McCall Middle School Program of Studies 2026-2027

Winchester Public Schools
Winchester, Massachusetts

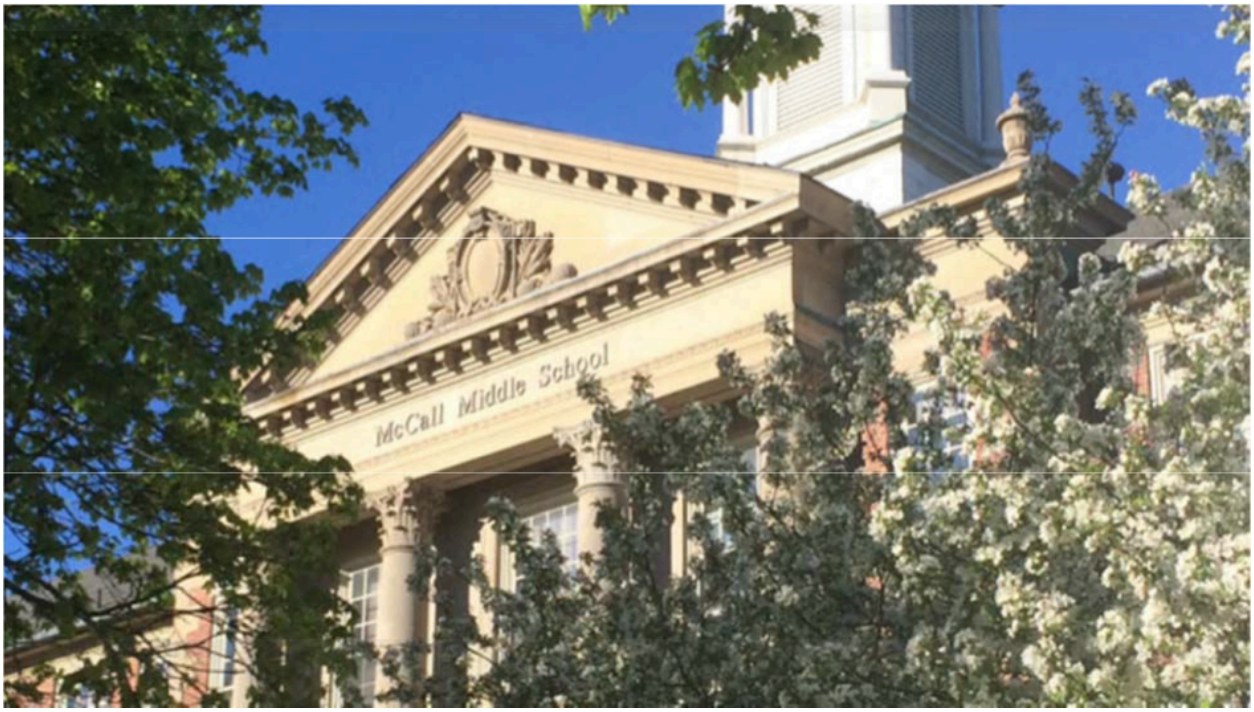
Table of Contents

A Message from the Principal **6**
McCall Middle School Statement of Purpose **6**
McCall Bell Schedule **9**
Flex Block **9**
Team Placement Policy and Leveled Courses in Grades 7 and 8 **10**
McCall Middle School Program of Studies **10**
EDUCATIONAL SUPPORT SERVICES **11**
Guidance **11**
Multilingual Learner Services **11**
Special Education **11**
Academic Instruction and In-class Special Education Instruction **11**
Learning Center Services **12**
Related Services **12**
FIVE DAYS PER WEEK PROGRAMS **14**
English **14**
Grade 6 English Program 14
Grade 7 English Program 14
Grade 8 English Program 15
World Languages: French, Italian, Mandarin, and Spanish **16**
World Language Policy 16
Grade 6 French, Italian, Mandarin and Spanish 16
Grade 7 and 8 French, Italian, Mandarin and Spanish 17
Mathematics **18**
Grade 6 18
Grade 7 18
Pre-Algebra 7 18
Algebra 7 18
Advanced Algebra 7 18
Grade 8 19
Algebra 8 19
Algebra II 19
Advanced Algebra II 19

