills class.</p> <p>A student’s enrollment in this class is determined by his/her IEP.</p>		

<b>Title:</b> Strategic Literacy 6	<b>Course Number:</b> 664MS	<b>Frequency:</b> Every day or Every Other Day/Full Year
<p><b>Description:</b> This class supports learners in the development of skills needed to meet grade-level State Standards for literacy. Specifically, the class aims to expand academic vocabulary and improve reading comprehension skills in order to support students’ ability to read and write independently and proficiently. Using a workshop model, students first receive daily direct skill and/or strategy instruction followed by coaching to apply learned skills and strategies to their own reading and writing. Additionally, this class seeks to cultivate the development of each student’s identity as a reader and writer by exposing students to a wide variety of nonfiction and short fiction text and encouraging students to select engaging reading material and share what they are reading and writing. Parents and students can request to be considered for this course as well.</p>		

<b>Title:</b> Math Support 6	<b>Course Number:</b> 686MS	<b>Frequency:</b> Every Other Day/Full Year
<p><b>Description:</b> This course provides support to students who have been identified with gaps or specific skill deficits in mathematics. The goal of the class is to reinforce foundational skills, build students’ confidence in math, and relate foundational skills to current math class topics. Targeted, supplemental instruction will be delivered to small groups of students. Throughout the year the students will strengthen their core math skills, especially related to identified areas of weakness. First quarter will focus on skill building. Second quarter will focus on building and maintaining skills, especially in relation to the standards being taught in the math classroom. Third quarter will include a focus on MCAS preparation. Fourth quarter will help support students as they prepare to transition to the next grade level of mathematics. Students may be considered for this class based on previous test scores (MCAS and Fastbridge), classroom performance, grade level skills inventories, and/or teacher recommendation. Parents and students can request consideration for this course.</p>		

# Exploratory Classes

<b>Title:</b> Engineering Designs	<b>Course Number:</b> 365MS	<b>Frequency:</b> Every Other Day/1/2 of a Quarter
<p><b>Description:</b> In this course, students complete an engineering challenge applying grade level science and math concepts as they design a thermal coat appropriate for climbing Mount Everest. Students will apply the <i>engineering design process</i> to establish criteria and recognize the constraints within which they have to work to complete their challenge. They will conduct hands-on thermal experiments as well as research and collaborate using a variety of digital tools. In addition, students will develop digital presentation skills to communicate their research data, design plans and test results.</p>		

<b>Title:</b> Project Based Statistics 6	<b>Course Number:</b> 364 MS	<b>Frequency:</b> Every Other Day/One Quarter
<p><b>Description:</b> Grade 6 students, through problem-based learning, will strengthen their problem solving and reasoning skills related to Grade 6 Statistics standards. Through ‘real-world’ learning opportunities, students will develop or enhance their math and problem-solving skills, empowering these learners to investigate, innovate, and connect math to the world around them.</p>		

<b>Title:</b> Introduction to Latin	<b>Course Number:</b> 564MS	<b>Frequency:</b> Every Other Day/One Quarter
<p><b>Description:</b> Students will read in Latin and discuss several short stories which reflect daily life in a typical Roman house in Pompeii. Students will gain insight into a Roman family and its daily routine. They will meet a banker and his wife, their son and daughter, the family dog, a troublesome cook, and an obedient slave.</p> <p>Students will be introduced to some basic Latin greetings, sentence patterns, vocabulary, and grammar. The class will begin to investigate how languages work, how they differ, and how they are the same.</p> <p>In addition, the class will discuss how the modern Romance languages and English developed from and were influenced by Latin as well as gain some understanding of the culture of Ancient Rome.</p>		

<b>Title:</b> Introduction to French	<b>Course Number:</b> 565MS	<b>Frequency:</b> Every Other Day/One Quarter
<p><b>Description:</b> Underpinning all that is done in the Introduction to French course is investigating how language works, how languages are different from others, and how they are the same.</p> <p><b>Course Objectives:</b></p> <ul style="list-style-type: none"> <li>• In the Introduction to French course, students will use the four skills of language learning: listening, speaking, reading and writing in French.</li> <li>• Students will begin to understand some of the major concepts of French grammar, such as numbers, masculine and feminine nouns, adjective agreement and irregular verbs.</li> <li>• Students will gain a basic knowledge of French vocabulary, including classroom commands, greetings, school supplies, descriptive adjectives including colors, and vocabulary to describe people.</li> </ul>		

<b>Title:</b> Introduction to Spanish	<b>Course Number:</b> 566MS	<b>Frequency:</b> Every Other Day/One Quarter
<p><b>Description:</b> Underpinning all that is done in the Introduction to Spanish course is investigating how language works, how languages are different from others, and how they are the same.</p> <p><b>Course Objectives:</b></p> <ul style="list-style-type: none"> <li>• In the Introduction to Spanish course, students will use the four skills of language learning: listening, speaking, reading and writing in Spanish.</li> <li>• Students will begin to understand some of the major concepts of Spanish grammar, such as numbers, masculine and feminine nouns, adjective agreement, and verbs.</li> <li>• Students will gain a basic knowledge of Spanish vocabulary, including classroom commands, greetings, school supplies, and likes/dislikes.</li> </ul>		

<b>Title:</b> Studio Art 6	<b>Course Number:</b> 860MS	<b>Frequency:</b> Every Other Day/One Quarter
<p><b>Description:</b> This one quarter exploratory class is designed to give students a well-rounded introduction to visual art. It encourages students to become critical thinkers and visual problem solvers. Students will learn how to solve art challenges, applying the essential elements of art (line, shape, color, texture, value, form and space) to a series of both two and three dimensional studio assignments. Students will also be encouraged to develop their own artistic voice and style, identifying art as a means of communication and self-expression.</p>		

<b>Title:</b> Foods & Nutrition 6	<b>Course Number:</b> 861MS	<b>Frequency:</b> Every Other Day/One Quarter
<p><b>Description:</b> Sixth grade students take Foods and Nutrition for one term, every other day. The course focuses on the fundamentals of cooking, nutrition, and food safety. Mini lab experiences include dietary guidelines, kitchen and food safety, nutrition labels, portion sizes, the importance of breakfast, measuring, and recipe modification. A variety of resources including MyPlate.gov and eatright.org are used as supplementary learning resources for students.</p>		

<b>Title:</b> iPad/Library	<b>Course Number:</b> 865MSQ1	<b>Frequency:</b> Every Other Day/One Quarter
<p><b>Description:</b> This is a combined course offered in sixth grade for one term. The class meets every other day for one quarter and will rotate at the half-way point of the quarter from iPad to Library or Library to iPad.</p> <p>Introduction to iPad will familiarize 6th grade students with an understanding of how to use the iPad effectively in the middle school environment. The first term of this class will focus on the following topics: Apple ID information, email/contacts setup and etiquette, iCloud information, sharing documents with teachers, NMS iPad policy, digital etiquette, iOS updates, textbook web apps and features, how to handle problems with the iPad, proper settings on iPad for school use, and how to blog. The second term of this class will focus on the creation of a presentation and collaboration on presentations utilizing the following apps: Google Presentation (on iMacs), Keynote, Explain Everything, and Pages.</p> <p>The sixth grade library class provides an introduction to information literacy and digital citizenship. This ½ term exploratory class introduces students to the Norwell Middle School Library. Students will review general library organization and search strategies in addition to learning the locations of different resource types within the Norwell Middle School Library and on the Library Web site. Students will also explore both the practical and ethical components of citation and respect for copyright as they learn to cite a variety of common sources using NoodleTools and explore when and how it is appropriate to incorporate or build upon someone else’s work in creating their own.</p>		



