



PROGRAM OF STUDIES 2018-2019

CIVIL RIGHTS

No person shall be excluded from or discriminated against in admission to Hastings Middle School or in obtaining the advantages, privileges and courses of study at Elizabeth Hastings Middle School because of race, color, sex, religion, national origin, disability or sexual orientation. Students who believe they have been discriminated against should contact the Principal.

ELIZABETH HASTINGS MIDDLE SCHOOL PROGRAM OF STUDIES

FAIRHAVEN SCHOOL COMMITTEE

Brian Monroe, Chairperson
Stasia Powers
Pam Kuechler

Colin Veitch
Donna McKenna
Mike McNamara

SCHOOL DEPARTMENT ADMINISTRATION

Superintendent
Assistant Superintendent
Director of Student Services

Dr. Robert Baldwin
Tara Kohler
Diane Sullivan

MIDDLE SCHOOL ADMINISTRATION

Principal
Assistant Principal

Dr. Nicholas Bettencourt
Andrew Davey

THE ELIZABETH HASTINGS MIDDLE SCHOOL

MISSION STATEMENT

The mission of the Elizabeth Hastings Middle School is to provide an educational program of the highest quality that addresses the personal, social, intellectual, and physical development of pre-adolescent youngsters. We shall strive to provide each and every student with the values, knowledge, and skills needed to achieve full potential in our changing and diverse society.

PHILOSOPHY STATEMENT

The years between elementary and senior high school can be challenging for students, parents, and teachers. These formative years involve changes in the physical, emotional and intellectual nature of our students. With these changes come an open-minded quality, an enthusiasm and a healthy curiosity. We believe these qualities can be used to nurture an understanding of self, an appreciation of one's place in society and a respect for knowledge and critical thinking. It is with these ideas in mind that we at Hastings Middle School have created our philosophy.

CORE BELIEFS

Elizabeth Hastings Middle School, working in partnership with students, parents, staff and the community;

- Will provide for all students an environment that fosters high levels of achievement, creativity and an appreciation for life-long learning;
- Will provide programs and policies that foster health, wellness, and safety;
- Will be sensitive and responsive to the varied developmental needs of the pre-adolescent student.

VISION STATEMENT

Our vision is that Elizabeth Hastings Middle School will be a safe haven where academic excellence, developmental responsiveness and social equity exist for all students.

DEAR SCHOOL COMMUNITY:

Within our learning community, we are focused on rigorous planning and challenging our students academically as they prepare for their diverse pathways. As a community, we continue to refine our practices to ensure that we are continuously supporting our students to become better aware of themselves and their role within our community.

TO SCHOLARS:

You have a very important responsibility: put forth your best effort, take pride in what you do, develop good work habits, actively participate in classroom learning experiences, participate in activities, come to school on time, complete your assignments, and strive for excellence. Abide by the school's code of conduct.

TO PARENTS:

We consider the middle school years to be the most formative in your child's educational development. As your child's first teacher, you are responsible for supporting our work to help your child achieve accomplishments and goals. Your cooperation in our shared responsibilities will ensure student success. This student handbook is published so that all students and parents will understand these responsibilities, the rules, and the day-to-day operation of the school. It is essential that all students and parents read and discuss the information contained in this handbook to avoid misunderstandings. If you need further information please contact our office. Best wishes for a successful year.

THE PURPOSE OF THIS GUIDE

The Elizabeth Hastings Middle School *Program of Studies* is designed to help students and their families:

- Learn about courses and programs offered at our school
- Make informed decisions
- Provide information for frequently asked questions
- Plan for high school, further education, and career goals
- Realize that school performance relates the success of future goals

Students and their families should review this guide and consult with school counselors, teachers, and administrators as they plan their middle school studies.

COURSE SELECTION

In middle school, students begin to have increasingly more opportunities to make choices about which classes they wish to take. The courses selected during middle school may impact which courses the student can take in high school.

