

Swampscott Middle School



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Mathematics

All courses at Swampscott Middle School offer a standards-based, integrated curriculum that includes topics described in the learning standards found in the 2011 Massachusetts Curriculum Frameworks in Mathematics. Each grade's curriculum is a stimulating and in-depth program meant to develop a deep understanding and appreciation for mathematics. All grades incorporate the Standards of Mathematical Practices, which emphasize problem solving, reasoning and proof, communication, representation, perseverance, and connections to prior learning. Technology, when appropriate, is incorporated at every grade.

Grade 5 – Math

Full Year – 4 periods/cycle

In Grade 5, student instruction is focused on the following mathematical areas; Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations with Fractions, The Number System, Measurement and Data, and Geometry. Students extend their knowledge of place value and perform operations with multi-digit whole numbers and with decimals to hundredths. Students use equivalent fractions as a strategy to add and subtract fractions with unlike denominators and also apply and extend previous understandings of multiplication and division to multiply and divide fractions. Students convert like measurement units within a given measurement system and learn the concept of volume. Students relate volume to the operations of multiplication and addition. Students graph points on the coordinate plane and solve real-world and mathematical problems using the coordinate plane. Students classify two-dimensional figures based on their properties.

Grade 6 – Math

Full Year – 4 periods/cycle

The Grade 6 mathematics course focuses on the topics of Ratios and Proportional Relationships, the Number System, Expressions and Equations, Geometry, and Statistics and Probability. Students develop a thorough understanding of ratio and use ratio and proportions to solve problems. Students complete their study of rational numbers and are expected to become proficient with multiplication and division of fractions by fractions. Students understand factors and multiples and use this knowledge when multiplying and dividing. Students' knowledge of the number system is extended to include negative numbers and students are able to order real numbers including negative fractions. Students also learn absolute value. Students solve basic one-variable equations and inequalities. Students represent and analyze relationships involving two variables in both table and graph forms. Students solve area, surface area, and volume problems. Students find areas of right triangles, other triangles, and special quadrilaterals and know the formulas for areas of triangles and parallelograms. Students learn that the center of a data set can be represented in multiple ways, namely, by using the mean, mode, or median and they are able to calculate this center with a quantitative or categorical value. Students represent data using box-and-whisker and the histogram. Students identify clusters, outliers, and spread.

Grade 7 – Math

Full Year – 4 periods/cycle

Mathematical studies in Seventh Grade focus on the topics of Ratios and Proportional Relationships, the Number System, Expressions and Equations, Geometry, and Statistics and Probability. Students analyze proportional relationships and use these relationships to solve real-world and mathematical problems. Students graph proportional relationships and recognize that a proportional relationship is a

straight line. Students' calculations extend to include negative rational numbers. Students generate equivalent expressions based on their understanding of the properties of operations and use these expressions to solve real-life and mathematical problems. Students solve multi-step real-world problems with positive and negative rational numbers in any form (whole, integers, fractions, and decimals). Students draw, construct, and describe geometrical figures. Students solve problems involving angle measure, area, surface area, and volume of two and three dimensional objects. Students learn the formulas for area and circumference of a circle and use these formulas to solve problems. Students study supplementary, complementary, vertical and adjacent angles. Students draw inferences about a population and compare two populations based on mean, distribution, and graphs. Students also calculate the probability of an event understanding that the probability is a number between 0 and 1 with likelihoods increasing the closer one gets to 1. Students investigate chance processes and develop, use, and evaluate probability models. ***Enrollment in 8th Grade Algebra is subject to a placement process consisting of MCAS 2.0 Data, 7th grade Math GPA, and the results of the Iowa Algebra Diagnostic Exam.***

