

Gates Intermediate School
Program of Studies
2011 ~ 2012



“Charting a Course for Excellence and Equity”

**Gates Intermediate School
Program of Studies
2011 – 2012**

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Special Note: When the Program of Studies went to press, the School Committee had not completed the budget process. We reserve the right to add, withdraw, or change courses or regulations if necessary for budgetary reasons.

The Scituate 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.

**Gates Intermediate School
Program of Studies
2011 - 2012
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Gates Intermediate School

327 First Parish Road Scituate, MA 02066 p. 781-545-8760

Dear Students, Parents and Guardians,

Welcome to Gates Intermediate School! The middle school years are an exciting and memorable time in each young person's life, both academically and socially. Through challenging and engaging curricula, a variety of co-curricular opportunities, and a focus on respect for self, others, and school, we hope to provide each child with a well-rounded middle school experience. The middle school years are a time during which students are encouraged to explore their current interests and take new, academic risks. Our courses are designed to promote this academic growth.

The Gates Intermediate School Program of Studies is designed to provide you with an overview of the courses offered for our seventh and eighth grade students. Our goal is to provide you with an informative resource that will showcase the courses students will participate in while at Gates and outline the path of study that your child will follow for each course as they enter Scituate High School.

Middle school is an exciting time in a student's life and we believe that you will find our rich and diverse array of courses well suited to the adolescent learner. We are excited about our curriculum and we are proud of our dedicated staff that is committed to the success of every Gates student. On behalf of the entire staff, we welcome you to our community and we look forward to working with for the next two years!

Sincerely,

Sarah Shannon
Principal

Matthew Meehan
Assistant Principal

The Gates Intermediate School

There are five academic teams at Gates Intermediate School. Teams Champion (C) and Dynamite (D) service our seventh graders and teams Extreme (E) and Falcons (F) are eighth grade teams, with Team Firecrackers (B) as the 'looping team', alternately serving both grades over a two year span. The core, grade-level teams all have four teachers each who are dedicated to one discipline. The four core subjects covered on all academic teams are English, Mathematics, Social Studies, and Science. Gates has an inclusion program for our Special Education population, and there are several co-taught courses, which consist of one regular and one special educator, offered here to support this practice. Students may choose between Latin, Spanish and French for their Foreign Language requirement. They are also scheduled for "Core Plus" courses, which can consist of Art, Music, Health, Physical Education, and Family and Consumer Science, Technology Education, or Instructional Technology. We also offer over 15 after-school clubs and activities for kids to get involved with during the year. Students eat during one of three lunches served daily. There is one school counselor assigned to each grade level. The list of support staff include Special Education Paraprofessionals, a METCO director, a School Psychologist, a Speech and Language Pathologist, an ESL teacher, a Reading Specialist, a Math Specialist, our Custodians and Kitchen staff and our secretarial staff.

Our schedule is based on a two-day cycle and consists of seven time blocks, or 'periods' daily, which rotate between morning and afternoon. This manner of scheduling allows students and staff to see each other at different times during the day; this practice also reduces tardiness to school and provides a more interesting academic and social experience for all. We also have a Performance Block as the first block of the day on Mondays and Wednesdays to accommodate for our band and chorus rehearsals.

Gates School has a professional and caring staff, consisting of highly skilled educators who understand the challenges of this unique age group. We strive to offer a challenging academic climate, but also one that puts emphasis on social and personal growth and responsibility. We highly encourage parent involvement in our school through the Gates P.T.O., chaperoning field trips and dances, and volunteering in our Library/Media Center.

Grade 7 Courses

English Language Arts
Math
Science
Social Studies
Foreign Language
Physical Education
Art
Music
Computer Technology
Family & Consumer Science
Literacy**
Math Literacy**
Academic Strategies**
ELE (English Language Education)**

Grade 8 Courses

English Language Arts
Math
Science
Social Studies
Foreign Language
Physical Education
Art
Music
Health
Engineering
Literacy**
Math Literacy**
Academic Strategies**
ELE (English Language Education)**

**Students must be recommended for these courses. They consists of small group instruction for students in need of additional support

Gates Intermediate School Placement Review Process

It is important to maintain clear communication between student, parent, and teacher, particularly when a teacher recommendation differs from the course that the student/parent feels is more appropriate. In order to facilitate understanding when this difference occurs, the parent is invited to speak with the teacher and/or other school staff. If parents are not in agreement with the teacher's recommendation, parents must obtain the placement review request form from the Gates Intermediate School Office. Parents must complete the form and return it stapled to the course selection sheet by April 13, 2011.

**ALL PLACEMENT REVIEW REQUEST FORMS MUST BE STAPLED TO THE
COURSE SELECTION SHEET UPON RETURN TO THE SCHOOL.**

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, parents and students will be required to sign an academic contract. This contract states that at the end of the first term, the student's placement will be reviewed.

