

# Duxbury Middle School



Program of Studies  
Grades 6 - 8  
**2017 - 2018**

**DUXBURY MIDDLE SCHOOL  
PROGRAM OF STUDIES  
GRADES 6-8  
2017-2018**

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## MESSAGE FROM THE ADMINISTRATION

Dear Students:

Your middle school years are an exciting and memorable time of your life, both academically and socially. Through the rigorous academic courses, assorted electives, and various co-curricular offerings, we hope to enhance your educational experiences. Students at DMS are encouraged to develop their current interests and abilities and to try new areas to stimulate new interests. In planning their programs, students should consult with parents, teachers, and guidance counselors. Students and/or their parents should request a conference if they have questions about programs or course offerings.

Before making selections, students and parents should read the general information in this book, particularly the section that describes program sequences through the high school. We look forward to working with you during your years at Duxbury Middle School. If there are any questions or concerns, please don't hesitate to ask.

Sincerely,

Blake Dalton  
DMS Principal

Donna Theodossiou  
Assistant Principal

# **Duxbury Middle School Program of Studies 2017-2018**

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## **SCHOOL COMMITTEE**

Anne Ward, Chair  
Peter Quigley, Vice Chair  
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*Special Note: When the Program of Studies went to press, the School Committee had not completed the budget process. The Committee reserves the right to withdraw courses or change regulations if necessary for budgetary reasons.*

*The Duxbury Public Schools do not discriminate on the basis of race, religion, color, national basis, sex, sexual orientation, disability, or age in its employment, programs, and activities.*

## MISSION STATEMENT

“The Duxbury Public Schools engage students in a stimulating and diverse education that challenges all students to excel while developing the competencies and confidence to adapt and contribute their skills in an ever-changing world.”

## **GENERAL EXPECTATIONS FOR LEARNING**

*To fulfill its mission, the Duxbury Schools expects each student to meet or exceed the learning outcomes as identified in the Massachusetts Common Core of Learning.*

Specifically, by graduation, all students will:

- Read, write, and communicate effectively
- Use mathematics, the arts, computers, and other technologies effectively
- Define, analyze, and solve complex problems
- Acquire, integrate, and apply essential knowledge
- Study and work effectively
- Demonstrate personal, social, and civic responsibility

## INTRODUCTION

Students in grades 6-8 experience a broad based, challenging middle school curriculum. All courses are heterogeneously grouped except for some math courses. Students must take an active role in course selection.

**We build the entire schedule and assign faculty based on information we receive from students and parents in the winter and spring about course choices. Usually we can accommodate changes that are submitted during the spring. However, requests for changes after that time will only be honored after school personnel have carefully considered the reasons for the proposed changes and only if space and resources are available. Requests for change such as disliking a course, underestimating the course expectations, selecting or deselecting a specific teacher, wishing to take an easier course, not realizing what the course would be like, or wanting to be in class with friends are inappropriate reasons for a schedule change and will not be honored. Course selections cannot be changed after the beginning of the school year.**

## Course Registration Procedure

Students and parents should seriously consider teacher recommendations for course placement and use a realistic assessment of student ability and work habits during the course selection process. These recommendations and assessments are intended to place students in courses where the pace, expectations, and standards are an appropriate match to needs and abilities. As students formulate their course registration plans, attention to the *Program of Studies* is essential because it contains statements of prerequisites, course recommendations, and course expectations.

### **The Course Registration Process:**

1. Guidance counselors discuss the overall course selection process and timetable with students at DMS. An assembly will be held with grade five students to explain the middle school schedule and courses.
2. Parents of fifth grade students will be invited to attend an evening program specifically designed for incoming sixth grade students regarding course selection.
3. Students and parents discuss program choices for the following year and review specific language in the Program of Studies. For math placement in all grades, a review of the current math teacher's placement recommendation, MCAS scores, and the student's report card should be a part of this process. Grade 5 students should carefully consider the world language and music choices at this time.
4. The student and family complete the course selection process electronically on the **Student Portal** in Aspen.

In academic courses where there is a disparity between request and recommendation, the course recommended by the teacher will be recorded. In order to resolve the disparity, the student and parent must follow the Placement Review Process.

### Placement Review Process

**It is important to maintain clear communication between student, parent, and teacher, particularly when a teacher recommendation differs from the level that the student feels is more appropriate. In order to facilitate understanding when this difference occurs, the student and parent are encouraged to talk with the teacher and/or department head. If the decision is to override the teacher's recommendation, the parent/student will select the original course recommended on the portal and then request a placement review via the link provided online. Subject Supervisors will review the information and contact families to have a discussion about the particular course. If after that the parent still wishes to override the course recommendation, the counselor will make the change in the portal for the student. The parent/student request will be honored at that point through the first term of the next year. ALL REQUESTS MUST BE RECEIVED BY THE DEADLINE FOR SUBMITTING COURSE SELECTION SHEETS. Exceptions due to extraordinary circumstances will be reviewed by the appropriate school personnel.**

### **Note to Parents and Students:**

Due to space and scheduling constraints, the student may be required to remain in the course, as determined by the placement review process, for the academic year.

Sometimes parents/students choose to reject placement recommendations and request placement in a more demanding course. If parents/students choose to place the student in a more demanding course than recommended by the current teacher, the student's placement will be reviewed at the end of the first term.

There are risks in having a student placed in a course that is more demanding than the course recommended by the teacher. Specifically:

- A student who does poorly in a more advanced class weakens his/her record. Sometimes, difficulties in one course generate difficulties in others as well.
- To keep up with the class, the student may require more individual help than the teacher can reasonably be expected to provide. The demands of an advanced curriculum do not allow teachers to accommodate to the pace of a student who is misplaced. The teacher cannot provide individual tutoring.
- We cannot assure that a student who has difficulty in one course will be able to move to a different course. Classes are tightly scheduled and it may not be possible to find a place in mid-semester. The student must then remain in the requested section despite diminished performance.
- When a transfer is possible, it may be necessary to reschedule other classes to accommodate the shift. This general disruption can cause problems in other courses where the student may have made a good adjustment.

In any event, we will do all that we can reasonably do as educators to assure that your son/daughter succeeds.

### **INSTRUCTIONAL USE OF COMPUTERS**

Duxbury Middle School continually works toward a vision in which students, teachers, and administrators have access to the technologies they need to learn and work in their daily routine. The district wide technology plan sets goals to meet the system's standards for student academic expectations and technology graduation requirements. Efforts to sustain these goals include the maintenance and improvement of the local area network; classroom and technology center equipment, and shared resources for data storage, printing, and communication. Students in Grades 7 and 8 are issued laptops for educational purposes through the iConnect program. Students in Grade 6 have laptops available in their classrooms for schoolwork

**DUXBURY INTERNET CONNECTION**  
**ACCEPTABLE USE GUIDELINES**

Please refer to Duxbury Middle School’s Student Handbook.

