



**PROGRAM OF STUDIES
2024/2025**

FALMOUTH PUBLIC SCHOOLS
Falmouth, MA

Every Student, Every Day

Pride, Respect, Responsibility and Compassion

[Program of Studies Translated in Portuguese](#)

The Lawrence School
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Dr. Margaret Valdes

Principal's Secretary:
Mrs. Laurel Robbins

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Ms. Tammy Lomba

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Ms. Sarah Cox

7-12 World Language Department Head
TBD

7-12 Math Department Head
Ms. Laurie Gatchell

7-12 Science Department Head
Ms. Christine Brothers

7-12 Social Studies Department Head
Mr. Mike Feeney

K-12 Fine Arts Department Head
Mr. Steven Edwards

K-12 Director of Physical Education, Health and
Wellness
Mr. Brett Gormley

K-12 ELD Department Head
Ms. Christine Nicholson

5-12 Director of Guidance:
Mr. Alan Kazarian

Guidance/Adjustment Counselors:
Mrs. Selby Bourne
Mrs. Nina Marczely

Adjustment Counselor:
Ms. Amanda Sample



Behavioral Support Counselor:
Ms. Stephanie Andrade

Guidance/Special Education Secretary:
Mrs. Lillian Lomba

School Psychologist:
Mr. Tyrone Gonsalves

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COURSE DESCRIPTIONS

All courses at the Lawrence School are designed so as to be in alignment with the current Massachusetts Curriculum Frameworks applicable to the respective subject matter, inclusive of the Common Core State Standards.



Note: Scheduling is always an ongoing process, and thus, subject to change. Please keep in mind that there is the possibility that courses listed here and/or on course registration forms may not run due to reasons beyond the school's control, such as budgeting and/or enrollment limitations. We will do our best to keep families informed of any changes.

Course Registration Timetable

March

LAW counselors visit MP 6th grade classrooms and distribute elective course registration forms

March

Elective course registration forms distributed to 7th grade students

March

6th grade Curriculum Night for incoming 7th grade families in LAW library

April/May

Student schedules data entered and created

May

6th grade tours of LAW

June

Course verification forms distributed to incoming 7th grade families and rising 8th grade families

August

Annual Open House and detailed student schedules distributed

ENGLISH LANGUAGE ARTS

Grade 7

English: This course focuses on the development of critical and close reading skills, as well as solid communication skills, using a wide variety of both fiction and nonfiction works. The course is designed to enhance each student's writing, reading, analysis, and speaking skills, with an emphasis on a process-approach to coherent writing. The goal of the course is to develop in students the habits of mind to become close readers, structured and analytical writers, and clear and confident speakers and listeners.

Essentials English (ESS English): Students with certain identified disabilities who require specific and specialized instruction in English, as set forth in their IEPs, are enrolled in ESS English. This course seeks to cover the same curriculum and concepts as the grade 7 English class, but at a slower pace. Using a wide variety of both fiction and nonfiction texts, ESS English creates and builds on opportunities for success by presenting information in small, sequential steps, using a multi-sensory approach and structured tasks. Students are taught active reading strategies, critical thinking skills, and writing skills based on a process-approach to coherent writing. The course offers consistency in previewing, reviewing and repetition, and the curriculum is taught using research-based language-based strategies, and appropriate leveled texts and materials, while incorporating all necessary modifications and accommodations.

Specialized Reading: Students with certain identified disabilities who require specific and specialized instruction in reading, as set forth in their IEPs, are enrolled in our grade level Specialized Reading classes. Specialized Reading focuses on building reading stamina, reading comprehension, decoding, and fluency skills by presenting information in small, sequential steps, using a multi-sensory approach, structured tasks, and engaging in active reading skills before, during and after reading. The course offers consistency in previewing, reviewing and repetition, and the curriculum is taught using research-based reading strategies, and appropriately leveled texts and materials, while incorporating all necessary modifications and accommodations.

Grade 8

English: This course focuses on the development of critical and close reading skills, as well as solid communication skills, using a wide variety of both fiction and nonfiction works. The course is designed to enhance each student's writing, reading, analysis, and speaking skills, with an emphasis on a process-approach to coherent writing. The goal of the course is to continue to develop in students the habits of mind to become close readers, structured and analytical writers, and clear and confident speakers and listeners, with an eye on preparing students for the rigors and expectations of high school.

