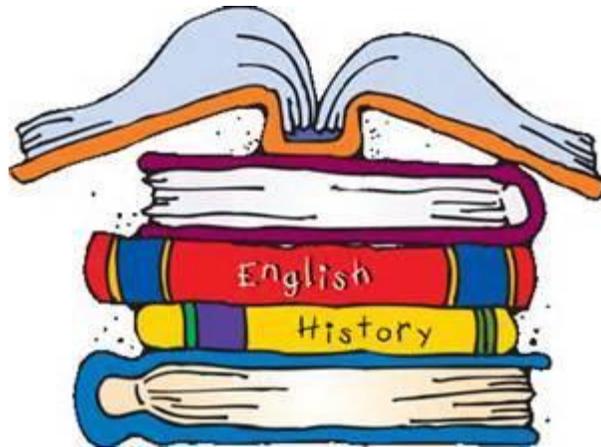


FURNACE BROOK MIDDLE SCHOOL

PROGRAM OF STUDIES 2021-2022

GRADE 7



ENGLISH LANGUAGE ARTS

Furnace Brook Middle School English classes are heterogenous, unlevelled classes.

The English department assesses student work in a variety of ways to evaluate student skills in the following areas:

- Reading
- Writing
- Speaking and Listening
- Language

Writing assignments are evaluated by rubrics or specific skills-based criteria. The English department assesses student work based on skills reflected in the [Massachusetts English Language Arts Frameworks \(2017\)](#).

Student success is identified through the following achievements:

- Students will independently read and comprehend texts which are at grade level based on the Reading Standards for Literature and Informational Texts in the [Massachusetts English Language Arts Frameworks \(2017\)](#);
- Students will write consistently at grade level based on the Writing Standards in the [Massachusetts English Language Arts Frameworks \(2017\)](#).
- Students will verbally articulate complex ideas based on the Speaking and Listening Standards in the [Massachusetts English Language Arts Frameworks \(2017\)](#).
- Students will demonstrate mastery and application of English conventions, language, and vocabulary based on the of the Language Standards in the [Massachusetts English Language Arts Frameworks \(2017\)](#).

The English program has implemented the Massachusetts Curriculum Framework that incorporates the Common Core State Standards. College and Career Readiness Anchor Standards for the reading of literature and informational texts are stressed.

The writing program focuses on supporting ideas with valid reasoning and sufficient evidence, writing clearly and accurately in informative/explanatory essays, and writing well developed narratives.

High-quality work habits and a strong work ethic developed in middle school allow students to achieve now, as well as succeed in the future at the high school.

Parents are encouraged to foster outside reading which is paramount for students to develop reading skills, as well as become accomplished speakers and writers.

Students should be encouraged to do their best on the English/Language Arts MCAS. Scores may contribute to future placement in English.

MATHEMATICS

The FBMS Mathematics Department has adopted the Massachusetts Curriculum Framework for Mathematics incorporating the Common Core State Standards for Mathematics, March 2011.

Two math courses are offered to students: Grade 7 Mathematics and Compacted Grades 7 & 8.

Grade 7 Math

Instructional time for students placed in Common Core Grade 7 will focus on 4 critical areas:

1. Developing understanding of and applying proportional relationships,
2. Developing understanding of operations with rational numbers and working with expressions and linear equations,
3. Solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume, and
4. Drawing inferences about populations based on samples.

Compacted Grades 7 & 8

This compacted course of study is designed for the most advanced students. It offers them the opportunity to complete three years of mathematics study over the span of two years. It requires students to handle material at a very fast pace.

Student selection is based on many indicators, including:

- successful completion of Grade 6 Common Core Mathematics,
- high MCAS scores in grades 5 and 6,
- class performance/ teacher recommendation,
- scores on midyear and end-of-year comprehensive exams,
- performance on Basic Skills Tests,
- student attitude, attendance, and homework completion.

Students must maintain a C average at the end of this course to be considered for placement in the Compacted Common Core Grade 8/Algebra 1.