<b>Title:</b> Library & Digital Presentations 6	<b>Course Number:</b> 866MS	<b>Frequency:</b> Every Other Day/One Quarter
<p><b>Description:</b> In this class, students will expand upon the information literacy skills they started to develop during term one in iPad/Library class. Media literacy will remain a key focus of the course. Students will gain experience accessing and searching the NMS Library databases to locate and utilize a variety of sources. Students will learn how to utilize digital presentation tools and develop the skills necessary to create a multimedia presentation to communicate their research findings effectively. Students will also begin to develop their communication skills by presenting to their peers. By the end of this course, students will develop skills in conducting research, creating digital presentations, and presenting to their peers, which can be applied across the curriculum. This is a shared class between the School Librarian and the Technology Teacher. In a shared class, half of the students begin with one of the teachers listed and at the midpoint of the quarter, they rotate to the second teacher listed.</p>		

<b>Title:</b> Health 6	<b>Course Number:</b> 964MS	<b>Frequency:</b> Every Other Day/One Quarter
<p><b>Description:</b> In health and wellness, the focus will be on teaching students information, strategies, and skills for navigating their social and emotional needs as well as learning how to make better choices. This class seeks to help students grow as individuals and cultivate a safe and inclusive school environment to maximize growth and learning potential.</p>		

<b>Title:</b> Physical Education 6	<b>Course Number:</b> 960MS	<b>Frequency:</b> Every Other Day/One Quarter
<p><b>Description:</b> The Physical Education Program at Norwell Middle School is an experiential education program where students learn by doing and whose foundation is based in an adventure-style curriculum. Through various team and individual challenges, students are given the tools necessary to challenge themselves to grow and learn by overcoming perceived limitations in a safe and inclusive environment. With an emphasis on community and group-building techniques, students improve developmental skills such as: personal and group responsibility, self-discovery and relationship building, communication and collaboration, problem-solving and respect for individual differences. Throughout the course of the year, students are also challenged with improving individual physical fitness. Cardio-vascular exercises, flexibility and core-strengthening are the main focus areas that are addressed in various activities. The Physical Education Program promotes the need for a healthy balance with a get up and move philosophy to promote individual and community health and wellness.</p>		

<b>Title:</b> Social Health	<b>Course Number:</b> 965MS	<b>Frequency:</b> Every Other Day/One Quarter
<p><b>Description:</b> The curriculum focuses on Social Emotional Learning (SEL) utilizing resources that are research-based, teacher-informed, and classroom-tested to promote the social-emotional development, safety, and well-being of children. The curriculum is a comprehensive, developmentally appropriate combination of lessons and activities. The topics covered in class include: types of behaviors (bullying, cyberbullying, conflict, rude, mean, teasing), growth mindset, working in groups, empathy, communication skills (assertive, passive and aggressive), healthy friendships, considering perspectives, emotion management, coping skills, problem solving and safety (sexual abuse and sexual harassment). This course will also expand the technology skills students developed in iPad class. Students will continue to learn how to be responsible digital citizens and learn strategies to support the development of skills in executive functioning and study strategies through the use of technology. Additional relevant topics will be covered based on student and community needs.</p> <p>The 6th grade Social/Health Guidance class meets every other day for one quarter. It is a shared class between the School Counselors and the Technology Teacher. In a shared class, half of the students begin with one of the teachers listed and at the midpoint of the quarter, they rotate to the second teacher listed.</p>		

<b>Title:</b> Music 6	<b>Course Number:</b> 967MS	<b>Frequency:</b> Every Other Day/One Quarter
<p><b>Description:</b> This course is designed to give a student the chance to explore how to create and study music. Students will experience learning to perform and create rudimentary rhythms and melodies through percussion activities and technology programs. Students will learn about various types and forms of music from other countries and the United States, as well as how music has evolved over time.</p>		

<b>Title:</b> Chorus 6	<b>Course Number:</b> 968MS	<b>Frequency:</b> Every Other Day/Full Year
<p><b>Description:</b> Chorus is offered to all students, grades 6-8; no prior musical experience is required. The course will focus on improving performance technique and exposing students for music from a variety of genres, including classical, folk, jazz, Broadway musicals, early music and popular standards. Students will also learn some elementary concepts of music theory. Performances include a minimum of two evening concerts. Only students who elect to take this course will be enrolled.</p>		

<b>Title:</b> Band 6	<b>Course Number:</b> 966MS	<b>Frequency:</b> Every Other Day/Full Year
<p><b>Description:</b> Band is offered in all three grades and is open to all wind, brass and percussion performers, regardless of level of experience. Students must have at least rudimentary music-reading skills in order to enroll. In this ensemble, students will learn the habits, skills and techniques involved in expressive musical performance through the study and performance of high quality wind literature. Performances include a minimum of two evening concerts. Private study on the student's primary instrument is encouraged but not required for enrollment.</p>		

# Grade 7 Course Offerings

## Core Academic Classes

<b>Title:</b> Grade 7 English Accelerated Grade 7 English	<b>Course Number:</b> 171MS 170MS	<b>Frequency:</b> Every day/Full Year
<p><b>Description:</b> The seventh grade curriculum for Language Arts is a combination of reading, grammar, writing, speaking and listening, poetry and vocabulary.</p> <p><b>Reading:</b> The seventh grade students use the text <i>Literature Common Core Edition</i>, published by Prentice Hall. This series of selections include short stories, poetry, and nonfiction. Lessons in reading connect ideas and language in literature with the skills of vocabulary and writing. Students are expected to be reading independently throughout the school year. In addition, all students in seventh grade will read a class novel. This novel will be used for classroom discussion in developing students' ability to critically examine literature through close reading techniques.</p> <p><b>Grammar:</b> Students in grade seven use the text <i>Holt Elements of Language Introductory Course</i> as well as other sources. Lessons in grammar include sentence structure, clauses, phrases, and complements. The 7th grade grammar curriculum supports writing, usage and mechanics, as well as spelling.</p> <p><b>Writing:</b> Grammar and writing skills will focus on the Massachusetts State Frameworks. The Massachusetts State Frameworks emphasize the strengthening of writing skills by practicing types of writing such as narrative and persuasive. Students will be writing in response to literature, and assignments will also include research based writing and creative writing.</p> <p><b>Vocabulary:</b> Vocabulary development is addressed through reading selections and other supplementary materials.</p> <p>Expectations for All Students:</p> <ul style="list-style-type: none"><li>● complete classroom assignments in a timely manner</li><li>● complete all homework assignments</li><li>● demonstrate task commitment</li><li>● demonstrate effort</li><li>● self motivate</li><li>● self -assess</li><li>● contribute to a positive classroom environment</li></ul> <p>In the Grade 7 English class:</p> <ul style="list-style-type: none"><li>● Teachers provide support to students in learning new material and preparing students for tests and quizzes with in class reviews at times.</li><li>● Students should review their work independently or with teacher guidance.</li><li>● Teachers may direct students to stay for extra help during late night when needed, though student initiative in staying and asking for help is encouraged.</li><li>● Students read and comprehend a variety of complex texts and multiple genres with teacher-guided active reading strategies.</li><li>● Students demonstrate that they are approaching the ability to engage in higher level thinking (i.e. inferential questioning, making connections, discerning authorial purpose) when reading a variety of genres and complex texts. Students should articulate insights in class discussions, at times with teacher prompting.</li><li>● Students complete writing assignments and projects, at times with the support and guidance of the teacher.</li></ul> <p>In the Accelerated Grade 7 English class:</p> <ul style="list-style-type: none"><li>● Independence and initiative are expected for learning new material, completing homework, finishing classwork, and preparing for tests and quizzes. In class reviews for assessments are limited.</li></ul>		

- Students are expected to review their work independently and take initiative to get extra help during late night when needed.
- Students are able to independently read and comprehend a variety of complex texts and multiple genres without teacher-guided active reading strategies.
- Students demonstrate the ability to independently engage in higher level thinking (i.e. inferential questioning, making connections, discerning authorial purpose) when reading a variety of genres and complex texts. Students are able to clearly articulate insights in class discussions.
- Students complete extensive writing assignments and projects with minimal or no support and guidance of the teacher.