Essentials English: Students with certain identified disabilities who require specific and specialized instruction in English, as set forth in their IEPs, are enrolled in ESS English. This course seeks to cover the same curriculum and concepts as the grade 8 English class, but at a slower pace. Using a wide variety of both fiction and nonfiction texts, ESS English creates and builds on opportunities for success by presenting information in small, sequential steps, using a multi-sensory approach and structured tasks. Students are taught active reading strategies, critical thinking skills, and writing skills based on a process-approach to coherent writing. The course offers consistency in previewing, reviewing and repetition, and the curriculum is taught using research-based language-based strategies, and appropriate leveled texts and materials, while incorporating all necessary modifications and accommodations.

Specialized Reading: Students with certain identified disabilities who require specific and specialized instruction in reading, as set forth in their IEPs, are enrolled in our grade level Specialized Reading classes. Specialized Reading focuses on building reading stamina, reading comprehension, decoding, and fluency skills by presenting information in small, sequential steps, using a multi-sensory approach, structured tasks, and engaging in active reading skills before, during and after reading. The course offers consistency in previewing, reviewing and repetition, and the curriculum is taught using research-based reading strategies, and appropriately leveled texts and materials, while incorporating all necessary modifications and accommodations.

MATHEMATICS

All Lawrence School mathematics teachers subscribe to the “Rule of Four,” a way of thinking about mathematics through multiple representations – (1) verbal, (2) numerical, (3) graphical, and (4) analytical -- which helps students develop a strong and deep understanding of mathematics, allowing them to make connections across concepts and topics in mathematics.

Grade 7

Math:

This course offers a strong foundation in algebra, strengthening students’ foundational math skills by reinforcing the use of properties, integers, factoring and equation solving. Topics explored in this course are ratio and proportional reasoning, percent’s, the number system, expressions and equations, geometry, and statistics and probability. Concepts covered include the language of algebra, operations with integers, operations with rational numbers, algebraic expressions, equations and inequalities, ratio, proportions and similar figures, percent’s, statistics and probability, congruence and similarity, and volume and surface area.

Accelerated Math:

This course is designed to prepare students for a five year sequence in mathematics culminating in AP Calculus during their senior year of high school. Students will explore all of the 7th grade state standards and some of the 8th grade standards. Topics explored in this course include the language of algebra, operations with integers, operations with rational numbers, powers and roots, ratio, proportion, and similar figures, percent’s, algebraic expressions, multi-step equations and inequalities, linear functions, statistics and probability, congruence, similarity, volume, and surface area. The pace of this course is more rigorous and students will be expected to persevere in solving problems, reason abstractly and quantitatively, and model with mathematics.

Essentials Math:

Students with certain identified disabilities who require specific and specialized instruction in math, as set forth in their IEPs, are enrolled in ESS Grade 7 Math. This course is designed to provide specialized, small group instruction. The curriculum provides students with opportunities to learn the skills and concepts necessary to meet the requirements of the Massachusetts Curriculum Frameworks for this grade level.

Grade 8

Math:

This course builds on students’ previous skills and expands their algebraic thinking and reasoning skills in order to provide students with a solid foundation. Students will explore real numbers, equations, functions,

triangles and the Pythagorean Theorem, transformations, congruence and similarity, volume and surface area, and data analysis. Students will learn how to persevere in solving problems, reason abstractly and quantitatively, and model with mathematics.

Algebra 1 CP:

This course is a high school-level first-year Algebra course designed to build upon the student's understanding of basic algebraic concepts. The course focuses on linear functions, equations, and inequalities, a basic understanding of functions, and systems of linear equations. In addition, the course includes an introduction to a variety of topics such as quadratic functions and statistics which are then explored in more depth and detail in Geometry and Algebra II. This course covers applications of concepts including some 8th-grade standards that were not covered in 7th-grade Accelerated Math.

Essentials Math:

Students with certain identified disabilities who require specific and specialized instruction in mathematics, as set forth in their IEPs, are enrolled in ESS Grade 8 Math. This course is designed to provide specialized, small group instruction. The curriculum provides students with opportunities to learn the skills and concepts necessary to meet the requirements of the Massachusetts Curriculum Frameworks for this grade level.