Students who complete Advanced Math, Advanced English Language Arts or world language in middle school will be able to complete advanced classes, even college-level Advanced Placement classes, while still in high school.

Students and families should be aware that the most competitive colleges expect students to pursue the most rigorous classes of which they are capable. Selected classes should challenge students, allow them to pursue their interests and skills, and provide balance in their academic and personal lives.

KEYS TO SUCCESS IN MIDDLE SCHOOL

Middle school can be a rewarding experience. Students who are successful tend to enjoy their time in school and also realize that school is important, requiring commitment and hard work.

Here are a few keys to success in middle school:

- Consistent effort
- Completing all assignments with care
- Attending school regularly
- Being organized
- Participating in class
- Devoting time each day to study and review
- Taking responsibility for learning
- Behaving intelligently

SCHOOL WIDE HABITS OF MIND RUBRIC

**WE BELIEVE THAT TO REACH HIGH LEVELS OF ACADEMIC SUCCESS,
THE ELIZABETH HASTINGS MIDDLE SCHOOL SCHOLAR:**

Hastings Middle School



Habits of Mind Rubric

Habits of Mind Criteria	Exceeds Expectations (4)	Proficient (3)	Developing (2)	Warning (1)
TAKES RESPONSIBILITY FOR HIS OR HER OWN LEARNING	Always prepared with homework and appropriate classroom materials for that day. Preparation enhances learning for self and others.	Consistently prepared with homework and the appropriate classroom materials for that day. Preparation makes it possible to participate in class and to learn.	Occasionally prepared with homework and appropriate classroom materials for that day. Lack of preparation interferes with the ability to participate in class and to learn.	Rarely prepared with homework and the appropriate classroom materials for that day. Lack of preparation makes it impossible to participate in class and learn.
CLASSROOM ETIQUETTE	Always focused and engaged in expected classroom behaviors. Always shows strong self-control and respect for others.	Consistently focused and frequently engaged in expected classroom behaviors. Consistently shows self-control and respect for others.	Inconsistently focused and occasionally engaged in expected classroom behavior. Occasionally shows self-control and respect for others.	Rarely focused or engaged in expected classroom behaviors. Seldom maintains self-control or respect for others.
BEHAVES INTELLIGENTLY WHEN NOT KNOWING THE ANSWERS	Always uses available resources and strategies to successfully complete assignment expectations. Seeks teacher help when necessary.	Consistently uses available resources and strategies to successfully complete assignment expectations. Seeks teacher help when necessary.	Explores minimal resources and strategies to successfully complete assignment expectations. Seeks teacher help before exhausting other options.	Unable to locate resources and does not use strategies to successfully complete assignment expectations. Relies on teacher as the primary resource.

**ELIZABETH HASTINGS MIDDLE SCHOOL
PROGRAM OF STUDIES
2018-2019**

GUIDELINES FOR PROMOTION

The goal of the Elizabeth Hastings Middle School promotion policy is to ensure that students have acquired the skills and work habits necessary to be successful at the next grade level. It is our expectation that this policy will help all EHMS students strive to achieve their full academic potential and progress through each grade level.

To this end, all students at EHMS must meet the following guidelines to be promoted to the next grade:

- All students will pass three of four core academic subjects
- Students who fail the same core academic subject for two consecutive years will not be considered for promotion

Enrichment classes are considered in promotion as follows:

- Students who fail two enrichment courses in addition to one academic course will not be considered for promotion

In certain circumstances, a Promotion Review Committee made up of team teachers and counselors may recommend approval of alternative learning experiences, such as summer school, when deemed to be in the best interest of the student. The committee will submit its recommendations to the Principal who may at his/her discretion, approve or disapprove.

- Decisions of the Principal are final.

