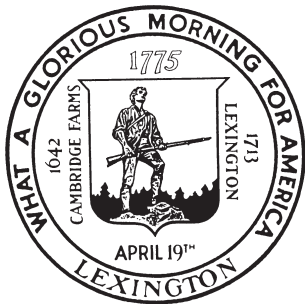


Middle School

Program of Studies

2011-2012

Grades 6-8



Jonas Clarke Middle School
William Diamond Middle School

Lexington Public Schools

Lexington, Massachusetts

Lexington Public Schools Lexington, Massachusetts

Middle School Administration

Jonas Clarke Middle School

17 Stedman Road, Lexington, MA 02421
781.861.2450

Steven H. Flynn, Ed.D., *Principal*
Anna Monaco, *Assistant Principal*
Jennifer E. Turner, *Assistant Principal*

William Diamond Middle School

99 Hancock Street, Lexington, MA 02420
781.861.2460

Anne Carothers, *Principal*
David W. Callaghan, *Assistant Principal*
Jonathan R. Wettstone, *Assistant Principal*

Central Administration

Paul B. Ash, Ph.D.
Superintendent of Schools

Carol A. Pilarski
*Assistant Superintendent
for Curriculum, Instruction, and Professional Development*

Mary Ellen Dunn
Assistant Superintendent for Finance and Business

Tom Plati
Director of Educational Technology and Assessment

Linda Chase
Director of Student Services

Martha Bakken
*K-8 Supervisor of Student Services
Estabrook, Fiske, Hastings, Diamond*

Beverly Hegedus
*K-8 Supervisor of Student Services
Bowman, Bridge, Harrington, Clarke*

Robert Harris
Assistant Superintendent for Human Resources

Patrick Goddard
Director of Public Facilities

School Committee Members

Mary Ann Stewart, Chair
Alessandro Alessandrini
Bonnie E. Brodner
Margaret E. Coppe
Jessie Steigerwald



Lexington Middle Schools Program of Studies 2011-2012

A Message to Parents

Middle School Philosophy

The world of the middle school learner is filled with constant change. Young adolescents mature physically in so many ways, and much of their energy is spent growing. Their ability to reason and problem solve evolves from a very concrete base to one that is extended by their developing ability to think both abstractly and critically. Emotionally, they struggle to find their own voice and their role in a much wider world than elementary school offers. Thus, these new social beings begin to find their passions and forge their own personal connections. Socially, their peers jockey for the center of this new universe, and middle school students search for balance, direction, and independence in the exciting and challenging years.

The Lexington Middle School program at both Clarke and Diamond is designed to meet the varied needs of this dynamic age group. This catalog shares the breadth of offerings designed to nurture and support the intellectual, social, physical and emotional growth of our students.

We believe that a successful middle school is one in which the individual learner is the critical factor in both the organizational and curricular planning. All of our courses are designed to provide young adolescents with the opportunity to question, to gain knowledge, to experiment in a safe and supportive environment, and to experience success and challenge. With these concepts in mind, our middle schools stress mastery of basic skills and essential concepts while at the same time, foster independence and responsible citizenship. The foundation for this program is a system of goals, structures and routines which foster schoolwide consistency, yet respond to individual differences by developing and supporting richly diverse and adaptable instructional programs. Students all have the opportunities to gain essential information, cultivate aesthetic appreciation and expression, achieve at their highest potential, and continue to grow as lifelong learners.

Special Note

The structure of both middle schools is the team concept in which four teachers instructing science, language arts, social studies and mathematics work with a group of approximately 90-95 students. Within the parameters of the team structure, students are placed on a heterogeneous team in each grade. All teams are committed to, and skilled in, providing a safe and supportive environment for each child to learn and grow.

Several criteria and kinds of information are critically reviewed to determine students' placements on teams, including:

- Placement of special education students
- Gender balance
- Parental input and family history
- Social groupings to promote cooperation and collaboration
- History of academic progress
- Feedback from a child's previous teacher and administrators
- Mathematics and reading skills
- Learning needs and interests

We value parental input and know that the personal information you have to share about your child is important to us, both in helping us to know your child, and in creating balanced learning teams. In all situations, the principal will be the final arbiter of team composition and student placement.

It should also be noted that all exploratory courses are offered contingent upon sufficient enrollment.

Parents are encouraged to view the *Middle School Program of Studies* as a three-year program.

Steven Flynn

Steven Flynn, Ed.D.
Principal
Clarke Middle School

Anne Carothers

Anne Carothers
Principal
Diamond Middle School



Table of Contents

A Message to Parents	1
Middle School Program Overview	5
Team Subjects	7
English Language Arts	7
Mathematics	10
Science	14
Social Studies	16
Other Major Subjects	17
World Languages.....	17
French	17
Mandarin.....	18
Spanish	19
Fine and Performing Arts	20
Drama	20
Music	21
Fine Arts	24
Physical Education and Wellness	27
Health Education	28
Physical Education	29
Additional Exploratories and Required Courses.....	30
Technology Applications.....	30
Economics	30
Journalism	31
Reading	31
Speech and Debate	32
English Language Learning	33
Guided Study Program.....	33
Math Intervention.....	33
Special Education.....	34
Libraries and Information Technologies	35
Student Community Development and Support	36
Guidance and Counseling	36
2011-2012 Course List.....	37
Policy of Non-Discrimination.....	41



Middle School Program Overview

Clarke and Diamond Middle Schools focus their energy and resources on developing effective learning communities—groups of students and teachers who work collaboratively to address the instructional and curricular program. While the schools strive to teach each child as an individual, recognizing his/her own learning style, all students are assigned to teams which are led by English, mathematics, science and social studies teachers. The team approach allows teachers to integrate the curriculum. The school organization, program structure and the curriculum are organized to stress the Massachusetts Curriculum Frameworks; to equip sixth, seventh and eighth graders for subsequent academic experiences and responsible decision-making; and to address the physical, social, emotional, and intellectual developmental milestones that confront this particular age group.

The curriculum emphasizes scientific thought, quantitative reasoning, the arts, a second language, western and non-western culture, thoughtful reading and competent expression. All students take a carefully planned sequence of courses in English language arts, history and social studies, fine and performing arts, mathematics and science, health and physical education, and world languages. In addition, the instructional program is amplified by strong co-curricular offerings, including sports, student government, math team, yearbook, vocal ensembles, drama and musical productions, and community service projects. The middle schools are committed to the following elements of an effective curriculum:

- I. understanding that all children can learn and contribute to the intellectual community;
- II. accepting that children learn at different rates and come from different interests and backgrounds;
- III. using instructional processes that require students to analyze, synthesize and evaluate information, demonstrate learning through projects and products, minimize permanent group assignments, and infuse technology to create and use information.

Middle School Instructional Program

English Language Arts – the major focus is composition, both imaginative and expository. The curriculum is organized thematically around compelling literature—poetry, drama, fiction and non-fiction. Oral expression and listening skills are developed.

Fine and Performing Arts – general music course objectives are met through improvisation, composition, listening activities, singing, playing instruments, and performances. Band, chorus and orchestra are offered. In visual arts, students study line, color, shape, form and texture in a comprehensive, sequential curriculum. In drama, a number of electives are offered.

Foreign Languages – Spanish, French, and Mandarin are offered.

Mathematics – courses (grade six Math I to grade eight Algebra I) may follow one of three sequences depending on student achievement, motivation and completion of prerequisites.

Physical Education and Wellness – programs reinforce the connection between developing a sound body, making informed health choices, and developing one’s full potential to learn and live a productive, meaningful life.

Science – the program is designed to build literacy both in the basic principles of science and skills in the essentials of laboratory techniques. Content areas reflect an ideal balance of life, earth, space, environmental and physical science.