Grade 8 – Grade Level Math

Full Year – 4 periods/cycle

The Grade Level Grade 8 mathematics program is based on the following mathematical domains; The Number System, Expressions and Equations, Functions, Geometry, and Statistics and Probability. Students learn that real numbers include irrational numbers, those numbers that cannot be expressed as a ratio. Students approximate the value of an irrational number by using their knowledge of powers. Students also estimate radicals by finding their nearest integer value and extend their knowledge of exponents to include negative values. Students perform multiplication and division of very large and/or small numbers expressed in scientific notation. Students connect their knowledge of proportional relationship to linear equations. Students analyze and solve linear equations and informally solve a system of linear equations in the application of real world problems. Students are able to identify, define, evaluate, and compare functions. Students compare functions when expressed in different forms, namely, equation, words, tables, or graphs. Students understand congruence and similarity. Students apply the Pythagorean Theorem to determine unknown distances. Students learn the formulas for volume of cylinders, cones, and spheres and use these formulas to solve real-world problems. Students understand bivariate data. Students generate a scatterplot, draw a line of best fit, and determine the equation of the line to predict non-given events. Students investigate categorical bivariate data and use this data to compare groups. Students analyze and interpret the results of both quantitative and categorical data.

Grade 8 – Algebra I

Full Year – 4 periods/cycle

This is the same Algebra course offered at Swampscott High School. This is a college preparatory class where students study linear equations and inequalities in both one and two variables. Students solve systems of equations and inequalities using multiple methods. Students also learn absolute value equations, inverse variation, exponential, and quadratic functions. Students are expected to apply these skills in the application of real world problems. Students in this class must also study 8th grade material that is not covered in 7th grade, namely, the Pythagorean Theorem. It is expected that students enrolled in this class are fluent in calculations with real numbers.

Enrollment is subject to a placement process consisting of MCAS 2.0 Data, 7th grade Math GPA, and the results of the Iowa Algebra Diagnostic Exam.

Enrichment Math – All Grades**Full Year – 2 or 4 periods/cycle**

This is a class designed to enrich and support students' learning. All topics from the students' grade appropriate course are covered. Instruction is provided in a small group setting and delivers additional assistance to those who have struggled with math. Topics are presented in a diversified and individual manner and delivers additional reinforcement to our students.

Enrollment is determined by teacher recommendation and MCAS scores.

English

Grade 5 – English Language Arts / Reading

Full Year – 4 periods/cycle

Fifth grade English Language Arts and Reading are courses emphasizing reading and literature, written composition, grammar and usage, spelling, vocabulary, speaking and listening skills. The curriculum focuses on the essential question: **“How do one’s character and values influence decision making?”** With a focus on reading comprehension, students study selections from a variety of literary types: fiction, non-fiction, and poetry. Students write expository, descriptive, narrative and persuasive writing pieces. In grammar, emphasis is placed on the eight parts of speech, sentence structure, correct usage and mechanics.

Grade 6 – English

Full Year – 4 periods/cycle

Grade Six English encompasses the study of multicultural literature (short stories, novels, free verse poetry) to better understand commonalities among people of different cultures to strengthen personal values. The essential question that guides the course of study is: **How can we communicate effectively using oral and written language?”** The emphasis of the course is on literary terminology, close reading analysis, persuasive composition, first person narratives, a thesis paper, and several dialectical journals. The ultimate goal of the course is to encourage students to read between the lines of a text and then eventually beyond the lines to make meaningful connections. The rules for mechanics and grammar are explored, reviewed, and put into practice in order to help the students compose clear, concise, and complete pieces of writing.

Grade 7 – English

Full Year – 4 periods/cycle

Seventh grade is a course emphasizing the study of literature, written composition, grammar and usage, vocabulary and diction, and communication skills. The essential question that guides the course of study is: **“How does one’s perspective influence his/her understanding of him/herself and the world around him/her?”** With a focus on reading comprehension, students read a variety of complex texts from different genres: fiction, non-fiction, and poetry. The study of literary devices and elements is central to this study of literature. Additionally, students write expository, descriptive, narrative, and persuasive compositions, and emphasis is placed on organization and thoughtful articulation of ideas. In grammar, students strengthen their understanding of the eight parts of speech, sentence structure, correct usage and mechanics.

Grade 8 – English

Full Year – 4 periods/cycle

The eighth grade English course enhances the students’ communication skills, especially through writing, with emphasis on developing techniques in reading, analyzing, writing, speaking, and listening. The students’ reading, comprehension, reasoning, and grammar skills are further developed by utilizing a variety of high-quality literary and informational texts which focus on the essential question: **“What are the consequences of intolerance within a society?”**

Grade 5 – Enrichment Reading

Full Year – 4 periods/cycle

5th grade reading focuses on further developing comprehension skills utilizing a variety of materials from our anthologies and trade books. Students will deepen skills centered on inferencing, predicting, summarizing and other higher order reading skills. Additionally students will continue to

work on improving oral communication skills and responding to text in writing. Children will be expected to read nightly to develop an appreciation for literature.