SOCIAL STUDIES

Our middle school program has been aligned to the most recent Massachusetts State Frameworks and will also incorporate the Common Core State Standards for literacy. All classes are heterogeneously grouped (unleveled) and meet for one period each day.

Grade 7 World Geography and Ancient Civilizations II: Grades 6 and 7 form a two-year sequence in which students study regions of the world by examining physical geography, nations in the region today, and selected ancient and classical societies before 1000 CE. Students investigate guiding questions such as “*How does geography affect how societies develop and interact?*” and “*How have human societies differed from one another across time and regions?*”

Regions for grade 7 are:

- Asia
- Oceania
- and Europe

The resources available to our students are numerous. They include an up-to-date text, atlas programs and a wide variety of interactive multimedia resources. Use of the internet is encouraged to enhance their learning experience. *Chromebooks* are available for student use.

The Social Studies department uses a wide variety of assessment tools. Along with homework, tests and quizzes, many teachers assign in-depth and comprehensive projects. Writing is often evaluated in the form short answers, essays, and notebook keeping skills. Class participation is an integral part of the Social Studies classroom.

SCIENCE

Grades 6–8 Overview of Science and Engineering Practices

Active engagement of middle school students with the science and engineering practices is critical as students generally make up their minds about whether they identify with science and engineering by the time they leave eighth grade, and whether they will pursue these fields in high school and beyond. Students must have opportunities to develop the skills necessary for a meaningful progression of development in order for them to engage in scientific and technical reasoning so critical to success in civic life, post-secondary education, and careers. Inclusion of science and engineering practices in standards only speak to the types of performances students should be able to demonstrate at the end of instruction at a particular grade; the standards do not limit what educators and students should or can be engaged in through a well-rounded curriculum.

Grades 6 through 8 standards integrate all eight science and engineering practices. Students’ understanding of and ability with each practice gets more detailed and sophisticated through middle school. For example, by the end of middle school, students can identify limitations of a particular model, including limitations of its accuracy, what features are included (or not), and limitations of what phenomena or outcomes it can predict. Students can develop models of varying levels of detail and accuracy and can identify when a situation calls for a conceptual model with little detail or a specific model with attention to accuracy, such as for making predictions of particular events.

Some examples of specific skills students should develop in these grades include:

1. define criteria and constraints of a design problem with precision;
2. develop a model to describe cycling of matter in an ecosystem; develop a model that describes and predicts changes in particle motion and spatial arrangement during phase changes; develop and/or revise a model to show the relationships among variables, including those that are not observable but predict observable phenomena;
3. conduct an investigation to show relationships among energy transfer, type of matter, and kinetic energy of particles; conduct an experiment to show that many materials are mixtures;
4. examine and interpret data to describe the role human activities have played in the rise of global temperatures over time; construct, analyze, and/or interpret graphical displays of data and/or large data sets to identify linear and nonlinear relationships; distinguish between causal and correlational relationships in data; consider limitations of data analysis;
5. describe, including the use of probability statements and proportional reasoning, the process of natural selection; use data and graphs to describe relationships among kinetic energy, mass, and speed of an object;
6. construct an explanation using evidence for how Earth's surface has changed over time; apply scientific reasoning to show why the data or evidence is adequate for the explanation;
7. construct an argument based on evidence for how environmental and genetic factors influence organism growth; respectfully provide and receive critiques about one's arguments, procedures, and models by citing relevant evidence with pertinent detail; and
8. synthesize and communicate information about artificial selection; obtain and communicate information on how past geologic events are analyzed to make future predictions.

While presented as distinct skill sets, the eight practices intentionally overlap and interconnect. Skills such as outlined above should be reflected in curriculum and instruction that engage students in an integrated use of the practices. See the Science and Engineering Practices Progression Matrix for more information, including particular skills for students in grades 6-8

SCIENCE (Gr. 7)

Our middle school science curriculum is an integrated, inquiry-based study of Earth, Life and Physical sciences. Each strand is divided into a unit of study with its own text and laboratory resources. The unit spirals through each strand and builds a foundation of knowledge for the next grade. All of the classes are unlevelled, inclusion-based and meet for one period every day.