Social Studies – the program (ancient civilization, world geography, U.S. history) includes the introduction, development and refinement of specific social studies skills that form the foundation of social studies disciplines to provide a rigorous course of study.

Technology – The vision of technology in the Lexington Public Schools is:

to create a collaborative environment in which technology becomes an integral part of learning, enhances curriculum and provides students with the skills and strategies necessary to become contributing members of an increasingly complex global society.

Middle school teachers have identified the core skills necessary for students to become technologically proficient. They are in the process of identifying curriculum units and lessons where technology can best be used to support student learning. The Educational Technology Program at the middle schools offers instruction in the student technology competencies necessary for technology literacy.

Team Subjects

English Language Arts

Mathematics

Science

Social Studies

English Language Arts

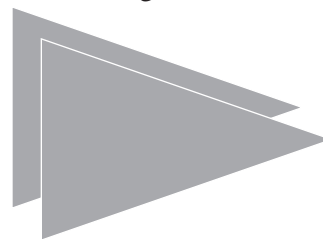
The purpose of the English Language Arts curriculum is to provide students with daily or regular practice in developing skills and strategies in reading, writing, speaking and listening so as to prepare students to construct and convey meaning within these strands and beyond in other subject areas. To do so, the program focuses on the connection between reading, writing and thinking.

The curriculum is organized thematically around compelling literature. Teachers make conscious efforts to integrate literary selections with the themes and issues studied in social studies. Students experience the full range of literary genres: fiction, non-fiction, poetry and drama. Vocabulary is integrated with the study of literature. Teachers select books, materials and methodologies to meet students' learning needs.

The English Language Arts curriculum engages students in both imaginative and expository writing, with an increasing emphasis on expository writing in grades seven and eight. The writing process—pre-writing, drafting, revising, editing, publishing—guides the writing curriculum. Writing tasks, which are student selected and drawn from personal experience, comprise a large part of student work.

Oral expression and listening skills are developed through class discussions, classroom presentations, interactive writing groups, and/or drama activities so that students have an opportunity to develop all of the requisite language skills, achieving increased precision, economy and sophistication in both speech and writing.

All of these skills, strategies and processes reflect our commitment to helping the children of Lexington to be effective readers, sound thinkers and articulate communicators of their thoughts, feelings and concerns. These goals and methodologies, compatible with those of the Massachusetts State Frameworks in English Language Arts, represent best practices and are consistent with those of our program in our elementary schools as well as with those in our high school.



Thematic Units in Grade Six

- multicultural issues
- developing a sense of fairness
- building bridges
- friendship
- coping with injustice

Thematic Units in Grade Seven

- survival
- anti-racism
- prejudice
- intergenerational issues
- the emerging adolescent

Thematic Units in Grade Eight

- moral or ethical dilemma
- family issues
- gender issues
- war and peace
- multicultural issues
- coming of age
- disabilities and handicaps
- challenges and inspirations

**Sixth-Grade English
Course #060**

In this transitional year, students review and extend skills taught in the elementary school. Our major areas of concentration are writing, reading, speaking, and listening. The program includes spelling, vocabulary, paragraph structure, punctuation and grammar, all of which are often integrated into writing and reading activities.

All students engage in process writing, which includes pre-writing activities, rough drafts, final drafts, and peer and teacher conferences. Composition models help students understand and meet expectations, for in sixth grade many of the assignments and expectations are new. Editing involves checking for accuracy in grammar, spelling, and punctuation. The revision process aims for a larger picture—to clarify student writing, develop paragraphs with interesting details and supporting sentences, add conclusions, and so on. Each student maintains a classroom writing folder, containing an accumulation of rough drafts, revisions, and final copies.

Students work with short stories, poems, and books that are assigned by teachers or individually chosen by students. A number of these works appear in the literature anthologies, while others are available in the school library. Students respond to their reading through various writing formats, such as journals, study guides, quizzes, short essays and book reports. Other types of essays students will write include narrative and expository. Discussion groups help students learn to express and share their ideas, explore meaning in literature and relate what they read to their lives. Individual and group projects related to topics such as fables, myths and fairy tales help students to investigate the underlying structure and purpose of such stories, and presenting their projects to the class helps students think about organizing material purposefully.

Teachers use a variety of activities to insure that students are acquiring skills in speaking and listening. Oral presentations of projects and role plays are common features and allow class members the opportunity to ask questions and practice using language as a tool for learning.

grade 7

Seventh-Grade English

Course #070

Listening, speaking, reading and writing continue to be the four major areas of concentration for students in the seventh grade. These areas reflect the learning strands in the Massachusetts State Framework for English Language Arts and are foundational to its essential principle of constructing and conveying knowledge. The seventh-grade program begins to focus on critical and inferential thinking skills. Through the reading of short stories and novels, students focus on the elements of characterization, setting, conflict, and theme. For example, in “The Most Dangerous Game,” students are expected to write one of the missing scenes in the style of the author; in *The Pearl*, students are challenged to write an alternate ending using common motifs and figures of speech used by Steinbeck.

In writing, students work on developing paragraphs according to particular formats—cause/effect, persuasion, description, comparison/contrast. Students move to open-response essays supported by specific evidence from the text. A grade seven common assessment requires students to identify the most important conflict in a short story with strong supporting evidence, direct quote, and paraphrase. All grade seven students work toward developing a thoughtful, well-supported, five-paragraph descriptive essay using a variety of writing skills, such as sentence starters, figurative language, quotations, anecdotes and clinchers. Moreover, students have ample opportunity to develop fluency and voice in their writing through journals and long-term assignments.

Grade seven students participate in MCAS testing in both reading and writing.

grade 8

Eighth-Grade English

Course #080

While continuing to develop students’ reading, writing, listening and speaking skills, the English Language Arts Program in the eighth grade also encompasses annotation, note-taking, study and research skills. This program prepares students to write thoughtful reflective and logically developed sentences and paragraphs for both narrative and expository writing. Such compositions require analysis supported with textual evidence. Work on these compositions reflects and nurtures students’ emerging power of inferential reasoning. Peer editing is frequently used to assist in the revision of drafts, providing yet another opportunity for students to apply their knowledge and reasoning powers. Eighth-grade students develop their reading skills in a literature program that includes the short story, novels, plays, poetry and non-fiction with texts such as *Of Mice and Men*, *A Midsummer Night’s Dream* and *To Kill a Mockingbird*. Eighth-grade students continue to review grammar, usage, spelling and vocabulary. Teaching strategies and activities used in class include small group and large group instruction, cooperative learning, and Socratic discussion. Student projects include multi-media projects, oral presentation and dramatic interpretation/role playing. We adhere to the accepted standards of state frameworks.

Mathematics

Introduction

During the middle school years, students will experience significant changes in their ability to reason mathematically and think abstractly. The middle school mathematics program serves as a transition between a general elementary program and a more specialized high school program. It is important for students to acquire conceptual understanding and confidence in mathematical skill during the middle school years since all Lexington students are required to take four years of mathematics in high school. The following is an explanation of the middle school mathematics program which places it in perspective between the elementary and high school programs

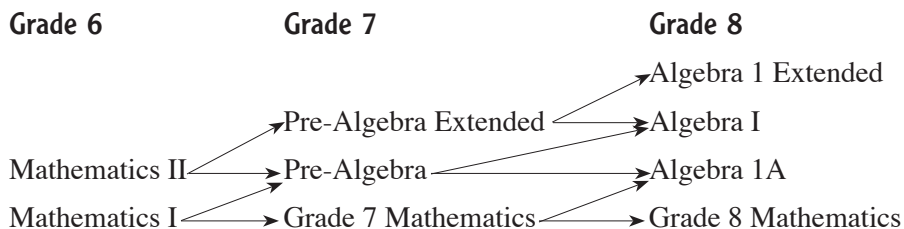
Placement

Placement in mathematics courses receives a great deal of attention throughout the middle school years. Students must complete their current courses successfully in order to continue in the same sequence. Teachers, students, and parents should be aware that there is movement across levels in mathematics courses along the way. Throughout the year students take several grade wide assessments which, along with teacher recommendations, are used to determine placement for the following year.

