

Medway Middle School

2023-2024

Program of Studies



District Administration

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Medway Middle School

45 Holliston Street
Medway, MA 02053
Principal: Amanda Luizzi
Assistant Principal: Tony Mazzola
Grades: 5, 6, 7, and 8



MISSION STATEMENT: The Medway Public Schools district, in partnership with the community, creates an academically challenging, safe, and supportive learning environment that promotes the pursuit of excellence for all.

VISION STATEMENT: The Medway Public School District aspires to provide all students with a robust, equitable academic program that engages, challenges, and supports all students to apply knowledge, develop talents and skills, think independently, work collaboratively, and become informed, responsible, and productive citizens of a global community.

EXPECTATIONS THAT SUPPORT STUDENT LEARNING

All educators will:

- Act upon the belief that, with appropriate supports, every student can achieve at high levels.
- Share responsibility for the learning of all students by actively collaborating with colleagues.
- Personalize and differentiate instruction to engage and challenge each learner.
- Model for students the core values of respect, perseverance, integrity, responsibility, and tolerance.
- Provide safe and supportive schools.

All students will:

- Exhibit the core values of respect, perseverance, integrity, responsibility, and tolerance.
- Be active and engaged members of the school community.
- Take appropriate risks and believe that hard work and persistence are the keys to successful learning.
- Collaborate with others to solve problems and accomplish goals.

Parents will:

- Be supportive of and participate actively in PreK-12 school programs.
- Ensure that students come to school on-time, prepared, rested, and ready to learn.
- Partner with teachers to support their children's learning.
- Support their children's efforts to build skills as independent learners.

The community will:

- Provide resources to support a balanced program of academics, arts, athletics, and co-curricular programs.
- Support school and student learning partnerships with community businesses and organizations.

EXPECTED LEARNING OUTCOMES

All students will:

- Meet or exceed grade-level essential learning outcomes and content standards.
- Communicate effectively and appropriately, both orally and in writing.
- Define and solve complex social and academic problems independently and in teams.
- Use technology for communicating and learning.

Medway Middle School is committed to ensuring all students achieve at high levels. Our curriculum, at all grades levels and content areas, addresses the learning standards that have been established by the [Massachusetts Department of Elementary and Secondary Education](#). The curriculum frameworks clearly identify grade level expectations for what students should know and be able to do by the end of a grade level. We are committed to providing students a rigorous curricular experience that assists them in developing the knowledge and skills necessary to be successful in the future. Although individual students have different strengths and weaknesses, and each student learns at different rates, we are committed to providing students the support necessary to be able to achieve at high levels.

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Grade 5

English Language Arts

The 5-8 English Language Arts experience is based on the [2017 Curriculum Framework for English Language Arts and Literacy for the Commonwealth of Massachusetts](#). Students participate in a daily English Language Arts class in all middle school grades. Below, please find specific information connected with the program of studies for Grade 5 English Language Arts as well as key learning outcomes for Grade 5 success.

Writing

Grade 5 students participate in several different forms of writing, which are delineated below:

- **Persuasive Writing**: After reading a number of persuasive texts and examining structure and author's craft, students develop their own persuasive essays on researched topics.
- **Narrative Writing**: Using a number of mentor texts as models, students compose their own writing pieces, focusing on the narrative writing process and dialogue.
- **Informational Writing**: After conducting research, students compose an informational piece on a topic of their choice.
- **Text-Based Essays**: Students learn the structure of an essay, including the introduction, body, and concluding paragraphs, and compose essays incorporating specific text evidence and explanation of their reasoning.

Learning Outcomes:

- Write arguments to support claims, including the use of valid reasoning and relevant evidence
- Write narratives to develop real or imagined experiences or events using effective narrative techniques, such as dialogue, description, and pacing
- Quote accurately from a text to explain both what the text explicitly says and inferences drawn from the text
- Create an organizational structure in which ideas are logically grouped to support the writer's purpose, including logically ordered reasons that are supported by facts and details

Reading

Grade 5 students will read and analyze a variety of texts which are delineated below:

- **Narrative Fiction**: Using a variety of fiction texts, students study characterization, point of view, author's style, and the narrative structure. Students will also engage in discussions and work surrounding theme, tone, and mood, as well as how various characters and events within fictional works compare to each other.
- **Non-fiction**: Students read a number of informational texts evaluating information for credibility, reliability, authority, and authenticity as well as identifying how writing is structured to communicate various ideas.
- **Poetry**: While analyzing poetry, students learn the structure of various poetic styles and how poems are often used to reflect upon a given topic. During the study of poetry, they will learn to identify and apply various elements of figurative language.
- **Fluency**: Throughout the year students will engage in a variety of reading routines to improve their individual reading fluency. These routines will occur both in small group and full class instruction.
- **Word Study**: Throughout the year students will develop knowledge about language such as parts of speech, conventions, and word parts in order to make connections between reading and writing.

Learning Outcomes:

- Determine the theme of a text, using a combination of schema and evidence from the text.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text
- Describe how a narrator's point of view influences how events are presented
- Outline the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole
- Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics
- Review key ideas expressed and draw conclusions in light of information and knowledge gained from discussions

- Explain how setting contributes to a story's mood and meaning and relate literary work to the period of its setting
- Develop knowledge about language to make connections between reading and writing.
- Identify and describe different genres of text such as informational, historical fiction, science fiction, legend, drama, and persuasive.

Mathematics

The Grade 5-8 Mathematics experience is based on the [2017 Curriculum Framework for Mathematics for the Commonwealth of Massachusetts](#). Students participate in daily mathematics instruction in all middle school grades. Both the Standards of Mathematical Content as well as the Standards of Mathematical Practice are meaningfully integrated to comprise the Grade 5 mathematics experience.

The Standards of Mathematical Practice include:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

These standards are integrated through our educators' instructional plans and provide a vehicle to understand the Standards of Mathematical Content. Below, please find specific information connected with the program of studies for Grade 5 Mathematics as well as key learning outcomes for Grade 5 success.

The following units encompass the scope and sequence of study for Grade 5 mathematics' students:

- Whole Number Operations and Applications; Volume, Multiplication, and Division
- Decimals and Fractions: Place Value, Addition, and Subtraction
- More Decimals and Fractions: Multiplication and Division
- Measurement, Data, and Geometry: Converting Units, Using Data, and Classifying Figures
- Algebraic Thinking and The Coordinate Plane: Expressions, Graphing Points, Patterns, and Relationships

Learning Outcomes:

- Volume is the amount of space inside a three-dimensional figure. The number of unit cubes that fit inside a figure determines its volume.
- Students can use what they know about finding the area of rectangles as the first step in calculating the volume of rectangular prisms.
- Students can use place value, area models, and other strategies to multiply multi-digit numbers and divide by two-digit divisors.
- Place values in decimals follow the same base-ten patterns as whole numbers.
- Students can use what they know about patterns when multiplying by 10 to understand multiplying and dividing by powers of 10.
- Students can use what they know about equivalent fractions to add and subtract fractions with unlike denominators.
- Students can use what they know about multiplying whole numbers to help them multiply decimals and fractions.
- Students can think of fractions as division expressions in which the numerator is divided by the denominator.
- Students can use relationships between multiplication and division to help them divide whole numbers by unit fractions and unit fractions by whole numbers.
- Students can use division to convert from smaller to larger units of measurement within the same measurement system.



- Students can use their understanding of operations on fractions to solve problems about data presented in line plots.
- Students can classify two-dimensional figures into categories and subcategories based on their properties.
- Grouping symbols, such as braces, brackets, and parentheses, show the order in which parts of an expression should be evaluated.

Science, Technology, Engineering, and Digital Learning

Science, Technology, and Engineering

The Grade 5-8 Science, Technology, and Engineering experience is based on the [2016 Science Technology and Engineering Frameworks for the Commonwealth of Massachusetts](#). Grade 5 students participate in Science class every other day. Below, please find specific information connected with the program of studies for Grade 5 Science, Technology, and Engineering as well as key learning outcomes for Grade 5 success.

The Grade 5 Science, Technology, and Engineering program allows for an exploration of the following units of study:

- Matter and its Interactions
- Waves and Communication
- Energy and Matter cycles
- Earth's place in the universe
- Earth's resources and human activity

Learning Outcomes:

- Describe and measure properties of substances, including making models and observations about phase changes, mixtures, and chemical reactions
- Conduct investigations to discover how plants grow
- Explain how energy moves through an ecosystem
- Research the movement of water through Earth's systems, as well as how humans impact Earth's resources
- Model and explain Earth's relationship to the Sun, including why it appears larger and brighter than other stars, as well as changes in daylight, shadow length, and the apparent position of the Sun, moon, and stars
- Model light and sound waves, and develop and compare multiple ways to transfer information through encoding, sending, receiving, and decoding a pattern

Digital Learning

[The 2016 Massachusetts Digital Learning and Computer Science frameworks](#) provide an outline for digital learning for grade 5-8 students. Most often integrated into the core content areas, the digital learning standards are in place to ensure that all students have access to master the competencies necessary for high-level technology utilization.

Grade 5 students will participate in Computer Science Discoveries I. This course is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem-solving, and fun. Students will initially be introduced to the field of computer science, as framed within the broader pursuit of solving problems. The curriculum includes inquiry-based activities, videos, assessments, and computing tools, allowing students to discover core computing concepts.