Grade 6 – Enrichment Reading

Full Year – 4 periods/cycle

6th grade reading focuses on further developing comprehension skills utilizing a variety of trade books. Students deepen skills centered on inferencing, predicting, summarizing and other higher order reading/thinking skills. Additionally students will continue to work on improving oral communication skills and responding to text in writing.

All Grades – Enrichment Reading

Full Year – 2 periods/cycle

This is a class designed to enrich and support students' learning. All topics from the students' grade appropriate course are covered. Instruction is provided in a small group setting and delivers additional assistance to those who have struggled with reading. Topics are presented in a diversified and individual manner and delivers additional reinforcement to our students.

Enrollment is determined by teacher recommendation and MCAS scores.

Science, Technology, and Engineering

**** IMPORTANT**** for the 2015-2016 school year, each grade level will be designing a new unit based on the draft of the Massachusetts Next Generation Science Standards (NGSS). After the NGSS are officially adopted by the state the remaining grade level curriculum will be adapted to conform to the new standards. The new units are highlighted in bold.

Grade 5 – Science

Full Year – 4 periods/cycle

In the fifth grade, students learn how to make good observations and design experiments. The fifth grade program focuses on rocks and minerals, weather, and ecosystems. Students in the fifth grade build model ecosystems and follow the flow of nutrients through the system. **For the NGSS unit, the fifth grade will learn about the earth's place in the solar system.**

Grade 6 – Science

Full Year – 4 periods/cycle

In the sixth grade, students learn how to make hypothesis based on previous knowledge and how to interpret data gathered from experiments. The sixth grade program focuses on the earth/moon relationship, an introduction to elements and atoms, mapping, the basic components of a cell, food webs and digestion in the human body. **For the NGSS unit, the sixth grade will learn about waves with a focus on sound and electromagnetic waves.**

Grade 7 – Science

Full Year – 4 periods/cycle

In the seventh grade, students learn how to formulate questions and express curiosity about the world around them through inquiry-based lessons. The seventh grade program focuses on the scientific method, chemical changes, the rock cycle, forces of motion, and cells. **For the NGSS unit, the seventh grade will learn about the transfer of energy in a variety of biological and mechanical systems.**

Grade 8 – Science

Full Year – 4 periods/cycle

In the eighth grade, students explore the interconnectedness of science, utilizing previous knowledge to form conclusions. The eighth grade program focuses on the earth/sun relationship, the planets, chemical bonding, **For the NGSS unit, the eighth grade will explore convection in regards to plate tectonics, stars, ocean currents and weather.**

Grade 5 – Technology Engineering

1 Rotation – 4 periods/cycle

In the fifth grade, students are introduced to the engineering and design process as well as the tools of the technology lab. Students make observations about the material properties of substances. The student build a bird house prototype out of cardboard and discuss the costs and benefits of different design choices. The students build a model catapult as the final project for the course. **There are no NGSS technology and engineering standards for the fifth grade. SMS plans to utilize the fifth grade year of technology and engineering as a base for the 6-8 curricula maintaining a focus on material properties.**

Grade 6 – Technology Engineering

1 Rotation – 4 periods/cycle

In the sixth grade, students expand their knowledge of the engineering and design process. Students observe how a variety of materials withstand force like compression and use this knowledge to

design a method of protecting an egg from a two-story drop. Students also use their knowledge of forces to design and build bridges out of a specific amount of materials. The bridges need to be light and yet withstand the greatest amount of force.

Grade 7 – Technology Engineering

1 Rotation – 4 periods/cycle

In the seventh grade, students build lunch boxes as individuals and then in an assembly line process to learn about the manufacturing process and the pros and cons of mass production. As part of their study of fluid dynamics students learn about thrust, lift and drag. The students use this knowledge along with the physics principles outlined in Newton’s Laws to build water-powered rockets as well as underwater remote operated vehicles called SeaPerch.