The Mathematics Department's intent is to insure that all parents and students are informed of the criteria used to determine student placement. At the beginning of the school year, every teacher will distribute his or her own course expectations and grading policies for each course.

Sequences of Middle School Mathematics Courses

The following diagram shows the courses taught at each grade level. The arrows suggest a number of possible sequences. Although they represent typical sequences, there are exceptions. Student achievement, motivation, and the completion of necessary prerequisites play major roles in determining which sequence a student will follow.



Note: All middle school sequences enable students to pursue a four-year college preparatory sequence in high school which will provide preparation for further mathematics in college. Students and parents are advised to consult with guidance counselors and to consider carefully specific high school mathematics and science prerequisites in planning for future placement in these subjects in high school.

grade 6

Sixth Grade

Grade 6 Mathematics I

Course #261

This course progresses at a pace that allows for skill development and reinforcement of concepts. The course is designed to support the learning of students who may not have fully retained the skills and concepts covered in prior courses which will be reviewed when needed in the course. This course continues building on the K-5 mathematical content strands, and covers a broad range of mathematics, not just computation and number sense. The mathematical strands that are woven throughout the course include: numeration and number theory; geometry and measurement; number systems; operations with whole numbers, integers, fractions and decimals; percents; estimation; probability and statistics; patterns and sequences; problem solving; coordinate systems and graphing; data analysis; algebraic concepts, variables, and expressions. Problem-solving includes real-life applications. Students who complete this course will enroll in Grade 7 Mathematics (# 270). Those who excel may be recommended for Grade 7 Pre-Algebra (#271).

Grade 6 Mathematics II

Course #262

The mathematical content of this course expands the coverage and complexity of course #261 with an increase in difficulty and depth of the mathematical strands of numeration and number theory; geometry and measurement; number systems; operations with whole numbers, integers, fractions and decimals; percents; estimation; probability and statistics; patterns and sequences; problem solving; coordinate systems and graphing; data analysis; algebraic concepts, variables, and expressions. Problem-solving includes real-life applications. Students who complete this course will enroll in Grade 7 Pre-Algebra (#271). Those who excel may be recommended for Grade 7 Pre-Algebra Extended (#272).

grade 7

Seventh Grade

Grade 7 Mathematics

Course # 270

This course provides continuous maintenance of skills and a development of the rational number system and percents. Applications and problem solving are also studied along with topics in geometry. Students who complete this course will enroll in Grade 8 Mathematics (#280). Those who excel may be recommended for Grade 8 Algebra IA (#281).

Grade 7 Pre-Algebra

Course # 271

This course is for students who have mastered the arithmetic of the rational number system in Grade 6 Mathematics. This is a challenging mathematics course for students with strong ability in mathematics. The course consists of topics in arithmetic, geometry, measurement, probability, statistics, graphing, problem solving, number theory, and a thorough introduction to algebra. Students who successfully complete this course may enroll in Grade 8 Algebra IA (#281). Those who excel may be recommended for Grade 8 Algebra I (#282).

Grade 7 Pre-Algebra Extended

Course # 272

This course is for students who have mastered the rational number concepts and operations, who have shown exceptional ability in problem solving, and who have demonstrated a high level of abstraction. It is designed for those students who have shown exceptional ability, interest in and motivation for mathematics and who have demonstrated an ability and willingness to work independently. The course consists of topics in number theory, probability and statistics, geometry, reasoning and logic, problem solving, and an introduction to algebra. Only those students who have excelled with grades of A in Grade 6 Mathematics II and who have demonstrated mastery on a series of common assessments are eligible for this course. Students who successfully complete this course may enroll in Grade 8 Algebra I (#282). Those who excel may be recommended for Grade 8 Algebra I Extended (#283).

Eighth Grade

Grade 8 Mathematics

Course # 280

This course is designed to provide a final review, maintenance, and mastery of the skills and concepts of the rational number system. Topics in number theory, exponents, percent, ratio and proportion are also developed to further strengthen and develop these arithmetic skills. Additional topics include area, perimeter, and volume; angle measurement; coordinate graphing; statistics and probability. Much emphasis is placed on an introduction to algebraic concepts and skills. Working with variables, writing algebraic expressions, solving one and two-step equations and problem solving will provide a strong background in basic algebra. Students who successfully complete this course may enroll in Integrated Mathematics or Algebra 1 at the high school.

Grade 8 Algebra IA

Course # 281

This course builds the foundations of a first-year algebra program, including algebraic language, concepts, structure, and skills. Topics include algebraic properties and proof, linear equations and inequalities, word problems, polynomials, functions and inequalities. Additional topics may include systems of linear equations, factoring, algebraic fractions, the real number system and quadratic equations. Appropriate geometry and number theory applications are incorporated. Students who successfully complete this course will continue their study of algebra by enrolling in Algebra IB at the high school.



grade 8

Grade 8 Algebra I

Course # 282

This course completes a comprehensive Algebra 1 program emphasizing algebraic language, concepts, structure, and skills. Major topics include algebraic properties and proof, linear equations and inequalities, word problems, polynomials, functions, systems of linear equations and inequalities, factoring, algebraic fractions, the real number system and quadratic equations. Appropriate geometry and number theory applications are incorporated. Students who successfully complete this course may enroll in an Algebra 2 or Algebra 2 honors course at the high school.

Grade 8 Algebra I Extended

Course # 283

This course progresses at the fastest pace. It covers all the same materials as the Algebra I course in greater depth and with a greater emphasis on problem solving. This course is for students who excelled in seventh Extended Mathematics (Course #272) and who have demonstrated the ability, interest, and motivation to explore deeper mathematics. Students who successfully complete this course may enroll in an Algebra 2 or Algebra 2 Honors course at the high school.

Science

The middle school science program emphasizes instruction in basic science principles and skills. Students explore scientific concepts by conducting laboratory and field studies, reading pertinent material, and participating in class work, both through group and individual activities.

All students study science each year during their middle school experience. The science topics that are presented are selected from earth, life and physical science along with integrated topics in technology and engineering.

The following basic skills are introduced and practiced in all middle school science courses:

- Manipulating, observing, describing, classifying, researching and scientific writing
- Identifying and using appropriate measuring instruments
- Quantifying observations, data and conclusions
- Describing patterns and relationships
- Making inferences, predictions and hypotheses based upon data
- Communicating data, analysis and conclusions

The science program also includes components of the engineering design process. Engineering skills are introduced in sixth grade and continue through the eighth grade. Students make connections on how science knowledge informs the engineering and design of products in the man made world.

Sixth-Grade Science

Course# 360

In addition to science process and inquiry skills, the sixth grade program emphasizes Earth science. Topics include Earth's structure; geologic changes of Earth's surface; heat transfer; local weather; global climate; the sun, Earth, moon systems including seasons; and the solar system. Science concepts are developed with laboratory and inquiry activities grounded in students' experiences

A black triangle pointing to the left with the text "grade 6" inside.

Seventh-Grade Science

Course # 370

The focus of seventh grade is life science. The program includes the study of life processes, cells, the diversity of life, evolution, genetics, ecology and human body systems. Among the laboratory experiences are instruction in microscope use, selected dissections, and collection of data and/or specimens representative of a local group of organisms.

A black triangle pointing to the left with the text "grade 7" inside.