The Grade 5 Computer Science Discoveries I course allows for an exploration of the following units of study:

- Problem Solving and Computing
- Interactive Animations and Games

Learning Outcomes:

- Identify the defined characteristics of a computer and how it is used to solve information problems
- Students learn and practice computer programming (coding) basics:
 - Writing algorithms

- Utilizing conditional programming
- Identifying and debugging problems in their code
- Become a more effective problem solver
- Participate in a collaborative classroom environment
- Create an interactive animation or game that includes basic programming concepts
- Give and respond constructively to peer feedback
- Effectively work with teammates to complete a project.
- View computer science as relevant, fun, and empowering.

History and Social Sciences

The Grade 5-8 History and Social Sciences experience is based on the [2018 Massachusetts History and Social Science Curriculum Framework](#). [Students](#) participate in History and Social Sciences class every other day in Grade 5.

Throughout grades 5-8, students will apply the following Standards for History and Social Sciences Practices:

- Demonstrate civic knowledge, skills, and dispositions.
- Develop focused questions or problem statements and conduct inquiries.
- Organize information and data from multiple primary and secondary sources.
- Analyze the purpose and point of view of each source; distinguish opinion from fact.
- Evaluate the credibility, accuracy, and relevance of each source.
- Argue or explain conclusions, using valid reasoning and evidence.
- Determine next steps and take informed action, as appropriate.

The Units of Study for Grade 5 History and Social Sciences include the following:

- Early Colonization and Growth of Colonies
- Reasons for Revolution, the Revolutionary War, and the Formation of Government
- Principles of United States Government
- The Growth of the Republic
- Slavery, the Legacy of the Civil War, and the Struggle for Civil Rights for All

Learning Outcomes:

- Evaluate historical perspectives using critical thinking and primary sources.
- Explain how beliefs and values shape people's decisions.
- Identify how people have shown resilience and fought for their rights when confronted with injustice.
- Decipher the early relationship of the English settlers to the indigenous peoples, in North America, including the differing views on ownership or use of land and the conflicts between them (e.g., the Pequot and King Philip's Wars in New England)
- Identify that the British colonies were shaped by differing groups of colonists depending on where they came from, the Indigenous people with whom they interacted, and the lifeways that were possible in different regions of the continent.
- Describe how the colonies' economies, labor systems, methods of government, and religious practices were diverse, and also how they shared some underlying beliefs and values.
- Describe how the American Revolution took tremendous organizing, persuasion, and hard work to get the American colonies to cooperate and declare independence from England.
- Analyze how diverse groups and identities viewed the American Revolution.
- Explain the meaning of the key ideas on equality, natural rights, the rule of law, and the purpose of government contained in the Declaration of Independence
- Explain the varying factors leading to American victory and British defeat in the American Revolution.

- Outline the basic political principles of American democracy and explain how the Constitution and the Bill of Rights reflect and preserve these principles
- Explain how the period of the Early Republic was a time when the United States was growing — both in terms of its land and its economy.
- Analyze the ways in which national identity and actions are shaped by territory and culture using examples from America’s westward expansion and Indigenous responses
- Analyze the issues and events that led to the Civil War, and the long-reaching effects of the Civil War
- Explain how the 20th century African-American Civil Rights movement served as a model for other movements for civil rights.

World Languages

The mission of the World Languages Department is to promote linguistic, cultural, and intercultural proficiency that empowers all students to become global citizens. Proficiency in a second language empowers students to communicate in the target language while actively connecting to different cultures. World Languages have become an integral component of 21st-century education. Our program encourages multilingual experiences and multicultural awareness that promotes global citizenship skills. Our curricula follows the [ACTFL standards](#) and focuses on five major goal areas: Communication, Culture, Connections, Communities, and Comparisons.

Our World Language classes take place every other day in grades 5-8. Students work towards proficiency in the ACTFL standards and strive to attain Novice-High proficiency levels in all modes of communication: interpersonal, presentational, and interpretive. Fifth grade students will have the opportunity to learn French, or Spanish. Students select a language upon entering the 5th grade. All students are expected to commit to their study of their chosen language until 8th grade. We encourage them to remain on the same language track throughout high school, as well, in order to achieve the highest proficiency level.

As grade 5 students are introduced to French or Spanish, they participate in the following common units of study:

- Global Citizenship
- Greetings & Introductions
- Calendar, Weather & Numbers
- School Life
- Animals and their Characteristics

Learning Outcomes:

In target language...

- Greet and respond to greetings
- Introduce and respond to introductions
- Locate target language speaking countries
- Explore the culture of target language countries
- Decipher target language alphabet/characters
- Exchange information about school life
- Count in the target language
- Express the date and weather in the target language

Fine Arts

The Grade 5-8 Arts experience is based on the [2019 Massachusetts Arts Curriculum Framework](#) for the Commonwealth of Massachusetts and the [National Arts Standards](#). Students participate in Fine Arts every other day for ½ of the school year in all middle school grades. Below, please find specific information connected with the program of studies for Grade 5 Fine Arts as well as key learning outcomes for Grade 5 success.

The Primary units of study for grade 5 Visual Art include:



- Elements and Principles of Art
- Basic Color Theory
- 2 Dimensional Design
- Ceramics and Sculpture

Learning Outcomes:

- Produce work that places emphasis on craftsmanship
- Demonstrate an ability to recognize and describe characteristics of artwork by using self-assessment forms and Artist Statements
- Create artwork with a focus on the Elements of Art

Performing Arts

The Grade 5-8 Arts experience is based on the [2019 Massachusetts Arts Curriculum Frameworks](#), which are based on the [National Arts' Standards](#). Students participate in Performing Arts every other day for the school year in all middle school grades. Below, please find specific information connected with the program of studies for Grade 5 Performing Arts as well as key learning outcomes for Grade 5 success.

Grade 5 students have the option of taking one of the following Performing Arts classes:

- **Chorus:** In Grade 5 Chorus, students develop their ability to sing with healthy vocal technique, read rhythms, pitches, and musical markings, sing multiple-part harmony and express themselves through singing. Students develop their abilities as individual singers and as a member of a group. There are two evening concerts per year
- **Band:** Grade 5 Band offers students who play wind and percussion instruments the chance to further develop their instrumental and musical skills both individually and in a larger ensemble with more sophisticated and longer works. Students prepare music in a wide variety of styles to be performed for winter and spring concerts. Participation in 4th grade Band is not a requirement for participation in 5th Grade Band.
- **Performing Arts:** Grade 5 students engage in music and theater-making through a variety of approaches including rhythm activities, singing, composition, and improvisation, listening and appreciation, the study of music and theater history, and listening analysis. Significant time is also dedicated to beginning acting, improvisation, and scripted drama.

Learning Outcomes:

- **Performing:** Develop skills in singing, reading music, acting, and playwriting
- **Reading and Notating:** Interpret and apply visual representations for the sounds they hear (musical notation)
- **Listening and Appreciation:** Critically respond with understanding when they describe, analyze, and interpret music
- **Creating:** Improvise and compose original works of music and theater.
- **Connecting:** Develop an understanding of artistic heritage through investigation of the historical and cultural contexts of music and theater.

Wellness

The Grade 5-8 Health and Wellness experience is based on the [SHAPE America National Standards](#). Students participate in a Wellness Class every other day in all middle school grades. Below, please find specific information connected with the program of studies for Grade 5 Wellness as well as key learning outcomes for Grade 5 success.

Physical Education

The primary units of study for Grade 5 Physical Education include:

- Personal Fitness
- Manipulatives
- Long and Short-Handled Implements

Learning Outcomes:



- Demonstrate competency in a variety of motor skills and movement patterns (throwing, catching, ball control, serving, striking, two-hand volley, etc.)
- Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance
- Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness
- Demonstrate responsible personal and social behavior that respects self and others, such as personal responsibility, accepting feedback, working with others, rules and etiquette of physical activities, and safety
- Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction

Health

Topics covered in Grade 5 include:

- Empathy and Communication
- Nutrition and Goal Setting
- Self/Emotional Regulation
- Bike Safety and Decision Making
- Growth and Development (puberty, female reproductive system, male reproductive system) and Self Management.

Learning Outcomes:

- Demonstrate the ability to use interpersonal communication skills and decision-making skills to enhance health and avoid or reduce health risks
- Comprehend concepts related to health promotion and disease prevention to enhance health
- Demonstrate the ability to practice health-enhancing behaviors to avoid or reduce health risks

Grade 6

English Language Arts

The 5-8 English Language Arts experience is based on the [2017 Curriculum Framework for English Language Arts and Literacy for the Commonwealth of Massachusetts](#). Students participate in a daily English Language Arts class in all middle school grades. Below, please find specific information connected with the program of studies for Grade 6 English Language Arts as well as key learning outcomes for Grade 6 success.

Writing

Grade 6 students participate in several different forms of writing, which are delineated below:

- **Argument Writing**: Students research a topic and compose an argument essay that includes logical and relevant evidence to support a claim.
- **Narrative Writing**: Students compose creative narratives such as an extension of a text, or an alternating point of view, using elements of fiction to develop the story.
- **Informational Writing**: Students compose a variety of informational style writing assignments, which include text-based responses, that emphasize evidence analysis and development of a claim.

Learning Outcomes:

- Write arguments to support claims with clear reasons and relevant evidence, using information synthesized from multiple credible sources.
- Develop and strengthen the technique of quoting evidence through use of paraphrasing and properly framed quotes.
- Write informative/explanatory texts to examine a topic and convey ideas through the selection, organization and analysis of relevant content.
- Develop a question, conduct research, and create a multimedia project with a corresponding informational essay
- Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

- Compose narratives to develop real or fictional experiences, establishing a context and using narrative techniques.
- Develop and strengthen writing as needed by planning, revising, editing, or conferencing, using a rubric to self-evaluate work.