<b>Title:</b> <b>Grade 7 Social Studies</b>	<b>Course Number:</b> <b>270MS</b>	<b>Frequency:</b> <b>Every day/Full Year</b>
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**Description:** Geography, World History and Cultures - In this course, students will be studying geography, world history, and cultures. The theme of geography not only refers to the different landforms within a region, but also how the climate, people, politics, and the economics of a place relate to each other. World History will be examined starting in Europe with the Byzantine Empire, rising out of the ashes of Rome, through the Middle Ages and life in Medieval Europe. The course will then move into Latin America with the study of early civilizations such as the Mayas, Aztecs and Incas. The journey will then take students to Asia, where they will study early civilizations in India, China, and Japan. The last stop will be Australia and Oceania, with a look at the early civilizations of the Aboriginal and Maori peoples. The curriculum also makes connections to the 6th grade course on Ancient Civilizations, the 8th grade course on Civics, world religions, as well as current events throughout the year.

Resources: *Pearson: The World and I* textbook (on iPad)

Concepts and Skills:

- Understanding of geographic terms, constitutional democracy, world governments, key events in history, and current issues facing countries throughout the world
- Interpreting history through the use of a variety of primary and secondary sources, including textbook, essays, speeches, art, photos, videos, maps, political cartoons, and technological resources
- Enhancing communication skills through effective writing, discussion and oral presentations

Assessments: In addition to quizzes and tests, students will complete a variety of projects including map creation, research projects, and a range of individual and group presentations focusing on the major themes throughout the course.

<b>Title:</b> <b>Grade 7 Math</b> <b>Accelerated Grade 7 Math</b> <b>Foundations of Grade 7 Math</b>	<b>Course Number:</b> <b>371MS</b> <b>370MS</b> <b>372MS</b>	<b>Frequency:</b> <b>Every day/Full Year</b>
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**Description:** The seventh grade mathematics course is aligned with the Massachusetts State Frameworks. The textbook for this class will be Boswell & Larson's *Big Ideas Math*. The material is accessible on the students' iPads as well as an online version. The online version allows students to access additional resources such as interactive quizzes, online tutorials videos and additional practice problems.

The major areas of study include all operations with signed integers and rational numbers, applying properties of operations to create equivalent expressions and solve algebraic equations and inequalities, proportional relationships with separate units addressing topics of rates, graphing and percent, experimental and theoretical probability including compound events, drawing inferences about populations based on samples, angle relationships in geometry, and analysis of two and three dimensional figures. In each unit of study the eight standards for mathematical practice are applied to real world problems. This course follows Norwell Middle School's mission to help students grow academically and develop and utilize skills so students can grow into life-long mathematical learners.

Each of the three paces covers the same standards. Tests, quizzes, and homework vary in complexity and length between the three paces.

In the Grade 7 Math class:

- Homework is typically based on what was learned in class that day.
- Tests and Quizzes are usually what has been taught and reviewed in class.
- Tests and Quizzes will have some multiple choice questions.
- In class work is expected to be completed within the given time frame.
- Students may need some assistance and further explanations in class.
- There will typically be teacher-led review sessions before tests and quizzes.
- The teacher will provide some assistance to access higher-level performance tasks.
- Students are expected to express their reasoning of mathematical concepts.

In the Accelerated Grade 7 Math class:

- Homework often contains challenging questions that require students to think beyond the concept taught in class that day.
- Tests and Quizzes have complex questions that require learned concepts to be applied.
- Tests and Quizzes typically have very few multiple choice questions.
- Students typically demonstrate the ability to complete the classwork at a quick pace.
- There are limited review sessions in class before tests.
- Students are expected to complete in class work independently and access higher-level performance tasks with limited teacher assistance.
- Students are expected to clearly express their reasoning and justification of complex mathematical concepts at a high level using accurate mathematical vocabulary.

In the Foundations of Grade 7 Math class:

- Homework is typically based on what was learned in class that day and may contain a limited number of questions.
- Tests and Quizzes are usually what has been taught and reviewed in class.
- Tests and Quizzes may have a limited number of questions. The multiple choice questions may have fewer answers from which to select the correct answer.
- Teachers will provide guidance, support, and time for students to complete classwork.
- Some re-teaching and reviewing of prior concepts will be done during class.
- Students usually need some assistance and further explanations in class.
- There will typically be teacher-led review sessions before tests and quizzes.
- The teacher will provide assistance to access higher-level performance tasks.
- Students may need support expressing their mathematical reasoning especially in writing.

<b>Title:</b> Grade 7 Science	<b>Course Number:</b> 471MS	<b>Frequency:</b> Every day/Full Year
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**Description:** The seventh grade Science course begins with an Introduction to Science including measurement, observation, inference, and other scientific concepts. In this unit, students make investigations into how matter is measured and the property of density. Students also learn about the states of matter, the kinetic energy of atoms due to heat, and the three main ways that thermal energy can move. The thermal energy concepts are then applied in the Earth Science Unit where students also investigate plate movements, volcanoes, and earthquakes, as well as the Earth's structure.

For the second half of the school year, the course focuses on Physics. In this unit, students examine the relationships between kinetic and potential energy as well as how mass and distance affect forces such as gravity and magnetism. This unit integrates math concepts such as slope and using formulas to calculate unknown variables. The conserving and transferring of energy will also be addressed in this unit.

The science course finishes the school year on Biology with a focus on ecology. In ecology students look at the flow of energy and cycling of matter in ecosystems and the interrelationships of organisms.

In the Grade 7 Science class:

- Teachers provide students with previewing of concepts prior to being assigned readings from the text.
- Teachers often assign guiding questions to focus students' efforts on the most critical aspects of the seventh grade science curriculum.
- Teachers provide additional instruction of topics by reviewing previously learned concepts in order to maximize the integration of new materials.
- Students will be provided opportunities with varied levels of teacher guidance to integrate real and current world applications of the seventh grade science topics.
- There will be projects, essays and lab reports which aim to reinforce and expand students' understandings of science and the world around them.

## World Language Classes

<b>Title:</b> French IA	<b>Course Number:</b> 575MS	<b>Frequency:</b> Every day/Full Year
<b>Description:</b> This course is an introduction to the French language and culture with emphasis on developing the listening, speaking, reading and writing skills required for comprehension and communication in everyday situations. Students are introduced to French-speaking peoples and their cultures through the use of authentic materials and supportive technology. Based on a functional study of grammar, the program teaches students to read and write what they hear and speak. Communication skills are reinforced in weekly sessions.		