Eighth-Grade Science

Course # 380

The course of study in the eighth grade is physical science. Topics are composed of chemistry and physics concepts. The course includes topics in the study of matter, interactions among forms of matter, forces, motion, energy and conservation of matter and energy. Students acquire skills in science and technology that prepare them for high school. In the spring, grade 8 students participate in the Science/Technology and Engineering MCAS test.

A black triangle pointing to the left with the text "grade 8" inside.

Engineering and Design

The Engineering and Design courses will have strong interdisciplinary ties to the middle school science program. The courses will promote technological literacy and introduce students to the engineering and design process. The Massachusetts Science, Technology and Engineering frameworks will drive the course curriculum.

grade 6

Sixth-Grade Engineering and Design

Course # 361

Semester Course (meets twice per week)

Students will be introduced to the engineering design process as a method for solving real-world problems. Students will be asked to use the design process to engineer solutions to a particular problem. Throughout the course, students will be asked to identify the problem, design possible solutions, construct prototypes, test and evaluate their designs, redesign the prototype, and communicate their solution.

grade 8

Eighth-Grade Engineering and Design

Course # 381

Semester Course (meets twice per week)

The second year of the course will continue addressing the State frameworks. Projects will focus on the application of physical science concepts. The challenges will require students to solve problems by researching various scientific concepts, drawing blueprints, using tools to build prototypes, testing the prototypes and redesigning or rebuilding to improve their product. They will have the opportunity to use Google SketchUp, and Computer Aided Design (CAD) software to model real-life objects and create electronic design diagrams. The topics in the class will prepare students for taking the Massachusetts Science, Technology and Engineering MCAS.

Social Studies

The middle school social studies program is designed to meet the needs of students who are in transition developmentally from childhood to early adolescence. It affords an opportunity for the student to explore in some depth the social studies subject areas. In addition, the introduction, development and refinement of specific social studies skills form the foundation of social studies education. These skills are coupled with the various social studies disciplines to form a rigorous course of study. The program also expands the knowledge students have gained at the K-5 level in the areas of history, geography, government and other social sciences. The social studies program at the middle school level encourages the employment of integrated and interdisciplinary units of study.

Sixth Grade – Ancient Civilization

Course # 160

The content of the course is the study of archaeology, early humans and selected ancient civilizations, including Mesopotamia, Egypt, Greece and Rome. The course begins with archaeology and examines the basis for historical, cultural and archaeological reconstruction. It also allows students to consider and understand technology, social structures, ideologies and cultures of the past. Sixth graders continue their studies by examining early humans and societies, early river civilizations, and classical civilizations. The varied techniques in this course of study provide students with more sophisticated practice in reading, listening, writing and oral communication. Students also begin learning proper research and bibliographic techniques.

A black triangle pointing to the left with the text "grade 6" inside in white.

Seventh Grade – World Geography

Course # 170

Geography in grade seven will review and reinforce the geographical concepts and suggested learning outcomes outlined for grades K-6. As such, the course will help students discern the global patterns of physical and cultural characteristics such as landforms, climate, population, transportation and communication, economic linkages, and cultural diffusion.

The primary focus of study is cultural geography which deals with how the activities of different culture groups affect the use and form of the landscape. It explores a variety of themes including the human use of the habitat and its resources, the human impact on the ecology of the earth, the origin and spread of cultures, environmental perception or the geography of settlement forms. Regions selected for study will vary, but should include case studies from geographic areas such as Latin America, Europe, Asia and Africa. These studies should be set in their regional context and exemplify important geographic concepts or problems.

A black triangle pointing to the left with the text "grade 7" inside in white.

Eighth Grade – U.S. History

Course # 180

Our chronological study of U.S. History will begin with 1754 (French and Indian War) and continue through the post-Civil War period. Teachers may provide historical context by reviewing European discovery, settlement and colonization of North America. Emphasis is placed on the U.S. Revolution, the Constitution, Civics and Governance, Westward Expansion, Reform Movements, and the Civil War Era. Skills in reading, thinking, research and reporting, cartography, formulating and supporting a thesis, and drawing conclusions are developed throughout the course.

A black triangle pointing to the left with the text "grade 8" inside in white.

Other Major Subjects

World Languages

Fine and Performing Arts

Physical Education and Wellness

World Languages

The goal of the middle school World Languages Program is to enable students to communicate in French, Spanish or Mandarin. Students pursue the study of their chosen language in grades 6, 7 and 8. When students choose a world language, they study that language for the three-year middle school sequence. Since understanding and speaking a language precede reading and writing, students learn new material orally before they begin to read or write it. Students learn grammatical structures and vocabulary that will help them talk about their own needs and interests. They learn also about the diverse cultures of the French-, Spanish-, and Mandarin-speaking worlds. Activities include group work, projects, peer learning, video presentations, conversational practice and situational dialogs. The world language curriculum is further enriched by the regular use of technology. Students also take advantage of cultural events and field trips which offer real life opportunities to speak in the language which they are studying. Students are evaluated frequently in all four language skills—listening, speaking, reading, and writing. They are expected to do written or oral homework each evening as a reinforcement of the day's work. The middle school program provides a strong basis for foreign language study at Lexington High School.

French

French – Grade Six

Course # 460

A black triangle pointing to the right with the text "grade 6" inside in white.

Students in grade six will develop listening and speaking skills as they become acquainted with a new language and culture. They will use these skills to introduce themselves, describe their family and friends and speak of their daily activities and interests. Students begin to read and write about these topics. Through frequent oral exercises and active learning techniques, they establish the proficiency needed to continue French in grade seven. Students study the geography and culture of French-speaking countries. Students will utilize an online textbook with a wide variety of online interactive resources.

A black triangle pointing to the right with the text "grade 7" inside in white.

French (Continuing) – Grade Seven

Course # 470

Students in grade seven continue to improve their listening and speaking abilities, while increasing the time spent on reading and writing. They learn to talk about and take part in situations concerning the family and the home, getting around the city, sports, music and games, and each student studies, in depth, a French city after learning the basic geography of France. The basic goal of the course is to continue to develop speaking proficiency and to give students confidence as they continue to learn to read and write. Frequent use of technology brings authentic language and culture to the classroom. Students study the geography and culture of French-speaking countries. Students will utilize an online textbook with a wide variety of online interactive resources.

French (Continuing) – Grade Eight

Course # 480

Students continue to improve their proficiency in all four language skills. Using the internet to learn about the city of Paris as the foundation of the curriculum, students learn to talk about and participate in simulations such as virtual visits of famous landmarks, shopping for clothing, leisure activities, vacation and travel plans, shopping for foods, going to cafes and restaurants, and ordering from a menu. Students will demonstrate comprehension of the past and future tenses, master many new irregular verbs, and begin to use the target language in a more personally meaningful way.

A black triangle pointing to the left with the text "grade 8" inside.

Advanced French – Grade Eight

Course # 481

This course is conducted primarily in French. Students who demonstrate excellence in the skills of speaking, listening comprehension, writing and reading, and who have been recommended for this class, continue to improve proficiency at a rapid pace. With the city of Paris as the foundation of the curriculum, students study topics similar to those in the continuing class. They use the internet to make virtual visits to monuments, shop for clothing, food, read menus at restaurants and topics similar to those of the continuing class. Students read selections which complement the themes of their textbooks and begin to write directed compositions. They begin to use more complex structures in speaking and writing. Additionally, they participate in the National French Contest.

Mandarin

Mandarin (Beginning) – Grade Six

Course # 461

This beginning course introduces the pinyin system of pronunciation of Chinese sounds and tones, and the stroke order and characters of about 300 words. Students will be able to ask questions and carry on simple conversations about family, school and the calendar. Students will also learn basic aspects of Chinese culture.