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.

English Language Arts

Program Design and Sequence

| Grade | Course | Level |
|-------|--|-----------------------------------|
| 7 | Gr. 7 English | --- |
| 8 | Gr. 8 English | --- |
| 9 | English I | Honors, College Prep., Academic |
| 10 | English II | Honors, College Prep., Academic |
| 11 | English III | Honors, College Prep. |
| 12 | Senior Selectives or Advanced Placement | Advanced Placement, College Prep. |

Middle School Courses

7th Grade English Language Arts

The focus of the seventh grade English Language Arts program is the development of reading and writing skills and moving students' critical thinking skills from literal comprehension to more inferential comprehension. Students study elements of novels, short stories, drama, non-fiction, and poetry to gain an understanding of the genres, as well as to ascertain the theme or author's purpose. An independent reading program is an integral component of the curriculum to encourage student reading, not only in the classroom, but also at home. Writing is taught using the Six Traits approach and students write for a variety of purposes and in many formats - including open responses, narratives, expository essays, and poetry. It is the goal of this curriculum to develop students into independent readers and expressive communicators who utilize critical thinking skills to be able to interpret what they read and to communicate their ideas, both orally and through their writing. All of the assignments, assessments, and tasks in the seventh grade work to prepare the students for the eighth grade curriculum and ELA MCAS testing in the spring of seventh grade.

Content/ Materials Used

Prentice Hall Literature text, Bronze Level

Novels: (at least two of the following) *The Adventures of Tom Sawyer*, *Nothing But the Truth*, *Where the Red Fern Grows*, and *The Giver*

Prentice Hall Writing and Grammar

The Writer's Craft

8th Grade English Language Arts

The primary focus of the eighth grade ELA curriculum is to develop independent readers, competent writers, and effective communicators who employ critical thinking skills. Students move from inferential to analytical thinking as they prepare for high school level academics and ELA MCAS testing in the spring of eighth grade. The eighth grade English curriculum integrates the study of literature, writing, and language to improve students' abilities to communicate effectively and to understand, analyze, and synthesize new information. Through this comprehensive curriculum, students read a wide range of materials. Through direct instruction as well as independent reading the students will practice active reading strategies to enhance their comprehension of text. Writing is taught using the Six Traits approach and

students write for a variety of purposes and in many formats – including expository, analytical and reflective writing. Students study the elements of the English language, such as sentence structure, usage, and mechanics. Students improve their oral communication skills through class discussion, Socratic seminars, and multiple opportunities to present in class.

Content/ Materials Used

Prentice Hall Literature text, Silver Level (includes authors such as Ray Bradbury, Stephen Crane, Maya Angelou, Mark Twain, Henry Wadsworth Longfellow, and Walt Whitman.)

Novels: American literature is highlighted as students complete a comprehensive study of *The Pearl* by John Steinbeck and *Across Five Aprils* by Irene Hunt.

Mathematics

There are two mathematics programs at the Gates Intermediate School in grades seven and eight. In each grade there is a “standard program” and an “honors program”. The standard mathematics program is based on the Commonwealth of Massachusetts Curriculum Frameworks. The second program, the honors program, is a more challenging program, which covers all the topics in the standard mathematics curriculum with additional accelerated components and more challenging applications. The goal of the honors program is to prepare students for Advanced Placement Mathematics at the high school. Each program is rigorous and anticipates that students will take Algebra in 8th grade and Algebra 2 in grade 9. While at Gates, your child’s placement will be reevaluated each trimester. The mathematics department continues this practice throughout each student’s educational development within the Scituate school system.

The decision to place your child in a mathematics program is based on student data, student performance, and teacher observations. Using the MCAS scores available since third grade and district mathematics benchmark tests we administered each year, we calculate a percentile score for each student to determine how they rank within the district. This information allows each teacher to gain insight into how their students compare to other students throughout the district. Your child’s teachers, and the Mathematics Specialists, also take into account class size. At Gates the average class size for the honors program tends to be smaller than that of the honors level courses. Based upon this data and the teacher’s experience with each student, your child’s teacher then makes a recommendation of which program best suites your child’s needs.

Mathematics Overview

The mathematics curriculum guidelines envision that all students in Scituate achieve mathematical competency through a strong mathematics program that emphasizes problem solving and communicating mathematical reasoning. Acquiring such competency depends on a clear, comprehensive, coherent, and developmentally appropriate set of standards to govern curriculum expectations. Mathematical problem solving requires the solver to search for a method for solving a problem rather than following a set procedure. Students will formulate questions, model problem situations in a variety of ways, generalize mathematical relationships, and solve problems in both a mathematical and an everyday context. The ability to communicate mathematical ideas coherently is an essential component of a student’s mathematical development. By talking and writing about mathematics, students will make convincing arguments that represent mathematical ideas both verbally and symbolically.