Grade 8 – Technology Engineering

1 Rotation – 4 periods/cycle

In the eighth grade, students create architectural drawings from a variety of viewpoints. The students develop a basic knowledge of Bernoulli’s Principle and the inverse properties forces. The students also design and build mousetrap cars to learn about friction, mechanical advantage, drag and the forces that initiate motion. As their final project, students take the SeaPerch built by the seventh graders and modify them to complete various performance tasks.

S.T.E.A.M.

S.T.E.A.M. is an educational initiative concentrated on student exploration of **Science**, **Technology**, **Engineering**, **Math with Art + Design**. The S.T.E.A.M. classroom is intended to develop students’ next generation skills, and poise students to creatively inquire and innovate.

Grade 7 - Robotics

1 Rotation – 4 periods/cycle

Students enrolled in this specialty will be exposed to explorations of computer programming via robots. Students will use principles of **Science** (planning, testing, and modification of sequences of instructions), **Technology** (use of the LEGO Mindstorms EV3 Robotics software and hardware), **Engineering** (the building, development and reconstruction), **Art** (design) and **Mathematics** (recording movement and using sensors for feedback). In the process, students will learn more sophisticated sequences of commands, blocks, and concepts to accomplish more difficult tasks.

Grade 8 - 3-D Modeling

1 Rotation – 4 periods/cycle

In 3-D modeling, students will spatially reason a physical model as a 3-D digital models using drafting and printing technology. As a class, student teams will be tasked with replicating the contents of a sealed box without being able to open it. This problem forces students to think both systematically and creatively on taking apart and putting back together an object. Students will use skills demanded of **Science** (methodology), **Technology** (use of 3D software), **Engineering** (3D modeling and printing), **Art** (interpretation of positive vs. negative space) and **Mathematics** (plotting coordinates and lines on a 3D grid). The student teams will be assessed on how they use these skills, their chosen methodology, models, and how they might adjust their methodology once the object is revealed.

Social Studies

Swampscott Middle School Social Studies courses are based on the Massachusetts Curriculum Framework for Social Studies. Courses have recently been updated to align with the Standards for Literacy in History/Social Studies incorporating the Common Core. Differentiated instruction is key as all courses are heterogeneously grouped.

Grade 5 – Social Studies

Full Year – 4 periods/cycle

Students will learn about pre-Columbian civilizations of the new world and European exploration, colonization, and settlement to 1700. Students will also focus on the political, intellectual and economic growth of the colonies from 1700-1775. They will learn about the revolution and the formation of the federal government under the constitution. Students will complete individual and group projects. Additional assessments include chapter tests. Students will examine primary sources and current events.

Grade 6 – Social Studies

Full Year – 4 periods/cycle

Students will examine how the geographic location of ancient civilizations contributed to their growth. Students will learn the importance of people in ancient civilizations, achievements, accomplishments, and inventions in shaping history. Societies are studied in terms of their interrelationship between people and the environment. Major topics include; The Stone Age, Ancient Egypt, Ancient Mesopotamia, Ancient Greece, and Ancient Rome. Research, critical thinking, projects, current events, and cooperative learning skills are emphasized.

Grade 7 – World Geography

Full Year – 4 periods/cycle

Students will study the physical and human geography of various regions around the world by using the five themes of geography: location, place, human environment interaction, movement, and region. Regions include Africa, South America, Asia, Europe, and Oceania. In addition to identifying specific locations, students will study *how* location, climate, physical characteristics, natural resources, governments, religions, and population size influence the settlement patterns and economies of each region. Throughout the year students will interpret and analyze maps, graphs, and non-fiction articles. Students will continuously work on their research skills, including the proper citation of sources.

Grade 8 – United States History

Full Year – 4 periods/cycle

Students will study the political and economic factors that contributed to the American Revolution. Students will also explain the historical and intellectual influences on the American Revolution and the formation of the American government. Students will describe the evolution of the American government following the years of the American Revolution. Students will recognize the causes, course, and consequences of America's westward expansion. Students will summarize the critical developments leading to the Civil War. Students will describe the various effects of the Civil War and will explain the policies and consequences of Reconstruction. Throughout the year students will interpret and analyze non-fiction writings, including primary source documents. Students will continuously work on their research skills, including the proper citation of sources.

Red, White, and You

This specialist class will allow each student to have a better understanding of their town, city, state, region and country.