GRADE 6
COURSE OFFERINGS

ENGLISH LANGUAGE ARTS 6

The work of the Grade 6 Language Arts class places emphasis on improving basic language skills through studying grammar, vocabulary, and the writing process. Composition focuses on state assessment style writing prompts and open responses, essays on tests, and the personal narrative, among other types of writing. Literature study consists of a variety of authors and literary types, including selections from an anthology, novels, short stories, and poetry. A short research paper linked to science or the social sciences is required.

MATHEMATICS 6

Grade 6 mathematics focuses on five critical areas: (1) Number Sense and Operations extend students' previous understandings of fractions and decimals and develop fluency with estimating and computing including order of operations and decomposing/composing whole numbers. Students will apply and extend previous understandings of numbers to the system of rational numbers. (2) Ratio and Proportional Relationships connect ratio and rate to whole number multiplication and division, and use concepts of ratio and rate to solve problems including percent. (3) Equations and Expressions apply and extend previous understandings of arithmetic to reason about and solve one-variable equations and inequalities. Students will represent and analyze quantitative relationships between independent and dependent variables; (4) Geometry solves real-world and mathematical problems involving area, surface area, and volume; and (5) Statistics and Probability will develop understanding of statistical thinking including statistical variability.

INTEGRATED SCIENCE 6

Science in 6th grade is an integration of Earth and space, life, and physical sciences with technology giving students relevant and engaging opportunities. Grade 6 students relate structure and function through analyzing the macro- and microscopic world. Students use models and provide evidence to make claims and explanations about structure-function relationships in different domains.

HISTORY 6 WORLD GEOGRAPHY

In this course, students will study the modern world outside of North America focusing on the five themes of geography. These themes include location, place, region, human-environment interaction, and movement. The goal is to examine an average of one continent per term using representative countries as case studies for the regions that make up the continents. Although the main concern of the course is to study the modern status of the countries, past experiences that have helped shape these countries/regions are also explored. Elements of the course are designed to use a variety of methods to assess the students understanding of the material in the Massachusetts History and Social Science Frameworks.

COMPUTER TECHNOLOGY 6

Computer Technology is designed to have students work on lessons that demonstrate their proficiency in keyboarding, application software, research, problem solving, and responsible use of technology. They will learn how to use the appropriate technology tools to solve a problem. Students will develop a digital portfolio demonstrating their knowledge and competencies.

VISUAL ARTS 6

In this full year sixth grade course, students are exposed to many different materials and basic skills. Students work on blind contour drawing, portrait drawing, positive/negative space drawings, and color wheels. The students will also learn how to mix colors, shades and tints. Sixth grade students will begin to explore the world of print making through printing with foam. Emphasis is on fundamental principles of design and composition as well as cooperation and problem solving. Students learn about different artists and styles throughout the year. Appropriate use of tools is taught in all media.

PHYSICAL EDUCATION 6

Physical Education is an integral part of each student's educational experience. The program aims at providing opportunities to improve and maintain a healthy and active lifestyle. Students will also develop skills and better understanding of the rules in individual and team activities. Opportunities are presented for students to develop a positive self-image, work cooperatively, and improve their motor skills. The program emphasizes a sequential progression of skill development that varies from each grade level.

The program is a planned sequential progression of skill development that varies from each grade level. Some of the individual/team activities that students will participate in are:

Fitness Archery Volleyball Football Hockey
Softball Lacrosse Basketball Badminton Golf
Soccer Dance Basketball Team Handball Pickleball
Cooperative Games Track and Field Backyard Games

HEALTH 6

This course is designed to increase an understanding of the physical, mental, and social aspects of health encouraging students to develop skills, attitudes, and behaviors promoting longevity and overall wellness. Areas of study include Function & Care of the Body Systems, Influences on Health, Stress Management, Bullying Prevention, Fitness, and Basic First Aid & Safety.

INSTRUMENTAL MUSIC 6

Sixth Grade Band provides a beginning experience in ensemble playing and learning to follow a conductor. Repertoire will include marches, dances, and folk songs that will introduce students to a variety of key signatures and meters. The student will also participate in small ensembles and marching band. Two major performances and one parade are required.