<b>Title:</b> Latin IA	<b>Course Number:</b> 574MS	<b>Frequency:</b> Every day/Full Year
<b>Description:</b> This is a story based course which introduces students to Roman civilization through the ups and downs of a family living first in Pompeii, then in Roman Britain, and finally in Roman Egypt. The Latin language and culture are revealed in the readings about a variety of characters who are based in archaeology and the historical record. The plots not only show daily life, but also include ancient topics from werewolves and wild animal hunts to crime bosses and shipwrecks. Through a variety of cooperative and teacher-directed activities, students learn the basics of Latin grammar and vocabulary using the Cambridge Latin Course. Additionally students will see how language works, the differences and similarities between Latin and English, how the Romans influenced the English language, and American culture and make connections with other subject areas (including science, history, and math).		

<b>Title:</b> Spanish IA	<b>Course Number:</b> 576MS	<b>Frequency:</b> Every day/Full Year
<b>Description:</b> This course is an introduction to the Spanish language and culture with emphasis on developing the listening, speaking, reading and writing skills required for comprehension and communication in everyday situations. Students are introduced to Spanish-speaking people and their cultures through the use of authentic materials and supportive technology. Based on a functional study of grammar, the program teaches students to read and write what they hear and speak. Communication skills are reinforced in weekly sessions and through at least one oral presentation project each quarter.		

# Academic Support Classes

<b>Title:</b> Skills 7	<b>Course Number:</b> 771MS, 772MS OR 773MS	<b>Frequency:</b> Every Other Day/Full Year
<p><b>Description:</b> The Skills Program at the Norwell Middle School focuses on three major areas. First and foremost, there is a focus on the specially designed instruction outlined in each student’s IEP. Furthermore, students are given the opportunity to develop their core skills; including but not limited to written expression, reading comprehension, mathematics problem solving and application, study and executive functioning skills, and social skills. Thirdly, students work on the skills necessary to transition to the next level in their educational career, as well as work on their own personal transition skills including self-awareness, self-advocacy, and transitioning from grade to grade, and eventually to the high school environment. These focus areas are met through the efforts and collaboration of the general education curriculum, through teacher determined and IEP aligned instruction and collaboration. The Special Education Teachers and Aides coordinate, communicate and collaborate with classroom teachers in the implementation of accommodations, and when necessary the modification of the curriculum. Students who require related services (such as Speech Therapy, Counseling, Occupational Therapy, etc.) as a part of their IEP receive these services either throughout the course of their typical day, or during their scheduled skills class.</p> <p>A student’s enrollment in this class is determined by his/her IEP.</p>		

<b>Title:</b> Math Support 7	<b>Course Number:</b> 687MS	<b>Frequency:</b> Every Other Day/Full Year
<p><b>Description:</b> This course provides support to students who have been identified with gaps or specific skill deficiencies in mathematics. The goal of the class is to reinforce foundational skills, build students’ confidence in math, and relate foundational skills to current math class topics. Targeted, supplemental instruction will be delivered to small groups of students. Throughout the year all students will strengthen their core math skills, especially related to identified areas of weakness. First quarter will focus on skill building. Second quarter will focus on building and maintaining skills, especially in relation to the standards being taught in the math classroom. Third quarter will include a focus on MCAS preparation. Fourth quarter will help support students as they prepare to transition to the next grade level of mathematics. Students may be considered for this class based on previous test scores (MCAS and Fastbridge), classroom performance, grade level skills inventories, and/or teacher recommendation. Parents and students can request consideration for this course.</p>		

<b>Title:</b> Strategic Reading 7	<b>Course Number:</b> 673MS	<b>Frequency:</b> Every day or Every Other Day/Full Year
<p><b>Description:</b> This class supports learners in the development of skills needed to meet grade-level State Standards for literacy. Specifically, the class aims to expand academic vocabulary and improve reading comprehension skills in order to support students’ ability to read increasingly complex text independently and proficiently. Using a workshop model, students first receive daily direct skill and/or strategy instruction followed by coaching to apply learned skills and strategies to their own reading and writing selections. Additionally, this class seeks to cultivate the development of each student’s identity as a reader and writer by exposing students to a wide variety of nonfiction and short fiction text and encouraging students to select and share engaging reading material. Parents and students can request consideration for this course.</p>		

<b>Title:</b> Writer’s Workshop 7	<b>Course Number:</b> 674MS	<b>Frequency:</b> Every Other Day/One Quarter
<p><b>Description:</b> This class supports learners in the development of skills needed to meet grade-level State Standards in the area of writing and become effective communicators. Using a workshop model, students first receive daily direct skill</p>		

and/or strategy instruction followed by coaching to apply learned skills and strategies to their own writing. Additionally, this class seeks to cultivate the development of each student's identity as a writer.

## Exploratory Classes

<b>Title:</b> <b>Engineering Design and Geometric Applications</b>	<b>Course Number:</b> <b>375MS</b>	<b>Frequency:</b> <b>Every Other Day/One Quarter</b>
<p><b>Description:</b> In this course, students take on the role of stranded passengers on a deserted island where their engineering skills are essential for survival! Students apply critical thinking to establish priorities and assess available resources based on their material properties. Grade level geometry and knowledge of the design process guide students as they build and test prototypes to represent the structures necessary to weather a storm, collect rainwater, and build a basic beam bridge. After completing each prototype, students will evaluate competing solutions using a decision matrix to determine how well each meets the criteria and constraints of the problem.</p>		

<b>Title:</b> <b>Project Based Geometry 7</b>	<b>Course Number:</b> <b>374 MS</b>	<b>Frequency:</b> <b>Every Other Day/One Quarter</b>
<p><b>Description:</b> In this course, students will engage in hands-on learning activities that will strengthen their problem solving and reasoning skills related to Grade 7 Geometry and Measurement standards. Through 'real-world' connections, students will develop or enhance their math and problem-solving skills while building a greater sense of understanding and fluency related to geometry.</p>		

<b>Title:</b> <b>Computational Thinking I</b>	<b>Course Number:</b> <b>872MS</b>	<b>Frequency:</b> <b>Every Other Day/One Quarter</b>
<p><b>Description:</b> This course is designed to introduce students to computer programming and extend their knowledge of internet safety and responsible digital citizenship. Students will be exposed to a variety of technological experiences, including computer coding, design, robotics and video editing and production. In all of these experiences, students will use creativity, problem solving and collaboration skills to support each other in creating solutions to different challenges. Students will develop a foundation of programming language, learn the basic coding concepts of commands, and debug functions, loops, and algorithms and understand how computer programming is used in the world.</p>		

<b>Title:</b> <b>Studio Art 7A</b>	<b>Course Number:</b> <b>873MS</b>	<b>Frequency:</b> <b>Every Other Day/One Quarter</b>
<p><b>Description:</b> In Studio Art 7A, students will engage in a variety of hands-on projects using traditional art materials and methods, such as painting and drawing. Students will employ a more advanced application of the elements and principles of design (line, shape, color, texture, etc.) and learn specific skills and techniques for each project that showcases one of these elements. Students will then practice this skill to create their own piece of art that embodies their individuality and creativity. Students will be provided a solid foundation of skills but will also be given the freedom to choose the subject or content of their work, in hopes of further developing their artistic voice.</p>		



<b>Title:</b> Studio Art 7B	<b>Course Number:</b> 875MS	<b>Frequency:</b> Every Other Day/One Quarter
<p><b>Description:</b> Studio Art 7B is an extension of Studio Art 7A, relying on the base knowledge of the elements and principles of design. Instead of focusing on more traditional media, students will explore 3-dimensional work as well as using more unconventional materials and digital applications. Students will be taught a base skill or technique in which they will apply to their own work and incorporate their own ideas. In this course there will also be an opportunity to participate in small groups to create art. The emphasis of this course is to foster creativity and self-expression as well as strengthen student’s ability to utilize unconventional materials, methods and technology to communicate visually.</p>		