**SUMMER WORK**

Duxbury Middle School has a summer reading program for all grades. Students entering grades 6, 7, and 8 are expected to complete the required reading for his/her grade. Students will be notified of the novel(s) chosen well in advance of the summer vacation period. Upon returning to school in the fall, students will participate in specially designed learning activities to reinforce the knowledge gained from reading the book.

Additionally, each student will be required to complete a summer math packet for all grades. The work is intended to be a review of what students have already learned and is meant to provide additional practice with previously learned skills and concepts. All summer materials will be available electronically on the DMS website.

**MARKING SYSTEM**

Students are evaluated with a report card four times during the year. Parents and students may check on a student’s progress by accessing the Aspen Student Information System. Grades of students at Duxbury Middle School are reported as letter grades on report cards. Each letter grade represents a range of numerical grades as follows:

A+	97% - 100%
A	93% - 96%
A -	90% - 92%
B+	87% - 89%
B	83% - 86%
B-	80% - 82%
C+	77% - 79%
C	73% - 76%
C-	70% - 72%
D+	67% - 69%
D	63% - 66%
D-	60% - 62%
F	Below 60%

**Honor Roll**

**High Honors** consist of a term grade report containing nothing lower than an “A-” in all subject areas, including electives.

**Honors** consist of a term grade report containing nothing lower than a “B-” in all subject areas, including electives.

## **SPECIAL EDUCATION**

All children have a right to a Free Appropriate Public Education (FAPE) in the least restrictive environment (LRE). A student who has been determined eligible for special education through the TEAM evaluation process is considered a student with special needs. These students have a diagnosed disability and may struggle to progress effectively in the grade level curriculum without specially designed instruction and/or related services (i.e., Occupational Therapy, Speech Therapy, Physical Therapy). The special education department works with the building level administration to develop individualized programs of instruction and/or support for students identified with a wide range of disabilities. Service options include but are not limited to those provided within a fully inclusive general education classroom (co-taught and/or supported) to placement in special education classrooms. The student's level of support is determined by the student's Special Education Team and specified in his/her Individualized Educational Program (IEP).

The needs of Duxbury students with special education programs (IEPs) are met through curricula modifications/accommodations, inclusion support, learning center support, and intensive skills programs with a focus on student strengths and challenges. The IEP specifies services that assist the student to make effective progress in the general curriculum and the Massachusetts Curriculum Frameworks. All students participate in statewide assessments (i.e., MCAS and PARCC). Modifications/accommodations as determined by the special education team are provided.

### **Learning Center**

The Learning Center program is a supervised, structured learning environment where a student has the opportunity to learn and apply study skills to content area subjects. Students also work to improve basic skills in reading, math, and language. The student can work independently, with peers, or with the special education teacher. Direct instruction is provided for improving basic skills and learning strategies. The Learning Center may also assist in the implementation of program modifications/accommodations such as alternative testing, word processing, and assistance with research projects.

The Learning Center teachers work with subject area teachers to assist with the implementation and evaluation of classroom modifications. The staff strives to gradually increase a student's independence by having the student understand his/her unique learning style, including strengths and weaknesses. With this knowledge, the student can develop self-advocacy skills and become more independent.

### **SCHOOL CHOICE**

Duxbury does not accept students from other school districts under the Massachusetts school choice policy. However, it is the right of any Duxbury student to attend school in a district that accepts students under school choice. See your guidance counselor for additional information.

## ENGLISH AND READING

Courses in the English Department are designed to develop the ability of students to read, write, listen, speak, think critically, and engage in research. Students in grades 6-8 are placed in heterogeneously grouped, unleveled classes.

### Program Design / Sequence

The overriding principle of this sequence is that, as far as possible, students will share a common experience in the study of English. At the high school level, courses are leveled and additional elective options in the department are available to students.

GRADE	COURSE	LEVEL
6	Literacy (Reading and Writing)	----
7	English 7	----
7	Critical Reading and Thinking (one semester)	----
8	English 8	----
9	English 9	Honors, College Preparatory
10	English 10	Honors, College Preparatory
11	English 11	AP, Honors, College Preparatory
12	English 12	AP, Honors, College Preparatory

### Middle School Course Descriptions

#### **601 LITERACY (READING)**

#### **602 LITERACY (WRITING)**

##### **Grade: 6**

##### **Required**

##### **Full Year**

Grade 6 Literacy is a continuation of the Scott Foresman program from the elementary level. Students are scheduled for two literacy periods of reading and writing instruction. The curriculum encompasses reading, writing, and grammar. The reading curriculum makes use of the Scott Foresman grade 6 anthology with both fiction and non-fiction reading selections. Novel study also begins in grade 6. Selections include but are not limited to *Loser*, *Esperanza Rising*, *The Young Man and the Sea*, and *The Westing Game*. Writing instruction focuses on the proper construction of sentences and paragraphs, leading to the composition of longer pieces, including a research paper written in MLA format, persuasive, expository, descriptive and creative pieces of writing. Students also write as a means of responding to literature. Grammar and vocabulary instruction is designed to give students a solid foundation in language mechanics. Vocabulary knowledge and skills are taught and reinforced through study of *Worldly Wise Level 6*. All instruction is geared to meet the needs of each student.

#### **071 ENGLISH 7**

##### **Grade: 7**

##### **Required**

##### **Full Year**

English 7 is the first year of a six-year sequence ending with grade 12. Three main areas of instruction are literature, composition, and language mechanics. Literature and poetry are studied for the language of the authors and for the themes and values contained in the works. The core texts at this grade are *Macbeth*, *The Adventures of Tom Sawyer*, *Children of the Dust Bowl*, and mythology from a variety of cultures. Poetry selections include "Valentine for Earnest Mann," "Nothing Gold Can Stay," and "Stopping by Woods on a Snowy Evening." Writing serves as a means of exploring literature and self, and emphasizes analytical, narrative, journal, persuasive, and research-based writing. Students are expected to write both in and out of class. Instruction in language mechanics focuses on reviewing parts of speech and identifying sentence types and constructing effective sentences.

#### **094 CRITICAL READING AND THINKING**

**Grade: 7**

**Required**

**Half Year**

This course is designed to teach strategies to improve students' skills in critical reading and thinking as well as to increase vocabulary. Independent reading is a key component of the course. Core selections for all students include *Lincoln: A Photobiography*, *Heart of a Samurai*, and *The Miracle Worker*. Focus areas of the class are non-fiction and multi-cultural literature. Since writing in response to texts helps to improve reading comprehension, students are expected to write frequently both in and out of class. Drama, multi-media activities, discussion, and debate are also incorporated into this course.