5th Grade - Welcome Home

1 Rotation – 4 periods/cycle

This course focuses on the town of Swampscott and our state capital Boston. Students through various activities will learn more about the town they go to school in and our capital. We will explore their histories, and many of the keys places and occurrences.

6th Grade - Welcome to New England

1 Rotation – 4 periods/cycle

This course focuses on our region. It will allow the students to have a better understanding of the region, its history, and what makes it unique.

7th Grade - This Land is Made for You and Me

1 Rotation – 4 periods/cycle

This class will focus on the different regions that make up the United States, what makes the regions unique and what makes us all the same.

8th Grade - Your Place

1 Rotation – 4 periods/cycle

This class will focus on the students place in our current society and government. We will be looking at individual rights, problems facing our society and individuals as well as the role of government in all of it.

World Languages

The World Languages Department applies the Massachusetts and National “5 C’s” of Communication, Culture, Connections, Comparisons and Communities to present an introduction to French or Spanish at the middle school. It is an engaging approach that broadens student understanding of the world we live in by experiencing languages and cultures different from our own.

Students elect to take Spanish or French at the end of 6th grade. All efforts are made to ensure that students are able to study their language of choice. It is not possible to switch languages between grades 7 and 8, though it may be possible to switch languages upon entering high school. Students successfully completing 7th and 8th grade Spanish or French at the middle school will be able to enter high school Spanish or French at the CP2 or Honors 2 level, depending on performance and teacher recommendation.

Grade 7 – French or Spanish

Full Year – 4 periods/cycle

The first year of a foreign language is an introduction to the fundamentals of the target language. Students will learn basic grammatical structures for forming the present tense and will practice basic vocabulary for classroom objects, family members, numbers, time, seasons and months, nationalities, sports, etc. Students also learn to ask and answer questions and express basic needs, wants and opinions. Reading and writing skills are emphasized with a goal of increasing listening and speaking skills in the target language as well. During 7th grade, we begin the first half of our textbook in Spanish (Descubre 1) and French (Bien Dit) and we complete the books in the 8th grade.

Grade 8 – French or Spanish

Full Year – 4 periods/cycle

8th Grade Spanish and French courses are a continuation of the 7th grade program. We complete the second half of the textbooks started in the 7th grade. These two years constitute one year of a world language at the High School level, where the book is covered in one year. Covering the material in two years at the middle school allows the opportunity to incorporate games and activities and move at a pace more appropriate for the middle school level.

In grade 8, students review their introductory work before learning new vocabulary and grammatical structures. Because it is important to understand the introductory concepts deeply before moving on to more complex tenses, an in-depth review is included which expands upon the information acquired in the 7th grade year and allows students to extend this knowledge through projects and activities. In 8th grade there is an increased emphasis on oral proficiency and communication. Students build on their vocabulary and will be able to use vocabulary to talk about hobbies and pastimes, shopping, food, clothing, travel, and leisure activities.

Grade 8 students who accomplish their language courses successfully at the Middle School will continue their studies beginning with Spanish II or French II at the High School. Their language teachers will recommend students for the appropriate high school level- honors or college preparatory, based on their success in learning the target language and their work ethic.

Grade 8 – Foreign Culture

Full Year – 4 periods/cycle

Students who begin their language study in 8th grade at the Middle School will take Foreign Culture. This course offers a unique opportunity for students who are unable to complete the two consecutive

years of middle school language learning necessary to enter level 2 Spanish/French in high school. They will explore the basics of French and Spanish, along with important cultural aspects of the countries where each of these languages are spoken, in order to inform their language choice upon entering a Level 1 course at the high school. This exploratory course delves into grammatical and vocabulary topics in both French and Spanish with lots of projects, games and activities. Students who complete this course will enter either Spanish 1 or French 1 at the high school.

Fine and Practical Arts

In all four grades students have classes in Music, Art, Computers, and Communications and TV. Additional music electives are available.

Music

Music education classes at Swampscott Middle School include both performance-based classes and introductory classes based on the National Core Arts Standards and Massachusetts Fine Art Frameworks. All students in the middle school take general music and students have the option to participate in chorus and/or band. The general music courses are designed to introduce students to the basics of music in a hands-on approach.