SCIENCE

Grade 7

Students in grade 7 focus on systems and cycles using their understanding of structures and functions, connections and relationships, and flow of matter and energy developed in earlier grades. Students apply concepts and skills across disciplines, since most systems and cycles are complex and interactive. They gain experience with changes in the Earth's surface over time, the water and chemical cycles, Earth's limited resources, animal behaviors and plant structures, populations, ecosystems, motion of objects, and energy systems and transfer. Students participate in numerous lab assignments which provide hands-on, inquiry-based learning experiences. Students are required to carry out an independent controlled experimental project and are encouraged to participate in the school district's K-12 STEAM Fair in March.

Grade 8

Grade 8 students use more robust abstract thinking skills to explain causes of complex phenomena and systems, many not immediately or physically visible to students. An understanding of cause and effect of key natural processes allows students to explain patterns and make predictions about future events. These include causes of seasons and tides, Earth's interior, weather and climate, genetics and heredity, genes and proteins, natural and artificial selection, molecular interactions, and chemical reactions. Students participate in numerous lab assignments which provide hands-on, inquiry-based learning experiences. Students are required to carry out an independent controlled experimental project and are encouraged to participate in the school district's K-12 STEAM Fair in March.

SOCIAL STUDIES

Grade 7

World Geography and Ancient Civilizations II

Grade 7 continues the sequence from grade 6, studying the development of ancient and classical civilizations and the physical geography of Asia, Oceania, and Europe. Students study these topics by exploring guiding questions such as, “How did the concept of self-government develop?” and “Why do empires rise and fall?” Additional supporting questions appear under each topic. The questions are included to stimulate teachers’ and students’ own questions for discussion and research.

Grade 7 History and Social Studies Topics:

1. Central and South Asia
2. East Asia
3. Southeast Asia and Oceania
4. Europe

Grade 8

Grade 8 United States and Massachusetts Government and Civic Life Students study the roots and foundations of U.S. democracy, how and why it has developed over time and the role of individuals in maintaining a healthy democracy. They study these topics by exploring guiding questions such as, “How have concepts of liberty and justice affected the United States democratic system of government?” and “How can power be balanced in government?” Additional supporting questions appear under each topic. The questions are included to stimulate teachers’ and students’ own questions for discussion and research.

*All grade 8 students are expected to complete a civics project according to Massachusetts state law S2631 an Act to promote and enhance civic engagement. For the 2023-2024 school year, grade 8 students will be piloting civics projects in the Unlocking Social Studies class.

Grade 8 History and Social Science Topics:

1. The philosophical foundations of the United States political system
2. The development of the United States government
3. The institutions of the United States government
4. Rights and responsibilities of citizens
5. The Constitution, Amendments, and Supreme Court decisions
6. The structure of Massachusetts state and local government
7. Freedom of the press and news/media literacy

ENGLISH LANGUAGE DEVELOPMENT

Department Head: Ms. Christine Nicholson, cnicholson@falmouth.k12.ma.us

Instructional Staff: Melissa Crim

General Information

English Language Development (ELD) classes are part of the district's Sheltered English Immersion (SEI) program. The SEI model promotes language development through classroom Sheltered Content Instruction (SCI) and concurrent enrollment in ELD classes. Student's cultural and linguistic backgrounds are respected and serve as vital components of the SEI program. ELD course placement is based upon the student's English language proficiency level. The goal of ELD instruction is to promote social instructional language of Foundational proficient students and academic language development of Transitional proficient students for academic achievement.

Course Offerings

ELD Newcomer: This course is designed for English Learners (EL) who are new to our district and/or United States educational system with an English proficiency level 1. Students will learn social English language skills and basic academic English language skills to promote their acclimation to our school community. This course will focus on both receptive and expressive communication skills.

ELD A Foundational: This course is designed for English Learners (EL) with academic English proficiency levels of 1-3F (WIDA). Students develop communication skills for social and instructional purposes in school. As a student's language develops, this expands to include academic language development. Explicit instruction in vocabulary, language structures and functions, reading comprehension and writing creates the foundation of English literacy skills. Students develop their listening, speaking, reading and writing English skills. These four domains of language learning are integrated throughout lessons and within a meaningful sociocultural context.

ELD B Developing: This course is designed for English Learners (EL) with academic English proficiency levels 3T-4 (WIDA). Students in this course expand their academic language skills and academic habits of thinking common across content areas. ELs increase their academic English proficiency by engaging with more complex language structures and functions within rich grade level content. All four domains of language are integrated throughout lessons and within a meaningful sociocultural context.