A black triangle pointing to the left with the text "grade 6" inside.

Mandarin (Continuing) – Grade Seven

Course # 471

Students review communicative tasks as well as characters learned from grade six, and learn about another 300 words with emphasis on radical part recognition for reading and writing. Students will exhibit increased comprehension of meaning by recognizing key characters in selected authentic materials, and demonstrate moderate ease and accuracy in pronouncing Chinese sounds and tones. Curriculum will include weather, transportation, location, food and sports.

A black triangle pointing to the left with the text "grade 7" inside.

Mandarin (Continuing) – Grade Eight

Course # 482

Building on content learned in grades 6 and 7, students continue to improve their proficiency in this class where Mandarin speaking is essential. Themes include school life, travel, food, shopping, etc. The goals for the year include high accuracy for pronunciation, improved interpersonal communication and the development of writing skills.

A black triangle pointing to the left with the text "grade 8" inside.

Spanish

grade 6

Spanish – Grade Six Course # 466

Students in grade six will develop listening and speaking skills as they become acquainted with a new language. They use vocabulary and grammatical structures to enable them to describe and to take part in situations concerning basic introductions describing themselves and others, talking about everyday activities, likes and dislikes, and telling time. They begin to read and write about these topics, but the basic goal of the year's work is to develop aural/oral proficiency. Students study the geography and culture of Spanish-speaking countries. Students will utilize an online textbook with a wide variety of online interactive resources.

grade 7

Spanish (Continuing) – Grade Seven Course # 475

Students review and reinforce structures and situations presented in grade six. Through frequent speaking and listening activities, they develop the communication skills with which to discuss student life, school and classes, family and home, food and dining out. Students will continue to study the geography and culture of Spanish-speaking countries. While the emphasis of the course is on strengthening oral proficiency, students will begin to increase the time spent on reading and writing. Students will utilize an online textbook with a wide variety of online interactive resources

grade 8

Spanish (Continuing) – Grade Eight Course # 485

Students continue to improve their language proficiency. They speak about daily routines, health and fitness, clothing and shopping, holidays and celebrations and travel. Students will continue to study the geography and culture of Spanish-speaking countries. Students are expected to use the vocabulary, structures and situations presented in grades six and seven. They begin to use more irregular verbs and the preterit tense. Students focus more on reading and writing. Students will utilize an online textbook with a wide variety of online interactive resources

Advanced Spanish – Grade Eight Course # 486

This course is conducted primarily in Spanish. Students who demonstrate excellence in the skills of speaking, listening, comprehension, writing, and reading have been recommended for this class and continue to improve their proficiency. They speak about daily routines, health and fitness, clothing and shopping, holidays and celebrations and travel. Students will continue to study the geography and culture of Spanish-speaking countries. They read passages which complement the work they are doing in their text and write short, directed compositions. They examine grammatical points in more depth and begin to use more complex structures as they speak and write, including many irregular verbs and the preterit tense. Students read a variety of genres. They participate in the National Spanish Contest. Students will utilize an online textbook with a wide variety of online interactive resources .

Fine and Performing Arts

Drama

A primary goal of the middle school drama curriculum is to provide students a variety of authentic experiences that respond to the National Standards for the Arts and the Massachusetts Curriculum Frameworks.

The program services sixth-, seventh-, and eighth-grade students with a combination of required and elective courses. Each course meets two hours per week for a semester. Drama classes emphasize the genre as an active and social process. Through the use of role play, improvisation and character development, students explore and express ideas with different approaches. They bring their own experience to the situation developing listening, speaking, concentration, problem solving, self-esteem, critical thinking skills and understanding and reflection of universal human experience. .

Drama 6 Course # 866

The sixth-grade drama curriculum is designed to introduce students to many forms of theatrical expression. Students will build their physical and vocal awareness, collaborate with others to tell stories through the performance of scenes and increase their “behind the scenes” theatrical knowledge. Puppetry and filmmaking are introduced. .



Drama 7 Course # 876

The seventh-grade drama curriculum is designed to develop self-awareness, collaborative skills, and an appreciation of the diversity in our community and beyond. Students will use improvisation and collaborative playwriting to explore social dynamics and character development. Genre, theatrical design, script analysis and filmmaking are introduced.



Drama 8 Course # 886

The eighth-grade drama curriculum is designed to strengthen performance skills, increase theatrical knowledge and build physical and social awareness. Students are challenged to create scenes using playwriting, character development and other scene building skills. They work collaboratively to perform scripted material using scene and character analysis during the rehearsal process. The exploration of different genres and theatrical techniques, improvisation, theatrical design and filmmaking are introduced.



Music

The middle school curriculum provides a variety of authentic experiences which respond to the National Standards for the Arts and the Massachusetts Curriculum Frameworks. The primary goals are:

- to involve actively all students in music
- to enhance the students' knowledge of their musical heritage
- to explore interdisciplinary and multicultural activities

These objectives are addressed through improvisation, composition, listening, singing, playing instruments, and performances both within and outside the classroom setting.



grade 6

Sixth Grade* Course # 860

Students will learn the fundamentals of musical notation and write compositions of their own. Then, through listening, research, and discussion, learn about elements of Western music. Students are enrolled in *either* a general Music class *or* a performing group.

* See Page 23 (*Performing Groups*).



grade 7

Seventh Grade Course # 870

Students will learn to play the acoustic guitar (supplied by the school). They will learn strumming techniques, how to tune, and will also play and sing folk and popular songs.

Eighth Grade (Exploratories)*

*Enrollment dependent.



grade 8

Women's Choir (Exploratory – Diamond only)

Course # 855

Women's Choir for eighth-grade girls provides the opportunity for students to sing in small vocal ensembles. Students will experience performing different styles such as a cappella, '50s Doo Wop, vocal jazz, madrigals and traditional choral pieces written for treble voices.

Enrollment in Eighth-Grade Chorus is preferred, although not required.

Men's Choir (Exploratory – Diamond only)

Course # 857

Men's Choir, an elective for eighth-grade boys, provides the opportunity for students to sing in small vocal ensembles. Students will experience performing different styles such as a cappella, '50s Doo Wop, vocal jazz, madrigals and traditional choral pieces written for treble voices.

Enrollment in Eighth-Grade Chorus is preferred, although not required.

Students as Composers

Course # 889

Students will explore the techniques and practices composers have used and continue to use today through class discussion, extensive listening and composition. Study of tonality, harmonic progression and musical form prepare students for writing compositions based on tonal cell, block chord chorale or anthem, and melodies with various ostinato accompaniments. As has been done throughout history, students will keep a sketchbook and journal to record musical ideas and observations. Composition and instrument technologies will also be introduced in this class.

Performing Groups – Clarke and Diamond

Chorus, Band, and Orchestra are the three primary performing organizations open to all middle school students. The instrumental groups are open to those students who have had at least one year of school or private instruction. These performing ensembles may be taken as an elective or to fulfill a music requirement. Students may participate in all concerts, clinics and festivals. A letter grade for the course will be assigned to each student, each quarter, for their efforts. All students in the performing ensembles are expected to participate for the entire year.

Band

There are two band offerings—Sixth-grade band and Seventh/Eighth-Grade Band. Participation in grade six band requires that the student has completed at least one year of private or school lessons on their woodwind, brass or percussion instrument. Band students selected to play with the orchestra will rehearse with both ensembles, playing one period per week with each group. It is expected that members are to practice their parts between rehearsals.

Orchestra

Grade Six and Grade Seven/Eight Orchestras are graded, full-year courses that meet twice per week. Grade Six Orchestra is open to all string players who have completed two years of school lessons on a string instrument (or the equivalent in private instruction). Grade Seven/Eight Orchestra is open to students who have participated in Grade Six Orchestra (or who have the equivalent of three years of playing experience).