Primary Objectives

The mathematics curriculum at Gates Intermediate School is based upon the strands outlined initially by the National Council of Teachers of Mathematics in *The Principles of Mathematics Education* and formulated by the Massachusetts Department of Education in *Massachusetts Mathematics Curriculum Framework*. The four strands are as follows: *Number Sense; Patterns, Relations and Algebra; Geometry and Measurement; and Data Analysis, Statistics and Probability*. The primary emphasis in grade seven is a thorough investigation of the four standards with mastery of number sense and data analysis as a goal for each student. The primary emphasis in grade eight is the state frameworks with particular attention to *patterns, relations and algebra*.

Program Design and Sequence

| | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 | |
|-------------------------------------|-----------------------------|-------------------------------|--|--|--|---|---|
| Honors Program | Advanced Grade 7 Math | Honors Algebra I | Algebra II Honors (229) | Geometry Honors (210) | Pre-Calculus Honors (230) | Calculus BC AP (240) | |
| | | | | | | Calculus AB AP (241) | |
| | | | | | | Statistics AP (238) (Elective) | |
| | | | | | | Calculus Honors (242) | |
| College Prep Program | Grade 7 Math | Algebra I | Algebra II CP (220) | Geometry CP (211) | Pre-Calculus CP (231) | Intro to Calculus CP (243) | |
| | | | | | | Adv. Algebra CP (225) | Probability & Statistics CP (239) |
| | | | | | | | Statistics AP (238) |
| Grade 7 Math | Pre- Algebra | Algebra I CP (205) | Geometry Concepts CP (212) | Algebra II CP (220) | Advanced Algebra CP (225) | | |
| MCAS Program | | | Foundations of Math (259) 2 credits | Problem Solving (261) 2 credits | | | |
| Electives | | | | Intro to Programming Honors (250) | Intro to Programming Honors (250) | Investing/Per.Finance (317) | |
| | | | | | | Math For Life (324) 2 Credits | |
| | | | | | | Computer Science AP (251) | Math in the Real World (323) 2 Credits |
| | | | | | | | C++ Programming Honors (252) |

Middle School Courses

7th Grade Math

In grade seven we offer two programs designed upon the same basic curriculum. The grade seven mathematics curriculum will cover the following topics sequentially: *variable expressions and order of operations, introduction to algebra, negative numbers, solving one and two-step equations, number theory and fractions, rational numbers, ratio and proportions, data samples and populations, linear and non-linear models, probability and sample space, area and length, Pythagorean theorem, exponential growth and decay, geometry of points/lines/planes and polygons, perpendicular and parallel lines, perimeter and circumference, area, surface area, and volume.* The pace and depth of the two programs varies slightly.

All grade seven students will be exposed to each of these topics and will be prepared to take the state assessment of these topics. The honors curriculum will investigate several topics in more depth with more emphasis on multi-step problem-solving and synopsis of multiple theorems and formulas to solve complex problems. The pace of the mathematics program at grade seven is adapted to the mastered background of the students. Thus, teachers incorporate weekly review packets to assist students who are in the process of mastering arithmetic skills.

8th Grade Math

In grade eight we offer three programs designed to prepare students for high school mathematics. The state frameworks place an emphasis on algebra at grade eight. Thus the vast majority of students will take algebra in grade eight with the expectation of taking algebra two and then geometry in high school. The algebra classes will complete a thorough course in algebra. The topics include the following: *connections to algebra, properties of real numbers, solving linear equations, graphing linear functions, writing linear equations, solving and graphing linear inequalities, systems of linear equations and inequalities.* The honors curriculum covers all the topics listed above as well as: *exponents and exponentials, quadratic functions, polynomials and factoring, rational equations and functions, radicals and connections to geometry.* The third program offered to eighth grade students is pre-algebra. The topics that will be covered are: *connections to algebra, properties of real numbers, solving linear equations, graphing linear equations, writing linear equations, solving and graphing linear inequalities.* In addition to these topics the pre-algebra students will review arithmetic operations, study area-perimeter and volume, and study the measures of central tendency.