Reading

Grade 6 students will be exposed to a variety of longer and shorter types of texts, which are delineated below:

- **Fiction:** Students use a variety of fiction texts to understand how authors develop themes through character development, description, and language. Students also practice comprehension skills, such as predicting, making connections, making inferences, using context clues, and summarizing. They will engage with the texts in order to determine the meaning of words, make connections between the text and real-life events, and how events in the story contribute to the overall plot structure and theme.
- **Nonfiction:** Through the reading of nonfiction texts, students learn how an author's choice of structure influences the development and communication of ideas as well as how word choice affects meaning and tone. Students will assess the credibility of evidence authors use to support their conclusions, and compare various authors' purposes and perspectives.
- **Poetry:** While analyzing various poems, students learn how poets use sound to convey ideas, express emotions, and provide a sensory experience, as well as practice interpreting the poet's intent, purpose, and message.

Learning Outcomes:

- Determine a theme of a text and use details to explain the theme
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text
- Describe how a particular story's or drama's plot unfolds in a series of episodes
- Outline how characters respond or change as the plot moves toward a resolution
- Assess how point of view or purpose shapes the content and style of a text
- Explain how setting contributes to a story's mood and meaning
- Cite textual evidence to support analysis of what a text states explicitly as well as inferences are drawn from the text.

Mathematics

The Grade 5-8 Mathematics experience is based on the [2017 Curriculum Framework for Mathematics for the Commonwealth of Massachusetts](#). Students participate in a daily Mathematics class in all middle school grades. Both the Standards of Mathematical Content as well as the Standards of Mathematical Practice are meaningfully integrated to comprise the Grade 6 mathematics experience.

The Standards of Mathematical Practice include:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

These standards are integrated through our educators' instructional plans and provide a vehicle to understand the Standards of Mathematical Content. Below, please find specific information connected with the program of studies for Grade 6 Mathematics as well as key learning outcomes for Grade 6 success.

The following units encompass the scope and sequence of study for Grade 6 mathematics' students:

- Numerical Expressions and Factors
- Fractions and Decimals

- Ratios and Rates
- Percents
- Algebraic Expressions and Properties
- Equations
- Area, Surface Area, and Volume
- Integers, Number line, and the Coordinate Plane
- Statistical Measures
- Data Displays

Learning Outcomes:

- Understand ratio and rate concepts and use ratio reasoning to solve problems.
- Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- Compute fluently with multi-digit numbers and decimals and find common factors and multiples.
- Apply and extend previous understandings of numbers to the system of rational numbers.
- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Reason about and solve one-variable equations and inequalities.
- Represent and analyze quantitative relationships between dependent and independent variables.
- Solve real-world and mathematical problems involving area, surface area, and volume.
- Develop an understanding of statistical variability.
- Summarize and describe distributions.

Science, Technology, and Engineering

The Grade 5-8 Science, Technology, and Engineering experience is based on the [2016 Science Technology and Engineering Frameworks for the Commonwealth of Massachusetts](#). Grade 6 students participate in a daily Science class. Below, please find specific information connected with the program of studies for Grade 6 Science as well as key learning outcomes for Grade 6 success.

Science

The Grade 6 Science program allows for an exploration of the following units of study:

- Density
- Space
- Evolution of Life
- Human Body and Cells
- Waves

Learning Outcomes:

- Use fossil evidence to explain changes to life forms throughout the history of Earth
- Explain the role of gravity in ocean tides, the orbital motions of planets, their moons, and asteroids in the solar system.
- Develop models to explain the causes of lunar phases and eclipses of the sun and moon.
- Use models to explain how light and mechanical waves move, and how waves can be used to encode and transmit information.
- Develop and use a model to describe how parts of cells contribute to the cellular functions of obtaining food, water, and other nutrients from its environment, disposing of wastes, and providing energy for cellular processes.
- Use a particulate model of matter to explain that density is the amount of matter (mass) in a given volume. Apply proportional reasoning to describe, calculate, and compare relative densities of different materials.

Technology, Engineering, and Digital Learning

[The 2016 Massachusetts Digital Learning and Computer Science frameworks](#) provide an outline for digital learning for grade 5-8 students. Most often integrated into the core content areas, the digital learning standards are in place to ensure that all students have access to master the competencies necessary for high-level technology utilization.

Grade 6 students will participate in a Computer Science Discoveries II course that builds upon their learning in 5th grade. This course empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem-solving, and fun. Students will continue to explore the field of computer science as a means to identify and solve real-life problems. The curriculum includes inquiry-based activities, assessments, and computing tools, allowing students further to discover core computing concepts. Culminating projects include the development of an app to solve a real-world problem.

The Grade 6 Computer Science Discoveries II course allows for an exploration of the following units of study:

- Web Development
- Design Process (real-life problem solving through prototyping and app development)

Learning Outcomes:

- Learn how to become more critical consumers of online content.
- Create and publish a content-based webpage.
- Use a structured problem-solving process to address problems and design solutions that use computing technology.
- Students learn and practice computer programming (coding) basics:
 - Writing algorithms
 - Utilizing conditional programming
 - Identifying and debugging problems in their code
- Become a more effective problem solver.
- Participate in a collaborative classroom environment that will mimic industry standards.
- Give and respond constructively to peer feedback.
- View computer science as relevant, fun, and empowering.

History and Social Sciences

The Grade 6 History and Social Sciences experience is the first part of a two-year sequence based on the [2018 Massachusetts History and Social Science Curriculum Framework for the Commonwealth of Massachusetts](#). Grades 6 and 7 are part of a two-year sequence that requires students to examine physical geography, nations in the region today, and selected ancient and classical civilizations before 1000 CE. In the sixth grade year, students primarily focus on Southwest Asia, Africa, and Central and South America. Students participate in a daily History and Social Sciences class.

Throughout grades 5-8, students will apply the following Standards for History and Social Sciences Practices:

- Demonstrate civic knowledge, skills, and dispositions.
- Develop focused questions or problem statements and conduct inquiries.
- Organize information and data from multiple primary and secondary sources.
- Analyze the purpose and point of view of each source; distinguish opinion from fact.
- Evaluate the credibility, accuracy, and relevance of each source.
- Argue or explain conclusions, using valid reasoning and evidence.
- Determine next steps and take informed action, as appropriate.

Below, please find specific information connected with the program of studies for Grade 6 History and Social Sciences, as well as key learning outcomes for Grade 6 success:

- Studying Complex Societies, past and present

- Human origins, the Neolithic, and Paleolithic Eras
- Western Asia, the Middle East, and North Africa
- Sub-Saharan Africa
- Central America, the Caribbean Islands, and South America

Learning Outcomes:

- Identify geographic terms and understand geographic information from a graph or chart
- Decipher different kinds of projections, as well as topographic, landform, political, population, and climate maps
- Provide examples of different ways to indicate relative location for countries or cities across the world
- Identify the most important turning points in early human history
- Describe how societies organize themselves to distribute power, justice, and resources.
- Explain the role of social scientists in understanding the past and present
- Describe great climatic and environmental changes that shaped the earth and eventually permitted the growth of human life
- Explain how the following five factors have influenced settlement and the economies of major countries: absolute and relative locations, climate, major physical characteristics, major natural resources, and population size
- Explain the terms *Paleolithic Era* and *Neolithic Era* and the impact of technology, such as agriculture and metallurgy, in the development of complex societies
- Explain how complex societies interact and spread from one region to another
- Analyze the important characteristics and achievements, such as writing, in early Mesopotamia and Phoenicia
- Describe the role of polytheism, social classes, and important achievements in the fields of science and math affected the social and cultural development of Ancient Egypt
- Describe the history and beliefs of Judaism, Islam, and Christianity
- Use information from primary and secondary sources to research the contributions of ancient societies in Western Asia, North Africa, and the Middle East
- Explain the pivotal role of Sub-Saharan states and societies in both the past and modern world
- Describe the culture and way of life of the indigenous populations of the Central American, Caribbean Islands, and South American region
- Research and report on one of the major ancient societies that existed in Central America or pre-Columbian Andean civilizations

World Languages

The mission of the World Languages Department is to promote linguistic, cultural, and intercultural proficiency that empowers all students to become global citizens. Proficiency in a second language empowers students to communicate in the target language while actively connecting to different cultures. World Languages have become an integral component of 21st-century education. Our program encourages multilingual experiences and multicultural awareness that promotes global citizenship skills. Our curricula follows the [ACTFL standards](#) and focuses on five major goal areas: Communication, Culture, Connections, Communities, and Comparisons.

Our World Language classes take place every other day in grades 5-8. Students work towards proficiency in the ACTFL standards and strive to attain Novice-High proficiency levels in all modes of communication: interpersonal, presentational, and interpretive. In grade six, students are offered the opportunity to continue their studies in Mandarin, French, or Spanish. Students select a language upon entering the 5th grade. All students are expected to commit to their study of their chosen language until 8th grade. We encourage that they remain on the same language track throughout high school, as well, in order to achieve the highest proficiency level.



French

The sixth-grade French curriculum is organized around thematic units which include the following:

- Activities and Interests
- Weather
- Living Structures; houses and apartments,
- Food
- Families

While learning the target language throughout these units, students continuously make comparisons between the French and American cultures.