Science **21**
Grade 6 Science: Structure & Function 21
Grade 7 Science: Systems & Cycles 21
Grade 8: A Changing World 22
Social Studies **22**
Grade 6 23
Grade 7 23
Grade 8 23
EXPLORATORY PROGRAMS **25**
Art **25**
Sixth Grade Art Program 25
Seventh Grade Art Program 25
Eighth Grade Art Program 26
The Seventh and Eighth Grade Creative Art Workshop 26
Digital Literacy and Computer Science **28**
Grade 6 — Digital Literacy 28
Grade 7 — Digital Safety and Computer Science 28
Grade 8 — Instructional Technology and Media Literacy 28
Music **29**
Band, Concert Percussion, Chorus, and Orchestra 29
General Music 29
After School Groups 30
Festival Participation 30
6th Grade Music Program 30
6th Grade Band, Concert Percussion, Chorus, Orchestra 30
6th Grade General Music Program 30
7th Grade Music Program 30
7th Grade Band, Chorus, and Orchestra 30
7th Grade General Music 30
8th Grade Music Program 31
8th Grade Band, Chorus, and Orchestra 31
8th Grade General Music 31
Technology/Engineering **32**
Grade 6 Technology/Engineering 32
Grade 7 Technology/Engineering 32
Grade 8 Technology/Engineering 33
Wellness Program **35**
Grade 6 Health Science 35
Grade 7 Health/Family Consumer Science 35

Grade 8 Health/Family Consumer Science 35
Physical Education Program 36
Grade 6 Physical Education 36
Grade 7 Physical Education 36
Grade 8 Physical Education 36
25-26 ELECTIVE PROGRAM 37
Dramatic Arts 37
6th Grade Drama Course 37
7th Grade Drama Course 38
8th Grade Drama Course 38
Music Around the World 38
Collaborative Board Game Design 38
Sports and Our World 39
Film Studies 39
Environmental Studies 40
Physical Education 40
Directory of Department Directors and Coordinators 42

Welcome to McCall Middle School Winchester Public Schools
2026-2027 Program of Studies



James Lin, Principal
Whitney Day, Assistant Principal
Terence Sheehan, Assistant Principal
Caitlin Danizio, Special Education Supervisor (Grades 8 and LBLD)
Erin Yahoodik, Special Education Supervisor (Grades 6, 7, Partnership and Connections)

McCall Middle School
458 Main Street
Winchester, MA 01890
Telephone 781-721-7026
Fax 781-721-0886
http://www.winchesterps.org/schools/mccall_middle_school/index.php

A Message from the Principal

Dear Students, Parents, and Caregivers,

Welcome to McCall Middle School as we prepare for the 2026-2027 school year. Although you will spend just three short years with us, I know that you will find this time to be interesting, exciting and challenging. The coming school year holds great promise in our welcoming, safe up-to-date facility. I want to assure you that you will receive an excellent educational experience during your middle school years thanks to the wonderful, caring adults who work here.

The real strength of our school is found in the strong, varied academic programs that will be offered to you by a knowledgeable, caring, and experienced teaching staff. This program includes courses in English, Math, Science, Social, and World Languages. In addition, students participate in a rich complement of Exploratory courses in Art, Music, Computer Education, Family & Consumer Science, Health, Physical Education, and Technology/Engineering as well as a set of Elective courses. An important part of our mission at McCall Middle School is to instill a love of learning and a dedication to serious academic pursuit in each student. In addition to our academic program, there is an extracurricular activities program which includes after-school intramurals and a number of clubs and other organizations.* The essence of what we will be trying to accomplish with you next year at McCall is printed on the accompanying page in our McCall Middle School Statement Of Purpose. Please read this important document carefully as it describes our basic goals and expectations.

This Program of Studies Booklet has been developed to provide you with key information about our programs. We look forward to working with you in the years ahead.

Sincerely,

James Lin, Ed.D.
Principal

***Statement of Commitment to Policy of Non-Discrimination**
McCall Middle School provides equal educational opportunity for all students and does not discriminate on the basis of race, color, sex, religion, national origin, sexual orientation, or disability. Students have equal access to admission to school courses, extracurricular activities, and employment opportunities. Students who believe they have been victims of discrimination are hereby notified that grievance procedures are available to them and that they should contact the principal for more information. Counseling services are available to help students address their individual needs.

McCall Middle School Statement of Purpose

McCall Middle School exists primarily to instill in its students a love of learning and a dedication to serious academic pursuit in each student. The McCall Staff holds itself and its students to high standards. The middle school is a vital part of the town's school system, a system whose aim is to help students develop to the fullest extent during their adolescence and grow into independent, responsible, knowledgeable, contributing members of a democratic society. Embracing inclusion enhances the achievement of this goal. The school nurtures the development of individuals who combine self-respect with respect for others and who recognize the value of diversity in our society.

As a middle school, McCall serves a population in a unique stage of educational development, children in various stages of intellectual, emotional, social and physical development. McCall recognizes this diversity and strives to foster a continuing development toward maturity.

In an effort to meet that end, McCall Middle School is organized into grade level teams. Each team is made up of a group of four grade level teachers that provide services to the same core group of students for the entire academic year. Each team consists of a Math, Science, English Language Arts, and Social Studies teacher. Currently, McCall Middle School operates in teams at all three grade levels. The teaming approach allows for staff and students to create a more personal learning environment. Each team meets daily to discuss students' needs, refine curriculum and instruction, plan activities to support student learning, to discuss team goals, to refine best practices, and to assess student progress. The interdisciplinary teaming model employed here at McCall allows for staff to provide optimum service to students, while recognizing individual developmental needs and working toward a common academic purpose.