Science/Technology Engineering

Program Design and Sequence

| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---------------------|---|---|--|--|
| Honors Program | <ul style="list-style-type: none"> Physics First- H | <ul style="list-style-type: none"> Chemistry – H <i>(Can take Biology concurrently ONLY with PF tchr. recommendation)</i> | <ul style="list-style-type: none"> Biology – H Physics - H AP Chemistry AP Physics C <i>(Pre-Calculus concurrently)</i> AP Biology | <ul style="list-style-type: none"> AP Biology AP Chemistry AP Physics C <i>(Pre-Calculus concurrently)</i> Physics - H |
| College Preparatory | <ul style="list-style-type: none"> Physics First – CP | <ul style="list-style-type: none"> Chemistry – CP | <ul style="list-style-type: none"> Biology – CP Physics - CP AP Chemistry AP Biology AP Physics C <i>(Pre-Calculus concurrently)</i> | <ul style="list-style-type: none"> AP Biology AP Chemistry AP Physics C <i>(Pre-Calculus concurrently)</i> Physics - CP |
| MCAS Program | <ul style="list-style-type: none"> Science MCAS 1st &/or 2nd semester | <ul style="list-style-type: none"> Science MCAS 1st &/or 2nd semester | | |
| Electives | <ul style="list-style-type: none"> Robotics I Robotics II (sem. 2) Computer Aided Design (CAD) I <i>(mechanical drawing)</i> Computer Aided Design (CAD) II (sem. 2) **Power Technology <i>(electricity & small engines)</i> | <ul style="list-style-type: none"> Robotics I or II Computer Aided Design (CAD) I or II Architectural Technology <i>(residential construction design with CAD)</i> **Power Technology <i>(electricity & small engines)</i> Engineering Design <i>(applied CAD skills, shed building)</i> | <ul style="list-style-type: none"> Robotics I or II Computer Aided Design (CAD) I or II Architectural Technology Power Technology Engineering Design Astronomy Environmental Science Oceanography Meteorology | <ul style="list-style-type: none"> Anatomy & Physiology Robotics I or II Computer Aided Design (CAD) I or II Architectural Technology Power Technology Engineering Design Astronomy Environmental Science Oceanography Meteorology |

Middle School Courses

7th Grade Science

The purpose of this course is to provide opportunities for the study of general concepts, exploratory experiences, applications, and activities relating to earth, physical and life science as well as astronomy. This course will include laboratory investigations of concepts, which incorporate the use of measurement, problem solving, laboratory apparatus, safety procedures, and experimental procedures (e.g., designing, recording, and communicating). This course uses the Prentice Hall Science Explorer series.

8th Grade Science

The eighth grade science curriculum is designed to nurture scientific curiosity and broaden student understanding of the natural world. Eighth grade students are exposed to a range of scientific topics in the earth, physical and life sciences as well as astronomy. Labs and activities reinforce the development of skills in the areas of writing, mathematics, collaboration and research. Students learn the nature of science while predicting, developing hypotheses, making careful observations, collecting data, graphing, and synthesizing these components into lab reports. This course uses the Prentice Hall Science Explorer series.

Engineering Overview

Instructional Design - The program presents an innovative approach to educational methodologies. The unique design eliminates the need for a stationary blackboard and allows the teacher to move around the class and instruct students using visual aids on their PC computers. It helps the teacher explain basic and advanced concepts, answer questions and guide students using hands-on activities.

Grade 7 Engineering

Flight Technology

In this unit, students:

- Discuss the history and future of rocketry and flight systems.
- Identify and describe the forces that affect rocket flight.
- Identify and describe basic laws and effects of aerodynamics.
- Identify and describe factors influencing rocket stability.
- Assemble and safely launch a rocket.
- Calculate the angle of trajectory and the altitude of a rocket.

Virtual Architecture

In this unit, students:

- Identify and appropriately select tools commonly used by architects, designers, and homeowners for designing structures.
- Determine suitable replacements for a conventional residential exterior and use a computer program to apply a chosen modification.
- Rate and use systems of graphic communication and identify how CAD software fosters a common graphic language.
- Create an original 3-D living room, bedroom, or bathroom using the database of objects.

- Apply a variety of components of architectural 3-D modeling, visualization, and navigational tools in a problem solving experience.
- Incorporate doors and windows into a house design that are appropriate for that house and climate.

Grade 8 Engineering

Energy and Power

In this unit, students:

- Identify and characterize 6 main forms of energy.
- Perform the conversion of different forms of energy into power.
- List and describe the careers relating to energy and power.
- Identify and appropriately use tools needed to test, disassemble, measure, and reassemble a small engine.
- Describe the relationship of the main systems to the components of a small internal combustion engine.
- Determine the efficiency of alternative energy sources.

Mechanisms

In this unit, students:

- Demonstrate a functional open-loop mechanical system and create a mechanical system to produce a given result.
- Use mathematical operations to calculate mechanical advantage.
- Demonstrate how gear ratio affects RPM; conceptualize and apply other work and power formulas.
- Improve the efficiency of mechanical devices and mechanisms by manipulating gear ratios to control speed and RPM rates.
- Utilize levers, pulleys, and friction-reduction devices to increase efficiency and decrease a given work load.
- Describe how mechanical systems impact technology and society, and increase humankind's ability to manipulate materials and manufacturing process.