Systems and Cycles

Students in grade 7 focus on systems and cycles using their understanding of structures and functions, connections and relationships in systems, and flow of matter and energy developed in earlier grades. A focus on systems requires students to apply concepts and skills across disciplines since most natural and designed systems and cycles are complex and interactive. They gain experience with plate tectonics, interactions of humans and Earth processes, organism systems to support and propagate life, ecosystem dynamics, motion and energy systems, and key technological systems used by society. Through grade 7 students begin a process of moving from a more concrete to an abstract perspective since many of the systems and cycles studied are not directly observable or experienced. This also creates a foundation for exploring cause and effect relationships in more depth in grade 8.

WORLD LANGUAGES

French I

In French I, a contiguous Grade 7 (1A) and Grade 8 (1B) program, students will develop listening and speaking skills while learning to read and write short passages /essays in the target language. Cultural content will emphasize the daily life and customs of the French-speaking world, especially youths and teens.

Spanish I

In Spanish I, a contiguous Grade 7 (1A) and Grade 8 (1A or 1B) program, students will develop listening and speaking skills while learning to read and write short passages / essays in the target language. Cultural content will emphasize the daily life and customs of the Spanish-speaking world, especially youths and teens.

- **Grade 7 Spanish 1A and French 1A students** who more readily demonstrate success in acquiring a second language (C- or higher) are generally recommended for Spanish 1B or French 1B in Grade 8.
- **Grade 7 Spanish 1A and French 1A students** who demonstrate difficulty with acquiring a second language (D or below) are generally recommended by their Grade 7 teachers for the Grade 8, 1A foreign language classes or World Language Arts class.

The learning objectives for Grades 7 & 8 French and Spanish classes are to express, understand, identify, describe, and respond to:

- Greetings, introductions, origin and nationality
- Numbers, dates, times, weather
- Likes, dislikes, sports and free time activities
- Wants and needs
- Foods and clothing
- School schedules, classes, routines and activities
- People, family and friends
- Naming and describing pets and possessions
- Desires, obligations, chores and preferences
- Making plans, going places and taking action
- Their house and household items
- Maintaining a healthy body

World Language Arts (WLA I & II) Gr. 7 & 8

The WLA program is intended as an alternative to the traditional standards-based language courses offered at FBMS. This program focuses on French and Spanish, and addresses cultural understandings, basic conversation, writing and academic skills in general communication. Students also develop academic discipline and strengthen their social, analytical and linguistic skills in English. Completion of this two-year course will enable students to make an informed World Language choice of French I or Spanish I for Grade 9.

Prerequisites - Student enrollment in this program is to be determined by the World Language Coordinator in collaboration with the Guidance Department.

LIBRARY MEDIA CENTER (LMC)

The mission of the FBMS Library Media Center (LMC) is to both educate its academic community in literacy and information-seeking skills, as well as, provide an environment conducive to supporting the middle school curriculum and learning pursuits in an individual and classroom manner. The

lessons taught and programs run by the Librarian assist students in transitioning to High School and foster a love of life-long reading. The LMC provides internet resources through free online databases which connect to the Old Colony Library Network. These resources expand our 12,000 print collections by offering electronic books and journals. We have both an audio and large print collection that accommodates a diversity of learning styles. We also have created a “books to movies” DVD collection. The Professional Development and Parent collections deliver curriculum, pedagogy and psychological knowledge to our extended community. The LMC is open Monday through Friday 7:30 AM – 2:30 PM with occasional after-school availability. The following link allows students to access the resources of the FBMS library from home: <http://libraries.mpsd.org>.