<b>Title:</b> Foods and Nutrition 7	<b>Course Number:</b> 877MS	<b>Frequency:</b> Every Other Day/One Quarter
<p><b>Description:</b> Seventh grade students take a foods and nutrition class for one term, every other day. Group work labs correspond to the nutrient concept being taught: fats, carbohydrates, animal and plant based protein, vitamins and minerals, insoluble and soluble fiber, and water. Students work individually and in groups. A variety of resources including MyPlate.gov and eatright.org serve as supplementary learning resources for students.</p>		

<b>Title:</b> Family & Life Skills 7	<b>Course Number:</b> 878MS	<b>Frequency:</b> Every Other Day/One Quarter
<p><b>Description:</b> The Family and Life Skills class is offered in seventh grade every other day for one quarter. The curriculum focuses on supporting students to develop communication skills, financial literacy, and career exploration. Students will learn how to obtain and evaluate consumer and health-related information, services, and products in order to make responsible decisions for the well-being of themselves, their family, and the community. Additionally, students will understand factors that impact the environment and contribute to public health and learn the role of organizations in supporting the health of individuals and the community.</p> <p>The curriculum progresses with developmentally appropriate material within the topics from seventh through eighth grade. Students will leave class with useful information from each topic in order to make responsible choices in the future, creating a healthier well-being for themselves, their family, and the community.</p>		

<b>Title:</b> Physical Education 7	<b>Course Number:</b> 970MS	<b>Frequency:</b> Every Other Day/One Quarter
<p><b>Description:</b> The Physical Education Program at Norwell Middle School is an experiential education program where students learn by doing and whose foundation is based in an adventure-style curriculum. Through various team and individual challenges, students are given the tools necessary to challenge themselves to grow and learn by overcoming perceived limitations in a safe and inclusive environment. With an emphasis on community and group-building techniques, students improve developmental skills such as: personal and group responsibility, self-discovery and relationship building, communication and collaboration, problem-solving and respect for individual differences. Throughout the course of the year, students are also challenged with improving individual physical fitness. Cardio-vascular exercises, flexibility and core-strengthening are the main focus areas that are addressed in various activities. The Physical Education Program promotes the need for a healthy balance with a get up and move philosophy to promote individual and community health and wellness.</p>		

<b>Title:</b> Health 7	<b>Course Number:</b> 974MS	<b>Frequency:</b> Every Other Day/One Quarter
<p><b>Description:</b> This course is offered in seventh and eighth grade. The health curriculum at Norwell Middle School is derived from “The Great Body Shop,” and the Botvin Life Skills program. Both are nationally recognized curriculum geared toward the national standards. Both offer research based curriculum that has been shown to positively impact student behavior and achievement during the middle school years. Students cover four major topics throughout the quarter: safety, violence and injury prevention; substance abuse prevention; disease and injury prevention; and the cycle of life.</p> <p>The curriculum progresses with developmentally appropriate material within the topics from sixth through eighth grade. A safe and inclusive environment is provided to allow students to learn and feel comfortable asking questions in class. Students will leave class with useful information from each topic in order to make superior choices in the future, creating a healthier well-being.</p>		

<b>Title:</b> Library Engagement	<b>Course Number:</b> 973MS	<b>Frequency:</b> Every Other Day/One Quarter
<p><b>Description:</b> This quarter-long course is offered to seventh grade students and is designed to foster the development of library and information literacy skills through the exploration of a variety of literary genres, short stories, and middle-grade titles. Students will demonstrate an understanding of a range of skills through the creation of individual and group projects, by participating in class discussions, and by conducting independent research. Activities and assignments include literature circles, book tastings, reviews, book trailers, and other engaging activities.</p>		

<b>Title:</b> Band 7	<b>Course Number:</b> 979MS	<b>Frequency:</b> Every Other Day/Full Year
<p><b>Description:</b> Band is offered in all three grades and is open to all wind, brass and percussion performers, regardless of level of experience. Students must have at least rudimentary music-reading skills in order to enroll. In this ensemble, students will learn the habits, skills and techniques involved in expressive musical performance through the study and performance of high quality wind literature. The ensemble traditionally performs at several major concerts each year. Additionally, students perform outreach performances at the other Norwell schools as well as traveling to a festival to perform. Qualified and interested students will have the opportunity to audition for various regional music festivals. Only participating students with good standing in the music program will be allowed to represent Norwell Middle School at school-sponsored music festivals. Private study on the student’s primary instrument is encouraged but not required for enrollment. Membership in seventh grade band, previous private study, or approval by the band teacher is required to enroll in this course.</p>		

<b>Title:</b> Chorus	<b>Course Number:</b> 988MS	<b>Frequency:</b> Every Other Day/Full Year
<p><b>Description:</b> Chorus is offered to all students, grades 6-8; no prior musical experience is required. The course will focus on improving performance technique and exposing students for music from a variety of genres, including classical, folk, jazz, Broadway musicals, early music and popular standards. Students will also learn some elementary concepts of music theory. The chorus traditionally performs at several major concerts each year. Additionally, students perform outreach performances at the other Norwell schools as well as traveling to a festival to perform. Qualified and interested students will have the opportunity to audition for various regional music festivals. Only participating students with good standing in the music program will be allowed to represent Norwell Middle School at school-sponsored music festivals. Only students who elect to take this course will be enrolled.</p>		

# Grade 8 Course Offerings

## Core Academic Classes

<b>Title:</b> Grade 8 English Accelerated Grade 8 English	<b>Course Number:</b> 181MS 180MS	<b>Frequency:</b> Every day/Full Year
<p><b>Description:</b> The focus of 8th grade English is to improve reading comprehension of fiction, nonfiction and poetry. Students will continue to improve their writing mechanics, while practicing persuasive, narrative and expository writing assignments.</p> <p>Specific Topics and/or Skills to be covered or learned: Students will advance their skills in grammar, including agreement, verb usage, pronouns and modifiers. They will expand their vocabulary usage with required class texts. They will practice and improve their presentation and research skills through a variety of technology applications. They will utilize active reading strategies to improve their comprehension of various genres of literature. Students will also increase their ability to think critically to understand inferential aspects of complicated texts. They will also use Modern Language Association (MLA) format and integrate quotes into their writing to support their theses.</p> <p>Specific Resources (i.e. textbooks): <i>To Kill a Mockingbird</i>, <i>The Diary of Anne Frank: Definitive Edition</i>, <i>Anne Frank's Diary: The Graphic Adaptation</i>, <i>The Outsiders</i>, Holt McDougal <i>Elements of Language</i>.</p> <p>Specific Major Projects: Students will work on a variety of projects, including a major research project; literary artists competition; connecting U.S. historical events to <i>To Kill a Mockingbird</i> project; autobiography, biography, and memoir ELA project.</p> <p>General expectations and learning outcomes: It is critical that students are able to do the following:</p> <ul style="list-style-type: none"><li>● identify theme and provide textual evidence to support the theme</li><li>● analyze the author's choice of words and how this choice influences the structure of a literary work</li><li>● make connections to fictional and informational texts</li><li>● analyze and evaluate the validity of claims presented in a text or oral presentation</li><li>● execute clear and coherent writing in their assigned essays, creative writing, and reports</li><li>● conduct short research projects</li><li>● strengthen writing through editing and revision</li><li>● engage effectively in oral discussions and presentations</li><li>● acquire and accurately use grade-appropriate vocabulary</li></ul> <p>In the Grade 8 English class:</p> <ul style="list-style-type: none"><li>● Teachers provide support to students in learning new material and preparing students for tests and quizzes with in class reviews at times.</li><li>● Students should review their work independently or with teacher guidance.</li><li>● Teachers may direct students to stay for extra help during late night when needed, though student initiative in staying and asking for help is encouraged.</li><li>● Students read and comprehend a variety of complex texts and multiple genres with teacher-guided active reading strategies.</li><li>● Students demonstrate that they are approaching the ability to engage in higher level thinking (i.e. inferential questioning, making connections, discerning authorial purpose) when reading a variety of genres and complex texts. Students should articulate insights in class discussions, at times with teacher prompting.</li><li>● Students complete writing assignments and projects, at times with the support and guidance of the teacher.</li></ul> <p>In the Accelerated Grade 8 English class:</p> <ul style="list-style-type: none"><li>● Tests, quizzes, and projects are weighted more heavily than homework.</li></ul>		