Structural Engineering

In this unit, students:

- Identify and strength test different types of beams and panels used in structures.
- Appropriately use hand-held cutting tools and safely operate a testing device.
- Identify and classify the portion of a structure's frame under tension, torsion, shear, and compression.
- Demonstrate, predict, and evaluate the behavior of loaded structural systems.
- Identify, describe, and clarify the major stresses and causes of structural failure.
- Design and build 2 different trusses, and evaluate for strength.

Social Studies

The goal of the Social Studies Department is to help young people become problem-solving citizens by encouraging them to be curious, informed, tolerant, and thoughtful. In addition, we teach students how to read and take notes, how to write and research, and how to present their ideas in front of a group. Finally, we strive to make our subject come alive by asking students to connect what they study to their own lives, their community, and to the broader world.

Program Design and Sequence

| <u>Grade</u> | <u>Course</u> | <u>Level</u> |
|------------------------|--|--|
| 6 th Grade | Ancient Civilizations | --- |
| 7 th Grade | World Geography | --- |
| 8 th Grade | World History I | --- |
| 9 th Grade | World History II (AC, CP, H) | Academic, College Prep, Honors |
| 10 th Grade | United States History I (AC, CP, H) | Academic, College Prep, Honors |
| 11 th Grade | United States History II (CP, H, AP) | College Prep, Honors, Advanced Placement |
| Electives | Service Learning, International Relations, Local History, Economics, History Through Film, Psychology, Advanced Placement Psychology, Advanced Placement Government and Politics | |

Middle School Courses

7th Grade Social Studies: World Geography

This course will lead students to take a greater interest in both history and current events, thereby helping to prepare them for citizenship in an increasingly global society. The content of this course is taught through an introductory unit on the skills and concepts of geography followed by 7 regional units. The study of each region includes a look at the political and physical geography, how geography has impacted history and culture, and will conclude with an investigation of a current problem with a focus on students making choices and developing solutions. Specific topics of study include an introduction to geography and the study of the regions of Middle East & North Africa, Asia, Sub-Saharan Africa, Europe, and Latin America. Lessons are often taught using role playing exercises, mini projects, documentaries and cooperative learning activities. Students will develop a system or organization and the habits of successful students at the secondary level, they will learn how to take notes from a textbook, and they will write regularly on homework assignments, tests, and larger research projects.

Textbook: *Exploring our World: People Places and Culture*. Boehm, Armstrong and Hunkins. Glencoe McGraw Hill.

8th Grade Social Studies: World History I

This course seeks to engage students in historic inquiry and exploration of events in world history from the fall of Rome to the Enlightenment utilizing a humanistic approach that encourages a depth of understanding, as well as the making of connections between times, people and places in history. Students will learn from literature and art, as well as historical

simulations. A focus will be the development of historical empathy, which allows students to gain a greater appreciation and knowledge of themselves, others and the world we share. Throughout the course, students will bring meaning to events that have shaped our past, impact our present, and may yet influence our future. A central theme of this course is to make the study of history meaningful to students by showing them how people throughout time have faced similar issues and circumstances. Additionally, a major focus of the 8th grade Social Studies curriculum is on the studying of history. Development of skills in writing, research, primary document analysis, and note-taking are paramount at this level. Students will take the second half of this course, World History II, in ninth grade.

Textbook: *World History: Human Legacy*. Ramirez, Stearns and Wineburg. Holt Publishers.

World Language

The Foreign Language Department offers courses in French, Latin and Spanish to seventh and eighth grade students. The two-year program, which is the equivalent of one year of high school study, introduces students of French and Spanish the basic communication skills of reading, writing, speaking and listening, combined with a strong focus on communication. The fundamentals of grammar are presented in contextual situations as vocabulary is simultaneously developed. Oral participation in the language on a daily basis is required. Teachers and students strive to use the target language as much as possible within and beyond the classroom setting. The classical Latin course concentrates on reading and writing skills, while at the same time encouraging good pronunciation and efforts to use the target language. Throughout each language sequence, students will develop an increased awareness and appreciation of the cultures studied as they make comparisons and connections between their own culture and that of the French-speaking, Spanish speaking and the Greco/Roman classical world.

When choosing a foreign 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 receiving their second choice.

Students study the same language for two years in the Middle School and are strongly encouraged to continue into the next level of that language at the high school. Students who experience difficulty should seek extra help and strive to achieve desired proficiency, before moving to a faster pace at the high school. Although a student may change languages in ninth grade, it is recommended he continue with the same language for several years in order to achieve a confident grasp of that language which will prepare him well for future work, study, travel, and life in a global society.