STRING ENSEMBLE 6

String Ensemble students will continue to develop their music literacy skills. Emphasis will be on reading and performing music in first position. Elements of music such as crescendo, decrescendo, forte, piano, and dynamic levels will be taught in addition to tempo markings. Students will develop bowing techniques such as hooked bowing, slurs, and changing of bow speed. Violinists and Violists will learn new finger patterns that include high third fingers to perform in the key of A major. Cellos will learn extended finger positions to play in the key of A major. All students will learn one octave scales in the keys of G,D,C,A and F major. Students will have at least three major performance opportunities playing pieces from a variety of genres and time periods.

CHORUS 6

Sixth Grade Chorus provides an opportunity for students who would like to develop their vocal capabilities beyond the levels achieved in the general music class. Sight-singing skills will be taught. Repertoire will include rounds and canons as well as songs with descants and in two-part harmony. Two major performances are required.

MUSIC TECHNOLOGY 6

In Music Technology, students will begin to explore the world of digital and electronic music production. Students will be exposed to multiple platforms in which to record, and synthesize music. Throughout the course, students will create, evaluate, present, and analyze various components of music production and performance with traditional and non-traditional instruments. By the completion of the course, students will have knowledge in basic production, musical performance, and musical synthesis in groups and individually. Students will also explore music of various cultures and genres to understand its relationship to and influence on popular culture.

WORLD CULTURES 6

Students will explore various ancient and modern cultures around the world through project-based learning in a student-driven learning environment. Students will investigate products, practices, and perspectives of culture through myths and legends, art, film, and primary and secondary resources. The capstone project in this course is a Travel Exposition, in which students will present information about a target country to invited guests. The capstone project will be presented to invited guests.

ART TECHNOLOGY 6

Art Technology is an exciting new digital art class. In Art Tech students use professional state-of-the-art hardware, Apple iMac computers loaded with Adobe software that is the industry-standard in professional art, photography, and design work. The course work mainly involves Adobe Photoshop. Using this application, students create their own original digital artwork using personal photographs and found images from the web. Students learn and know how to operate and navigate the computers and the applications, as well as properly and safely use the web for image searching.

GRADE 7

COURSE OFFERINGS

ENGLISH LANGUAGE ARTS 7

In Grade 7 Language Arts class, the emphasis is placed on improving basic language skills. Context clues and knowledge of word roots are emphasized in vocabulary instruction. Students are taught correct mechanics, usage, and sentence structure. Composition focuses on organizing compare/contrast essays and challenging writing prompts. Students enhance their skill of character analysis. The study of literature includes novels, poetry, drama, and short stories, and attention is given to analyzing the elements of plot and characterization.

MATHEMATICS 7

In grade 7, students extend their understanding of ratios and develop their understanding of proportional relationships to solve single and multi-step problems. Students will solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease; solve problems about scale drawings; graph proportional relationships and understand the unit rate. In the number system, students extend addition, subtraction, multiplication, and division to all rational numbers, maintaining the properties of operations and the rules for integers. Student will also use the arithmetic of rational numbers as they formulate expressions and equations in one variable and use these equations to solve problems. In geometry, student will continue to solve problems involving the area and circumference of a circle, the surface area of three-dimensional objects, volume of two- and three-dimensional objects and the relationships between angles formed by intersecting lines. In statistics and probability, students will work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences.

MATH – ACCELERATED PATHWAY

This rigorous course differs from Mathematics 7 in that it contains content standards designed to prepare students for the completion of Algebra by the end of Grade 8 and ready for Geometry and other advanced math courses in high school. The additional content demands a faster pace for instruction and will engage students in higher order thinking as well as mathematical reasoning and communication. Content is organized into four critical areas, or units.