ELD C Transitional: This course is designed for English Learners with academic English proficiency levels 4-5 (WIDA). Students will deepen and expand their use of complex academic language skills in all domains of listening, speaking, reading and writing through grade level content material. Instructional focus is strengthening an EL's ability to engage with complex text and fully participate in the academic discourse of their content area courses.

ACCESS INFORMATION

All students who are identified as an English Learner (EL) participate in the annual ACCESS assessment in January & February. Federal and state laws require that school districts assess EL students' English language proficiency for each language domain of listening, speaking, reading, and writing.

Please refer to Massachusetts Department of Elementary and Secondary Education (DESE) website for further information: <https://www.doe.mass.edu/mcas/access/>

Students receive a score in each domain of language, an "Overall Score", and a "Composite Literacy Score" on a scale of 1.0 - 6.0. ACCESS Student Score Reports are shared with families at the end of the school year. The district uses the ACCESS scores to monitor a student's progress in acquiring English language proficiency in academic content areas.

In September, families are notified of a student's EL status and English proficiency level. Students are enrolled in the English Language Development (ELD) class that aligns with their English proficiency levels: ELD Newcomer, ELD1 Foundational, ELD2 Developing, or ELD3 Transitional.

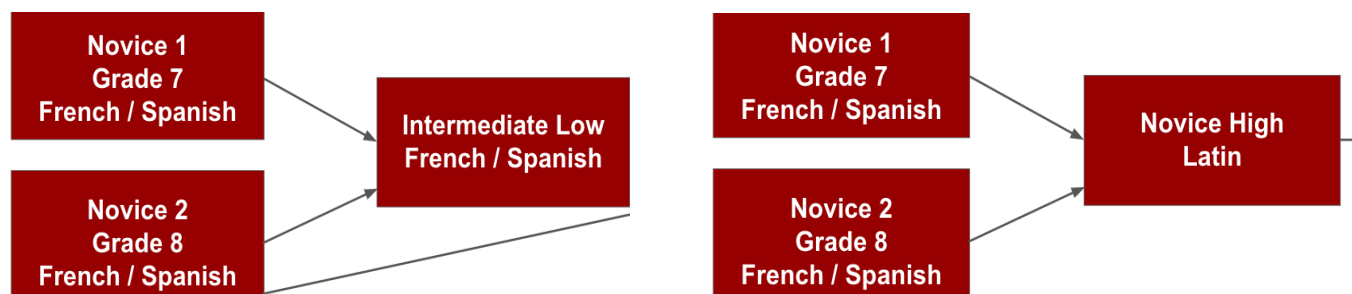
The Department of Elementary and Secondary Education uses a student's previous ACCESS data to determine a proficiency benchmark score that a student should reach each year. If a student does not meet this benchmark score, the district will develop an individual English Learning Success Plan (ELSP) for the student.

The ELSP identifies a specific domain of language (listening, speaking, reading, writing) in which the student needs improvement, establishes a language goal, and implements instructional practices to promote the student's language acquisition. Families are notified if their child qualifies for an English Learning Success Plan (ELSP) and are invited to meet with the school's ELSP Team to review and approve the plan.

When a student reaches an Overall Score of 4.2 and Composite Score of 3.9 on the ACCESS assessment, they are eligible to exit EL status and families are notified.

WORLD LANGUAGES

Students take courses following a vertical alignment but also may be placed at a higher level and advance based on their proficiency testing score or by teacher recommendation. Where you see an option for students to advance a level, it is based on the student exceeding the target benchmark for that level and enabling them to access higher levels of World Language based on previous experience with the language. Many classes will have a mix of levels but students are still aiming for the same proficiency benchmark by the end of the year. We believe that all students can and should become proficient in more than one language. We also believe that these newly repurposed course designations provide the excellence and equity that the World Language Department promotes.



Novice 1 Spanish:

This course introduces the Spanish language focusing on communication skills as students learn to integrate authentic unrehearsed target language and understanding of the cultures of diverse peoples through the interpersonal, interpretive and presentational modes of world language learning. Students develop critical thinking and problem solving skills through the use of daily interactive participation, and practice. At the conclusion of this course, students are expected to reach a novice high level of language proficiency through differentiated instruction and assessment. Students will also gain an awareness of the global world with a focus

on areas where Spanish is spoken. Grades will be based on a combined continuum of listening, speaking, reading and writing proficiency with further emphasis on daily proficiency.