TECHNOLOGY INTEGRATION

Furnace Brook Middle School is excited that all students will have an assigned Chromebook which offers them a personal learning device within the school day. The immediate access to technology and increased use of technology in education will have a beneficial effect on educational outcomes. We hope to bring 21st century technology to the forefront of our learning as well as engage students in critical thinking, collaboration and communication. Each student will receive a Chromebook to be used in the classroom as well as at home for educational purposes. Teachers will be using the technology to enhance instruction, assignments, projects, research and assessment.

Furnace Brook also has a technology integration specialist who works with teachers and students to integrate technology throughout all three grades. The technology integration specialist's responsibilities include:

- Collaborating with teachers to support their use of technology in delivery of curricula through a variety of instructional methods. In partnership, the technology integration specialist and the teacher will work toward integrating the use of hardware, software, and Internet resources in support of student learning.
- Creating learning resources for teachers, staff, and students. These may include Web-site tutorials, interactive programs, and databases that support teachers in integrating technology.
- Providing support to teachers in the creation of technology enhanced learning resources.

COMPUTER CURRICULUM

Students in 7th grade will explore various technical topics in order to prepare them for the digital world. This course will cover important soft skills about how to be upstanding digital citizens. Some of these skills include understanding appropriate behavior and interacting in online environments as well as detecting and speaking up about cyberbullying incidents. Students will be introduced to hands-on technical knowledge in the fields of computing devices, computer networks and services, and assistive technologies. Students will also learn the introductory concepts of computer programming by creating simple programs using a programming language called Scratch. Both soft and hands-on skills will be taught through various digital tools. These tools will further expand students' digital knowledge so that they may be used across all academic subjects.

Length of Program: One semester meeting every other day.

HEALTH

Program Objective: To have students demonstrate ways to be physically, mentally and socially healthy.

Length of Program: One semester, meeting every other day

Program Description: The students will receive differentiated instruction and engage in a variety of activities that allow them to:

Increase **knowledge** about the types of behaviors and actions needed to deal with social issues such as mental health, time management, bullying, anger management and coping skills; discussion about the effects of tobacco and alcohol and the importance of a healthy body image throughout the changes of puberty; explanation of how the body works with a focus on the brain.

Build **skills** through repetition, written activities and role playing to resist pressure to engage in unhealthy activities, to make healthy decisions in all areas of health, and to develop empathy, anger management and problem solving abilities that prevent violence.

Assessment of Skills: Students will be assessed using a variety of methods including homework assignments, class work, cooperative group projects, writing assignments, quizzes, tests, effort and behavior.

PHYSICAL EDUCATION

LENGTH OF PROGRAM: The Physical Education program is a full-year program meeting three times per six day cycle.

PROGRAM DESCRIPTION: The Physical Education program provides all students the opportunity to experience a wide-variety of activities covering team sports, individual and dual sports, an overview of the components of physical fitness, and participation in adventure based activities. Our fitness program incorporates strength training and cardiovascular activities that emphasizes being fit for life.

Assessment of Student Skills: Students will be graded on daily preparation, effort, and behavior. Written forms of behavior are also included.

Be prepared for activity – this means the student has a shirt with his or her name on it, comfortable sweatpants or shorts (NO JEANS), and sneakers that tie.

Effort and Participation – all students are expected to participate in all activities, providing their best effort.

Sportsmanship & Conduct – all students are expected to show good sportsmanship during all activities along with maintaining good behavior and following all school and class rules.

COMMENTS ON THE PROGRAM: If a student is to be excused from class he/she must have a note from a physician, parent or guardian, or the school nurse. If a student is out for an extended period of time, a note may be required to return to class.

ART

The Art curriculum at FBMS is an intensive journey into the world of visual illusion. In accordance with the Massachusetts State Frameworks for Art, it is a logical, sequential program covering the principles of design, color theory, 'seeing to draw', perspective, abstraction, creativity, and individual expression. Each grade meets every other day for one semester.

The seventh grade stresses careful looking. "If you can really see it, you can draw it" and "Draw what you see, not what you think you know" are the class mottos. More diverse media is introduced, two-point linear perspective is studied, positive and negative space is introduced, vocabulary is expanded and abstraction as well as emotion becomes part of the artistic creations done by the students. Students are graded on how well they interpret and demonstrate knowledge of the visual concept presented and how well they fulfill the requirements as stated in the rubric.