#### **081 ENGLISH 8**

**Grade: 8**

**Required**

**Full Year**

Eighth grade students continue the study of literature, composition, and language mechanics. The core texts at this grade are *This I Believe*, *True Grit*, *A Midsummer Night's Dream*, and multicultural short stories. Additional selections include *Animal Farm*, *The Old Man and the Sea*, *Seedfolks*, *Hope Was Here*, *Lord of the Flies*, *House of the Scorpion*, *The Pearl*, and *Whirligig*. Students will also read and recite poetry from Robert Frost, William Shakespeare and others. Student writing is an outgrowth of the literature. Students respond through creative and reflective pieces as well as through analytical writing. Instruction in how to write a research-focused persuasive essay, a character analysis essay, a compare/contrast essay, as well as a theme analysis essay is provided. Students concentrate on formulating thesis statements, organizing their ideas, and using evidence to support their writing. Eighth grade students are also expected to develop their communication skills through activities such as reciting poetry, completing multi-media projects, participating in literature circles, giving oral presentations, performing skits, and participating in formal and informal discussions and debates. Instruction in language mechanics includes review of the eight parts of speech and study of pronouns, phrases, subject-verb agreement, and sentence structure.

## **English Language Learners**

The goal of the English as a Second Language (ESL) Program in Duxbury is to teach English Language Learners (ELLs) to use English to achieve academically in all content areas. The program is designed to meet the educational needs of ELL students and to develop each of the four language skills: listening, speaking, reading, and writing through grade-appropriate, content-based instruction. Studies show that the best approach to language development ties the language to the content, rather than teaching grammar, vocabulary, and spoken English in isolation.

Eligible students will receive appropriate ESL instruction until exit criterion is reached. A certified ESL teacher will instruct the program. The student's schedule is developed after initial assessment at the beginning of each school year or upon entering a school in the District. Eligible students will be grouped according to their English Language Proficiency Level based on their performance on the entrance assessment and/or by age appropriate grade level.

The ESL teacher will create and maintain an instructional climate that is conducive to learning. The ESL teacher will evaluate student performance in the ESL class and provide classroom teachers with input regarding progress. A progress report completed by the ESL teacher will be sent home twice a year. The ESL teacher will also be responsible for

attending professional development for increasing knowledge of ESL strategies and methodology. The ESL teacher and general classroom teacher will collaborate on instruction regularly. The ESL teacher will work closely with the classroom teachers to enhance the lessons for reinforcement of the content being taught in the general classroom. The ESL teacher will provide supplemental lessons as needed to ensure understanding of difficult concepts.

The general classroom teacher will adapt appropriate curriculum materials for the ESL student. ELL students are entitled to modifications in content and grading to the extent that they can be successful. Certain test accommodations may be provided, as needed, such as extended time, adapted materials (tests, quizzes, notes), bilingual dictionary, and translator, if possible. The ESL teacher is available for consultation regarding the accommodations, if needed. The classroom teacher should grade the student based on achievement of adapted instructional materials that have been individualized for the student. There may be a period of time when an ESL student does not possess sufficient English proficiency to receive a grade. At the secondary levels, general classroom teachers may utilize 'Pass/Fail grading as an option. If failing grades are given, documentation should be provided to determine that the language proficiency is not the cause. The ESL teacher will monitor the grades and classroom success.

In addition to ESL services, ELL students are entitled to other services as appropriate. Language proficiency cannot be criteria for exclusion.

The philosophy of this program is anchored in a set of principles governing language education and is supported by educational research and experience.

### **Middle School Course Description**

**083 ENGLISH AS A SECOND LANGUAGE**

**Grade: 6, 7, 8**

**Full Year**

# MATHEMATICS

The 6-12 Mathematics program at Duxbury Middle School and High School is designed to offer equal opportunity to all students. It blends the basic skills necessary for college entry-level mathematics with abstract thinking, real world applications, and conceptual understanding. As students progress through their mathematics sequence, they are exposed to a myriad of mathematics concepts and are frequently presented with challenges that test their higher order thinking skills. Such skills include analyzing, predicting, learning through discovery, and making sound conclusions based on mathematics knowledge.

Our approach to the teaching of mathematics is based upon the accumulation and analysis of several respectable sources. In addition, all 6-12 Mathematics courses have adopted the Massachusetts Curriculum Frameworks' Standards for Mathematical Practice. They include:

- 1. Make sense of problems and persevere in solving them.**
- 2. Reason abstractly and quantitatively.**
- 3. Construct viable arguments and critique the reasoning of others.**
- 4. Model with mathematics.**
- 5. Use appropriate tools strategically.**
- 6. Attend to precision.**
- 7. Look for and make use of structure.**
- 8. Look for an express regularity in repeated reasoning.**

Included in this Program of Studies is an outline of the program sequence, course placement policy, graphing calculator usage policy, and a description of courses offered to students in grade 6-8. Please reference the course sequence below for a general sequence of courses, but also note that other sequences are possible and contingent on the 6-12 placement policy.

## MATH COURSE SEQUENCES (Other combinations are possible)

<b>Grade</b>	<b>Sequence A</b>	<b>Sequence B</b>	<b>Sequence C</b>
<b>6</b>	Honors Math 6	Math 6	Math 6
<b>7</b>	Honors Math 7	Math 7	Math 7
<b>8</b>	Honors Algebra 1	Algebra 1	Algebra 1A
<b>9</b>	Honors Geometry	Geometry	Algebra 1B
<b>10</b>	Honors Algebra 2	Algebra 2	Geometry
<b>11</b>	Honors Pre-Calculus	Pre-Calculus Advanced Algebra with Trig	Algebra 2
<b>12</b>	AP Calculus AB AP Calculus BC AP Statistics Honors Calculus Business Electives	AP Calculus AB AP Statistics Honors Calculus Intro to Statistics Intro to Calculus Intro to Discrete Math Business Electives	Advanced Algebra with Trig Intro to Statistics Intro to Calculus Intro to Discrete Mathematics Business Electives

## **Duxbury Public Schools** **Statement on Algebra 1 Mastery**

Algebra 1 is the foundation of all sequential mathematics courses. As early as Geometry, students are applying their knowledge of linear algebra to solve for the relationships between shapes, lines, and planes while also applying their knowledge of linear algebra to conduct geometric proofs. Algebra 2 courses build off of a student's Algebra 1 knowledge and apply algebraic solving techniques to non-linear algebra. Pre-Calculus again revisits this technique while also integrating an advanced understanding of relationships of triangles and trigonometric ratios and functions. Finally, the foundation of Calculus is an understanding of the derivative, which represents the instantaneous slope of a function.