Novice 1 French:

This course introduces the French language focusing on communication skills as students learn to integrate authentic unrehearsed target language and understanding of the cultures of diverse peoples through the interpersonal, interpretive and presentational modes of world language learning. Students develop critical thinking and problem solving skills through the use of daily interactive participation, and practice. At the conclusion of this course, students are expected to reach a novice high level of language proficiency through differentiated instruction and assessment. Students will also gain an awareness of the global world with a focus on areas where French is spoken. Grades will be based on a combined continuum of listening, speaking, reading and writing proficiency with further emphasis on daily proficiency.

Novice 2 Spanish: This course is a continuation of Novice 1 Spanish, and emphasizes further development of the interpersonal, interpretive and presentational modes of world language learning. By the end of the course, students are expected to achieve an intermediate low level of proficiency. Students are encouraged to communicate in the target language and to participate in a variety of interactive activities designed to promote Proficiency. Students will continue to gain awareness of the global world with a focus on areas where Spanish is spoken. Grades will be based on a combined continuum of listening, speaking, reading and writing proficiency with further emphasis on daily proficiency.

Novice 2 French: This course is a continuation of Novice 1 French, and emphasizes further development of the interpersonal, interpretive and presentational modes of world language learning. By the end of the course, students are expected to achieve an ‘intermediate low’ level of proficiency. Students are encouraged to communicate in the target language and to participate in a variety of interactive activities designed to promote Proficiency. Students will continue to gain awareness of the global world with a focus on areas where French is spoken. Grades will be based on a combined continuum of listening, speaking, reading and writing proficiency with further emphasis on daily proficiency.

NOTE: For some students, schedule constraints may prevent them from being able to take Spanish or French. In most cases, and because we believe exposure to world languages is a critical component of the junior highschool experience, these students will still have the opportunity to take **Novice 1 French ½ year** or **Novice 1 Spanish ½ Year**.

Grade 7 Novice 1 French ½ year: This is a world language course which takes place on an every other day basis, and which provides students with the elements of proficiency by introducing fundamental aspects of the French language combined with a cultural lens to enhance world language learning. Students are introduced to all three modes of communication, as well as to essential vocabulary and introductory conversation. Students also gain an awareness of the global world with a focus on areas where French is spoken.

Grade 8 Novice 2 French ½ year: This is a world language course which takes place on an every other day basis, and which continues to focus primarily on communication in world language learning. Students are

encouraged to use the target language as much as possible, and to participate in a variety of interactive activities designed to promote understanding of the global world through learning the language.

Grade 7 Novice 1 Spanish ½ year: This is a world language course which takes place on an every other day basis, and which provides students with the elements of proficiency by introducing fundamental aspects of the French language combined with a cultural lens to enhance world language learning. Students are introduced to all three modes of communication, as well as to essential vocabulary and introductory conversation. Students also gain an awareness of the global world with a focus on areas where French is spoken.

Grade 8 Novice 2 Spanish ½ year: This is a world language course which takes place on an every other day basis, and which continues to focus primarily on communication in world language learning. Students are encouraged to use the target language as much as possible, and to participate in a variety of interactive activities designed to promote understanding of the global world through learning the language.

NOTE: Students who complete grade 7 and grade 8 Spanish or French at the Lawrence School receive one full year of high school world language credit.

PHYSICAL EDUCATION & HEALTH

Grade 7

PE: The Physical Education Program will provide students the opportunity to experience a variety of sports and activities. Students will learn the skills necessary for successful participation. During the Lifetime Activities segment of the physical education program, students will experience a wide variety of activities focusing on lifelong participation. During the Fitness component of the program, students will focus on safety information, introduction to and use of equipment and muscles, and creating a fitness plan. Units are designed with an emphasis on facilitating participation in age- appropriate exercises and activities along with teaching the proper rules and safety guidelines to ensure well-being and success.

Health: The Health Education Program provides students with the knowledge and skills to make informed, responsible decisions and assist them in leading healthy lifestyles. The health classroom instruction will consist of drug education (including alcohol, tobacco and vaping), healthy eating, personal health and wellness (including sexual health), mental and emotional health, physical activity, safety and injury prevention, and violence prevention.