Learning Outcomes:

- Differentiate between the different forms of "you" in French (formal and informal conversations and greetings)
- Conjugate regular ER verbs
- Identify French-speaking countries around the world and their weather
- Describing where items are in your favorite room-using prepositions
- Identify, describe, and characterize family members
- Express possession -using my, mine, your, her, his
- Identify gender of nouns using indefinite and definite articles

Mandarin

Grade 6 Mandarin Program is organized under the theme of “Me, My Choice.” Students will engage in meaningful content in Chinese related to:

- Daily life
- Activities and Interests
- Choice and Preference

Learning Outcomes:

- Talk about countries in the world
- Describe sports, hobbies, interests, and leisure activities
- Explain choice in ordering food and drinks
- Ask and answer questions about the date, season, and weather
- Order food and drinks in a restaurant
- Compare Chinese and American fast food restaurant
- Compare and explain holiday celebrations between China and the U.S.
- Write, create, and present an autobiography poster about self, family roots, choice of food, sports, leisure time activities, and future plans

Spanish

Students in 6th-grade Spanish study thematic units that focus on:

- School Experiences
- Food
- Activities and Interests
- Geography and nationalities of the Spanish Speaking World.
- Family Life

Students also engage in novice-mid presentational, interpretive, and interpersonal activities.

Learning Outcomes:

- Identify aspects of family and family life
- Speak and write about school surroundings.
- Speak and write about themselves
- Create and answer questions in the target language.

- Perform commands and follow the directions in the target language
- Model ordering food and drink in a restaurant
- Identify and describe the parts of the body
- Use descriptive adjectives

Fine Arts

The Grade 5-8 Arts experience is based on the [2019 Massachusetts Arts Curriculum Framework](#) for the Commonwealth of Massachusetts and the [National Arts Standards](#). Students participate in Fine Arts every other day for ½ of the school year in all middle school grades. Below, please find specific information connected with the program of studies for Grade 6 Fine Arts as well as key learning outcomes for Grade 6 success.

Grade 6: The Primary units of study for grade 6 Visual Art include:

- Principles of Line Design
- Advanced Color Theory
- 2 Dimensional Design
- Ceramics and Sculpture

Learning Outcomes:

- Reflect on artwork orally and in writing
- Create artwork demonstrating a deeper understanding of the Elements of Art and Principles of Design
- Explore connections between artwork and self
- Develop and utilize vocabulary for self and class critiques

Performing Arts

The Grade 5-8 Arts experience is based on the [2019 Massachusetts Arts Curriculum Framework](#) for the Commonwealth of Massachusetts and the [National Arts Standards](#). Medway Middle School students participate in Performing Arts every other day. Below, please find specific information connected with the program of studies for Grade 6 Performing Arts as well as key learning outcomes for Grade 6 success.

Sixth graders have the option of taking one of the following Performing Arts classes:

- **Chorus:** In Grade 6 Chorus, students develop their ability to sing with healthy vocal technique, read rhythms, pitches, and musical markings, sing multiple-part harmony and express themselves through singing. Students develop their abilities as individual singers and as a group. There are two evening concerts per year.
- **Band:** Grade 6 Band offers students who play wind and percussion instruments the chance to further develop their instrumental and musical skills both individually and in a larger ensemble with more sophisticated and longer works. Students prepare music in a wide variety of styles to be performed for winter and spring concerts.
- **Performing Arts:** Grade 6 students engage in music and theater-making through a variety of approaches including rhythm activities, singing, composition, and improvisation, listening and appreciation, world music (specifically the music and culture of China), the study of music and theater history (specifically the music of Mozart), listening analysis. Significant time is also dedicated to scripted theatrical works both original and existing.

Learning Outcomes:

- **Performing:** Develop skills in singing, reading music, acting, and playwriting
- **Reading and Notating:** Learn to interpret and apply visual representations for the sounds they hear (musical notation)
- **Listening and Appreciation:** Learn to critically respond with understanding when they describe, analyze and interpret music. Study music from different periods and locations
- **Creating:** Improvise and compose original works of music and theater

- **Connecting:** Develop an understanding of artistic heritage through investigation of the historical and cultural contexts of music and theater

Wellness

The Grade 5-8 Health and Wellness experience is based on the [SHAPE America National Standards](#). Students participate in a Wellness class every other day in all middle school grades. Below, please find specific information connected with the program of studies for Grade 6 Wellness as well as key learning outcomes for Grade 6 success.

Physical Education

The primary units of study for Grade 6 Physical Education include:

- Personal Fitness
- Manipulatives
- Long and Short-Handled Implements

Learning Outcomes:

- Demonstrate competency in a variety of motor skills and movement patterns (throwing, catching, ball control, serving, striking, two-hand volley, etc.)
- Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance and will be able to demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness
- Demonstrate responsible personal and social behavior that respects self and others, such as personal responsibility, accepting feedback, working with others, rules and etiquette of physical activities, and safety
- Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction

Health

Units of study in Grade 6 Health include:

- Chronic Diseases and Accessing Information
- Nutrition and Goal Setting
- Substance Abuse Prevention and Decision Making
- Online Bullying Prevention and Interpersonal Communication

Learning Outcomes:

- Demonstrate the ability to use interpersonal communication skills and decision-making skills to enhance health and avoid or reduce health risks
- Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors
- Demonstrate the ability to practice health-enhancing behaviors to avoid or reduce health risks.

Grade 7

English Language Arts

The 5-8 English Language Arts experience is based on the [2017 Curriculum Framework for English Language Arts and Literacy for the Commonwealth of Massachusetts](#). Students participate in a daily English Language Arts class in all middle school grades. Below, please find specific information connected with the program of studies for Grade 7 English Language Arts as well as key learning outcomes for Grade 7 success.

Writing

Grade 7 students participate in several different forms of writing which are delineated below:

- **Argument Writing:** Students identify a topic and compose a research essay and project, including logical and relevant evidence to support a claim.

- Narrative Writing: Students compose short texts, using narrative techniques such as dialogue and sensory language.
- Text-Based Writing: Students compose text-based short and long form writing with an emphasis on the selection and analysis of effective text evidence to support an idea generated from the text(s).

Learning Outcomes:

- Synthesize information from several sources to develop a question, conduct research, and write an argument
- Write arguments to support claims with clear reasons and relevant evidence
- Cite and analyze the text evidence that strongly support claims
- Argue opposing claims and resolve the contradiction with a well crafted, and evidence supported, counterclaim
- Use narrative techniques such as dialogue, pacing, sensory details, and description to develop plot and characters
- Produce clear and coherent writing with development, organization, and style appropriate to audience and task
- Refine speaking, listening, and language skills
- Use revision to strengthen elaboration

Reading

Grade 7 students engage in the reading of a variety of texts which are delineated below:

- Fiction: As students review fiction characteristics, they examine how different writing structures and genres are used to communicate ideas. In reading a variety of texts, students examine narrative structure, author’s purpose and style, as well as points of view of the differing characters/narrator
- Non-Fiction: Students read a variety of non-fiction texts to examine how non-fiction authors present information, including an examination of the text’s craft and structure. Students examine non-fiction text structures to determine the central ideas of the text. Students will also evaluate how two or more authors writing about the same topic present their information through varying emphasis and interpretations.
- Poetry: Students read a variety of poems to understand how poets use sensory details to convey ideas, express emotion, and create an image in the reader's mind. Students examine various forms of poetry and analyze the use of language, tone, and central idea.

Learning Outcomes:

- Evaluate historical context to help understand the plot and theme of a text
- Interpret a literary work by analyzing how the author uses literary elements (e.g. mood, tone, point of view, personification, symbolism)
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole
- Explain how setting contributes to a story's mood and meaning
- Describe how the form and structure of poems and dramas contribute to meaning
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
- Analyze the characteristics of irony in literary works
- Analyze how differences in the points of view of characters and the audience or reader create effects such as suspense or humor
- Synthesize central ideas developed throughout text sections and across text features
- Compare and contrast how authors with differing perspectives address related topics

Mathematics

The Grade 5-8 Mathematics experience is based on the [2017 Curriculum Framework for Mathematics for the Commonwealth of Massachusetts](#). Students participate in daily Mathematics classes in all middle school grades. Both the Standards of Mathematical Content as well as the Standards of Mathematical Practice are meaningfully integrated to comprise the Grade 7 mathematics experience. The Standards of Mathematical Practice include:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.



3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

These standards are integrated through our educators' instructional plans and provide a vehicle to understand the Standards of Mathematical Content. Below, please find specific information connected with the program of studies for Grade 7 Mathematics as well as key learning outcomes for Grade 7 success.

At the end of 6th grade, learners will be evaluated by their educators as part of a collaborative conversation that includes observational data, assessments/grades, MCAS, and IXL results and will be recommended for either Pathway #1: Grade Level or Pathway #2: Accelerated.