All pathways to advanced Mathematics courses require Algebra Mastery and it is the responsibility of the Mathematics Department at Duxbury Public Schools to ensure Algebra 1 Mastery prior to exposure to sequential courses in our program that build upon that mastery. It is because of this that all of our students moving from all Algebra 1 courses to Geometry courses are required to demonstrate proficiency in Algebra 1 prior to moving on in our curriculum. This requirement is built into our placement policy and is structured to ensure that students are moving into a course with the appropriate pre-requisite skillset to be able to apply their Algebra knowledge to new concepts.

## **Duxbury Public Schools** **Mathematics Department 6 - 12 Calculator Use Policies**

The following policies were developed in accordance with guidelines dictated by the Massachusetts State Curriculum Frameworks and recommendations provided by the National Council of Teachers of Mathematics and the National Center for Education Statistics.

### **Mathematics Department Recommendations:**

- (1) Students in Grades 3 - 7 should be familiar with a four function calculator to enhance their understanding of previously learned concepts and to support the validity of answers in a problem solving situation. Students should learn to perform basic arithmetic operations without a calculator.
- (2) It is **strongly recommended** that all students enrolled in an Algebra I or subsequent course, including Grade 8 Algebra, own a TI 83, 83 Plus or 84 graphing calculator.
- (3) A graphing calculator **is required** for all students enrolled in an Algebra II or subsequent course.
- (4) All high school students will be assessed both with and without a graphing calculator.
- (5) All midyear and final exams will include graphing calculator and non-calculator sections

## **MIDDLE SCHOOL MATHEMATICS COURSE DESCRIPTIONS**

### **621 HONORS MATH 6**

**Grade: 6**

**Full Year**

This rigorous course is designed to address the challenging concepts and problem-solving approaches recommended by the new state and federal Common Core Frameworks for Grade Six. The critical areas include ratio and rate concepts to solve problems, working with and understanding the real number system, writing, interpreting and using expressions and equations, and the development of understanding statistical thinking. Fluency, retention and in-depth understanding will be essential to creating a strong foundation for higher-leveled mathematics. The program will also assess student understanding throughout the curriculum by continually reinforcing estimation of outcomes and reasonableness of answers. The curriculum also incorporates several ways to represent solutions (verbal, tabular, graphical, etc.) to ensure continuity between concepts.

Next Sequential Course: Placement in course 270 or 271, contingent on Teacher Recommendation and Final Placement Criteria

### **622 MATH 6**

**Grade: 6**

**Full Year**

This course is designed to be quite similar to the Accelerated Grade 6 course, in terms of math content. It is directly aligned to the Common Core Frameworks for Grade 6 Mathematics. The class will proceed at a slower pace so that students can take the necessary time to master the skills and concepts presented.

Next Sequential Course: Placement in course 270 or 271, contingent on Teacher Recommendation and Final Placement Criteria

### **270 HONORS MATH 7**

**Grade: 7**

**Full Year**

This course is designed for the highly motivated student who has demonstrated exceptional mathematical achievement in Grade 6. The curriculum covers all Common Core Grade 7 Standards, as well as some Grade 8 Standards. Students progress from concrete skills to more abstract operations that reflect their higher level of cognitive development. The course will focus on the following critical areas, as recommended by the Common Core: Develop an understanding of and applying proportional relationships, develop an understanding of operations with rational numbers and working with expressions and linear equations, and formulate and reason about expressions and equations. Due to the accelerated pace, students will be expected to become proficient in the concepts and skills more quickly than students in Course 271, and therefore will cover Grade 8 Common Core curriculum as well.

Next Sequential Course: Placement in course 280, 281 or 282, contingent on Teacher Recommendation and Final Placement Criteria

### **271 MATH 7**

**Grade: 7**

**Full Year**

This course is directly aligned to the Common Core Grade 7 Mathematics Standards. The class will proceed at a slower pace so that students can take the necessary time to master the skills and concepts presented. The course will focus on the following critical areas, as recommended by the Common Core: Develop an understanding of and applying proportional relationships, develop an understanding of operations with rational numbers and working with expressions and linear equations, and formulate and reason about expressions and equations. Due to students taking both this course as well as the Math Connections Course, students will be expected to become proficient in both the concepts and skills of Common Core's Grade 7 curriculum, as well as some of Grade 8.

Next Sequential Course: Placement in course 280, 281 or 282, contingent on Teacher Recommendation and Final Placement Criteria

### **273 MIDDLE SCHOOL GEOMETRY**

**Grade: 7**

**Required**

**Half Year**

This project-based course is designed to address the challenging concepts and problem-solving approaches recommended by the new state and federal Common Core Frameworks for Grade 7 Geometry and Statistics and Probability conceptual categories. Therefore, it is necessary for all Grade 7 students to enroll in this course, in addition to Honors Math 7 or Math 7. The course focuses on the following critical areas: Solve

problems involving scale drawings and informal geometric constructions, work with two- and three-dimensional shapes to solve problems involving area, surface area, and volume, analyze two- and three-dimensional space and figures using distance, angle, similarity, and congruence, draw inferences about populations based on samples, and investigate chance processes and develop, use and evaluate probability models. Instruction will encompass the use of hands-on mathematical manipulatives, projects, videos and other engaging instructional strategies that connect math to real life.

Special Placement Criteria: Students must score an 80% or above in course 273 in order to qualify for Honors Algebra 1 in grade 8.

## **280 HONORS ALGEBRA I**

**Grade: 8**

**Full Year**

This course is designed for the highly motivated student who has demonstrated exceptional mathematical achievement in Grade 7. The curriculum includes both the Grade 8 Common Core Standards, as well as the high school Algebra 1 Standards. This fast paced, high-powered course requires Grade 8 students to learn at an accelerated pace, and become proficient in concepts and skills more quickly than Course 281. Conceptual understandings include extending the properties of exponents to rational exponents, using real number properties, simplifying non-linear algebraic expressions and radicals, solving linear and non-linear equations by a variety of methods, solving systems of linear equations and inequalities, creating and explaining equations that describe solutions in problem-solving situations, grasping the concept of a function and using functions to describe quantitative relationships, modeling two-variable functions graphically, algebraically and in tabular form, understanding and applying the Pythagorean Theorem, and representing and modeling data both graphically and with best-fit line equations. There is an emphasis on practical applications and real-life problems.