Grade 5 – General Music

1 Rotation – 4 periods/cycle

All 5th grade students take general music for 22 days per school year. In general music, students review and expand on the basic building blocks of music, including melody, rhythm and texture. In this class we sing, play instruments, compose, analyze music, perform individually and as a group, read and notate music, and improvise. All students are challenged to develop their performance skills, musicianship and audience etiquette.

In addition to general music, students are offered a chance to join the school chorus and band. Chorus meets on Day 1 at advisory

Grade 6 – General Music

1 Rotation – 4 periods/cycle

All sixth grade students take general music for a total of 22 days per school year. In general music this year we are studying tone color, the instruments of the orchestra, how sound is produced, acoustics, and a bit about electronic instruments. The students are going to try to engineer their own instruments (in groups) with found materials.

In addition to general music, students are offered a chance to join chorus and band. Chorus meets on day 3 at advisory.

Grade 7 – General Music

1 Rotation – 4 periods/cycle

In general music this year students will learn about the music of the world. We will listen, sing, play and analyze music from different countries and concentrate on West African drumming. Students will sing, play instruments (alone and in a group), improvise, analyze, compose/arrange and read music. All students are challenged to develop their performance skills, musicianship and audience etiquette. In addition to music class, students may also join band and chorus, which meets at advisory. Chorus meets during advisory on day 2 (and occasional sectionals on day 4.)

Grade 8 – General Music

1 Rotation – 4 periods/cycle

In 8th grade general music, students study storytelling through music, in opera specifically. Students examine the components of opera, musical aspects of opera, and the arts associated with opera. Students discuss what it takes to make a good production, training requirements of a singer, how to tell a good story- both in literature and with music, and many other aspects of putting on a production.

We will listen to, watch or analyze music from various performances. Students will get to try things such as improvisation, choreographing, composing, performing as an ensemble, arranging, etc. Although not every student has a musical background, the class is designed that all students should feel successful and confident as performers and musicians. For their final projects students will write and perform a short opera in a small group.

In addition to general music, students have the option of being involved with the chorus or band. Chorus meets during advisory on day 2 (and occasional sectionals on day 4.)

Chorus

Full Year

Swampscott Middle School has 3 choruses, plus an after-school, auditioned chorus. Chorus meets during advisory and is a graded class. The chorus performs 2 concerts a year. The choruses sing a varied repertoire of musical styles representing different periods of music history. Students in chorus learn vocal technique while discovering the joy of making music with other students and developing their individual musicianship. By the end of 8th grade, students should feel comfortable reading music from a score and speaking correctly using musical terminology.

Students in chorus also have opportunities to perform in choral festivals and to audition for groups such as The Massachusetts Music Educators Association All State-Treble Chorus, the Northeast Junior District Festival Girls Chorus and the Northeast Junior District Boys Chorus.

Middle School Band

Full Year

Swampscott Middle School has two bands, a combined 5th and 6th grade band and a combined 7th and 8th grade band. Each band meets for two advisory periods per cycle and is a graded class. The bands perform for two concerts each year.

In band students will continue to develop playing skills, improve music reading ability and learn proper rehearsal technique while playing a wide variety of music. Musical opportunities for students grow each year with some students learning new instruments or auditioning for District Band. By the end of 8th grade students will be prepared to participate in High School Band.

To participate in band student should have been in 4th or 5th grade band. However, students can join band with permission of the band director.

Fine Arts

A pencil and a 9 x 12 sketchbook is all that is required and can be used for all four years of class attendance.

Grade 5 – Art

1 Rotation – 4 periods/cycle

Students identify, define and implement the Elements of Art: line, shape, color, value, space, and texture. Many short exercises are given to practice sketchbook artwork and the creative process is most important with these lessons. Clay is introduced as a flat “slab” project.

Grade 6 – Art**1 Rotation – 4 periods/cycle**

Students build upon the Elements of Art they learned in the 5th grade. Notes are reviewed and the projects get more technical. 1 Point Perspective Letters are introduced along with the Optical Art concept. Watercolor techniques and alternative color lessons are introduced. Clay is now hand built to be functional.