1. Rational Numbers and Exponents,
2. Proportionality and Linear Relationships,
3. Introduction to Sampling Inference and,
4. Creating, Comparing, and Analyzing Geometric Figures.

The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Students are nominated as a result of standardized test scores, benchmark scores, grade 6 math scores, and teacher recommendations.

INTEGRATED SCIENCE 7

Students in grade 7 Science focus on the study of systems and cycles using the building upon the understanding of structures and functions gained in grade 6 Science. Students obtain knowledge in plate tectonics, Earth processes, ecosystems, energy and motion, and other key systems used by society. Throughout the course students build on abstract and critical thinking due to these systems being non-observable. This interdisciplinary course is taught using multi-sensory techniques such as experiments, labs, videos, reading, writing, and oral discussions.

HISTORY 7 ANCIENT AND CLASSICAL CIVILIZATIONS

The Ancient and Classical Civilizations course involves the study of the world outside of the United States and North America. Students review geography around the world continent by continent. They also learn about each continent in an order that reflects, first, the early development of the river valley civilizations and then the later development of maritime civilizations in the Mediterranean area and in Northern and Western Europe. This course also encourages differentiated instruction, which will challenge all levels of learners. Students are also introduced to a constructive research program accompanied with appropriate grade level research skills.

SPANISH 1-A

Spanish 7 is an introductory course for any student wishing to learn the Spanish language and explore the Hispanic world with focus on Spain, Puerto Rico, Costa Rica, Chile, and Texas. It is designed for those students with little or no prior knowledge of Spanish language. Through the use of a variety of instructional strategies and activities, students will work toward proficiency in speaking, listening, reading, and writing. Topics include family, friends, sports, leisure activities, likes and dislikes. Typical classroom activities will include: videos, songs, games, interviews, listening exercises, and role-play. Students will begin their writing portfolios here featuring samples of varied writing tasks such as a letter describing a day at school or a list of supplies needed for a course. Students will receive homework on a daily basis and can benefit from the on-line availability of the text and corresponding activities that offer students additional support and practice.

CODING 7

In coding, students will explore the foundational concepts and skills of computer science (CS). They will transition from being the consumers of technology to the creators of technology, and they will explore how to use the power of computers to solve real-world problems. The course is designed to be fun, engaging, relevant, collaborative, and creative. Students will build their understanding of computing concepts using many unplugged activities and will apply their understanding through creative projects, where they will learn to make animations, music, drawings, games and apps.

ART TECHNOLOGY 7

Art Technology is an exciting new digital art class. In Art Tech students use professional state-of-the-art hardware, Apple iMac computers loaded with Adobe software that is the industry-standard in professional art, photography, and design work. The course work mainly involves Adobe Photoshop. Using this application, students create their own original digital artwork using personal photographs and found images from the web. Students learn and know how to operate and navigate the computers and the applications, as well as properly and safely use the web for image searching.

VISUAL ARTS 7

The main goal in this full year course is to expose students to different materials and techniques. Traditional drawing and painting techniques such as: shading and value are taught. Students will also learn about *gyotako* printmaking. The seventh grade students will be involved in a 3-d puppet project using *paper mache*. Students will build on craftsmanship, safety skills, and respect for materials and peers. Students learn about different artists and styles throughout the year.

PHYSICAL EDUCATION 7

Physical Education is an integral part of each student's educational experience. The physical education teachers meet with their classes three times per cycle for half of the school year. The program aims at providing opportunities to improve and maintain a healthy, active lifestyle as well as to develop basic skills and an understanding of the rules in individual/team activities. Opportunities for students to develop a positive self-image, work cooperatively, and improve their motor skills are important aspects of the program as well.