Next Sequential Course: Placement in course 210, 221, or 212, contingent on Teacher Recommendation and Final Placement Criteria

## **281 ALGEBRA**

**Grade: 8**

**Full Year**

This course is designed for the highly motivated student who has demonstrated consistently proficient mathematical achievement in Grade 7. The curriculum includes the Grade 8 Common Core Standards, as well as some of the high school Algebra 1 standards that emphasize linear relationships. The class will proceed at a slower pace than Course 280 so that students can take the necessary time to master the linear Algebra I skills and concepts presented. Therefore, students will continue their study of non-linear algebraic relationships at the beginning of their Grade 9 course the following year. Conceptual understandings include extending the properties of exponents to rational exponents, using real number properties, simplifying linear algebraic expressions and radicals, solving linear equations by a variety of methods, solving systems of linear equations and inequalities, creating and explaining equations that describe solutions in problem-solving situations, grasping the concept of a function and using functions to describe quantitative relationships, modeling two-variable functions graphically, algebraically and in tabular form, understanding and applying the Pythagorean Theorem, and representing and modeling data both graphically and with best-fit line equations

Next Sequential Course: Placement in course 210, 221, or 212, contingent on Teacher Recommendation and Final Placement Criteria

## **282 ALGEBRA 1A**

**Grade: 8**

**Full Year**

This course is designed to allow students the opportunity to master essential pre-algebra skills, and become proficient with all of the Common Core's Grade 8 standards. The curriculum includes the first half of Algebra 1 and requires the completion of Algebra 1 coursework by continuing into Algebra 1B at the high school, as well as a reinforcement of necessary pre-algebra skills to ensure mastery of Middle School mathematics. The class will proceed at a slower pace than Course 281 so that students can take the necessary time to master all Middle School math skills and concepts. Conceptual understandings and topics include rational and irrational numbers, radicals and integer exponents, proportional relationships, solving and graphing linear equations and inequalities, simplifying linear expressions and relationships, an introduction to functions, applications of the Pythagorean Theorem, geometric applications, and investigation of patterns in statistics and probability.

Next Sequential Course: Placement in course 212 (Algebra 1B)

# SCIENCE

## Program Design / Sequence

The Science Department introduces students in grades 6 - 8 to scientific investigation in the physical, biological, and earth sciences. All science courses use the scientific inquiry approach and stress the importance of investigation, observation, interpretation and analysis, communication of evidence and ideas, expanding understandings, and making connections between science and the world around us. Science students receive formal instruction and practical experience in hypothesizing, measuring, experimenting, and analyzing data. The goals of science instruction are to stimulate student interest in the wonders of science, to provide a foundation of scientific knowledge, skills, and attitudes which will allow students to pursue their interests in science at college and as a career, and to lay a foundation of "scientific literacy" which will enable students to become active, productive, and informed participants in an increasingly technological society. The grade 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade science curriculum prepares students to take the 8<sup>th</sup> grade science and technology MCAS test.

The 6-12 science curriculum offers a series of increasingly sophisticated courses in the physical, biological, and earth sciences that spiral through the six years of instruction. Although the elective program at the high school level produces a great variety of possible course sequences most of these will be variations on two typical sequences.

## Grades 6-12 Science Courses

Course	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Science 6 (Unleveled)	X						
Life Science (unleveled)		X					
Integrated Science (unleveled)			X				
Biology (Levels 1 and 2)				X			
Topics in Biology (Level 2)				X	X		
Biology II (Level 1)						X	X
AP Biology						X	X
Chemistry I (Level 1)					X	X	
Chemistry I (Level 2)					X	X	X
AP Chemistry						X	X
Physics (Level 1,2)						X	X
AP Physics						X	X

Environmental Sci (Unleveled)						X	X
Oceanography (Level 1)						X	X
Biotechnology and Society I and II (Unleveled)					X Semester	X Semester	X Semester
Topics in Human Anatomy (Level 1)					X Semester	X Semester	X Semester
Topics in Science (Unleveled)					X Semester	X Semester	X Semester
Environmental Science (Unleveled)						X Semester	X Semester
AP Environmental Science						X	X
SUPA Forensics Science (Level 1)							X
Independent Research (Unleveled)				X	X	X	X

### Middle School Course Descriptions

#### **630 SCIENCE 6 (GENERAL SCIENCE)**

**Grade: 6**

**Required**

**Full Year**

The Grade Six Science curriculum is an activity-based approach to science. The course includes an introduction to lab science and units from the strands of Physical Science, Earth Science, and Biology, and incorporates science practices necessary to engage in scientific inquiry. Students will learn note-taking techniques, study skills, and how to work cooperatively in small groups.

**Content:**

- Scientific method
- Measuring using the metric system
- Properties of matter
- Space
- Plate Tectonics
- Geologic Time and Evolution
- Cells

#### **372 LIFE SCIENCE**

**Grade: 7**

**Required**

**Full Year**

The science is an activity-based, lab-oriented introduction to the Life Sciences. The students will learn to apply the "scientific method" of investigation by producing formal lab reports using specialized lab equipment and participating in field investigation. Students will learn to work safely in a cooperative learning environment as they develop their own study skills through the production of science journals. The course follows the flow of energy through our living world and stresses an environmental approach to life. Human growth and development is studied and applied in classroom activities. When appropriate, other science domains are incorporated, keeping this curriculum in line with the state frameworks.

**Content:**

- Introduction and Metric Review
- Characteristics of Life
- Photosynthesis
- Human Body Systems
- Reproduction (Cell Division, Asexual and Sexual, Plants and Animals)
- Genetics
- Evolution
- Principles of Ecology
- Duxbury Ecosystems
- Duxbury Beach Unit and Field Study

**382 INTEGRATED SCIENCE**

**Grade: 8**

**Required**

**Full Year**

In this course, we will build upon the Earth Science and Physical Science concepts that students have studied in the lower grades. The course integrates the basic concepts of Chemistry into Earth Science to learn about the changes on Earth's surface and atmosphere and continuing on to the Universe. Emphasis will be placed on activities and labs that model these concepts and Earth processes. The development of effective study skills, writing skills, and proper lab techniques will also be goals of this course.

**Content:**

- The nature of science
- Astronomy
- Atmosphere
- Earth's systems
- Energy and Motion
- Newton's Laws
- Matter

## TECHNOLOGY/ENGINEERING EDUCATION

Technology/engineering courses engage students in problem solving by designing, building, and testing solutions to real world problems. Implementing problem-solving strategies involves the hands-on application of science and mathematics through the safe use of tools, materials, and processes. Hands-on/minds-on developmentally appropriate activities nurture the formal thinking skills that are required by citizenry of the 21<sup>st</sup> century in a global economy.