The following units encompass the scope and sequence of study for Grade 7 students in the Grade Level Pathway:

- Adding and Subtracting Rational Numbers
- Multiplying and Dividing Rational Numbers
- Expressions, Equations, and Inequalities
- Ratios, Proportions, and Percents
- Probability and Statistics
- Geometry

Learning Outcome for 7th Grade Students in the Grade Level Pathway:

- Perform operations with integers and rational numbers, and use properties of operations to solve equations and inequalities
- Use ratios, rates, and proportionality to solve a variety of problems, including those involving percent and scale drawings
- Draw inferences about populations based on samples
- Develop, use, and evaluate probability models
- Draw, construct, and describe geometrical figures and describe the relationships between them
- Solve problems involving angle measure, area, surface area, and volume

The Accelerated Pathway compacts three years of math (Grade 7, Grade 8, and High School Integrated Math I) into two years (grades 7 and 8). By design, this is a very rigorous program and it will move at a fast pace, providing students with all the content and skills they need to fully understand all important topics in the curriculum while maintaining the continuity of the mathematics learning progression. The additional units and learning outcomes are listed below:

The following units encompass the scope and sequence of students for Grade 7 mathematics' students in the Accelerated Pathway:

- Volume and Similar Solids
- Transformations
- Angles and Triangles
- Graphing and Writing Linear Equations
- Exponents and Scientific Notation
- Real numbers and the Pythagorean Theorem

Learning Outcomes in the Accelerated Pathway:

- Use formulas for volumes to solve real-world and mathematical problems
- Describe and perform Transformations including rotations, reflections, translations, and dilations
- Establish and use facts about the angle relationships

- Model and analyze linear functions
- Apply properties of exponents to simplify expressions and perform operations with scientific notation
- Approximate irrational numbers and solve problems using radicals
- Apply the Pythagorean Theorem to solve problems

Science, Technology, and Engineering

The Grade 5-8 Science, Technology, and Engineering experience are based on the [2016 Science Technology and Engineering Frameworks for the Commonwealth of Massachusetts](#). Students participate in daily Science classes in Grade 7. Below, please find specific information connected with the program of studies for Grade 7 Science, as well as key learning outcomes for Grade 7 success.

The Grade 7 Science, Technology, and Engineering program allows for an exploration of the following units of study:

- Biodiversity and Ecosystems
- Forces and Energy
- Planet Earth

Learning Outcomes

- Describe relationships between and among organisms in ecosystems, and analyze and interpret data about populations and available resources in ecosystems.
- Explain how human activities and technologies can mitigate the impact on Earth's resources.
- Experiment with factors that impact energy, and research communication and transportation systems.
- Construct models and explanations about motion and forces.
- Develop and use models to explain the transfer of energy.
- Explain changes to Earth's surfaces over time, and how data are used to forecast future catastrophic events.
- Provide evidence of plate movement on Earth and use models to explain the cycling of Earth's crust.

Technology, Engineering, and Digital Learning

[The 2016 Massachusetts Science and Technology/Engineering Curriculum Framework](#) in conjunction with [the 2016 Massachusetts Digital Learning and Computer Science framework](#) provide an outline for digital learning for grade 5-8 students. Most often integrated into the core content areas, the digital learning standards are in place to ensure that all students have access to master the competencies necessary for high-level technology utilization.

The Grade 7 *Design and Modeling* students discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they've learned throughout the unit to design a therapeutic toy for a child who has cerebral palsy. Using design software, students create a virtual image of their designs and produce a portfolio to showcase their innovative solutions.

Learning Outcomes:

- Utilize standard procedures to use and maintain an engineering notebook
- Operate as an effective member of a team to complete an investigation
- Describe the design process and how it is used to aid in problem-solving
- Evaluate competing solutions to a given design problem using a decision matrix to determine how well each meets the criteria and constraints of the problem. Use a model of each solution to evaluate how variations in one or more design features, including size, shape, weight, or cost, may affect the function or effectiveness of the solution
- Create visual representations of solutions to a design problem. Accurately interpret and apply scale and proportion to visual representations
- Demonstrate the ability to measure accurately with different devices and scales using both the standard and metric systems
- Communicate ideas for a design using various sketching methods, notes, and drafting views
- Create a three-dimensional (3D) model of an object
- Identify the difference between a prototype, a model, and a mock-up

- Describe engineering and explain how engineers participate in or contribute to the invention and innovation of products
- Describe the impacts that technology has had on society.

History and Social Sciences

The Grade 7 History and Social Sciences experience is the second part of a two-year sequence based on the [2018 Massachusetts History and Social Science Curriculum Framework for the Commonwealth of Massachusetts](#). Grade 7 continues to require students to examine physical geography, nations in the region today, and select ancient and classical civilizations before 1000 CE; however, this year intends to complete the study of the regions of the world. Students participate in a daily History and Social Sciences class in Grade 7.

Throughout grades 5-8, students will apply the following Standards for History and Social Sciences Practices:

- Demonstrate civic knowledge, skills, and dispositions.
- Develop focused questions or problem statements and conduct inquiries.
- Organize information and data from multiple primary and secondary sources.
- Analyze the purpose and point of view of each source; distinguish opinion from fact.
- Evaluate the credibility, accuracy, and relevance of each source.
- Argue or explain conclusions, using valid reasoning and evidence.
- Determine next steps and take informed action, as appropriate.

Grade 7 History and Social Sciences allows for the exploration of the following units of study:

- Central and South Asia
- East Asia
- Ancient Greece
- Ancient Rome
- Oceania

Learning Outcomes:

- Identify geographic terms and understand geographic information from a graph or chart
- Provide examples of different ways to indicate relative location for countries or cities across the world
- Explain how different groups experience and respond to their status as insiders or outsiders
- Analyze how belief systems both reflect and shape the development of society
- Explain how the geography of South, East, and Central Asia led to cultural exchange and blending, demographic and religious diversity, and cultural advancements.
- Explain how the belief systems of Hinduism and Buddhism emerged in ancient South Asia and have had a profound effect on the region's history and current society.
- Analyze the ways in which the societies of ancient Central and South Asia were interconnected by trade and migration and characterized by a spirit of openness to new ideas.
- Analyze how the caste system has a complicated history that became associated with South Asian society in the ancient world and how these associations led to discrimination and inequality that continues in the modern world.
- Explain how a common foundation of culture developed across East Asia
- Describe the purposes and features of exchange on the Silk Routes.
- Analyze how individual life experiences at a given time were influenced by geography, status in society, gender, religion and trade.

- Compare and contrast life in Athens and Sparta, including the status and role of women and enslaved people in the two city-states
- Explain the democratic political concepts developed in ancient Greece
- Analyze the causes, course, and consequences of the Persian Wars and the Peloponnesian Wars
- Explain the persistence of terms from Greek and Roman mythology in modern English and other European languages by examining the Greek gods and goddesses, heroes, and events
- Describe the government of the Roman Republic and its contribution to the development of democratic principles, including separation of powers, rule of law, representative government, and the notion of civic duty
- Analyze the influence of Julius Caesar and Augustus in Rome's transition from a republic to an empire and explain the reasons for the growth and long life of the Roman Empire
- Describe the characteristics of the system of class and slavery under the Romans
- Explain how inner forces (including the rise of autonomous military powers, political corruption, and economic and political instability) and external forces (shrinking trade, attacks, and invasions) led to the disintegration of the Roman Empire
- Describe the contribution of Roman civilization to law, literature, poetry, architecture, engineering, and technology
- Identify and describe the major social features of the indigenous peoples such as the Aborigines and the Maoris

World Languages

The mission of the World Languages Department is to promote linguistic, cultural, and intercultural proficiency that empowers all students to become global citizens. Proficiency in a second language empowers students to communicate in the target language while actively connecting to different cultures. World Languages have become an integral component of 21st-century education. Our program encourages multilingual experiences and multicultural awareness that promotes global citizenship skills. Our curricula follows the [ACTFL standards](#) and focuses on five major goal areas: Communication, Culture, Connections, Communities, and Comparisons.

Our World Language classes take place every other day in grades 5-8. Students work towards proficiency in the ACTFL standards and strive to attain Novice-High proficiency levels in all modes of communication: interpersonal, presentational, and interpretive. Students in grade 7 have the opportunity to continue to learn Mandarin, French, or Spanish. Students select a language upon entering the 5th grade. All students are expected to commit to their study of their chosen language until 8th grade. We encourage that they remain on the same language track throughout high school, as well, in order to achieve the highest proficiency level.

French

In seventh grade French, student learning is centered around the following units:

- Formal and Informal Greetings
- Sports
- Restaurants and Food in Social Situations
- School
- Families
- Jobs and the Work Environment

Learning Outcomes:

- Conjugate regular ER and IR verbs
- Differentiate between the different forms of "you" in French (formal and informal conversations and greetings)
- Utilize correct article and noun-agreement
- Create a sentence with an indefinite article negative

Mandarin



The Grade 7 Mandarin Program is organized under the theme of “My World, My Space”. Students will engage in units focused on:

- The Home
- Clothes Style and Color Choice
- Making Plans and Hobbies
- Weather and Environment
- Food Around the World

Learning Outcomes:

- Describe the relative location, rooms in a house, and address
- Obtain information about different rooms, colors, and clothes
- Give opinions about clothes style and color choice
- Compare Chinese and American color symbolism
- Recognize the unit of Chinese money and Renminbi symbol
- Ask and answer questions about price
- Participate in a conversation of buying and bargaining price for clothes, fruits, and school supplies
- Plan an activity of shopping, birthday party, and traveling in summer.

Spanish

Students in 7th-grade study thematic units that focus on:

- Family
- The Home
- Time
- Clothing
- Daily Routines

Students also engage in the exploration of Spanish and Hispanic Culture, Art, and Global Citizenship.