Scituate High School has a minimum two-year requirement in the study of the same language. This is by no means sufficient to achieve proficiency and a life-long skill. In addition universities look for sustained study through all or most of high school, so students are strongly encouraged to continue their studies through graduation and beyond.

Program Design and Sequence

| | |
|------------------------------|---------------------|
| French 1A | Grade 7 |
| Latin 1A | Grade 7 |
| Spanish 1A | Grade 7 |
| French 1B | Grade 8 |
| Latin 1B | Grade 8 |
| Spanish 1B | Grade 8 |
| French 1 | Grade 9, 10, 11, 12 |
| Latin 1 | Grade 9, 10, 11, 12 |
| Academic Spanish I | Grade 9, 10, 11 |
| Spanish 1 | Grade 9, 10, 11, 12 |
| French 2 CP and French 2 H | 10, 11, 12 |
| Latin 2 CP/Latin 2 H | Grade 9, 10, 11, 12 |
| Spanish 2 CP and Spanish 2 H | Grade 9, 10, 11, 12 |
| French 3 CP and French 3H | Grade 10, 11, 12 |

| | |
|------------------------------|------------------|
| Latin 3 CP/ Latin 3 H | Grade 10, 11, 12 |
| Spanish 3 CP and Spanish 3 H | Grade 10, 11, 12 |
| French 4/French 5 CP | Grade 11, 12 |
| French 4 H | Grade 11, 12 |
| Latin CP, H/Latin 5 CP and H | Grade 11, 12 |
| Spanish 4 CP and Spanish 4 H | Grade 11, 12 |
| French 5 AP | Grade 12 |
| Spanish 5 H/Spanish 5 CP | Grade 12 |
| | |

N.B. For Foreign Language students in good standing at the high school, the following options are available:

Middle School Courses

French

This course is designed to develop the basic skills of reading, writing, speaking and listening. Using French almost exclusively, students are engaged in interactive exercises or assessments designed to foster good oral and written communication about their daily lives. In addition, students will discuss and compare with American customs information acquired about daily life, geography, and holiday celebrations in France, Québec, and Sénégal. Equal attention is given to reading and writing e-mails and brief descriptive paragraphs about this information. Oral interviews, skits, demonstrations and role-playing constitute a vital part of the program. Learning vocabulary and studying grammar are essential elements of the daily home assignments. An optional immersion weekend in Québec is offered to eighth graders.

Latin

This course introduces the student to basic Latin grammar and syntax, with emphasis on case usage and verb formations. The primary goal of the program is to read and understand adapted and simple original Latin texts (as well as longer English texts) about Roman daily life, government, mythology and history. The study of word derivation and relationships between the Latin and English languages is an important focus of study. Students are encouraged to recognize elements of classical languages and culture in the world around them and share insights within and beyond the classroom. At least one museum visit per year is offered to all students.

Spanish

This course is designed to develop the basic skills of reading, writing, speaking and listening. Using Spanish almost exclusively, students are engaged in interactive exercises or assessments designed to foster good oral and written communication about their daily lives. In addition, students will discuss and compare with American customs information acquired about daily life, geography, and holiday celebrations in Spain, Mexico, Puerto Rico, Argentina, Chile, Texas and Florida. Equal attention is given to reading and writing e-mails and brief descriptive paragraphs about this information. Oral interviews, skits, demonstrations and role-playing constitute a vital part of the program. Learning vocabulary and studying grammar are essential elements of the daily home assignments.

Health and Wellness, and Family and Consumer Science

Physical Education – Grades 7 & 8

All Gates students participate in mixed gender Physical Education classes that meet every other day for the entire school year. The overarching objective for all physical education activities is to promote teamwork, respect for others, and to emphasize the benefits of daily physical activity. With the addition of our new fitness center, students at Gates will have the opportunity to experience new, age-appropriate fitness routines using state-of-the-art equipment. The fitness center will be geared toward middle school students and include activities that will promote personal fitness and goal setting. With the addition of a traverse climbing wall, students will be exposed to the variety of challenges that a traverse wall has to offer, such as strategic risk-taking, teamwork, adventure, and fitness. Students will also build leadership qualities through participation in a class leadership program. Throughout the year students will participate in and learn the benefits of a daily exercise routine that emphasizes four components of physical fitness; muscular strength, muscular endurance, cardiovascular health and flexibility. Students will track and record their fitness levels through fitness testing. Students will also be given the opportunity to express their knowledge through a variety of written assignments. Physical education classes will also partner with core classes and experience a variety of cross-curricular activities that engage both a student’s mind and body to increase learning. In their two years at Gates Intermediate School, students will have experienced a variety of activities that promote life-long physical fitness and wellness.

| <i>Sports And Activities Include But Are Not Limited To ...</i> | | |
|--|---|---|
| ✓ Fitness center training | ✓ Traverse wall climbing activities | ✓ Yoga |
| ✓ Exer-gaming opportunities | ✓ Fitness technologies | ✓ Orienteering |
| ✓ Team-building challenges | ✓ International games | ✓ Various team sports (Flag football, Ultimate Frisbee, etc.) |
| ✓ Integration of health & wellness fitness apps | ✓ Lifelong games & sports (badminton, table tennis, etc.) | ✓ And more ... |

Middle School Courses

Health Education - Grades 7

Due to recent budget and staffing reductions, this program is no longer available to 7th Grade students. We truly hope in the near future this program will be reinstated to ensure Scituate student are armed with current age-appropriate health education and prevention strategies to live a long and happy life.

