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 2017 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.

At the end of Grade 7, students' placement into an honors program will be determined by the use of the following criteria: MCAS scores, Grade 7 GPA, and the IOWA Algebra Diagnostic Exam. Once placement is determined, letters are sent home to families. Parents and guardians are encouraged to discuss placement with the SMS administration, teachers, and guidance.

For further information about the sequence of High School Courses based on 8th grade placement and to see a flow chart of courses, please visit the High School Mathematics Department page.

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.

Students in Grade Level 8th Grade Mathematics are expected to complete a college preparatory program at the High School. This includes Algebra I, Geometry, Algebra II, PreCalculus, and Introduction to Calculus. These students may also be eligible to take Statistics. For more information about the High School Courses, please visit the Math Department page on the Swampscott High School's web page.

To see a flow chart of courses, please visit the High School Mathematics Department page.

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 Data, 7th grade Math GPA, and the results of the Iowa Algebra Diagnostic Exam.

Students in this course are expected to follow a rigorous Mathematics Program at the High School which includes Honors Geometry, Honors Algebra II, Honors Pre-Calculus, AP Calculus, and AP Statistics. **For more information about the High School Courses, please visit the Math Department page on the Swampscott High School's web page.**

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 – 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 – 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.

Enrichment Reading – All Grades **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

Grade 5 – Science **Full Year – 4 periods/cycle**

In the fifth grade, students learn how to make good observations, collect data and use data to support arguments. Students compare and contrast celestial bodies and make observations about the apparent change of the sun and moon's position over days, months and a year. Students learn about the water resources on Earth, discuss human impact on available water, and create models of the water cycle. Students observe properties of matter and that in phase changes matter is conserved. Finally students create model ecosystems to observe the connections between resources and organisms in an environment, including the cycling of nutrients and energy.

Grade 6 – Science **Full Year – 4 periods/cycle**

In the sixth grade, students relate structure and function on micro and macro scales. Students learn about the complexity of the universe and model the Earth-sun-moon system to describe lunar phases and eclipses. Students analyze data to provide evidence that the Earth's plates have moved great distances over long periods of time and use the fossil record to show extinctions and changes in organisms over time. Students compare properties of mixtures and compounds, conduct experiments with density and observe endothermic and exothermic chemical reactions. They develop models of waves and make observations about the differences between light rays and mechanical waves. Students compare the life process that take place in the human body to those that take place within a cell.

Grade 7 – Science **Full Year – 4 periods/cycle**

In the seventh grade, students investigate systems and cycles with a focus on the interconnectedness of systems. Students research small and large scale changes in the surface of the Earth and predict where future events will occur. They conduct tests with electricity and magnets to determine the effect of distance and magnitude of charges on the strength of the forces. Students experiment to determine the speed of heat transfer with a variety of materials. Students expand their investigations to include energy transfer focusing on transfers between kinetic and potential energy. Students create models of energy and nutrient cycles within ecosystems and infer the consequence of changes in the amount of resources. Finally students conduct research to find ways that humans can protect ecosystems and maintain biodiversity.

Grade 8 – Science **Full Year – 4 periods/cycle**

In the eighth grade, students explain causes of complex phenomena in systems. Students model the Earth-sun-moon system to explain the cyclical pattern of seasons, orbital motion and tides. Students model the effect of convection on the movement of the Earth's plates as well as weather patterns. Students compare weather patterns in coastal areas to examine the effect of the ocean on weather and climate of a region. Students observe matter interacting to categorize evidence of physical and chemical reactions and properties of compounds and mixtures. They use their knowledge of chemical reactions to explain how human activity has affected Earth due to a use of fossil fuels. Students compare and contrast the advantages and disadvantages of asexual and sexual reproduction. Students investigate the changes in a population over time due to factors like genetics, the environment, and natural selection.

Technology and Engineering

Due to the recent changes in the Science Standards, a three-year transition plan was created for the Technology and Engineering course. Thus there are some similarities between the seventh and eighth grade curriculum as we shift the content covered in each course. The information below is accurate for the 2017-2018 school year.