### 6-12 Technology/Engineering Courses

Course	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Technology Education			X Semester				
S.T.E.M.	X Semester	X Semester	X Semester				
Principles of Engineering				X Semester	X Semester	X Semester	X Semester
Standards-based Technology/ Engineering				X	X	X	X
Robotics				X Semester	X Semester	X Semester	X Semester
Manufacturing				X Semester	X Semester	X Semester	X Semester
CAD and Drafting				X Semester	X Semester	X Semester	X Semester
Woodworking				X Semester	X Semester	X Semester	X Semester
Renewable Energy				X Semester	X Semester	X Semester	X Semester
Introduction to Computer Programming				X Semester	X Semester	X Semester	X Semester
Introduction to Java Programming				X Semester	X Semester	X Semester	X Semester
Computer Applications				X Semester	X Semester	X Semester	X Semester
AP Computer Science					X	X	X
TV Studio				X Semester	X Semester	X Semester	X Semester
Dragon TV						X	X

## **Grade 8 Course Description**

### **784 TECHNOLOGY EDUCATION**

**Grade: 8**

**Required**

**Half Year**

Students will explore the technological areas of construction, communication, manufacturing, power, energy, and transportation. Working in small groups, they will research, design, and build solutions to real world problems. This course develops competency in the safe use of hand and power tools, teaches social skills necessary to produce teamwork, and involves the hands-on application of math and science concepts. Projects may include: Mousetrap-Powered Vehicle, Space Structures, Fragile Goods Container, The Wind Tunnel, Bridge Building, Hot Air Balloons, and use of the CAD and other software packages. Approximately 25% of the grade 8 Science MCAS relates directly to the Technology Education curriculum.

### **786 STEM 6**

**Grades: All Grade 6**

**Required**

**Semester (Half time)**

This required course is an introduction to Science, Technology, Engineering, and Mathematics (STEM) Applications. STEM is an innovative instructional program that demonstrated the interconnectedness of these four subjects. Students will utilize 21<sup>st</sup> century skills, project-based learning, and the engineering design process to study technology literacy, power and energy, and robotics while integrating science and math skills.

### **787 STEM 7/8**

**Grades: 7, 8**

**Semester**

Science, Technology, Engineering, and Mathematics (STEM) Applications is an innovative instructional program that prepares students to engage in future academic courses of study in high school and institutions of higher learning. Students will utilize 21<sup>st</sup> century skills, project-based learning, and the engineering design process to study technology literacy, emerging technologies, computer-aided design, sustainable design and technology, and robotics while integrating science and math skills.

Course goals include to link and further develop students' science, technology/engineering, and math skills, utilize technological systems to solve problems related to predictable and unpredictable real-world situations using the engineering design process.

## SOCIAL STUDIES

The Social Studies Department offers courses designed to prepare students to be informed and involved citizens. Students must be prepared to deal not merely with the static information in textbooks, but also with the barrage of information received in a changing and complex world. These goals are approached through the mastery of key concepts from the social sciences and development of the skills necessary for applying those concepts to the world in which students live. Through curriculum that spans from ancient civilizations to more recent political developments, students apply the critical thinking skills learned in the Social Studies Department to better evaluate the world around them.

### Program Design/ Sequence

The Social Studies Department offers courses designed to build upon the knowledge learned in the elementary grades and to increase the student's understanding of history and the social science disciplines. It also focuses on the skills necessary to be successful in the high school social studies sequence. All social studies courses revolve around the concept of "components of culture." Every human culture is composed of certain common elements, e.g. religion, art, government, social organization, and economic structure.

The development of good citizenship is one of the primary goals of public education. The Social Studies Department has particular responsibility in this area. Implicit in the goal of good citizenship is the question of values. The Social Studies Department offers an opportunity for each student to examine carefully his/her values as well as the values of this and other societies in history and in the world today. All courses at Duxbury Middle School are unlevelled.

### Social Studies Courses

Grade 6	Social Studies 6 Geography and World Cultures (unleveled)
Grade 7	Ancient Civilizations (unleveled)
Grade 8	World History I (unleveled)
Grade 9	World History II (leveled)
Grade 10	US History I (leveled)
Grade 11	US History II (leveled)
Grade 12	Contemporary Issues

	(unleveled)
Grades 11, 12	Philosophy I and II (unleveled)
Grade 12	Psychology (unleveled and AP)
Grade 12	Sociology (unleveled)
Grade 11, 12	International Relations (unleveled)
Grade 12	World History (AP)
Grades 10,11, 12	The Holocaust and Human Behavior I (unleveled)
Grades 11, 12 Prerequisite-Course I	The Holocaust and Human Behavior II (unleveled)
Grades 11, 12	American Government (unleveled)
Grades 11, 12	History of New England (unleveled)
Grades 11, 12	Internship at Duxbury Rural and Historical Society (unleveled)
Grades 11, 12	Internship at the Alden House Historic Site (unleveled)
Grade 12	Introduction to the Analysis of Public Policy
Grade 12	Economic Ideas and Issues

## Middle School Course Descriptions

### **610 SOCIAL STUDIES 6 (GEOGRAPHY AND WORLD CULTURES)**

**Grade: 6**

**Required**

**Full Year**

This course is designed to allow students to master the methods and skills of geography as they are introduced to a variety of different continents as well as the cultures of those continents. This class will prepare our students with a solid building block for all history and social science classes in the future. Our hope is that ethnocentrism will be reduced and global awareness will be increased as a result of these studies.

### **172 ANCIENT CIVILIZATIONS**

**Grade: 7**

**Required**

**Full Year**

In this course students study global events that range from early humankind, to the ancient civilizations of Mesopotamia, Egypt, Israel, and Greece, through the fall of Rome. Students focus on further advancing their geography skills, identifying historical trends, and developing greater research skills. Students will focus on developing the ability to evaluate the validity of historical sources, compare various historical documents, create unique projects and presentations, and advance their global knowledge. Students also learn to think critically about these ancient civilizations, their development, and their impact and influence on modern culture.

### **182 WORLD HISTORY I**

**Grade: 8**

**Required**

**Full Year**

The eighth-grade program consists of World History I curriculum based on the Massachusetts state curriculum. This program reinforces skills introduced in sixth and seventh grade and continues the examination of recurring historical themes. Students will explore topics throughout the world between 500-1800, including Islamic Empires, the European Middle Ages, Renaissance, Reformation, Scientific Revolution and Enlightenment as well as the growth of civilizations in Africa, South America, and Asia. The program on research and writing skills culminates with the writing of a formal research paper.

**Research Paper Policy:** In accordance with the national Common Core Standards, all eighth graders are required to write a historical research paper. Learning to write a research paper is an important element of the social studies curriculum, especially for those students considering continuing their education beyond high school. Successfully completing a research project draws together all of the skills one has mastered over the years, and provides a rich sense of accomplishment. A number of the courses in high school require research papers. Therefore, the research paper will also help to prepare for the demands of the Duxbury High School curriculum.