Health Education - Grades 8

Health and Wellness is offered to Gates Intermediate School 8th graders. Classes meet every other day for one trimester. The Health and Wellness program focuses on the core concepts of the Massachusetts Comprehensive Health Curriculum Framework. Course topics include: mental health, decision-making, nutrition, substance abuse, violence prevention, interpersonal relationships, growth and development, sexuality, etc. The 8th grade health curriculum utilizes

the research-based *Second Step*® program to help students learn the protective skills to make good choices and stay engaged in school despite the pitfalls of substance abuse, bullying, cyber bullying, and peer pressure. The *Second Step* program along with supplemental information address developmental considerations and risks teen's face in five themes: empathy and communication, bullying prevention, emotion management, problem solving, decision making and goal setting, and substance abuse prevention. The 8th Grade Health and Wellness program is aimed at reducing risk factors, such as aggression, peer rejection, and early initiation of substance abuse.

Family and Consumer Science - Grade 7

The primary focus the Family and Consumer Science at the Intermediate level is to positively guide our students' nutritional decision making through a cross-curricular, hands-on approach. Students will explore, research, develop and apply a skill set that models lifelong wellness. Utilizing our *Growing Up Ready*® software package teamed with complimenting food preparation labs will establish foundation building blocks for students to develop and master necessary independent living skills. Development of food and kitchen safety and sanitation will be stressed as well as proper care and use of a variety of kitchen tools and equipment. Students will experience the importance of reading comprehension, mathematical theory and science concepts as they apply to successful food preparation and nutrition. Meal planning, budgeting, teen employment opportunities, our governmental resources and current food industry trends are also covered. Working cooperatively and using positive communication skills will be taught and practiced as part of our curriculum. Students interested in exploring their creative self will surely enjoy this introduction to the Health and Wellness department.

Family and Consumer Science - Grade 8

The focus of the 8th grade curriculum will be to reinforcement our students' life style and nutritional decision making through our cross-curricular, hands-on model. Students will continue their exploration, researching, development and application of the skill set that contributes to overall lifelong wellness. Utilizing our progressive *Growing Up Ready*® software package teamed with a series of higher level food preparation labs will reinforce skill development and mastery of a variety of independent living skills. Expansion of food and kitchen safety and sanitation will be stressed as well as proper care and use of a new a variety of kitchen tools and equipment, and electrical appliances. Student work will specifically focus on the "science" of our food choices, purchases, preparation, storage, government and food industry responsibilities. Lab time/food preparation will connect to prior Lab experiences and assist students in practicing key scientific theories while preparing and consuming various food products. As with our 7th grade curriculum, we will be connecting the importance of reading comprehension, writing, and mathematical theories as they apply to successful food preparation and nutrition. Cooperatively working in groups and practicing positive communication skills will continue to be taught and practiced as part of our curriculum. Students who wish to have a creative outlet, want to continue with other Family and Consumer Science courses at the high school level, or may entertain the idea of a future related career will truly benefit as they build upon necessary life skills.

Fine Arts

Art Overview

The 7th and 8th grade art curriculum is part of a developmental process that begins in first grade. The goals of the program are to teach art content, to facilitate personal expression, and to encourage visual thinking and problem solving. The curriculum continues with the initiatives of the elementary art program in the investigation of the elements and principles of design.

Middle School Courses

Grade 7 Art

The 7th grade Art program explores a variety of media such as watercolor, tempera and linoleum block printing. Students are introduced to 3-dimensional vase construction and glazing that stresses creativity and fine craftsmanship. Two-dimensional projects include still life, landscapes, and portraits with an emphasis on developing acute observation skills as well as creative expression. Students experience sound individual and group instruction and each child is encouraged and equipped to achieve results that they may have never thought possible. The program also supports a weekly after school Art Club open to all students.

Grade 8 Art

The 8th grade Fine Arts program explores a series of projects that are strongly linked to the study of art and formal design. Students explore a variety of mediums such as clay, tempera painting, watercolor, oil pastel, color pencils, scratch board, ink pens, wire and pencils, along with a basic introduction into the world of architectural drafting and Adobe Photoshop. Students are encouraged to think as individuals and use basic art concepts that have been developed to problem-solve. Art history serves as a basis to link applied art to the world around them. The program also supports a weekly after school Art Club open to all students.