Learning Outcomes:

- Understand, interpret, and analyze basic conversations and texts in the target language.
- Identify family members, and describe them using more complex subject, verb, adjective agreement structures.
- Identify the parts of the house, while incorporating adjectives, and Tier I prepositions to describe the inside and outer parts of the house
- Express time in authentic situations, incorporating stem-changing verbs and idiomatic expressions.
- Describe and classify clothing using descriptive adjectives, numbers, and colors.
- Summarize their daily routines using reflexive verbs, time, food, and idiomatic expressions.
- Analyze and compare cultural practices of the target culture with the ones that stem from their own culture.
- Understand the concept and responsibility of being a global citizen.

Fine Arts

The Grade 5-8 Arts experience is based on the [2019 Massachusetts Arts Curriculum Frameworks](#) for the Commonwealth of Massachusetts and the [National Arts Standards](#). Students participate in Fine Arts every other day for half of the school year in all middle school grades. Below, please find specific information connected with the program of studies for Grade 7 Fine Arts as well as key learning outcomes for Grade 7 success.

The Primary units of study for grade 7 Visual Art include:

- Cultural Diversity in Art
- Advanced Drawing Techniques
- Ceramics

Learning Outcomes:

- Demonstrate understanding of various techniques with a focus on advanced drawing and sculpture techniques.
- Create artwork that reflects, not only our own culture but different cultures around the world.
- Apply vocabulary correctly whether used in the classroom setting or self-assessment.
- Critique and assess their own artwork and artwork of others

Performing Arts

The Grade 5-8 Arts experience is based on the [2019 Massachusetts Arts Curriculum Frameworks](#) for the Commonwealth of Massachusetts and the [National Arts Standards](#). Students participate in Performing Arts class every other day in all middle school grades. Below, please find specific information connected with the program of studies for Grade 7 Performing Arts as well as key learning outcomes for Grade 7 success.

Seventh graders have the option of taking one of the following Performing Arts classes:

- **Chorus:** In Grade 7 Chorus, students develop their ability to sing with healthy vocal technique, read rhythms, pitches, and musical markings, sing multiple-part harmony and express themselves through singing. Students develop their abilities as individual singers and as a group. There are two evening concerts per year.
- **Band:** Grade 7 Band offers students who play wind and percussion instruments the chance to further develop their instrumental and musical skills both individually and in a larger ensemble with more sophisticated and longer works. Students prepare music in a wide variety of styles to be performed for winter and spring concerts.
- **Performing Arts:** Grade 7 students engage in music and theater-making through a variety of approaches including rhythm activities, composition (specifically chords and theory), listening and appreciation, the study of music, and theater history (specifically the music of the Romantic Period), listening analysis. Significant time is also dedicated to the reading and performing a piece of contemporary theater and adapting existing works.

The Performing Arts Learning Expectations meet the National Standards for Arts Education music learning outcomes that are integral to the comprehensive K-12 education of every student.

Learning Outcomes:

- **Performing:** Develop skills in singing, reading music, acting, and playwriting
- **Reading and Notating:** Learn to interpret and apply visual representations for the sounds they hear (musical notation)
- **Listening and Appreciation:** Learn to critically respond with understanding when they describe, analyze and interpret music. Study music from different periods and locations
- **Creating:** Improvise and compose original works of music and theater
- **Connecting:** Develop an understanding of artistic heritage through investigation of the historical and cultural contexts of music and theater

Wellness

The Grade 5-8 Health and Wellness experience is based on the [SHAPE America National Standards](#). Students participate in a Wellness class every other day in all middle school grades. Below, please find specific information connected with the program of studies for Grade 7 Wellness as well as key learning outcomes for Grade 7 success.

Physical Education

The primary units of study for Grade 7 Physical Education include:

- Personal Fitness
- Manipulatives
- Long and Short-Handled Implements.

Learning Outcomes are:

- Demonstrate competency in a variety of motor skills and movement patterns (throwing, catching, ball control, serving, striking, two-hand volley, etc.)

- Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance and will be able to demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness
- Demonstrate responsible personal and social behavior that respects self and others, such as personal responsibility, accepting feedback, working with others, rules and etiquette of physical activities, and safety
- Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction

Health

Units of study in Grade 7 Health include:

- Empathy and communication
- Nutrition
- Self / Emotional Regulation
- Screen Time and Self-Management

Learning Outcomes:

- Demonstrate the ability to use interpersonal communication skills and decision-making skills to enhance health and avoid or reduce health risks
- Comprehend concepts related to health promotion and disease prevention to enhance health
- Demonstrate the ability to advocate for personal, family, and community health.

Grade 8

English Language Arts

The 5-8 English Language Arts experience is based on the [2017 Curriculum Framework for English Language Arts and Literacy for the Commonwealth of Massachusetts](#). Students participate in a daily English Language Arts class in all middle school grades. Below, please find specific information connected with the program of studies for Grade 8 English Language Arts as well as key learning outcomes for Grade 8 success.

Writing

Grade 8 students participate in different forms of writing which are delineated below:

- **Informational Writing:** Students will conduct research in order to construct an informational piece of writing which conveys their findings through appropriate organization and analysis. Students will develop their writing with well-chosen facts, concrete details, and information while maintaining a style appropriate to the audience and purpose.
- **Argumentative Writing:** Students will write a variety of arguments to support claims with strong and relevant text-based evidence and rationale. Throughout their argument pieces, students will maintain a style and structure appropriate to their audience and purpose while also distinguishing their claims from alternate and opposing ones.
- **Narrative Writing:** Students continue to develop narrative writing skills while developing real or imagined experiences or events connected to literature read.
- **Text-Based Writing:** Students compose a number of short and long form text-based responses, with an emphasis on analysis and explanation of specific text evidence to support their thinking.

Learning Outcomes:

- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed
- Cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- Write arguments to support claims with clear reasons and relevant evidence

- Argue opposing claims and resolve the contradiction with a well crafted, and text evidence supported, counterclaim
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Use dialogue, details, and description to bring a narrative to life
- Develop a question, conduct research, and create an informational essay and multimedia project
- Refine speaking, listening, and language skills

Reading

Grade 8 students engage in reading a variety of texts which are delineated below:

- **Literature:** While reading a variety of literature genres students focus on the theme, plot, characterization, and narrative structure. Students identify and describe how specific portions of the text (sentence, paragraph, etc.) relate to the whole and make comparisons between various fictional works. Students will also analyze how authors craft create effects such as suspense and humor and make various literary allusions to myths and traditional stories.
- **Nonfiction:** Students study nonfiction works with a focus on identifying how authors use diction, syntax, and imagery to present a viewpoint. Students are then able to analyze texts such as by looking beyond the literal meaning to interpret the author's true message.
- **Poetry:** Through their study of poetry, students analyze poets' uses of sound, figurative language, and imagery to interpret the author's purposes and messages.

Learning Outcomes:

- Evaluate author's craft, including purpose, tone, theme, flashback, foreshadowing, mood, conflict, and resolution
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole
- Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
- Analyze the purpose of information presented in diverse media and formats
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
- Recognize the effects of poetic devices, including imagery, alliteration, onomatopoeia, rhyme, and figurative language
- Analyze how differences in the points of view of characters and the audience or reader create effects such as suspense or humor
- Analyze how a work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works.
- Synthesize multiple accounts to develop understanding

Mathematics

The Grade 5-8 Mathematics experience is based on the [2017 Curriculum Framework for Mathematics for the Commonwealth of Massachusetts](#). Students participate in a daily mathematics class in all middle school grades. Both the Standards of Mathematical Content as well as the Standards of Mathematical Practice are meaningfully integrated to comprise the Grade 8 mathematics experience. The Standards of Mathematical Practice include:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.

5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

These standards are integrated through our educators' instructional plans and provide a vehicle to understand the Standards of Mathematical Content. Below, please find specific information connected with the program of studies for Grade 8 Mathematics as well as key learning outcomes for Grade 8 success.

The following units encompass the scope and sequence of students for Grade 8 mathematics' students in the grade level pathway:

- Linear Equations
- Transformations
- Angles and Triangles
- Graphing and Writing Linear Equations
- Systems of Equations and Bivariate Data
- Functions
- Scientific Notation and Exponents
- Real Numbers and the Pythagorean Theorem
- Volume and Similar Solids

Learning Outcomes:

- Know that there are numbers that are not rational, and approximate them by rational numbers.
- Work with radicals and integer exponents.
- Understand the connections between proportional relationships, lines, and linear equations.
- Analyze and solve linear equations and pairs of simultaneous linear equations.
- Define, evaluate, and compare functions.
- Use functions to model relationships between quantities.
- Understand congruence and similarity using physical models, transparencies, or geometry software.
- Understand and apply the Pythagorean Theorem.
- Solve real-world and mathematical problems involving the volume of cylinders, cones, and spheres.
- Investigate patterns of association in bivariate data.

At the end of 7th grade, learners will be evaluated by their educators as part of a collaborative conversation that includes observational data, assessments/grades, MCAS, and IXL results and will be recommended for either Pathway #1: Grade Level or Pathway #2: Accelerated. By design, this is a very rigorous program and it will move at a fast pace, providing students with all the content and skills they need to fully understand all important topics in the curriculum while maintaining the continuity of the mathematics learning progression. The additional units and learning outcomes are listed below:

The following units encompass the scope and sequence of students for Grade 8 mathematics' students in the accelerated pathway:

- Solving linear equations and inequalities
- Graphing and writing linear functions
- Solving systems of linear equations
- Exponential functions and sequences
- Data analysis and displays

Learning Outcomes in the accelerated pathway:

- Interpret the structure of expressions (linear, exponential,).
- Write expressions in equivalent forms to solve problems.
- Create equations that describe numbers or relationships.
- Understand solving equations as a process of reasoning and explain the reasoning.
- Solve equations and inequalities in one variable.
- Solve systems of equations.
- Represent and solve equations and inequalities graphically.
- Solve systems of functions.