The program is a planned sequential progression of skill development that varies from each grade level. Some of the individual/team activities that students will participate in are:

Fitness Archery Volleyball Football Hockey
Softball Lacrosse Basketball Badminton Golf
Soccer Dance Basketball Team Handball Pickleball
Cooperative Games Track and Field Backyard Games

HEALTH 7

Students will participate in a variety of lessons addressing physical, mental, and social aspects of health encouraging students to develop skills, attitudes, and behaviors promoting longevity and overall wellness. Areas of study include Nutrition, Substance Abuse Prevention, Peer Pressure & Refusal Skills. This grade level will also participate in the RAPP (Responsible Attitudes toward Preventing Pregnancy) Program, which is an evidence-based program designed by SouthCoast Hospitals Group to educate students on good decision-making, healthy relationships, healthy self-esteem, male & female reproductive systems, and pregnancy prevention.

***Note** – As stated in our student handbook, parents may request their child be exempt from curriculum addressing human sexuality. Students will be given the appropriate paperwork prior to the beginning of the unit.

CHORUS 7

Seventh Grade Chorus extends the vocal development of each student and the group as a whole. Singing will be in two and three parts and sight-singing will continue to be developed. Repertoire will include folk songs, spirituals, and other examples of American music. Two major performances are required.

INSTRUMENTAL MUSIC 7

Seventh Grade Band increases the student's knowledge of keys rhythm and the instrument itself. Ear training and rhythm reading are emphasized. Works by contemporary American composers, among others, are performed. Two major performances and one parade are required.

STRING ENSEMBLE 7

String Ensemble students will learn audition pieces for Junior Districts and SEMSBA and have the opportunity to audition to participate in their respective spring festivals. Students will learn two octave scales in the keys of G, D, C, A, F, Bb and Eb major slurring two notes to one bow stroke. Students will learn the D and G natural minor scales. Bowing technique such as cantabile and double stops will be studied. Students will learn sight-reading strategies. Natural harmonics will be studied as well as beginning shifting exercises. Students will work on an original composition. Students will have at least three major performance opportunities playing pieces from a variety of genres and time periods.

MUSIC TECHNOLOGY 7

In music technology, students will begin to explore the world of digital and electronic music production. Students will be exposed to multiple platforms in which to record, and synthesize music. Throughout the course, students will create, evaluate, present, and analyze various components of music production and performance with traditional and non-traditional instruments. By the completion of the course, students will have knowledge in basic production, musical performance, and musical synthesis in groups and individually. Students will also explore music of various cultures and genres to understand its relationship to and influence on popular culture.

DIGITAL PHOTOGRAPHY 7

Digital Photography will be an opportunity for students to shoot their own photographs and tell stories through images. Each student will learn the basics of using digital cameras from smartphone cameras to point-and-shoot digital cameras. In addition, the students will be able to edit and process their photos with industry standard applications such as Adobe Photoshop and Light room. Photographs will be made on school grounds (inside and out of the building) as well as in the Fairhaven community.

Classroom discussions and feedback of the work will be incorporated into the lessons. The students will print out their final images of each assignment on a photo printer on high quality photo paper as part of building their portfolio during the semester.

GRADE 8 COURSE OFFERINGS

ENGLISH LANGUAGE ARTS 8

The emphasis of Grade 8 English is to improve verbal and written communication. Students study usage rules in grammar, word attack skills in vocabulary, and literary terms in the various genres of literature they read. Composition skills focus on writing literary analysis, a multi-paragraph persuasive essay, and challenging writing prompts. Literature study includes novels, drama, short stories, and poetry. Nonfiction works are studied as well. A short research paper following MLA format and using direct quotations is required.

ADVANCED ENGLISH LANGUAGE ARTS 8

Advanced English Language Arts is a survey course that reviews various genres within literature and language. Many of the texts that are covered within this course are considered classics within the content of ELA. Students enrolled within this course have an opportunity to review strategies for reading and writing and empower them to gain a different perspective of the world around them. These devices will assist them in high school and beyond. The theme of the course is that from tragedy, we can all be triumphant.