Grade 7 – Art**1 Rotation – 4 periods/cycle**

Students further identify “good composition” using the Elements of Art. 1 Point Perspective is now used in a landscape, either bird’s eye, eye level, or worm’s eye view. More color artists and genres are introduced, like Grant Wood, Roy Lichtenstein, Andy Warhol, and Wayne Thiebaud, as well as the Pop Art movement. A variety of new mediums, such as oil pastel and color pastel are introduced. Clay is now a technical 3D creature with extremities.

Grade 8 – Art**1 Rotation – 4 periods/cycle**

Students finish off their studies and sketchbooks with 2 Point Perspective drawings of architectural buildings. Attention to detail and the use of color, value and texture are of the highest importance. All mediums have been used by this year and are now left up to the artist’s choice for each project. There are fewer lessons assigned, but they take longer to finish. Clay is now a structure of any choice using the techniques learned from years past.

Computers

Grade 5 – Computers**1 Rotation – 4 periods/cycle**

Fifth grade students will be learning the basics of Scratch Programming, will be completing a PowerPoint project, and will be using a typing program everyday. Scratch is a visual programming language developed by MIT and can be accessed through their website or downloaded to the computer. Students will write their own programs, including creating a maze game. Students are encouraged to create their own Scratch accounts at home. Visit: scratch.mit.edu for more information. The PowerPoint project provides students an introduction to the software program. Students will learn how to create a new project, add slides, incorporate pictures and backgrounds, and research information online. Good typing is *essential* for using computers effectively. Students will receive accounts for Type to Learn 4, and will complete typing activities every day.

Grade 6 – Computers**1 Rotation – 4 periods/cycle**

The Sixth grade students will complete a multi-part video book trailer using the website Animoto, exploring STEM and elements of game design in Gamestar Mechanic, and will be using a typing program everyday. In this multi-part project, students begin by choosing a book they would like to review. Students will first research information about their book, then write up an initial script. Students will be combining images and music on the Animoto website in order to create their final book trailer. After a round of peer reviews and editing, the final videos will be put on display on the Middle School’s library page under “Big Blue Book Reviews”. Students will also be spending time exploring Gamestar Mechanic – a game creation website that teaches students elements of game design, while challenging them to solve simple and complex problems, and expand their critical

thinking and imaginative skills. The site is built on the premise of developing STEM theories within schools and at home, while creating a safe environment for students to work and play within.

Grade 7 – Computers

1 Rotation – 4 periods/cycle

Seventh grade students will be introduced to Adobe Photoshop – a high-powered and professional photo editing program, as well as techniques for using digital cameras, along with using a typing program everyday. Mixing photography with computers results in a very powerful combination. Students will learn the basics of photo editing, gaining knowledge and skills within the field of graphic design. As students progress, they will be taking photos and then manipulating them in Photoshop in a variety of ways. Students will be creating at least four images in Photoshop. Three of these images will feature the student. Once they have completed their portfolio of images, students will have the opportunity to bring their digital photos home through email or flash drive.

Grade 8 – Computers

1 Rotation – 4 periods/cycle

The Eighth grade students will complete a multi-part Stop-Motion Animation project in small groups along with using a typing program everyday. Stop-Motion Animation is a technique that has been used in TV shows and movies for years – think Wallace and Gromit, The Nightmare Before Christmas, Coraline, etc. Students, in small groups, will come up with a concept relating to an educational subject as the premise for their video. They are responsible for creating a small set and bringing in any materials they need – clay, small plastic figures, pasta, etc. Using a digital camera, students will take hundreds, possibly thousands of pictures, then using iMovie, compile the images to create an actual movie they will complete with sound effects and music. Students will gain skills by learning how to interpret an educational topic in a new and different way, while gaining knowledge with digital cameras, movie editing, and the social dynamics from working collaboratively in a group. At the end of the school year we hold the “Stop Motion Awards Show” and videos in multiple categories are voted on by the 8th grade students for awards.

Physical Education and Wellness

Health/Wellness

Grade 5 – Health/Wellness

1 Rotation – 4 periods/cycle

Physical development, communication skills including empathy, responsibility, respect, social skills, self-esteem, and alcohol.

Grade 6 – Health/Wellness

1 Rotation – 4 periods/cycle

Communication, getting along with peers, social skills, self-esteem, stress anxiety and alcohol.

Grade 7 – Health/Wellness

1 Rotation – 4 periods/cycle

Alcohol and drug abuse, stress and anxiety, communication, self-esteem, mindfulness and tobacco.