- Independence and initiative are expected for learning new material, completing homework, finishing classwork, and preparing for tests and quizzes. In class reviews for assessments are limited.
- Students are expected to review their work independently and take initiative to get extra help during late night when needed.
- Students are able to independently read and comprehend a variety of complex texts and multiple genres without teacher-guided active reading strategies (independent reading books as well as readings assigned in class).
- Students demonstrate the ability to independently engage in higher level thinking (i.e. inferential questioning, making connections, discerning authorial purpose) when reading a variety of genres and complex texts. Students are able to clearly articulate insights in class discussions.
- Students complete extensive writing assignments and projects with minimal or no support and guidance of the teacher.

<b>Title:</b> <b>Grade 8 Social Studies</b>	<b>Course Number:</b> <b>280MS</b>	<b>Frequency:</b> <b>Every day/Full Year</b>
<p><b>Description:</b> Civics - The 8th Grade Civics course will focus on the responsibilities of American citizenship. Students will work to understand the purpose, structure, and functions of their government at the federal, state, and local levels by examining the U.S. Constitution and Massachusetts Constitution. The political process, the role of law and the importance of civic participation will be discussed. In this course, students will develop their skills in the areas of comprehension, analysis, research and evaluation</p> <p>Resources: <i>We the People: The Citizen and the Constitution</i> published by the Center for Civic Education and selected primary and secondary sources.</p> <p>Course Skills/Concepts:</p> <ul style="list-style-type: none"> <li>• In-depth understanding of key events, conflicts and ideas throughout different periods of United States history</li> <li>• Interpreting history through the use of a variety of primary and secondary sources, including textbook, essays, speeches, art, photos, videos, maps, political cartoons, and technological resources</li> <li>• Further developing historical research methods and note-taking skills</li> <li>• Enhancing communication skills through effective writing, oral presentation, and discussion</li> <li>• Learning about and appreciating various perspectives throughout history, as well as listening to and considering multiple opinions in the classroom</li> </ul> <p>Assessments: Students will be able to express themselves and demonstrate their knowledge in many ways this year. In addition to traditional writing assignments and assessments, students will be given the opportunity to work in small groups and use technology including, but not limited to the iPad and ebooks, perform reenactments, and complete research and other projects to demonstrate content knowledge.</p>		

<b>Title:</b> <b>Concepts of Algebra</b> <b>Accelerated Concepts of Algebra</b> <b>Foundations of Concepts of Algebra</b>	<b>Course Number:</b> <b>381MS</b> <b>380MS</b> <b>382MS</b>	<b>Frequency:</b> <b>Every day/Full Year</b>
<p><b>Description:</b> The eighth grade mathematics course is aligned with most of the Massachusetts State Frameworks for high school level Algebra 1. Topics covered include foundations of algebra, solving equations and inequalities, solving systems of equations and inequalities, linear functions, exponents and exponential functions, polynomials and factoring, and quadratic functions and equations, with an emphasis on problem-solving and higher-order thinking skills. The course textbook is Pearson's <i>Envision</i>. The TI-84 graphing calculator is a required tool for this course. Throughout the year, this calculator will be used to explore algebraic relationships and it is also required in all high school level courses.</p> <p>Each of the three paces covers the same standards. Tests, quizzes, and homework vary in complexity and length between the three paces.</p> <p>In the Concepts of Algebra class:</p>		

- The concepts and standards are taught at a rigorous pace that challenges students but allows time for review and support when needed.
- There is nightly homework to build upon the concepts learned in class.
- There will typically be teacher-led review sessions before major assessments.
- The teacher will provide some assistance to access higher-level performance tasks.
- Students are expected to express their reasoning of mathematical concepts.
- There are frequent check-in assessments to help monitor students' progress between major tests and assessments. These check-ins typically can be reassessed.
- Tests and quizzes have some complex questions that require learned concepts to be applied.
- Classwork and homework is expected to be completed within the given time-frame.

In the Accelerated Concepts of Algebra class:

- The concepts and standards are taught at a quick pace and in greater depth.
- There is limited review of previously learned concepts and students are expected to demonstrate a high level of independence in their learning.
- Homework often contains challenging questions that require students to think beyond the concept taught in class that day.
- Students are expected to express their reasoning of complex mathematical concepts using appropriate math vocabulary.
- Tests and quizzes have more complex questions that require learned concepts to be applied.
- There is limited review before major assessments.
- Classwork and homework is expected to be completed within the given time-frame.

In the Foundations of Concepts of Algebra class:

- The concepts and standards are taught at a moderate pace to allow for more time to review, process, and practice concepts and skills.
- Teachers will provide guidance, support, and time for students to complete classwork.
- Some re-teaching and reviewing of prior concepts will be done during class.
- The pace of the class allows for more time to review and reinforce concepts before moving ahead.
- There will typically be teacher-led review sessions and study guides given before tests and quizzes.
- Homework is typically based on what was learned in class that day and may contain a limited number of questions.
- Classwork and homework is expected to be completed within the given time-frame.

<b>Title:</b> <b>Grade 8 Science</b> <b>Accelerated Grade 8 Science</b>	<b>Course Number:</b> <b>481MS</b> <b>480MS</b>	<b>Frequency:</b> <b>Every day/Full Year</b>
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**Description:** This course uses an integrated curriculum to expand upon science, engineering, and technology topics previously covered. Skills developed include lab procedures, lab reports, use of scientific equipment, and integration of mathematical skills. Topics include astronomy, weather & climate, earth science, chemistry and biology. Students will be able to conduct and complete a lab, extract main ideas from a scientific passage, and apply scientific concepts to new situations.

In the Grade 8 Science class, students will be expected to:

- Critically read a scientific passage and extract the main ideas with support as needed.
- Apply scientific concepts to new situations.
- Take notes during a science lesson with the support of a guided note taking sheet.
- Conduct and complete a lab with support.
- Utilize study guides provided by the teacher to prepare for tests; in addition, assessments will at times have word banks and test corrections for additional credit will occasionally be permitted.

In the Accelerated Grade 8 Science class, students will be expected to:

- Critically read a scientific passage and extract the main ideas independently.

- Synthesize scientific concepts across the curriculum.
- Independently take notes during a science lesson.
- Independently conduct and complete a lab.
- Utilize self-created study guides for assessments; in addition, assessments will not have word banks and there will not be test corrections for additional credit.