# WORLD LANGUAGES

## Program Design / Sequence

The World Languages Department offers courses designed to develop the four language skills essential to communication: listening, speaking, reading, and writing. Sequences at the middle school are offered in three different modern languages (French, Spanish, and Mandarin) and in classical Latin. The emphasis in the modern language courses is the development of communication skills and oral participation in the language on a daily basis is required. The Latin course concentrates on reading and writing skills. Throughout each language sequence, students will develop an increased understanding of the culture(s) studied, make cultural and linguistic comparisons, and make connections with other disciplines. In French and Spanish, and Mandarin students will use the target language within and beyond the school setting. In Latin, students will recognize elements of classical languages in the world around them and share insights within and beyond the school setting.

Currently, all students entering grade six have had Spanish in the elementary school since Grade 1. It is expected that students will continue to study a world language at the middle school level. However, they will be able to choose from Latin, French, Spanish, or Mandarin. *When choosing a language, students will list their top two choices. Every effort will be made to accommodate a student's first choice, but staffing constraints may result in some students getting their second language choice.*

Families must make a first and second World Language choice during the electronic course selection process. If a family does not make a World Language choice during the dates that the student portal for course selection is open, every attempt will be made to honor late requests. However, the placement assignment will be dependent upon space availability.

Entrance into the program in sixth grade constitutes commitment to the full program in that language through grade eight. Each three-year middle school sequence leads ultimately to higher proficiency at the high school level where students will fulfill a minimum of two years' study of a World Language as a graduation requirement. This increased proficiency results in greater academic opportunity such as AP courses and helps to prepare students for life in a global society.

### **CAVEAT TO BEGINNING LANGUAGE STUDENTS AND THEIR PARENTS**

Beginning language courses may be entered in any grade at the high school provided there is sufficient enrollment.

### **Middle School Course Descriptions**

**661 LATIN 6**  
**472 LATIN 7**  
**482 LATIN 8**

**Full Year (Half time)**  
**Full Year**  
**Full Year**

This course is intended to develop reading and writing skills. The inflection of Latin words and the formation of Latin sentences are the core of the material studied. Vocabulary and derivation of English words from Latin are included throughout the course. Translation of short readings on Roman culture and history begins the development of translation skills. Some study of classical Roman culture, mythology, and history are included in the curriculum. Learning vocabulary and studying grammar are essential elements of the daily home assignments.

**Advancement from one grade to the next requires a passing grade.**

**662 FRENCH 6**  
**471 FRENCH 7**  
**481 FRENCH 8**

**Full Year (Half time)**  
**Full Year**  
**Full Year**

This course is intended to develop the four basic language skills. Listening and speaking skills are strongly emphasized to coordinate with the French program in the high school. Reading and writing skills are also developed. An introduction to the study of French-speaking peoples and France is an additional focus of the course. Materials include the online textbook, a variety of authentic resources and technology such as the DILL language lab. Skill in communication is the criterion for assessment of language proficiency. This course will be taught primarily in French in order to maximize exposure to the language and therefore the students will be expected to converse in French on a daily basis.

Learning vocabulary and studying grammar are essential elements of the daily home assignments.

**Advancement from one grade to the next requires a passing grade.**

**663 SPANISH 6**  
**473 SPANISH 7**  
**483 SPANISH 8**

**Full Year (Half time)**  
**Full Year**  
**Full Year**

This course will continue to develop and build upon the four basic language skills students have been introduced to in the elementary Spanish program. Listening and speaking skills are strongly emphasized to articulate with the Spanish program in the high school. Reading and writing skills are also developed. The continued study of Spanish-speaking U.S. peoples and of their countries of origin is an integral part of the course. Materials include the online textbook, a variety of authentic resources and technology such as the DILL language lab. This course will be taught primarily in Spanish in order to maximize exposure to the language and therefore the students will be expected to converse in Spanish on a daily basis.

Skill in communication is the criterion for assessment of language proficiency. Learning vocabulary and studying grammar are essential elements of the daily home assignments.

**Advancement from one grade to the next requires a passing grade.**

**664 MANDARIN 6**  
**474 MANDARIN 7**  
**484 MANDARIN 8**

**Full Year (Half time)**  
**Full Year**  
**Full Year**

Mandarin is designed to develop oral proficiency and functional literacy in modern Mandarin. The course will be conducted both in Mandarin and in English. Basic pronunciation (pinyin) and character writing will be presented, with special emphasis given to developing oral communication based on everyday situations. Chinese culture will provide a focus for the class.

**Advancement from one grade to the next requires a passing grade.**

American Sign Language is offered beginning in grade 9.

# PHYSICAL EDUCATION AND HEALTH

## Program Design / Sequence

The Health and Physical Education Department offers courses designed to promote the well-being of the individual: physically, mentally, socially, and emotionally. Personal wellness and self-improvement are essential to success in life. The physical education program and its system of evaluation stresses individual improvement through participation in a variety of courses designed to meet the needs and interests of the students. Evaluation of student performance is completed through homework, readings, research projects, tests and quizzes, and written reports. All courses are offered on a coeducational basis in grades 6 - 8. The DMS Physical Education/Health program is designed for students to experience a variety of activities. Students participate in all facets of the program at some time during the year. All activity units include fitness, where the individual will have the opportunity to maintain and improve his/her level of fitness. Team sports will provide for skill development and group participation. Other units that may be offered are dance, project adventure, team sports, and noncompetitive activities.

Sixth and seventh grade students will have a term of health during their physical education class. Eighth grade students will sign up for both a Physical Education class and Health 8.

## Middle School Course Descriptions

### **690 PHYSICAL EDUCATION/HEALTH 6**

**Grade: 6**

**Required**

**Full Year (Half Time)**

~~Starting with the 2013-2014 school year,~~ Sixth grade students will rotate through the Health curriculum within their Physical Education class. The health topics are: Wellness, Mental Health including, Conflict Resolution and Stress Management, Substance Abuse Prevention Education (Tobacco and Alcohol, ~~and Marijuana~~), Growth and Development, and Disease Prevention.

### **975 PHYSICAL EDUCATION/HEALTH 7/8**

**Grades: 7, 8**

**Non-music students select this PE course**

**Half Year**

Seventh grade students will have a term of health during their physical education class.

### **975M PHYSICAL EDUCATION/HEALTH 7/8 - for Music students**

**Grades: 7, 8**

**Band, Chorus, and Orchestra students select this course**

**Full Year (Half Time)**

Seventh grade students will have a term of health during their physical education class.

### **908 HEALTH 8**

**Grade: 8**

**Required**

**Half Year**

All grade 8 students are required to take health education for a semester. The health topics are: Stress Management, Mental Disorders, Family Life, Interpersonal Relationships, Reproductive Health, Violence Prevention, Disease Prevention, Tobacco, Alcohol and Other Drug Abuse Prevention, and Making Healthy Food Choices.