Grade 5 – Technology and Engineering 1 Rotation of 21 days – 4 periods/cycle
In the fifth grade, students learn the importance of accurate measurements. Students use a variety of tools to measure length and mass/weight. The students use their knowledge of measurement to create accurate sketches of design solutions and label the component parts. Student build model catapults from designs to throw an eraser over a barrier. The students then modify the designs to allow the catapults to throw an eraser over a barrier at a longer distance. Students also design birdhouses and build model birdhouses out of cardboard.

Grade 6 – Technology and Engineering 1 Rotation of 21 days – 4 periods/cycle
In the sixth grade, students create a solution to a design problem by identifying the criteria and constraints, comparing and contrasting the properties of a variety of substances, and drawing a scale model of a SeaPerch to solve the problem. Finally students select materials and use appropriate tools safely to build their SeaPerch, problem solving as needed.

Grade 7 – Technology Engineering 1 Rotation of 21 days – 4 periods/cycle
In the seventh grade, students learn about thrust, lift and drag as part of their study of fluid dynamics. The students use this knowledge along with the physics principles outlined in Newton's Laws to build water-powered rockets as well as mousetrap cars. Students then modify their mousetrap cars to achieve various distance goals.

Grade 8 – Technology Engineering 1 Rotation of 21 days – 4 periods/cycle
In the eighth grade, students use their knowledge of Newton's Laws to build mousetrap cars. Students then modify their mousetrap cars to achieve various distance goals. The students also build benches for use in SMS's new outdoor classroom. The students follow a design and choose the appropriate materials and tools to safely mass produce the wooden benches.

Robotics and Design

Robotics and Design has been expanded to included fifth and sixth grade courses for the 2017-2018 school year.

Grade 5 – Introduction to Robotics and Design 1 Rotation of 21 days – 4 periods/cycle
In the fifth grade, students learn Scratch as a way to reinforce the math standards on computational thinking. The students use Scratch to create models to review grade level science content, such as creating a model of the water cycle or solar system. The students then use their Scratch coding skills to program Mbots to move around the classroom.

Grade 6 – Introduction to Robotics and Design **1 Rotation of 21 days – 4 periods/cycle**
In the sixth grade, continue to explore with Scratch in order to program the Mbots to perform more complex movements. Student then experiment with the design program Tinkercad to create 3D models that include a wide variety of shapes to reinforce the sixth grade geometry topics. Students also learn about how digital 3D models can be used in 3D printing.

Grade 7 – Introduction to Robotics and Design **1 Rotation of 21 days – 4 periods/cycle**
In the seventh grade, students learn the program SketchUp to create buildings focusing on the surface area or volume of various components to reinforce seventh grade math concepts. Students select appropriate materials to perform specific structural functions as they design their buildings. Students begin a base knowledge of LEGO Mindstorms kits to and conduct experiments about energy and heat transfer.

Grade 8 – Introduction to Robotics and Design **1 Rotation of 21 days – 4 periods/cycle**
In the eighth grade, students review SketchUp to create models of everyday items. The students final design project is to create a bench or chair that can be built in the technology and engineering classroom. Students use LEGO Mindstorms to design and create robots that perform various tasks. Students then revisit Scratch to create digital models of eighth grade science content and observe the improvement in their coding skills.

Computers

Grade 5 – Computers **1 Rotation – 4 periods/cycle**
Fifth grade students will be learning the basics of Scratch Programming, programming their own projects, and learning about computer hardware.. 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. Students will also learn about the external and internal parts of a computer in our new Makerspace room in the library. Students will work in groups to “build” a computer.

Grade 6 – Computers **1 Rotation – 4 periods/cycle**
The focus of the sixth grade curriculum is on digital citizenship. In today’s heavily technologically supported world, students need to learn to present themselves appropriately in person and online. Students will cover a wide range of topics including: digital media, online searches, phishing/scamming, cyberbullying, copyright, digital footprints, and digital literacy. Students will create a multimedia presentation at the conclusion of the rotation on their choice of topics covered.

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.

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. 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.

Social Studies

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.

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 and Art. 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.

Physical Education and Wellness

Students in all four grades will have two rotations of Physical Education each year as well as one section of Health/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.

Guidance

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. Waffle.

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

Dylan Randall – *Guidance Counselor (ext. 318) (Students with last names A-L)*
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Erin Waffle – *Guidance Counselor (ext. 308) (Students with last names M-Z)*
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