## World Language Classes

<b>Title:</b> <b>French IB</b> <b>French IB/II</b>	<b>Course Number:</b> <b>585MS</b> <b>589MS</b>	<b>Frequency:</b> <b>Every day/Full Year</b>
<p><b>Description:</b> French IB is a continuation of French IA in which the French language and culture will continue to be studied along with an emphasis on developing the listening, speaking, reading and writing skills required for comprehension and communication in everyday situations. Students review the culture of the francophone world through the use of authentic materials and supportive technology. Based on a functional study of grammar, the program teaches students to read and write what they hear and speak. Communication skills are reinforced in weekly sessions.</p> <p>French IB/II is designed to further develop skills in reading, writing, listening and speaking at an accelerated pace. Students will regularly communicate in French with others about present, past, and future events in their lives. Purposeful and original expression reinforcing vocabulary and grammatical concepts is encouraged through writing and communicative activities such as skits, role-playing, storytelling and “show and tell.” Paragraph writing is expected as well as rewrites using a rubric. Dictations and frequent work in the language laboratory strengthen speaking and listening comprehension skills. French culture is presented through authentic material whenever possible. Students will deliver at least one oral presentation each quarter.</p>		

<b>Title:</b> <b>Latin IB</b> <b>Latin IB/II</b>	<b>Course Number:</b> <b>584MS</b> <b>583MS</b>	<b>Frequency:</b> <b>Every day/Full Year</b>
<p><b>Description:</b> Latin IB continues and reinforces the stories from the Latin IA course which introduced students to Roman civilization through the ups and downs of a family living in Roman Britain, and also in Roman Egypt. The Latin language and culture are revealed in the readings about a variety of characters who are based in archaeology and the historical record. The plots not only show daily life, but also include ancient topics from wild animal hunts to crime bosses and shipwrecks. Through a variety of cooperative and teacher-directed activities, students reinforce their learning of the basics of Latin grammar and vocabulary using the Cambridge Latin Course. Additionally students continue to see how language works, the differences and similarities between Latin and English, how the Romans influenced the English language and American culture and make connections with other subject areas (including Science, History, and Math).</p> <p>Latin IB/II continues stories from Latin IA and then proceeds into stories in Roman Britain, a brief flashback to Roman Judea, and then finally moves to the center of the ancient world, the city of Rome itself. The stories include not only a love triangle, but also attempts at rebellion, treachery, and imperial intrigue. Students learn vocabulary, the history and culture of the Early Roman Empire and grammar which at this level includes a variety of subordinate clauses and uses of the subjunctive mood. In a broader sense, students continue to see the differences and similarities between Latin and English, the further influences of Latin on the English language and American culture and make deeper connections with other subject areas. Students then begin the transition into reading adapted Latin literature at the end of the year.</p>		

<b>Title:</b> Spanish IB Spanish IB/II	<b>Course Number:</b> 586MS 588MS	<b>Frequency:</b> Every day/Full Year
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**Description:** Spanish IB is a continuation of Spanish IA in which the Spanish language and culture will continue to be studied along with an emphasis on developing the listening, speaking, reading and writing skills required for comprehension and communication in everyday situations. Students review Spanish-speaking people and their cultures through the use of authentic materials and supportive technology. Based on a functional study of grammar, the program teaches students to read and write what they hear and speak. Communication skills are reinforced in weekly sessions and through at least one oral presentation project each quarter.

Spanish IB/II is designed to further develop skills in reading, writing, listening and speaking Spanish at an accelerated pace. Students will regularly communicate in Spanish with others about present, past and future events in their lives. Purposeful and original expression that reinforces vocabulary and grammatical structures is encouraged through writing and communicative activities such as skits, role-playing, storytelling and “show and tell.” Paragraph writing is expected as well as rewrites using a rubric. Dictations and weekly work in the language laboratory strengthen speaking and listening comprehension skills. Hispanic culture is presented through authentic material whenever possible. Students will deliver at least one oral presentation each quarter.

## Academic Support Classes

<b>Title:</b> Skills 8	<b>Course Number:</b> 781MS, 782MS OR 783MS	<b>Frequency:</b> Every Other Day/Full Year
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**Description:** The Skills Program at the Norwell Middle School focuses on three major areas. First and foremost, there is focus on the specially designed instruction outlined in each student’s IEP. Furthermore, students are given the opportunity to develop their core skills; including but not limited to written expression, reading comprehension, mathematics problem solving and application, study and executive functioning skills, and social skills. Thirdly, students work on the skills necessary to transition to the next level in their educational career, as well as work on their own personal transition skills including self-awareness, self-advocacy, and transitioning from grade to grade, and eventually to the high school environment. These focus areas are met through the efforts and collaboration of the general education curriculum, through teacher determined and IEP aligned instruction and collaboration. The Special Education Teachers and Aides coordinate, communicate and collaborate with classroom teachers in the implementation of accommodations, and when necessary the modification of the curriculum. Students who require related services (such as Speech Therapy, Counseling, Occupational Therapy, etc.) as a part of their IEP receive these services either throughout the course of their typical day, or during their scheduled skills class.

A student’s enrollment in this class is determined by his/her IEP.

<b>Title:</b> Math Support 8	<b>Course Number:</b> 688MS	<b>Frequency:</b> Every Other Day/Full Year
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**Description:** This course provides support to students who have been identified with gaps or specific skill deficiencies in mathematics. The goal of the class is to reinforce foundational skills, build students’ confidence in math, and relate foundational skills to current math class topics. Targeted, supplemental instruction will be delivered to small groups of students. Throughout the year all students will strengthen their core math skills, especially related to identified areas of weakness. First quarter will focus on skill building. Second quarter will focus on building and maintaining skills, especially in relation to the standards being taught in the math classroom. Third quarter will include a focus on MCAS preparation. Fourth quarter will help support students as they prepare to transition to the next grade level of mathematics. Students may be considered for this class based on previous test scores (MCAS and Fastbridge), classroom performance, grade level skills inventories, and/or teacher recommendation. Parents and students can request consideration for this course.

<b>Title:</b> Strategic Reading 8	<b>Course Number:</b> 683MS	<b>Frequency:</b> Everyday or Every Other Day/Full Year
<p><b>Description:</b> This class supports learners in the development of skills needed to meet grade-level State Standards for literacy. Specifically, the class aims to expand academic vocabulary and improve reading comprehension skills in order to support students’ ability to read increasingly complex text independently and proficiently. Using a workshop model, students first receive daily direct skill and/or strategy instruction followed by coaching to apply learned skills and strategies to their own reading and writing selections. Additionally, this class seeks to cultivate the development of each student’s identity as a reader and writer by exposing students to a wide variety of nonfiction and short fiction text and encouraging students to select and share engaging reading material. Parents and students can request consideration for this course.</p>		

<b>Title:</b> Writer’s Workshop 8	<b>Course Number:</b> 684MS	<b>Frequency:</b> Every Other Day/One Quarter
<p><b>Description:</b> This class supports learners in the development of skills needed to meet grade-level State Standards in the area of writing and become effective communicators. Using a workshop model, students first receive daily direct skill and/or strategy instruction followed by coaching to apply learned skills and strategies to their own writing. Additionally, this class seeks to cultivate the development of each student’s identity as a writer.</p>		

## Exploratory Classes

<b>Title:</b> Engineering Design I: Technology Systems	<b>Course Number:</b> 385MS	<b>Frequency:</b> Every Other Day/One Quarter
<p><b>Description:</b> In this course, students will examine communication, transportation &amp; structural technology systems. Students will frame real world examples using the Universal Systems Model. The components of a communication system are explored as students learn the development of Morse code and the telegraph. Transportation and structural systems are covered with a review of the basic components and subsystems of automobiles and the development of the suspension bridge during the 20th century. Students will consider how different physical forces impact structures like bridges and buildings.</p>		