# MUSIC AND PERFORMING ARTS

## Program Design / Sequence

The Music Department offers elective courses in band, orchestra, and chorus. Music at the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade level is geared towards helping each individual become a musician capable of reading, interpreting, and performing. Students are exposed to a wide variety of music to develop an appreciation for music. All instrumental students must also take a Small Group Instruction (SGI) during the school day or take private lessons outside of school. Grade six is the last year that all students are required to take a music class. From grade seven through high school, music is an elective class. Participation in band and orchestra requires previous experience on their instrument, as they are not beginner ensembles. Students must demonstrate grade-level proficiency on their instrument. Placement for 7<sup>th</sup> and 8<sup>th</sup> grade music groups will be determined by the music teachers. Please see the options below. All students applying for green band, silver band, white orchestra, and concert chorus will audition in April for the following year.

## Middle School Course Descriptions

Band and Orchestra are elective courses for students who have completed 5th grade band or orchestra or its equivalent. Along with the ensemble class that meets all year on a half time basis, each student has one SGI class weekly if they do not take private lessons.

Chorus is an elective course open to all students. It meets on a half-time basis and new students are invited to join.

### **655 BAND 6**

**Grade: 6**

**Elective**

**Full Year (Half Time)**

### **658 ORCHESTRA 6**

**Grade: 6**

**Elective**

**Full Year (Half Time)**

All instrumental ensembles study rhythm, melody, harmony, timbre, listening, creating, acoustics, conducting, intonation, notation, care of instrument, principles of ensemble playing, music appreciation, and performance skills.

### **657 CHORUS 6**

**Grade: 6**

**Elective**

**Full Year (Half Time)**

All vocal ensembles will include a study of rhythm, melody, harmony, vocal production, listening, creating, intonation, notation, conducting, music appreciation, principles of ensemble singing, and performance skills.

### **654 MUSIC 6**

**Grade: 6**

**Elective**

**Full Year (Half Time)**

General Music is a non-performance class that examines the elements of music, listening skills, and musical notation. This is a continuation of classroom music grades 1 to 5.

**583 BAND 7/8****Grades: 7, 8****Elective****Full Year (Half Time)**

**Silver Band** has more auditions, and requires students to practice more. The majority of students are in the 8<sup>th</sup> grade and they will continue to play in the band through high school. The Silver band will play difficult music that will require students to practice daily and commit to a private lesson weekly. There will be auditions every term as well as scale tests each term. Students considering Silver Band should be able to play through Essential Elements Book 2 and play their 12 major scales. **Silver Band requires an extra rehearsal after school each week on Mondays.**

**Green Band** has more auditions, and requires students to practice more. The majority of students are in the 8<sup>th</sup> grade and they will continue to play in the band through high school. The Green Band will play difficult music that will require students to practice daily and commit to a private lesson weekly. There will be auditions every term as well as scale tests each term. Students considering Green Band should be able to play through Essential Elements Book 2 and play their 12 major scales.

**White Band** is made up of students in the 7<sup>th</sup> and 8<sup>th</sup> grade. Students can participate in the school lesson program that meets during the band class or they can take their own weekly private lesson. White band is the natural progression for students from the 6<sup>th</sup> grade band. The White Band plays literature that is not as technically demanding, and allows students to enjoy music, even though they may not have as much time to dedicate to practice.

**585 ORCHESTRA 7/8****Grades: 7, 8****Elective****Full Year (Half Time)**

**White Orchestra** - The majority of students are in the 8<sup>th</sup> grade. The White Orchestra performs difficult music that requires students to practice daily. In order to be in the White Orchestra, students will also need to commit to a weekly private lesson. There will be auditions every term. Students considering White Orchestra should be able to play through most of Essential Elements Book 2 and play the scales C, G, D, F, and Bb. **The White Orchestra will require an extra rehearsal after school each week on Mondays.**

**Green Orchestra** is made up of students in the 7<sup>th</sup> and 8<sup>th</sup> grade. Green Orchestra is the natural progression for students from the sixth grade orchestra. Students in the Green Orchestra who do not take a private lesson must participate in the school lesson program that meets during the orchestra class. The Green Orchestra plays literature that is technically demanding, and allows students to enjoy music, even though they may not have as much time to dedicate to practice.

**581 CHORUS 7/8****Grades: 7, 8****Elective****Full Year (Half Time)**

**Concert Chorus** – The Concert Chorus studies and performs a wide variety of advanced choral literature that requires students to practice on a regular basis. This course will include a study of advanced vocal technique and music literacy, listening skills, music appreciation, principles of ensemble singing, and performance skills.

**Mixed Chorus**– The Mixed Chorus studies and performs a wide variety of choral literature. This course will include a study of vocal technique, music literacy, principles of ensemble singing, and performance skills.

# VISUAL ARTS

## Program Design / Sequence

The Art Program at Duxbury Middle School is substantive and challenging. All students are welcome in art classes, and no previous experience in art is necessary to participate. The Duxbury Middle School Art Program places a high level of respect on the individual's thoughts, ideas, and work, while promoting an appreciation for the work of other artists and students. Students will learn ways to develop their work to the best of their abilities while learning innovative problem-solving techniques and critical thinking skills. Students are given assistance in the development of a body of work, which will highlight individual growth and accomplishment.

## Middle School Course Descriptions

### **697 GRADE 6 VISUAL ART & DESIGN**

**Grade 6**

**Required**

**Half Year (Half Time)**

Students will develop visual literacy by observing and practicing methods of design. Perceptual skills and craftsmanship will be sharpened while exploring a variety of drawing, painting and sculpting techniques. Self-expression will be encouraged through a thoughtful approach to the organization of ideas and artistic elements. All visual art courses support learning through both hands-on practice and written/oral reflection.

### **772 VISUAL ART & DESIGN I**

**Grades 7, 8**

**Elective**

**Half Year**

Students will build upon visual literacy and perceptual skills while practicing more sophisticated techniques in drawing, painting, printmaking, and sculpture. Students will explore the connections between visual art and math, science, social studies, and language arts. The elements and principles of design will be the foundation for creating work that is handcrafted, as well as art that relies on new technologies. All visual art courses support learning through both hands-on practice and written/oral reflection.

### **792 VISUAL ART & DESIGN II**

**Grades 7, 8**

**Elective**

**Half Year**

This course emphasizes the power of visual communication in today's world. Students will explore how art and aesthetics impact and influence our society and the 21<sup>st</sup> century vocations that rely on an understanding of design. A range of media and techniques will be practiced through a personalized creative process. An online portfolio of artwork will be created to help prepare students for further studies at the high school level. All visual art courses support learning through both hands-on practice and written/oral reflection.

***\*Pre-requisite: Student must have completed Visual Art & Design I to enroll in this course.***