Grade 8

PE: The Grade 8 Physical Education Program is a continuation of the 7th grade program, providing students the opportunity to experience a greater variety of sports and activities. Students will learn the skills necessary for successful participation. During the Lifetime Activities segment of the physical education program, students will experience a wide variety of activities focusing on lifelong participation. During the Fitness component of the program, students will focus on safety information, introduction to and use of equipment and muscles, and creating a fitness plan. Units are designed with an emphasis on facilitating participation in age- appropriate exercises and activities along with teaching the proper rules and safety guidelines to ensure well-being and success

Health: This Health Education Program is a continuation of the 7th grade program, providing students with the knowledge and skills to make informed, responsible decisions and assist them in leading healthy lifestyles. The health classroom instruction will consist of drug education (including alcohol, tobacco and vaping), healthy eating, personal health and wellness (including sexual health), mental and emotional health, physical activity, safety and injury prevention, and violence prevention.



MUSIC, BAND, CHORUS, CHAMBER STRINGS

Grade 7

General Music (1st Semester): This course focuses on music composition using music technology, as well as on the fundamentals of beginner Ukulele/Guitar with an emphasis on learning how to read and play music on ukulele and guitar. No prior music, music composition, music technology, or guitar experience is necessary.

General Music (2nd Semester): This course focuses on music technology. No prior music or music technology experience is necessary. In a hands-on, project-based environment, students discover and explore the fundamental concepts used in modern computer music production including MIDI sequencing, recording and editing sound, notation, and basic piano skills.

Band: This course focuses on developing instrumental playing skills with an emphasis on performance. Students are required to participate in regularly scheduled practices and performances throughout the year. Prior performance experience is NOT required. Rehearsals, Concerts, Parades and Music Festivals are scheduled throughout the year. Attendance is required.

Choir: This course focuses on developing singing and vocal skills with an emphasis on performance. Students are required to participate in regularly scheduled practices and performances throughout the year. Prior performance experience is NOT required. Rehearsals, Concerts, Parades and Music Festivals are scheduled throughout the year. Attendance is required.

Chamber Strings: This course focuses on developing instrumental playing skills with an emphasis on performance. Students are required to participate in regularly scheduled practices and performances throughout the year. Prior performance experience is NOT required however private instruction is strongly encouraged. Rehearsals, Concerts and Music Festivals are scheduled throughout the year. Attendance is required.

*Students who take Band/Choir/Strings in 7th grade will be enrolled in the same course in 8th grade.

*Students who take General Music in 7th grade will go to Digital Literacy and Innovation (DLI) for 8th grade.

Grade 8

Band: This course focuses on developing instrumental playing skills with an emphasis on performance. Students are required to participate in regularly scheduled practices and performances throughout the year. Prior performance experience is NOT required. Rehearsals, Concerts, Parades and Music Festivals are scheduled throughout the year. Attendance is required.

Choir: This course focuses on developing singing and vocal skills with an emphasis on performance. Students are required to participate in regularly scheduled practices and performances throughout the year. Prior performance experience is NOT required. Rehearsals, Concerts, Parades and Music Festivals are scheduled throughout the year. Attendance is required.

Chamber Strings: This course focuses on developing instrumental playing skills with an emphasis on performance. Students are required to participate in regularly scheduled practices and performances throughout the year. Prior performance experience is NOT required however private instruction is strongly encouraged. Rehearsals, Concerts and Music Festivals are scheduled throughout the year. Attendance is required.

NOTE: All students auditioning for All-Cape Music Festival or Southeast District for both grades are to be “in good standing” academically and an active participant in the school’s instrumental and/or vocal program as determined by the director.

Digital Literacy and Innovation (DLI)

Grade 8

Digital Learning and Innovation (DLI) : Building on concepts from DLI 7, Grade 8 students expand on their development of 21st Century skills. Students advance digital literacy knowledge and skills as they work toward earning a micro-credential in digital citizenship, as part of the district’s newly revised Digital Driver’s License program.

Continuing with the CS Discoveries program, students further develop their skills by designing and creating websites, games, and animations, and apply the principal language involved in making web pages, Hypertext Markup Language (HTML). Students broaden their experiences with programming through continued application of Lego Mindstorms EV3 kits to construct, program, and solve robotics challenges. Opportunities to apply their knowledge of coding to create Virtual and Augmented Reality experiences will also be provided.