McCall strives to provide a safe, nurturing learning environment for all of our students. McCall is a community of learners, students and teachers alike, in an environment which stimulates joy in learning and instills the spirit of risk-taking and discovery. By their example, the faculty are models of lifelong learning. McCall serves its students in an atmosphere of mutual respect, openness, and accessibility among all the school's constituents: students, teachers, administrators, support staff, parents and townspeople. McCall helps its students develop standards of socially responsible behavior by the example of honest, fair, and consistent dealing with individuals of any age. We want our students to see themselves as part of the school, the town, and the wider national and world communities. Reflecting the changes taking place in our society, the McCall community is increasingly made up of students who represent many diverse cultures from around the world. We strive, as a school, to welcome newcomers to our school and our country and to honor the rich traditions and heritage that each culture contributes to our community of learners.

To prepare middle school students for a changing world, teachers in all disciplines foster the development of both creative and critical thinking. Content is selected with the intention of increasing the students' power to interpret the world into which they will mature. The program develops the basic skills students will need for life-long learning with increasing emphasis on the why rather than just the

what. The curriculum balances depth with breadth. Teaching methods foster active rather than passive learning and continuous encouragement of the students to inquire and learn for themselves. The McCall Faculty shares ideas about teaching and learning and continually updates their curricula.

The school program is varied so that students can explore their own talents and interests. In particular, the exploratory and elective programs provide students with important opportunities to learn and to express them- selves in a variety of ways. All the programs offered by the school aim to help students value their own ideas and talents, while respecting those different from their own. We want our students to learn to use their time and energy effectively and to feel a sense of accomplishment from what they learn in school. In both the content and methods of our program we foster a joy in learning and a sense of self-worth in all our students.

McCall Bell Schedule

Grade 6		Flex Day	Grade 7		Flex Day	Grade 8		Flex Day
Period 1	8:25 - 9:15	8:25 - 9:10	Period 1	8:25 - 9:15	8:25 - 9:10	Period 1	8:25 - 9:15	8:25 - 9:10
Period 2	9:19 - 10:09	9:14 - 9:59	Period 2	9:19 - 10:09	9:14 - 9:59	Period 2	9:19 - 10:09	9:14 - 9:59
Period 3	10:13 - 11:03	10:03 - 10:48	Period 3	10:13 - 11:03	10:03 - 10:48	Period 3	10:13 - 11:03	10:03 - 10:48
Period 4	11:07 - 11:57	10:52 - 11:37	Lunch	11:06 - 11:36	10:52 - 11:22	Period 4	11:07 - 11:57	10:52 - 11:37
Lunch	12:00 - 12:30	11:41 - 12:11	Period 4	11:40 - 12:30	11:26 - 12:11	Period 5	12:01 - 12:51	11:41 - 12:26
Period 5	12:34 - 1:24	12:15 - 1:00	Period 5	12:34 - 1:24	12:15 - 1:00	Lunch	12:54 - 1:24	12:30-1:00
		1:04 - 1:34			1:04 - 1:34			1:04 - 1:34
Period 6	1:28 - 2:18	1:38 - 2:23	Period 6	1:28 - 2:18	1:38 - 2:23	Period 6	1:28 - 2:18	1:38 - 2:23
Period 7	2:22 - 3:12	2:27 - 3:12	Period 7	2:22 - 3:12	2:27 - 3:12	Period 7	2:22 - 3:12	2:27 - 3:12
	Day 1,3,4,6	Day 2,5		Day 1,3,4,6	Day 2,5		Day 1,3,4,6	Day 2,5

Flex Block

Flex Block provides students with a 30-minute period to engage in either a productive break (e.g., reading, drawing, walking, stress-reduction activities) or active progress (e.g., completing homework, seeking extra help, participating in enrichment activities), while teachers and staff members facilitate and supervise these activities.

Students will be placed in a small group of classmates from their grade level teams during Flex Block. Each session of Flex Block will be facilitated by the same teacher who will be that group of students' Flex Block teacher. Examples of the activities students will participate in include:
Providing students with opportunities to…

- Receive extra help.
- Get a head start on homework.
- Make up quizzes and tests.
- Organize materials, plan for the day, etc…
- Receive instructions on Anti-Bullying, Speak Up at School, Self Care, and SEL related lessons.
- Read or take part in quiet activities.
- Take part in device free activities.

- Take part in any activities that foster relationships between students and adults.
- Be in a calming space.