MATHEMATICS 8

In Grade 8, students will advance extend their geometric skills of transforming two-dimensional figures on a coordinate plane. These transformations include translations, reflections, rotations, and dilations. Students will also examine the angle relationships formed when parallel lines are cut by a transversal. Using formulas, students will find the volume of 3-D figures, which include cylinders, cones, and spheres. Lastly, students will understand and apply the concepts of the Pythagorean Theorem to solve real-world problems. In Algebra, students will explore data patterns and determine if a relationship if a relationship between two variables is linear. Students will be able to write and analyze equations written in slope-intercept form ($y = mx + b$). Students will solve one-step, two-step, and multi-step equations, as well as systems of equations. In addition, students will be able to determine whether or not a relationship represents a function (linear or non-linear). Understand that straight lines can model relationships between two variables that may not be perfectly linear (scatter plots) and use those linear models to make predictions. Students will express numbers and problem solve with numbers expressed in scientific notation, including positive and negative exponents. In the area of probability and statistics, students will also look at patterns of association in bivariate data through frequencies and relative frequencies in two-way tables.

ALGEBRA 1

The fundamental purpose of 8th Grade Algebra 1 is to formalize and extend the mathematics that students learned through the end of the 7th Grade Accelerated Class. It is designed to deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and student engagement in methods for analyzing, solving, and using quadratic equations. In addition, the units in this course will introduce methods for analyzing and using quadratic functions, including manipulating expressions for them, and solving quadratic equations.

INTEGRATED SCIENCE 8

Grade 8 students will analyze causes and processes for phenomena that cannot be seen. They will seek to understand and describe these processes which will include causes of seasons and tides; causes of plate tectonics and weather or climate; the role of genetics in reproduction, heredity, and artificial selection; and how atoms and molecules interact to explain the substances that make up the world and how materials change.

WORLD HISTORY I

This course is designed to build on acquired knowledge of the world and its geography, gained in both sixth and seventh grade. This course explores the important historical events, people, places, etc., from the rise of Islam in the 500's to the end of the French Revolution in 1804. Topics that will be explored include: The Rise of the Islamic Empire, the Development of Christianity, the Middle Ages in Europe, the Crusades, the Hundred Years War, the Renaissance, Scientific Revolution, the Enlightenment, and the French Revolution. This course will also emphasize writing, reading, and special projects.

SPANISH 1-B

Spanish 8 is the continuation of the Grade 7 Spanish course. Students will continue to improve their skills in speaking, listening, reading, and writing and to explore the Hispanic world with focus on Mexico, Argentina, Florida, the Dominican Republic, and Peru. Topics include familiar and popular themes such as eating out, shopping, daily routine, party activities, and traveling. Instruction will continue to feature a variety of activities and will emphasize the use of Spanish in meaningful contexts. Students will add samples to their writing portfolios, which will follow them to Grade 9. Students will receive homework on a daily basis and can benefit from the on-line availability of the text and corresponding activities and games that offer students additional support and practice. Students have the opportunity to continue to Spanish 2 or Spanish 2 Honors in 9th grade, and consequently will have the opportunity to take AP Spanish as seniors

CODING

In coding, students will explore the foundational concepts and skills of computer science (CS). They will transition from being the consumers of technology to the creators of technology, and they will explore how to use the power of computers to solve real-world problems. The course is designed to be fun, engaging, relevant, collaborative, and creative. Students will build their understanding of computing concepts using many unplugged activities and will apply their understanding through creative projects, where they will learn to make animations, music, drawings, games and apps.

ART TECHNOLOGY 8

Art Technology is an exciting new digital art class. In Art Tech students use professional state-of-the-art hardware, Apple iMac computers loaded with Adobe software that is the industry-standard in professional art, photography, and design work. The course work mainly involves Adobe Photoshop. Using this application, students create their own original digital artwork using personal photographs and found images from the web. Students learn and know how to operate and navigate the computers and the applications, as well as properly and safely use the web for image searching.