Grade Seven/Eight Orchestra is a full orchestra with one string rehearsal and one rehearsal with strings, winds, brass and percussion each week. Repertoire includes baroque and classical arrangements as well as modern and popular works.

The orchestras perform three to four times per year and often participate in either a festival or outreach concert. Members are expected to practice their parts between rehearsals and perform in all concerts.

Chorus

Sixth-Grade Chorus and Seventh/Eighth-Grade Chorus are full-year courses which meet twice a week. This course may be selected by those students who have a strong desire to sing. Students will be encouraged to develop singing posture, breathing techniques, and an understanding of phrasing principles and word-stress concepts. Emphasis will be placed on both reading the octavo and developing the ear. Choral literature studies will be in a variety of styles and in a number of languages. Along with the required participation in each public concert, students will have occasional in-class individual and/or small group performance assessments (singing parts, matching pitches, etc.).

Sixth-Grade Chorus Course # 861
 Sixth-Grade Band Course # 862
 Sixth-Grade Orchestra..... Course # 863



Seventh-Grade Chorus..... Course # 871
 Seventh-Grade Band..... Course # 872
 Seventh-Grade Orchestra Course # 873



Eighth-Grade Chorus..... Course # 881
 Eighth-Grade Band..... Course # 882
 Eighth-Grade Orchestra Course # 883



Fine Arts

The Middle School Fine Arts curriculum is a sequential program based on the National Standards for the Arts and the Massachusetts Curriculum Frameworks. Students are challenged to develop their technical, critical and creative thinking skills by solving visual problems using a variety of two- and three-dimensional media. They will develop a fund of knowledge by learning about art, by making judgments, and by making art from formal, experiential, cultural and historical contexts.

Sixth Grade Course # 560

Semester Course (meets twice per week)

The basics of design and technique are taught using a variety of art materials. Students will develop their skills in observational drawing, painting and hand-building techniques in clay. Students begin to analyze their own work and the work of others. They are taught that their own artistic expression is at the same time unique and also part of a greater multicultural artistic heritage.



Seventh Grade Course # 570

Semester Course (meets twice per week)

Students will continue to develop their skills in drawing, painting and sculpture. However, there will be more emphasis on applying the elements of art and the principles of design expressively.



grade 8

Eighth-Grade Exploratory Courses*

*Enrollment dependent

Semester Course

In the eighth grade, students may choose a fine arts course. Each course meets twice a week.

Art and the Media (Exploratory)

Course # 581

Semester Course (meets twice per week)

Popular culture of magazines, newspapers, consumer products, music, TV, film and video is an overwhelming and pervasive force in our lives today. Students will examine pop culture and create artwork as a reflection on the influence of the media in their lives. Projects will include drawing characters in a comic strip or anime style, mixed media collage of personal interests, painting of favorite commercial products using the digital camera, and a sculpture utilizing recycled objects. This course encourages students to consider how they are affected by the media in obvious and subtle ways and to respond creatively.

Art in America (Exploratory – Diamond only)

Course # 582

Semester Course (meets twice per week)

How has the making and viewing of art helped Americans picture their nation? Students in this course will examine American art from artifacts by Native craftsmen to the current media spin. As skills and expressive range increase through drawing, sculpting, printmaking and painting, students interpret the influences that shape their identity as individuals and as a culture.

Art and Identity (Exploratory – Diamond only)

Course # 583

Semester Course (meets twice per week)

In this course the emphasis is on skill building and on making art that expresses personal meanings from knowledge and experience.

more

Artist Workshop (Exploratory – Clarke only)

Course # 586

Semester Course (meets twice per week)

In this course, the emphasis is on skill building and on making art that expresses personal meanings from knowledge and experience. Students choose to explore different mediums, such as assemblage, mixed media, clay, or painting to express their identity through art. The class functions as an artist studio. The course is process oriented, as opposed to project oriented.

Exploring China through Art (Exploratory – Clarke only)

Course # 584

Semester Course (meets twice per week)

Students will explore China from an artistic, historical and cultural perspective. Beginning with Ancient Asian Art, students will extend their personal artistic expression in a variety of media. The art exploration stretches from ancient to modern times. Calligraphy, brush painting, clay, paper making, embroidery and paper cutting, folding, and manga are some of the media and techniques explored in this course.

Introduction to Drawing (Exploratory – Clarke only)

Course # 585

Semester Course (meets twice per week)

Drawing is a way to communicate, share thoughts, visualize concepts and give birth to creative thoughts. Through constant practice, drawing students will strengthen observation skills and stimulate creativity. Students will experiment with new directions, styles, and media as they build their confidence to think freely, approach problems knowledgeably, develop skills and become more self-reliant as an artist.



Physical Education and Wellness

The Physical Education and Wellness program is aligned with the Department of Elementary and Secondary Education Massachusetts Comprehensive Health Framework and national (NASPE) standards. This includes topics of:

- Growth and Development
- Physical Activity and Fitness
- Nutrition
- Reproduction and Sexuality
- Mental Health
- Family Life, Interpersonal Relationships
- Disease Prevention and Control
- Safety and Injury Prevention
- Tobacco, Alcohol, and Other Substance Use/Abuse Prevention
- Violence Prevention
- Consumer Health and Resource Management
- Ecological Health, and
- Community and Public Health.

The Wellness Model seeks to educate and support practice in the balance of its six dimensions. Physical Wellness prepares students for an active life that prevents diseases of sedentary living. Emotional Wellness includes physical activity and mental health resources that support a positive attitude and reduce stress. Intellectual learning is a foundation for knowing how to live well. Spiritual Wellness assures time for reflections, rest, and calm. Environmental Wellness includes having balance and health in careers and workplaces. Social Wellness supports interpersonal relationships and connections. A collaborative, coordinated school health model infuses the concept of wellness into the daily life of schools. Our goal is to provide and support a positive, proactive, dynamic wellness model that supports physical activity and health. A copy of the Physical Education and Wellness curriculum is available at the LPS Curriculum Office or from the Coordinator of Physical Education and Wellness. .

Health Education

Health Education offers a comprehensive K-12 curriculum grounded in active learning that is designed to positively influence the health knowledge, attitudes and behaviors of students by increasing their abilities to make informed decisions. The goal of the program is to promote healthy choices by teaching skills that students need to help them address the social, physical and emotional challenges they will face throughout their lives.

Seventh-Grade Health Education (Required)

Course # 671

In grade seven students participate in a curriculum that was designed and developed by Lexington's Health Education staff. The curriculum incorporates the special issues and concerns of adolescents and builds upon health education concepts developed in previous grades.

The seventh-grade curriculum focuses on the following areas:

Module 1 – Circle of Wellness

Module 2 – Healthy Relationships

Module 3 – Threats to Health and Wellness



grade 7

Eighth-Grade Wellness:

Safe, Smart and Secure (Required)

Course # 681

In grade eight students participate in a Wellness curriculum that was designed and developed by Lexington's Health and Physical Education teachers. The curriculum incorporates CPR and First Aid safety, promotes smart decision making and refusal skills relating to current adolescent challenges, and addresses a variety of security perspectives, including: self-confidence, secure and healthy relationships, and internet safety.

The eighth grade curriculum focuses on the following areas:

Module 1 – Safe/Standard First Aid and CPR

Module 2 – Smart/Adolescent Challenges

Module 3 – Secure/Personal Safety



grade 8

Physical Education

The physical education program provides the child with an educational experience which uses movement as a medium of learning and expression. A correlation exists between the development of a sound body, which is one product of the physical education process, and the ability to experience a fuller, more satisfying life in the school, home, and community environment.