TRIMESTER COURSES

Every student takes these courses with their team.

Grade 7

Engineering: This course focuses on the practical application of science and math to solve problems. With units on the design process, transportation systems, and communication systems, students learn engineering concepts through a series of hands-on challenges and building projects. Students also learn how to safely use basic woodworking and shop tools. Teamwork and creative problem solving are emphasized throughout the course. Students showcase their learning in at least one Team-wide event, such as a solar car race or a robotic creature exhibition. All grade 7 students rotate with classmates from their Team through this course during one trimester.

Art: This is a fundamental studio art course which uses the elements of art (line, shape, color, form, texture, value, and space) to explore a variety of art materials that include units of study in drawing and painting. All grade 7 students rotate with classmates from their Team through this course during one trimester.

Digital Literacy and Innovation (DLI): DLI 7 strives to create a learning environment for students to explore, design, create, collaborate, and be challenged to master new technologies. Students develop digital literacy skills, emphasizing the clear communication of ideas via digital media, while deepening their role as responsible digital citizens as they consider technology's impact in their everyday lives and society as a whole.

Using Code.org's CS Discoveries and Scratch programming language, students engage with computer science as a medium for creativity, communication, problem-solving, and fun, then build upon this computer programming knowledge by exploring robotics using Lego Mindstorms EV3 kits. Using these kits, students apply computational thinking strategies as they work in teams in building and programming robots. Students produce 3D animated creations and then code them to be experienced in Virtual and Augmented Reality.

Grade 8

Engineering: The grade 8 engineering course focuses on helping students, who have already been exposed to fundamentals of engineering in grade 7, recognize the role engineering plays in their everyday lives, and seeks to unleash each student's inner creative forces through various hands-on projects. Topics covered include the role of failure in successful engineering, bridge design and testing, craftsmanship through the construction of wooden shelves, the role of physics in creating Rube Goldberg style machines, and a capstone project integrating all skills developed over two years. Students continue to learn how to safely use woodworking and shop tools. Teamwork and creative problem solving are emphasized throughout the course. All grade 8 students rotate with classmates from their Team through this course during one trimester.

Art: This studio art course is an extension of the grade 7 studio art course, and is intended to expand upon the knowledge and skills gained in grade 7 art. Students build upon their use of the elements of art (line, shape, color, form, texture, value, and space), and begin to explore the principles of art (balance, contrast, emphasis, movement, pattern, rhythm, and unity) using a variety of art materials. The course includes a unit on clay, where students learn how to use a pottery wheel to create a functional piece of pottery. All grade 8 students rotate with classmates from their Team through this course during one trimester.

Social Justice:

This introductory course allows students the opportunity to develop their ability to research, analyze historic events and build both domestic and global awareness of the world around them through the lens of social justice. Students will consider what is justice and injustice and explore relevant historical social movements tied to the Civil Rights Movement from the 1960s to present day. This course will also explore the injustice of the Holocaust and other contemporary genocides. This course also adheres to the Massachusetts general law regarding mandatory Holocaust/genocide education signed into law in December of 2021.

ADDITIONAL PROGRAMS

Strategies: This course is aimed at providing students with content area instruction and support in their various subjects, as well as instruction in organizational and study skills. This class follows a pass/no pass grading system.

The Connect Program: The Connect Program is a special education program designed primarily for students with emotional disabilities. The program uses grade level curriculum for both grades 7 and 8 with modifications and accommodations to meet the unique and diverse needs of the students in the program. English, mathematics, and study skill strategies are taught in this program, with students typically attending general education classes for other courses, including social studies, science, PE, health, music, band, chorus, and trimester enrichment courses.

The Learning Center: The Learning Center program provides a highly structured setting with individually designed instruction and a high staff to student ratio in a substantially separate classroom for students with any one or combination of the following disabilities: physical, intellectual, autism, PDD-NOS. The program is staffed with a special education teacher and teacher assistants who are assigned to support the enrolled students. A behavior specialist is also available to consult with classroom teachers and when appropriate, teaching is focused around Applied Behavior Analysis (ABA) techniques. Using a modified curriculum, English, reading, math, social studies, science, are taught and lessons shift towards functional academics, life-skills, pre-vocational and vocational instruction. Students in this program also have the opportunity to participate in PE, health, music, band, chorus, and trimester enrichment courses. Students take the alternate MCAS assessment.