Music Overview

Music in the 7th and 8th grade is centered on music as a written language. Notation is studied in detail to prepare the child for class piano in the seventh grade and class guitar in the eighth. The concepts of rhythmic and melodic notation are covered in detail. Experiences in playing, singing, reading and writing are emphasized, and the concepts of contemporary notation and music are also introduced.

Grade 7 Music

Students in 7th grade have the opportunity to learn beginning piano. The students move from simple songs to more complex songs, of their choice, while as a class the focus is on several different topics. The units of study include:

- Introduction to the Keyboard
- Reading Rhythms
- Duet Project
- New Tools (Hand Positions & Sharps/Flats)
- Reading Chords
- Composing
- Final Recital

8th Grade Music

Students in 8th grade have the opportunity to learn basic guitar skills. The units of study include:

- Introduction to the Guitar
- Simple Choral Songs
- Finger Picking Techniques
- Reading Guitar Tab
- Composing/Songwriting
- Final Projects

Grade 7 & 8 Band

The Gates Band is an ensemble of wind and percussion instruments which focuses on the literature appropriate for a balanced middle school group. The band rehearses twice weekly during the school day. The Band performs several concerts each year and marches in the Memorial Day Parade in May. Regular practice and attendance at all events is expected from every student.

Grade 7 & 8 Chorus

The Gates Chorus is a mixed choral group (S, A, B) involving a large percentage of the school population. The Chorus rehearses twice weekly during the school day in preparation for traditional concerts in December and June. The repertoire includes music from all genres and traditions. Additional events of the Chorus include music festivals and competitions. Entrance into the Chorus requires a successful audition with the director.

Computer Technology

Instructional Technology

Working with computers and basic applications, 7th grade students will acquire the technology skills they need to function effectively in school and in the workplace. Students learn to use spreadsheets, word processing, presentation and graphic design applications. They learn terms and components of the Internet and email as well as how to safely use web resources and evaluate online information. The course examines the history of computing and considers emerging technologies. Students will be able to utilize the skills they learn in this class throughout their educational careers.

Special Education

A student with special needs is a child who has been determined eligible for special education through the TEAM evaluation process. These students have a specific disability and are unable to progress effectively in the general curriculum without specially designed instruction and/or related services. The special education department develops individualized programs of instruction for the students identified with a wide range of special needs. Service options include those provided within a fully integrated program of regular education to placement in special education classes and are determined by the student's Special Education Team and specified on the Individualized Educational Plan (IEP).

The focus of the special educational services can be described by the terms remediation, compensation, modification, and accommodation. The needs of Scituate students with special education plans are met through curricula modifications/accommodations, inclusion support, academic strategy support classes, and intensive skills programs. Students are placed in classes as specified in the Individualized Educational Plan (IEP). The IEP specifies services that assist the student to progress in the general curriculum and the Massachusetts curriculum frameworks standards. All students with special educational needs participate in MCAS testing. Modifications/accommodations as determined by the special education team are provided.

Academic Strategies**

The Academic Strategies 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 Academic Strategy class may also assist in the implementation of program modifications/accommodations such as alternative testing, word processing, and assistance with research projects.

The Academic Strategy 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.

Literacy**

ELA Literacy – Grades 7 & 8 **

Literacy instruction is provided in small-group settings to those students identified either through formal testing (including MCAS scores), informal assessment, or referral from a teacher. Literacy instruction includes reinforcing skills and strategies associated with all forms of literacy: reading, writing, speaking, thinking, and listening. High-interest authentic literature is used to improve fluency and comprehension. Writing is incorporated into each class, so that each student becomes comfortable with writing and with communicating through writing. Informal assessments and literacy-based centers provide ongoing spelling and vocabulary support. Students also receive MCAS support and instruction through the integrated reading and writing centers.

Math Literacy – Grade 7 & 8**

Math Literacy instruction is provided in small-group or one-on-one instruction to those students identified either through previous MCAS scores and/or referral from a teacher. Students receive mathematics instruction based on their unique learning needs. This course will investigate problem-solving strategies as they relate to the four strands (Number Sense; Patterns, Relations and Functions; Geometry and Spatial Sense; and Measurement) defined in the Massachusetts Mathematics Frameworks. Students will also receive ample exposure to the assessment sended questions.

English Language Education*****English Language Education (ELE)***

English Language Education (ELE) is for students whose first language is not English or whose parent(s)' first language is not English. It is an individualized course for those students identified as needing instruction in listening to, speaking, reading and/or writing English. The class is designed according to students' levels of English Language Proficiency.