Grade 8 – Health/Wellness

1 Rotation – 4 periods/cycle

This course focuses on promoting physical, social and mental health. Topics include substance abuse, stress and anxiety, healthy relationships, communication.

Physical Education

The goal of the Swampscott Middle School Physical Education Program is to teach students how to live a healthy lifestyle by developing and encouraging fitness activities that can be incorporated into the students' physical, social and cognitive development.

This course will be offered to all grade levels: 5th, 6th, 7th and 8th.

Students will be introduced to a variety of activities including: cooperative games, circuit training, volleyball, badminton, speedball, flag football, tennis, basketball, ultimate Frisbee, golf, and our new and improved Fitness Testing with the addition of the Pacer Tests. These Tests allow the students to compare their own previous performances to new performances as well as to others of the same gender, age and grade. It allows students to measure themselves against a Health Standard for their own self-assessment.

Positive Social and Emotional skills are nurtured by working together towards a common goal. We encourage students to focus on responsibility, self control, cooperative learning and safe play—(how to keep yourself safe as well as others around you). Our goal is to create a safe and supportive learning environment for students to have opportunities to practice positive social interactions.

Grade 5 – Physical Education

2 Rotations – 4 periods/cycle

The focus is on cooperative game play at this level. All games are introduced and taught with the most basic skills and rules.

Grade 6 – Physical Education**2 Rotations – 4 periods/cycle**

We will continue to focus on skill development and provide basic rules related to the activities introduced in class.

Grade 7 – Physical Education**2 Rotations – 4 periods/cycle**

The emphasis is on fundamental skills of the activities and team cooperation. We encourage students to participate to the best of their abilities.

Grade 8 – Physical Education**2 Rotations – 4 periods/cycle**

We expect to develop more consistency of the basic skills and rules being taught so as to provide each student the opportunity to participate at their own level. We also begin to encourage strategies and team play.

Welcome to the Swampscott Middle School Guidance Department!

As guidance counselors at SMS, we are here to provide counseling services to ALL students, both individually and in groups. The middle school years are filled with opportunities for tremendous growth academically, socially, and personally. We are committed to working with students, parents, and school staff in order to foster that growth on behalf of each and every student at SMS. Should your child experience any form of social, emotional, or academic difficulty throughout his/her middle school tenure, we are here to help!

The following examples represent just some of the areas that your child might struggle with or require additional support for:

- Anxiety
- Depression
- Self-harm
- Peer conflict
- Bullying / Harassment
- Self-esteem
- Coping with family stressors
- Alcohol / Substance abuse
- Academic concerns
- Post-middle school planning

SMS Guidance Department FAQ's

Who will students meet with in the Guidance Office?

There are two guidance counselors at SMS. Students whose last names begin with letters A-L will meet with Mr. Randall, and students whose last names begin with letters M-Z will meet with Ms. Capozzi.

How do students go about making an appointment with one of the guidance counselors?

There are multiple ways that students can make arrangements to meet with a guidance counselor. Students may let a teacher know that he/she would like to go down to the Guidance Office; students may stop by the Guidance Office before or after school to set up an appointment; parents may call us on behalf of their children in order to set up an appointment; students may email us directly in order to set up an appointment.

How do students know if they should meet with their guidance counselor?

Excellent question! When in doubt, seek us out! If a student or parent is unsure, please do not hesitate to check in with us and together we can determine the best way to proceed. Examples of student concerns may include a problem with grades, friends, or a difficult situation at home. No issue or concern is too big or too small to bring to the Guidance Office.

CONTACT: (781) 596-8800

Michele Capozzi - Guidance Counselor (ext. 308) (Students with last names M-Z)
Email: mcapozzi@swampscott.k12.ma.us

Dylan Randall - Guidance Counselor (ext. 318) (Students with last names A-L)
Email: drandall@swampscott.k12.ma.us

Tricia Nottingham – Administrative Assistant (ext. 319)
Email: nottingham@swampscott.k12.ma.us

ADDITIONAL STUDENT SUPPORT CONTACTS

Cynthia Ferreira – School Psychologist
Email: ferreira@swampscott.k12.ma.us

Kelly Ellison – School Adjustment Counselor
Email: ellison@swampscott.k12.ma.us