Science, Technology, Engineering, and Digital Learning

The Grade 5-8 Science, Technology, and Engineering experience are based on the [2016 Science Technology and Engineering Frameworks for the Commonwealth of Massachusetts](#). Students participate in daily Science class in Grade 8.. Our primary instructional resources for Grade 8 includes *Project Lead the Way* (mypltw.org.) Below, please find specific information connected with the program of studies for Grade 8 Science, as well as key learning outcomes for Grade 8 success.

Science

- Weather and Climate
- Matter and Its Interactions
- Genetics and Heredity

Learning Outcomes:

- Develop and use models to understand and predict properties and behavior of matter, including in chemical reactions.
- Conduct experiments involving chemical reactions and mixtures.
- Interpret basic weather data to identify patterns in air mass interactions and the relationship of those patterns to local weather and how they tie to climate change
- Describe how interactions involving the ocean affect weather and climate on a regional scale.
- Explain how environmental and genetic factors influence the growth of organisms.
- Explain inheritance and variation of traits.

Technology and Engineering

In the Grade 8 Automation and Robotics program, students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms.

Learning Outcomes:

- Describe the purpose of automation and robotics and its effect on society
- Summarize ways that robots are used in today's world and the impact of their use on society
- Describe positive and negative effects of automation and robotics on humans in terms of safety and economics
- Provide examples of STEM careers and the need for these professionals in our society
- Use ratios to solve mechanical advantage problems
- Use numerical and algebraic expressions and equations to solve real-life problems, such as gear ratios
- Use the characteristics of a specific mechanism to evaluate its purpose and applications
- Apply knowledge of mechanisms to solve a unique problem for speed, torque, force, or type of motion
- Define the seven technological resources and how they are integrated into an open and closed-loop system
- Describe the purpose of pseudocode and comments within a computer program
- Use ratio reasoning to solve mechanical advantage problems
- Design, build, wire, and program both open and closed-loop systems



- Use motors and sensors appropriately to solve robotic problems
- Troubleshoot a malfunctioning system using a methodical approach
- Explain the roles and responsibilities of mechanical, electrical, and computer engineers who solve robotic problems

Digital Learning

[The 2016 Massachusetts Digital Learning and Computer Science frameworks](#) provide an outline for digital learning for grade 5-8 students. Most often integrated into the core content areas, the digital learning standards are in place to ensure that all students have access to master the competencies necessary for high-level technology utilization.

History and Social Sciences

The Grade 8 History and Social Sciences experience is based on the [2018 Massachusetts History and Social Science Curriculum Framework for the Commonwealth of Massachusetts](#). The Grade 8 course, “Civics in Action”, focuses on United States Government and civic life. 8th Grade students participate in a daily History and Social Sciences class. Students will study the roots and foundations of U.S. democracy, how and why it has developed over time, and the role of individuals in maintaining a healthy democracy.

Throughout grades 5-8, students will apply the following Standards for History and Social Sciences Practices:

- Demonstrate civic knowledge, skills, and dispositions.
- Develop focused questions or problem statements and conduct inquiries.
- Organize information and data from multiple primary and secondary sources.
- Analyze the purpose and point of view of each source; distinguish opinion from fact.
- Evaluate the credibility, accuracy, and relevance of each source.
- Argue or explain conclusions, using valid reasoning and evidence.
- Determine next steps and take informed action, as appropriate.

Below, please find specific information connected with the program of studies for Grade 8 History and Social Sciences as well as key learning outcomes for Grade 8 success.

The following units of study comprise the Grade 8 learning experience:

- Introduction to Civics and Government
- Philosophical Foundations of the United States Government
- The Development of the United States Government and our Constitution
- The Institutions of the United States Government
- The Constitution- Our Rights and How They’re Protected
- Responsibilities of a Citizen
- Living Local - How Change is Made
- Being a Changemaker!- The Civics Project

Learning Outcomes:

- Explain various origins of the ideas that influenced the development of the United States political system.
- Apply knowledge of history and events, such as the American Revolution, which inspired the framers of the Constitution in the design of a new political system.
- Analyze the weaknesses of the national government under the Articles of Confederation; identify the leaders of as well as the crucial events leading to the Constitutional Convention.
- Summarize key components of the Preamble, Bill of Rights, and articles and amendments in the U.S. Constitution.
- Distinguish and identify the interrelationship among the three branches of government.
- Explain the process of elections, including the nomination/confirmation of individuals, the role of political parties, and evaluate the impact of the media and campaigns on the electoral process.

- Describe the rights, responsibilities, and opportunities for citizens within a democracy.
- Distinguish among civic, political, and private life.
- Examine the influence of public and private interest groups in a democracy, including policy research organizations, in shaping debate about public policy.
- Explain the historical context and significant aspects of and changes to the U.S. Constitution, especially the 14th, 19th, and 26th Amendments as well as the expansion of civil rights and equal protection for race, gender, disability, and human rights.
- Research, analyze, and report on areas in which Supreme Court decisions have made significant changes over time in citizens' lives.
- Compare and contrast the rights, responsibilities, and major components of local, state, and national government(s).
- Explain why the 10th Amendment is important to state government and identify the powers granted to states by the 10th Amendment and the limits to state government outlined by it.
- Explain the leadership structures of the Commonwealth of Massachusetts and the Town of Medway.
- Give examples of tax-supported facilities and services provided by the Massachusetts state government and by the Town of Medway.
- Identify the key components to effective and civil argument and refutation.
- Explain the different functions of news articles, editorials, editorial cartoons, and “op-ed” commentaries; analyze the point of view and evaluate the claims in these forms of media.
- Define and explain the importance of freedom of the press as provided in the 1st Amendment to the United States Constitution and Article 16 of the Massachusetts Constitution.
- Engage in a civics project by identifying an issue and advocating for change in local communities.

World Languages

The mission of the World Languages Department is to promote linguistic, cultural, and intercultural proficiency that empowers all students to become global citizens. Proficiency in a second language empowers students to communicate in the target language while actively connecting to different cultures. World Languages have become an integral component of 21st-century education. Our program encourages multilingual experiences and multicultural awareness that promotes global citizenship skills. Our curricula follows the [ACTFL standards](#) and focuses on five major goal areas: Communication, Culture, Connections, Communities, and Comparisons.

Our World Language classes take place every other day in grades 5-8. Students work towards proficiency in the ACTFL standards and strive to attain Novice-High proficiency levels in all modes of communication: interpersonal, presentational, and interpretive. Students in Grade 8 continue to have the opportunity to learn Mandarin, French, or Spanish. Students select a language upon entering the 5th grade. All students are expected to commit to their study of their chosen language until 8th grade. We encourage that they remain on the same language track throughout high school, as well, in order to achieve the highest proficiency level.

French

Students in eighth grade focus on thematic units including:

- Body Parts
- Clothing
- Directions
- French-Speaking Cities with a focus on Paris

Learning Outcomes:

- Conjugate the verb “avoir”
- Interpret and identify clothing and accessory vocabulary
- Describe a city, public buildings, and places of interest
- Dramatize giving directions

- Identify the relationship between people using the preposition de and possessive adjectives
- Express where one is going or where others are going, using the verb to go, the preposition "a" (to), or "chez" (at the home of)

Mandarin

Grade 8 Mandarin Program is organized under the theme of “My School, Our Community” Students will engage in meaningful units focused on:

- Class
- School
- Community
- Navigating and Providing Directions

Learning Outcomes

- Ask and answer questions about the date, time, and activity information of an event
- Describe the time sequence of an event
- Obtain information of school location, campus map, and sports facilities
- Exchange information about the school calendar, schedule, and subject course
- Describe school, grade division, the numbers of student and teacher ratio
- Compare American and Chinese school system
- Comment on transportation means choice
- Describe a town’s location, history, population, and diversity
- Identify stores and buildings around the neighborhood
- Compare community life between hometown and a Chinese town
- Write and present field-trip experience of “Visiting a Chinese House-Yin Yu Tang” at Peabody Museum

Spanish

Students in grade 8th study thematic units that include:

- Community
- Traveling with a focus on Spain, Puerto Rico, and Cuba
- Dictatorships in the Spanish-speaking world.

Learning Outcomes:

- Conjugate Tier I and Tier II irregular, and stem changing verbs (oír, poner, poder, dar, salir, ver, ir, jugar, hacer, querer, tener, venir)
- Explain to a peer the location of a place in the community by integrating preposition, estar, and descriptive adjectives--depending on context and standards targeted.
- Give directions on any given map using the target language (authentic task).
- Create a schedule of possible activities and sights that you wish to explore in a Spanish-speaking country
- Navigate an airport in a Spanish-speaking country (authentic task).
- Explore the connection between Pablo Picasso’s Guernica, social justice, and the Spanish Civil War (integrates culture, social justice, and global citizenship /21st-century skills
- Identify cognates relevant to the study of social justice (colonia, justicia social, dictadura, democracia, dictador, gobernante, etc.)
- Explore the similarities and differences between Puerto Rico and Cuba.