VISUAL ARTS 8

In this full year course students will build on previous skills with more sophisticated approaches to drawing, painting, and printmaking. Students will experience life drawing, collage techniques, and printmaking using a carved linoleum block. Emphasis is still on Fundamental Principles of Design. Students will learn about different artists and styles throughout the year. Students will use their artistic knowledge from sixth and seventh grade art and will be able to develop their own artistic style. The end of this eighth grade course will prepare students prepared for freshman high school art courses.

PHYSICAL EDUCATION 8

Physical Education is an integral part of each student's educational experience. The physical education teachers meet with their classes three times per cycle for half of the school year. The program aims at providing opportunities to improve and maintain a healthy, active lifestyle as well as to develop basic skills and an understanding of the rules in individual/team activities. Opportunities for students to develop a positive self-image, work cooperatively, and improve their motor skills are important aspects of the program as well.

The program is a planned sequential progression of skill development that varies from each grade level. Some of the individual/team activities that students will participate in are:

Fitness Archery Volleyball Football Hockey
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Cooperative Games Track and Field Backyard Games

HEALTH 8

Students will participate in a variety of lessons addressing physical, mental, and social aspects of health encouraging students to develop skills, attitudes, and behaviors promoting longevity and overall wellness. Areas of study include Nutrition/Personal Tracking, Eating Disorders, Violence Prevention, Consumerism, Safety & Injury Prevention, Sun Exposure, Mental Wellness, and Community Health. Students will be asked to participate in a community support project. They will also participate in the Making Proud Choices curriculum – a Center for Disease Control, evidence-based program, educating students about HIV & STD prevention.

***Note** – As stated on page 8 in our student handbook, parents may request their child be exempt from curriculum addressing human sexuality. Students will be given the appropriate paperwork prior to the beginning of the unit.

CHORUS 8

Eighth Grade Chorus will sing in three parts and some a capella works will be performed by advanced students. Repertoire will include early and contemporary choral works, as well as selections from musicals and art songs. Students will be prepared to enroll in the choral program at the high school level. Two major performances are required.

INSTRUMENTAL MUSIC 8

Eighth Grade Band provides the more accomplished musician with the chance to perform in small ensembles. Musical expression is emphasized. Two major performances and one parade are required. Students will be prepared to continue in the band at the high school level.

STRING ENSEMBLE 8

String Ensemble students will learn audition pieces for Junior Districts and SEMSBA and have the opportunity to audition to participate in their respective spring festivals. Students will learn two octave scales in the keys of G,D,C,A,F, Bb and Eb major slurring two notes to one bow stroke; three octave scales for the keys of G,D and C major. Students will learn 2nd and 3rd position. Emphasis will be on finger patterns in the various key signatures to improve overall intonation. Beginning exercises for natural, harmonic, and melodic minor keys will be studied. Emphasis is on advanced rhythm and bowing exercises. Vibrato and tone production will be developed. Syncopation and enharmonics will be taught and performed. Students will have at least three major performance opportunities playing pieces from a variety of genres and time periods.

MUSIC TECHNOLOGY 8

In music technology, students will begin to explore the world of digital and electronic music production. Students will be exposed to multiple platforms in which to record, and synthesize music. Throughout the course, students will create, evaluate, present, and analyze various components of music production and performance with traditional and non-traditional instruments. By the completion of the course, students will have knowledge in basic production, musical performance, and musical synthesis in groups and individually. Students will also explore music of various cultures and genres to understand its relationship to and influence on popular culture.

INTRO TO HAND BUILDING IN CLAY 8

Intro to hand building will be an opportunity for students to work with clay as an art medium. Each student will become familiar with the basic methods of construction, decoration, vocabulary, as well as sculptural techniques. You will be asked to think creatively through clay. Students will explore the techniques of pinch pots, coil, and slab. Each student will have 6 to 8 completed forms.