MUSIC

Music Appreciation: How will I learn about music? What will I learn about music? Students in Music Appreciation will learn about music through activities such as reading, writing, listening, observing, analyzing, playing, composing, and sharing music.

Length of Program: This course meets all year, every other day.

Program description: Music Appreciation is designed with all students in mind, regardless of previous musical background or experience. There are no performing obligations outside of the school day in Music Appreciation.

Students will study various aspects of music including melody, harmony, rhythm, form, and tone color.

Students will study different eras in music history as well as different styles of music and they will explore the world of musical theater.

Assessment of Student Skills: Students will be graded on their class participation, class assignments, and occasional written tests or projects.

Project Expectations: Most projects can be completed during class time.

Chorus: In this class students will learn how to improve their own singing voice. Students will learn the art of performing in a group vocal ensemble.

Length of Course: This course meets all year, every other day.

Program Description: This course is designed for students who enjoy singing and performing. Students learn the elements of good singing such as posture, breath management, diction, and tone quality. Students also develop musicianship skills through music reading and sight singing. Focus in the ensemble is on independent part singing and choral blend and balance. Students will sing music representative of a range of composers, styles, and nationalities.

Assessment of Student Skills: Students will be graded on class participation and students will be

assessed on their vocal skills and knowledge of the music in small groups or individually. Occasional written tests may be given. **Performances are considered part of the course curriculum, and attendance is required.**

Project Expectations: Advanced students in grades 7 and 8 also have the opportunity to audition for district and regional music festivals held outside of the school day.

Orchestra: How do I become proficient as an individual musician and as a member of this ensemble?

Length of Program: This course meets every other day for the full school year.

Program Description: Orchestra is offered to students who have studied a string instrument (violin, viola, cello and bass) in the fifth or sixth grade, or with permission of the orchestra director. Focus is upon elements of good ensemble playing as well as continued development and progress on the student's specific instrument. Students perform music, of increasing difficulty, representative of a variety of styles, composers, forms, periods, and nationalities. Orchestra is taught in a large ensemble setting. Students are encouraged, but not required, to enroll in private lessons outside of school if possible. At this level, interested and advanced students also have the opportunity to audition for district and regional music festivals held outside of the school day (grades 7 and 8 only).

Performances are considered part of the course curriculum, and attendance is required.

Assessment of Student Skills: Students will be graded on their class effort/participation, their preparedness (i.e. remembering their instrument, music etc.), Small group and individual observations and announced/unannounced quizzes and tests. Additionally, all performances are mandatory and part of the basic requirements of the course.

Project Expectations: Individual nightly practice, as outlined by the instructor, is an ongoing expectation in this course of study.

Band: How do I become proficient as an individual musician and as a member of this ensemble?

Length of Program: This course meets every other day for the full school year.

Program Description: Band is offered to students who have studied a band instrument in fifth, sixth and seventh grade, or with permission of the band director. Focus is placed upon elements of good ensemble playing as well as continued development and progress on the student's specific instrument. Students perform music, of increasing difficulty, representative of a variety of styles, composers, forms, periods, and nationalities. Band is taught in a large ensemble setting. Students are encouraged, but not required, to enroll in private lessons outside of school if possible. At this level, interested and advanced students also have the opportunity to audition for district and regional music festivals held outside of the school day (grades 7 and 8 only). **Performances are considered part of the course curriculum, and attendance is required.**

Assessment of Student Skills: Students will be graded on their class effort/participation, their preparedness (i.e. remembering their instrument, music etc.), Small group and individual observations and announced/unannounced quizzes and tests. Additionally, all performances are mandatory and part of the basic requirements of the course.

Project Expectations: Individual nightly practice, as outlined by the instructor, is an ongoing expectation in this course of study.

Performances are considered part of the course curriculum, and are required.