Fine Arts

The Grade 5-8 Arts experience is based on the [2019 Massachusetts Arts Curriculum Framework](#) for the Commonwealth of Massachusetts and the [National Arts Standards](#). Students experience Fine Arts every other day for ½ of the school year in all middle school grades. Below, please find specific information connected with the program of studies for Grade 8 Fine Arts as well as key learning outcomes for Grade 8 success. Grade 8 students have the choice to select Drawing and Painting or 3D Design.



Painting and Drawing

The primary units of study include:

- Advanced Drawing Techniques and Materials
- Observational / Realistic Drawing
- Advanced Painting Techniques and Materials
- Abstract Painting

Learning Outcomes:

- Explore different techniques and methods to build upon the skills that they have learned in previous grades.
- Create compositions using both the Elements of Art and Principles of Design from observation as well as representational pieces.
- Demonstrate their powers of observation, abstraction, invention, and expression as well as have the ability to identify and describe various art styles.
- Maintain a portfolio of their work and have the ability to analyze and articulate their ideas orally during whole class critiques or through thoughtfully written reflections.

3D Design

The primary units of study include:

- Proper Studio / Safety techniques
- Advanced Sculpture Techniques
- Advanced Ceramics and Building Methods

Learning Outcomes:

- Explore different techniques and methods to build upon the skills that they have learned in previous grades.
- Create three-dimensional artwork that is aesthetically pleasing, but also functional.
- Demonstrate knowledge of various sculpture techniques and concepts.
- Show improvement and understanding by responding and reflecting on critiques

Performing Arts

The Grade 5-8 Arts experience is based on the [2019 Massachusetts Arts Curriculum Framework](#) for the Commonwealth of Massachusetts and the [National Arts Standards](#). Students experience a Performing Arts class every other day in all middle school grades. Below, please find specific information connected with the program of studies for Grade 8 Performing Arts as well as key learning outcomes for Grade 8 success.

Eighth graders have the option of taking one of the following Performing Arts classes:

- **Chorus**: In Grade 8 Chorus, students develop their ability to sing with healthy vocal technique, read rhythms, pitches, and musical markings, sing multiple-part harmony, and to express themselves through singing. Students develop their abilities as individual singers and as a group. There are two to three evening concerts per year.
- **Band**: Grade 8 Band offers students who play wind and percussion instruments the chance to further develop their instrumental and musical skills both individually and in a larger ensemble with more sophisticated and longer works. Students prepare music in a wide variety of styles to be performed for winter and spring concerts.
- **Performing Arts**: Grade 8 students engage in music and theater-making through a variety of approaches including rhythm activities, composition (specifically chords and theory), listening and appreciation, the study of music history (specifically Jazz and popular music), and listening analysis. Significant time is also dedicated to contemporary theater, silent film, and original dramas.
- **Theater Arts**: Grade 8 students also have the option to take a Theater Arts elective. Through the Theater Arts program, students will experience a varied repertoire of dramatic, devised, and improvised material, reading and writing dramatic material, evaluating drama and live performance, as well as understanding the relationship of the Arts to history and culture.

Learning Outcomes:

- **Performing:** Develop skills in singing, reading music, acting, and playwriting
- **Reading and Notating:** Learn to interpret and apply visual representations for the sounds they hear (musical notation)
- **Listening and Appreciation:** Learn to critically respond with understanding when they describe, analyze and interpret music. Study music from different periods and locations
- **Creating:** Improvise and compose original works of music and theater
- **Connecting:** Develop an understanding of artistic heritage through investigation of the historical and cultural contexts of music and theater

Wellness

The Grade 5-8 Health and Wellness experience is based on the [SHAPE America National Standards](#). Students experience a Wellness class every other day in all middle school grades. Below, please find specific information connected with the program of studies for Grade 8 Wellness as well as key learning outcomes for Grade 8 success.

Physical Education

The primary units of study for Grade 8 Physical Education include:

- Personal Fitness
- Manipulatives
- Long and Short-Handled Implements.

Learning Outcomes:

- Demonstrate competency in a variety of motor skills and movement patterns (throwing, catching, ball control, serving, striking, two-hand volley, etc.)
- Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance and will be able to demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness
- Demonstrate responsible personal and social behavior that respects self and others, such as personal responsibility, accepting feedback, working with others, rules and etiquette of physical activities, and safety
- Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction

Health

Topics covered in Grade 8 Health include:

- Empathy and Communication
- Nutrition (body image and eating disorders)
- Growth and Development (STDs, HIV/AIDS)
- Stress Reduction Strategies.

Learning Outcomes:

- Demonstrate the ability to use interpersonal communication skills and decision-making skills to enhance health and avoid or reduce health risks
- Comprehend concepts related to health promotion and disease prevention
- Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks
- Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

English Language (EL) Development

Medway Public Schools English Learner Program Mission and Vision

Medway Public School's English learners will communicate and engage effectively with their communities using their linguistic and cultural assets. English learners will have equitable access to meaningful and rigorous learning opportunities that build on their cultural and linguistic assets. They will have the academic, linguistic, social, and emotional support they need to excel in order to become global citizens. Medway commits to supporting English learners to thrive in all of its schools and aspires for English learners to graduate high school with the ability to advocate, and display the knowledge and skills necessary to navigate college and/or a career of their choice, and to contribute to civic life in a global community.

Educators of English learners share responsibility for their success in language acquisition and content knowledge. All educators of English learners are effective, well-prepared, and culturally responsive and hold English learners to high standards comparative to native speaking peers. Educators have the resources and professional learning they need to advance students' academic and linguistic development simultaneously.

Level 1 / 2 English Language Development (ELD)

This course is designed for students designated as English learners at WIDA's English language proficiency level 1. A variety of materials are used to improve the four language domains in English; Speaking/Pronunciation, Listening, Reading, and Writing. The class concentrates not only on the skills students need for daily life and to acculturate into the US educational system but also on the academic language students need to meet grade-level core-content expectations. ELD focuses primarily on the development of oral language: listening and speaking/pronunciation and beginning reading and writing skills. One focus is to increase oral vocabulary and incorporate grammar skills while becoming more at ease in listening to and speaking in English.

Level 3 / 4 English Language Development (ELD)

This course is designed for students designated as English learners at WIDA's English language proficiency level 3 and 4. Various instructional materials are used, as in the ELD 1 and 2 class, yet aligned to WIDA's Can Do Descriptors for intermediate EL students. Students work on more complex language across all four domains of listening, speaking, reading, and writing, while expanding their vocabulary to include key terms used across content areas.

Special Education

Special Education Philosophy:

The Special Education Department facilitates full access to the general education curriculum and the school/community learning environment for every student based on student potential and identified special needs. The district's goal is to provide support services in the least restrictive environment which, for the majority of students, is the general education classroom. Eligibility is reevaluated every three years and a review of current services is conducted annually. Teachers, special education providers, and parents/guardians are integral members of the team process. Placement in special education is based on the Individualized Education Program (IEP) as written for each student identified as eligible within the IEP team process.

Special Education Objectives:

- Students will understand and describe their own unique learning styles.
- Students will advocate for their needs across academic and social settings.
- Students, beginning at age 14, will become active members of their IEP team in order to assist in developing a plan that accurately reflects their vision.

- Students will develop a growth mindset, looking at challenges as opportunities to learn and grow.
- Students will apply taught strategies to challenging academic and social situations and seek assistance when needed.
- Students will develop the skills required to positively and actively become members of their community.

Inclusion

Inclusion services are provided in the general education setting and monitored by each student's special education liaison. The IEP Team determines the level of inclusion support based on the individual student's needs and is documented in the IEP. Instruction in general education classes may be facilitated by a special education teacher or supported by a paraprofessional. Accommodations, including IEP accommodations, within the general education classrooms are available to help students' access and understand grade level curricula. Collaboration between general education teachers, special education teachers, guidance counselors, administration, related service providers, etc. is an important aspect of the inclusion services at Medway Middle School.

Goal

Students with academic goals on their IEPs may receive specialized instruction in reading, math and/or organization through Goal classes. These courses provide small group instructional support and are taught by special educators. Goal class content is intended to address students' IEP goals. The frequency with which a student has Goal class is determined in the IEP meeting and written in the service delivery grid. Collaboration with core content area teachers, special education teachers, guidance counselors, are an integral part of the Goal class.

Links

The Links Program is designed to service students who have difficulty participating in general education classes with support and accommodations. Links provides small, structured academic environments that include a behavior management system and emotional support. Students are offered access to clinical staff and respite space as needed. Students can receive intermittent content instruction in the Links program; however, the goal is for students to access coursework within the general education setting. The length of placement in Links is a Team driven decision and must be approved through a signed Individualized Education Program (IEP) or signed Amendment. Additionally, collaboration with the student, general education teachers, special education teachers, guidance counselors, administration, parents, related service providers, etc. is an essential part of the Links Program.

Recovery English Language Arts (ELA)

Recovery ELA focuses on direct/explicit instruction including vocabulary development, reading comprehension, and writing. Recovery ELA addresses the instruction of functional literacy in addition to standards-based curricula. Students within this class receive small group instruction that is highly sequential, visual, and formatted to fit executive functioning needs. This class replaces a child's core content English Language Arts class and is typically a multigrade class.

Recovery Math

Recovery Math utilizes resources and materials that are adapted to the needs of individual students in the course. Topics included in Recovery Math include foundational skills of geometry, algebra, and number sense. Students will engage in a thorough review and consistent practice of these mathematical concepts, while connecting the material to real-world applications. Standards of Mathematical Practices including: model with mathematics and look for and make use of structure are emphasized in this course. This class replaces a child's core content math class and is typically a multigrade class.