This program emphasizes the importance of physical activity and wellness. A child who has a proper foundation in physical education is more likely to maintain an active and healthy lifestyle.

The goals of the program are:

- Students will be encouraged to obtain a level of fitness appropriate to their own capabilities.
- Students will be provided opportunities to show mental, social and emotional growth through physical activities.
- Students will attain a basic workable knowledge and understanding of various sports and activities.
- Students will be encouraged to participate in carry-over activities as well as to appreciate sports activities from a spectator's point of view.
- Students will participate in a safe and healthful environment which supports the philosophy of the Lexington Public Schools.

Program Description

All students are assigned two periods of physical education a week according to grade level. Classes are co-educational and consist of instruction and participation in the following activities:

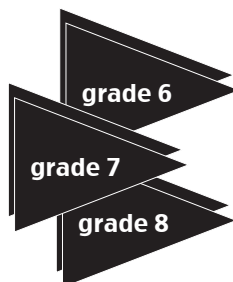
Team Sports

Basketball
Field Hockey
Flag Football
Floor Hockey
Soccer
Speedball
Volleyball

Individual Activities

Physical Fitness/Strength Training
Rhythms
Obstacle Course
Individual/Group Challenge Activities
Racket Skills
Track and Field
Project Adventure
Cooperative Games
Fitness Testing

Students are provided with opportunities to learn basic skills and to understand concepts of the activities. This introduction will provide a sound basis for selection of activities offered in the selective physical education program at the high school level.



Grade 6 – Course # 660

Grade 7 – Course # 670

Grade 8 – Course # 680

Additional Exploratories and Required Courses

Technology Applications
Economics
Journalism
Reading
Speech and Debate

Technology Applications

Technology Applications – Grade Six

Course # 961

Semester Course (meets twice per week)

This course begins with correct, efficient techniques and basic operations. The students will apply these skills and learn formatting tools to create school reports, correspondence, spreadsheets, presentations and desktop publishing.

Technology Applications – Grade Seven

Course # 971

Semester Course (meets twice per week)

This course will reinforce and enrich the student's technology skills, using the more advanced features of Microsoft Word, Excel, Desktop Publishing, and PowerPoint. Searching the Web more efficiently and computer organizational skills will also be covered. This course aligns with the NBEA (National Business Education Association) and ISTE (International Society of Technology Education) standards.

Economics

Eighth-Grade Economics (Exploratory)

Course # 186

Semester Course (meets twice per week)

Everyone is an ECONOMIST. In fact, throughout one's entire life he or she will be dealing with economics. The basic topics of scarcity of resources, specialization, production and flow of goods and services, wages, credit and banking are part of everyday life.

This course will introduce basic economic terms. Case studies are used to explore a variety of economic situations. Students will learn about choices that affect our environment, about our banking system and how to be a careful and safe consumer. Another approach is the use of The Boston Globe's Stock Market Simulation to demonstrate how our economy functions. Technology is used to enhance the course, using various economic websites and programs.

Journalism

Journalism – Grade 7

Course # 075

Semester Course (meets twice per week)

This self-paced course is run as a writing workshop. Students will regularly read and understand complex informational articles selected from newspapers and periodicals in order to “discuss” them in their own writing. In addition, students create original narrative essays and short stories in first and third person. A major goal of the course is to help students revise and edit their work so it is clear, concise, and compelling for readers. Students are also briefly introduced to key websites that support growth in vocabulary, written expression, and knowledge.

Reading

In the middle school years, students increasingly “read to learn.” Their subject teachers expect reading to play a greater role in the mastery of skills and knowledge. One goal of the middle school reading program is that students use reading effectively to learn math, literature, science, and social studies, as well as other areas. The strategies needed to draw meaning from text are emphasized, not only in specific reading classes, but also with the assistance of the reading specialist, within the subject classes themselves.

The other goal, which continues from the elementary school and follows through twelfth grade, is to have the students develop a lifelong habit of reading for pleasure.

Sixth Grade

Course # 962

Semester Course (meets twice per week)

As the complexity of both narrative and expository text increases as students enter the middle school, it is imperative to equip these readers with effective strategies that enable them to become competent, independent learners.

This course is designed to teach self-monitoring strategies for reading a variety of texts using content area and supplemental materials. Students will learn such skills as: relating prior knowledge and experience to text, previewing, finding information (both stated and unstated) to answer questions, note-taking, paraphrasing, summarizing and building vocabulary through structure and context. Students will also practice finding the basic elements of fiction such as setting, plot, characterization, conflict and theme.

In addition, this course will expand students’ opportunity to read books and informative articles for pleasure.

Visits to the Library Media Center help support the goal of enjoying reading and building its pleasures into lifelong habits.

Speech and Debate

Speech and Debate – Grade 8 (Clarke Only)

Course # 086

Do oral presentations give you sweaty palms or knots in your stomach?

This introductory course is designed to demonstrate a variety of oral presentation techniques which are intended to help the student feel comfortable and secure when speaking in front of a group. Students will gain experience in both formal speaking, such as oratory and expository, as well as informal impromptu and extemporaneous speaking. Dramatic interpretation of plays and short stories will also be included.

Communication skills will be further enhanced through the preparation and presentation of a policy debate.

Overall, the students should learn to view public speaking as a positive experience.



English Language Learning

This program is open to all limited English proficient students at all levels of English proficiency. It provides comprehensive instruction to English learners in reading, writing, speaking, and listening. The goal of this program is to provide English learners with the informal and academic vocabulary, language functions, patterns, and structures, plus the reading and writing necessary to participate in social and academic settings. The emphasis of this program is on increasing the English learners' interactions with grade level textbooks and on developing students' academic writing skills.

Guided Study Program

The Guided Study Program is designed to ensure that students will develop the skills and disposition to be successful in every class. The program provides an enriching environment to meet the developmental needs of students who are not on Individual Education Plans, but could benefit from individualized or small-group instruction in organizational skills and process skills. Guided Study services students who have difficulty making transitions for a variety of reasons, as well as those students who have a history of achieving below their academic potential.

This program provides an opportunity for students to review, refine and build the skills necessary to “unpack the curriculum” in the major content areas. Instruction addresses the ten modules below as well as help build resiliency.

The ten modules of the guided Study Program are:

1. Organization
2. Time Management
3. Communication Skills (written, oral, advocacy)
4. Homework Completion
5. Study Skills
6. Note-Taking Skills (concentration/focus, listening vs. hearing)
7. Test-Taking Skills
8. Memorization Skills
9. Reading Comprehension
10. Goal Setting/Meeting Expectations

Students are recommended by their content teachers to participate in this program.

Math Intervention

This course is for students who need reinforcement of basic mathematics skills for sixth, seventh, and eighth grade. Students are assigned to this class based on their prior year's MCAS results. Major topics of the class are determined using MCAS result analysis and individual student needs. Included for all levels are MCAS vocabulary; adding, subtracting, multiplying, and dividing integers, decimals and fractions; level-appropriate geometry; number pattern and relations; and standard and metric measurement conversions; as well as problem solving strategies involving each of the above content areas.

Special Education

A range of Special Education and related services are available to eligible students with disabilities in the middle schools. However, before the services can be provided, the student must have an evaluation (please contact your school Evaluation Team Supervisor for more information on the evaluation process). If the evaluation process reveals a need for special education services, the student's program will be determined in keeping with the recommendations made in the child's Individual Educational Plan (I.E.P.) by the Evaluation Team and approved by the parent.

Summary

All of the services are extensions of what is offered at the elementary level in special education. These services, for eligible students with disabilities, may continue until high school graduation or the age of 22. For further information about special education services and eligibility, please contact your child's school Evaluation Team Supervisor.