<b>Title:</b> Engineering Design II: Materials, Tools, and Manufacturing	<b>Course Number:</b> 386MS	<b>Frequency:</b> Every Other Day/One Quarter
<p><b>Description:</b> The Engineering Design curriculum in 8th grade serves as a comprehensive review of the middle school Engineering &amp; Technology disciplines from the 2016 Massachusetts Science, Engineering &amp; Technology Standards. In this course, students will review the Engineering Standards under the domains of “Engineering Design” and “Materials, Tools &amp; Manufacturing”. Students will complete an engineering design challenge that requires them to choose appropriate tools, examine and consider the properties of materials, represent their 3-D design with an orthographic projection, build a prototype and evaluate their results in comparison to established criteria for the challenge.</p>		



<b>Title:</b> Project Based Geometry 8	<b>Course Number:</b> 384 MS	<b>Frequency:</b> Every Other Day/ Half of a Quarter
<b>Description:</b> Students will engage in hands-on learning activities that will strengthen their problem solving and reasoning skills related to Grade 8 Geometry and Measurement standards. Through ‘real-world’ connections, students will develop or enhance their math and problem-solving skills while building a greater sense of understanding and fluency related to geometry. The class meets every other day for ½ of one quarter.		

<b>Title:</b> Computational Thinking II	<b>Course Number:</b> 882MS	<b>Frequency:</b> Every Other Day/One Quarter
<b>Description:</b> This course is a continuation of the Computational Thinking I course from seventh grade and is designed to extend upon student knowledge of computer programming, internet safety and how to be a responsible digital citizen. Students will be exposed to a variety of technological experiences including computer coding, app design, robotics and career exploration. In all of these experiences, students will use creativity, problem solving and collaboration skills to support each other in creating solutions to different challenges. Students will extend upon their foundation of programming language, learning the basic coding concepts of commands, debugging, functions, loops, algorithms, and understand how computer programming is used in the world.		

<b>Title: Studio Art 8A</b>	<b>Course Number:</b> 881MS	<b>Frequency:</b> Every Other Day/One Quarter
<b>Description:</b> This course aims to nurture self-expression while refining essential art concepts and skills acquired in Grades 6 and 7. Students will delve into advanced techniques within traditional art mediums such as drawing, painting, and printmaking. Concurrently, they will be motivated to cultivate and articulate their unique artistic style and voice, fostering autonomy in their creative endeavors. The class is designed to foster a positive and inclusive workspace, providing an open platform for students to thrive as artists and freely express themselves. This class meets every other day for a quarter.		

<b>Title: Studio Art 8B</b>	<b>Course Number:</b> 883MS	<b>Frequency:</b> Every Other Day/One Quarter
<b>Description:</b> This course aims to foster ingenuity, critical thinking, and problem solving skills through a variety of creative challenges that employ art materials in an unconventional manner. Students will delve into more experimental and play-like techniques, resulting in artwork that is as unique as the individual. Through exploration, students will develop confidence in their artistic abilities as they participate in both personal and collaborative projects. All students will feel supported in their creative endeavors and be encouraged to express their own unique vision and point of view. This class meets every other day for a quarter.		

<b>Title:</b> Foods and Nutrition 8	<b>Course Number:</b> 887MS	<b>Frequency:</b> Every Other Day/One Quarter
<b>Description:</b> Eighth grade students continue to take Foods and Nutrition, which meets for one term, every other day. Students work in groups planning healthy menus, submitting market orders and preparing the foods with more advanced cooking methods. A variety of resources including MyPlate.gov and eatright.org serve as supplementary learning resources for students.		

<b>Title:</b> Consumer Science 8	<b>Course Number:</b> 888MS	<b>Frequency:</b> Every Other Day/One Quarter
<p><b>Description:</b> The Consumer Science class is offered in eighth grade every other day for one quarter. The curriculum focuses on consumerism and business planning. Students will work in groups to create and manage a small fictional, food-related business. Recipe development, menu planning, kitchen layout design, and business promotion will be the primary topics covered.</p> <p>The curriculum progresses with developmentally appropriate material within the topics from seventh through eighth grade. Students will leave class with useful information from each topic in order to make responsible choices in the future, creating a healthier well-being for themselves, their family, and the community.</p>		

<b>Title:</b> Physical Education 8	<b>Course Number:</b> 980MS	<b>Frequency:</b> Every Other Day/One Quarter
<p><b>Description:</b> The Physical Education Program at Norwell Middle School is an experiential education program where students learn by doing and whose foundation is based in an adventure-style curriculum. Through various team and individual challenges, students are given the tools necessary to challenge themselves to grow and learn by overcoming perceived limitations in a safe and inclusive environment. With an emphasis on community and group-building techniques, students improve developmental skills such as: personal and group responsibility, self-discovery and relationship building, communication and collaboration, problem-solving and respect for individual differences. Throughout the course of the year, students are also challenged with improving individual physical fitness. Cardio-vascular exercises, flexibility and core-strengthening are the main focus areas that are addressed in various activities. The Physical Education Program promotes the need for a healthy balance with a get up and move philosophy to promote individual and community health and wellness.</p>		

<b>Title:</b> Health 8	<b>Course Number:</b> 984MS	<b>Frequency:</b> Every Other Day/One Semester
<p><b>Description:</b> This course is offered in seventh and eighth grade. The health curriculum at Norwell Middle School is derived from “The Great Body Shop,” and the Botvin Life Skills program. Both are nationally recognized curriculum geared toward the national standards. Both offer research based curriculum that has been shown to positively impact student behavior and achievement during the middle school years. Students cover four major topics throughout the quarter: safety, violence and injury prevention; substance abuse prevention; disease and injury prevention; and the cycle of life.</p> <p>The curriculum progresses with developmentally appropriate material within the topics from sixth through eighth grade. A safe and inclusive environment is provided to allow students to learn and feel comfortable asking questions in class. Students will leave class with useful information from each topic in order to make superior choices in the future, creating a healthier well-being.</p>		

<b>Title:</b> Chorus	<b>Course Number:</b> 988MS	<b>Frequency:</b> Every Other Day/Full Year
<p><b>Description:</b> Chorus is offered to all students grades 6-8; no prior musical experience is required. The course will focus on improving performance technique and exposing students for music from a variety of genres, including classical, folk, jazz, Broadway musicals, early music and popular standards. Students will also learn some elementary concepts of music theory. The chorus traditionally performs at several major concerts each year. Additionally, students perform outreach performances at the other Norwell schools as well as traveling to a festival to perform. Qualified and interested students will have the opportunity to audition for various regional music festivals. Only participating students with good standing in the music program will be allowed to represent Norwell Middle School at school-sponsored music festivals. Only students who elect to take this course will be enrolled.</p>		

<b>Title:</b> <b>Band 8</b>	<b>Course Number:</b> <b>989MS</b>	<b>Frequency:</b> <b>Every Other Day/Full Year</b>
<p><b>Description:</b> Band is offered in all three grades and is open to all wind, brass and percussion performers, regardless of level of experience. Students must have at least rudimentary music-reading skills in order to enroll. In this ensemble, students will learn the habits, skills and techniques involved in expressive musical performance through the study and performance of high quality wind literature. The ensemble traditionally performs at several major concerts each year. Additionally, students perform outreach performances at the other Norwell schools as well as traveling to a festival to perform. Qualified and interested students will have the opportunity to audition for various regional music festivals. Only participating students with good standing in the music program will be allowed to represent Norwell Middle School at school-sponsored music festivals. Private study on the student's primary instrument is encouraged but not required for enrollment. Membership in eighth grade band, previous private study, or approval by the band teacher is required to enroll in this course.</p>		