Libraries and Information Technologies

The goal of the Libraries and Information Technologies program is to help students develop the lifelong learning skills of managing information and appreciating the insights and artistic creativity of literature. Students are taught to select, evaluate, and use information from print and electronic resources and to develop an appreciation of a variety of literary genres.

Library media specialists collaborate with classroom teachers to plan projects that integrate information literacy skills into the curriculum. Students learn strategies for selecting, retrieving, analyzing, and evaluating information in many formats and content areas using school and outside resources. An understanding of the need to evaluate materials and to become a discriminating user of information is emphasized.

Classes, co-taught by library media specialists and classroom teachers, often meet in the libraries where students have access to a full range of resources. Library media specialists follow up classroom assignments by working with individual students as they use the Library Media Center, identifying their strengths and needs and providing appropriate individual instruction.

Library media specialists support other programs by consulting with faculty about instructional strategies, curriculum and the affective needs of students. They recommend instructional and professional materials and equipment designed to enhance the curriculum. Department responsibilities for supporting the use of new information technologies are extensive and growing. Students in middle school libraries and classrooms have on-line access to Internet resources, encyclopedias and periodical databases and to other curriculum-related materials. They can search the school's on-line catalog, as well as those of other libraries. In addition to the Middle School Library Home Page, students link directly to level-appropriate curriculum sites on the World Wide Web which can be accessed from the school libraries, classrooms and students' homes.

Student Community Development and Support

It is essential to provide for and address numerous development and adjustment issues that are important in the world of a pre-adolescent. Each school maintains a program within a format designed to allow teachers and students to build trusting and supportive relationships around non-academic concerns. Such programs offer activities that promote a stronger sense of student community with each other, the staff, and the school as a whole. These activities may be executed on the level of the individual, class, team, or grade.

Further, these programs are flexible in nature and maintain the capacity to respond to emerging issues as necessary. The strength of these programs is derived primarily from the structured, academic team setting, which also has the latitude to accommodate the social and emotional concerns of the students. This union of structure and responsiveness provided by such programs enables the middle school student to more successfully navigate the passage between the elementary years and high school.

Guidance and Counseling

During the middle school years, students are assigned to a counselor to help them to navigate challenges and to utilize the opportunities at the middle school in order to feel more competent and successful.

With the counselor they may

- discuss concerns about life either in or out of school
- explore strengths, weaknesses, interests and aptitudes
- reflect about current responsibilities and future goals
- develop strategies to become effective personally and socially
- plan educational programs
- and/or deal with other pertinent issues

These interactions may take place in a variety of ways:

Individually, in small groups, during class visits, and/or in other settings.

Also, designated programs may be used to explore guidance- and counseling-related issues.

In addition to working with students, counselors interact with other significant adults who affect students' lives. Counselors meet with school staff members, parents, administrators, and professionals from outside the school in order to evaluate student functioning, consult about them and coordinate helping efforts on their behalf.

Parents are encouraged to call and make an appointment with the counselor whenever they have any questions or concerns about their children. Parents should contact the counselor whenever there is an illness, death, separation, divorce, or other family crisis. Counselors may also run Parenting Groups designed to give parents some additional understanding of child and adolescent psychology, family dynamics, and intervention strategies. Additionally, counselors are an important resource for families in need of referral resources or information.

Lexington Middle Schools 2011-2012 Course List

TEAM SUBJECTS

English Language Arts

- 060 Grade 6 - English
- 070 Grade 7 - English
- 080 Grade 8 - English

Mathematics

- 261 Grade 6 - Mathematics I
- 262 Grade 6 - Mathematics II
- 270 Grade 7 - Mathematics
- 271 Grade 7 - Pre-Algebra
- 272 Grade 7 - Pre-Algebra Extended
- 280 Grade 8 - Mathematics
- 281 Grade 8 - Algebra IA
- 282 Grade 8 - Algebra I
- 283 Grade 8 - Algebra I Extended

Science

- 360 Grade 6 - Science
- 370 Grade 7 - Science
- 380 Grade 8 - Science
- 361 Grade 6 - Engineering and Design
- 381 Grade 8 - Engineering and Design

Social Studies

- 160 Grade 6 - Ancient Civilizations
- 170 Grade 7 - World Geography
- 180 Grade 8 - U.S. History

OTHER MAJOR SUBJECTS

World Languages

French

- 460 Grade 6 - French
- 470 Grade 7 - Continuing French
- 480 Grade 8 - Continuing French
- 481 Grade 8 - Advanced French

Mandarin

- 461 Grade 6 - Beginning Mandarin
- 471 Grade 7 - Continuing Mandarin
- 482 Grade 8 - Continuing Mandarin

Spanish

- 466 Grade 6 - Spanish
- 475 Grade 7 - Continuing Spanish
- 485 Grade 8 - Continuing Spanish
- 486 Grade 8 - Advanced Spanish

Fine and Performing Arts**Drama (Exploratory)**

- 866 Grade 6 - Drams
- 876 Grade 7 - Drama
- 886 Grade 8 - Drama

Music

- 860 Grade 6 - Music
- 861 Grade 6 - Chorus (Exploratory)
- 862 Grade 6 - Band (Exploratory)
- 863 Grade 6 - Orchestra (Exploratory)
- 870 Grade 7 - Music
- 871 Grade 7 - Chorus (Exploratory)
- 872 Grade 7 - Band (Exploratory)
- 873 Grade 7 - Orchestra (Exploratory)
- 881 Grade 8 - Chorus (Exploratory)
- 882 Grade 8 - Band (Exploratory)
- 883 Grade 8 - Orchestra (Exploratory)
- 855 Grade 8 - (DI) Women's Choir (Exploratory)
- 857 Grade 8 - (DI) Men's Choir (Exploratory)
- 889 Grade 8 - Students as Composers

Fine Arts

- 560 Grade 6 - Art
- 570 Grade 7 - Art
- 581 Grade 8 - Art and the Media (Exploratory)
- 582 Grade 8 - (DI) Art in America (Exploratory)
- 583 Grade 8 - (DI) Art and Identity (Exploratory)
- 584 Grade 8 - (CL) Exploring China Through Art (Exploratory)
- 585 Grade 8 - (CL) Introduction to Drawing (Exploratory)
- 586 Grade 8 - (CL) Artist Workshop (Exploratory)

Physical Education

- 660 Grade 6 - Physical Education
- 670 Grade 7 - Physical Education
- 680 Grade 8 - Physical Education

Health Education

- 671 Grade 7 - Health Education
- 681 Grade 8 - Health Education (Safe, Smart, and Secure)

ADDITIONAL SUBJECTS

Technology Applications (Exploratory)

961 Grade 6 - Technology Applications

971 Grade 7 - Technology Applications

Economics (Exploratory)

186 Grade 8 - Economics

Journalism

075 Grade 7 - Journalism

Reading

962 Grade 6 - Reading

Speech and Debate (Exploratory)

086 Grade 8 - Speech and Debate



*Grateful acknowledgement is made to Jean Cole,
for editing and design; and to Jim Morello, for production.*

Policy of Non-Discrimination

Lexington Public Schools does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination Act of 1974 (Age Discrimination Act). Nor does it discriminate on the basis of race, color, sex, religion, national origin, sexual orientation, or religion, in accordance with Chapter 622 of the Acts of 1971 (M.G.L.c.76,§5) and Chapter 151B of the General Laws.

To file a complaint alleging discrimination or harassment by Lexington Public Schools on the basis of race, color, national origin, sex, disability, age, sexual orientation, or religion or to make inquiry concerning the application of Title VI, Title IX, section 504, the ADA, the Age Discrimination Act or applicable state laws and their respective implementing regulations, please contact:

Assistant Superintendent for Human Resources
146 Maple Street
Lexington, MA 02420
telephone 781.861.2580, ext. 200