Team Placement Policy and Leveled Courses in Grades 7 and 8

Our basic policy with respect to this placement is that no one (students, parents/caregivers, teachers, and/or support personnel) may request a particular teacher or a particular team. The administration, working with our School Counselors, and in collaboration with elementary schools in the case of incoming sixth graders, will develop the team rosters at each grade level. We will certainly be willing to talk with you at any time about your child's learning needs, but we will not accommodate any individual teacher requests or team requests.

Another important part of this policy is student placement in the leveled math courses in Grades 7 and 8. We ask that you give thoughtful consideration to our teachers' placement decisions in 7th and 8th Grade Math as they know their students well based on more than six months of work with them. If you wish to learn more about why a recommendation was made, please contact the teacher. If you continue to have questions or concerns, please contact the Principal.

McCall Middle School Program of Studies

The McCall Middle School Program of Studies is divided into four parts: Support Services, the Team Program, Exploratory Program, and the Elective Program. The Team and Exploratory Programs are required of all students except for students receiving special education services or students receiving 504 accommodations whose educational plans call for modified programs, which may limit how many exploratory classes a student may participate in during the school year. The Team Program in Grade 6 involves classes every day in English, Math, Science, and Social Studies. Students entering 6th grade will be able to choose French, Italian, Mandarin, or Spanish. These language classes meet every day of the school year. The Exploratory and Elective classes meet for three days in the six-day cycle for one semester or for the full year. Included within this program are four performance arts courses (i.e.,Band, Chorus, Orchestra, and General Music) for grades 6, 7, & 8 and a focused art program in Grades 7 and 8 (Creative Art Workshop).

Principal's Note: Course offerings are budget sensitive and will continue if staffing levels and scheduling options permit.

EDUCATIONAL SUPPORT SERVICES

School Counselors

McCall Middle School's counseling services are designed to help students acquire the skills they need to effectively pass through this stage of development and on to the next. Each year a student is assigned to a guidance counselor. School counselors meet with parents, students, and teachers to respond to a wide variety of early adolescent issues. Counselors can help guide students toward the acquisition of productive work habits and self-advocacy skills. Counselors encourage students to explore a wide variety of curricular and extracurricular opportunities, in an effort to build confidence, promote social skills, and expand individual interests. In some instances, counselors work with groups of students rather than solely on a one-to-one basis, providing social and emotional support. An essential component of the guidance counselor's role involves interacting with caregivers to establish and maintain the open communication necessary for the success of their children.

Multilingual Learner Services

Multilingual Learner (ML) services are available for students and families where another language is spoken at home. A Home Language Survey is included in all new registration packets, and the ML teacher will evaluate the student to determine if they would benefit from ML support. The goal of the ML program is to provide English language development in all four domains (speaking, listening, reading and writing), to focus on academic vocabulary development, and to assist in the student's learning of a new culture. In addition, the ML curriculum supports academics by integrating content area readings to expand background knowledge and by reviewing reading and writing strategies.

Special Education

A range of Special Education and related services are available to eligible students at the McCall Middle School. The need for services is determined through the evaluation process, and the TEAM, that includes the parents, determines the type and amount of special education services required in order for the student to make effective progress within the general education program. The student's individualized educational program will be developed based upon the recommendations of the TEAM, and documented in the student's Individual Education Program (IEP).

Academic Instruction and In-class Special Education Instruction

Specialized instruction is provided by special education staff within the general education classroom through review, re-teaching, remediation, co-teaching, curriculum adaptations, and/or the use of alternative materials. This method of service delivery meets federal and state mandates for providing services in the least restrictive environment (LRE). Using this method, the special educator works closely with the general education teachers to help the students meet the classroom expectations. Clarifying directions, providing additional cues to the students, modifying assignments and/or providing

feedback to the student are all options when general and special education teachers collaborate within the classroom.

Learning Center Services

Instruction in the Learning Center may also be provided in smaller blocks of time using a more specialized approach. Special educators provide direct instruction to students who need a more intense approach in their designated learning center for 30-45 minutes at a time. Support services are available to students during study periods as needed.

Individual and small group instruction outside of the general education classroom is offered based on the individualized needs of the student. Consultation with the general educators and other service providers (speech & language, counseling, occupation therapy etc.) is built in to ensure that there is a consistent approach to classroom curriculum, with modifications and adjustments when necessary.

Currently, grade level teams have a Learning Center teacher, with additional support staff providing direct instruction as well, under the direction of certified special education teachers. Instruction may focus on skill development, learning strategies, organizational strategies, and/or study skills. The specialized instruction may incorporate general education class assignments in order to teach/review/practice a skill, or teach a new skill in order to help the student meet with success within the general educational program. The goal is to help students become better able to function successfully in his/her general education classroom. By doing so in a separate setting, the student may feel more comfortable accepting the help he/she needs. The structured, small group instruction can also provide a less stimulating environment for our more distractible students.

In some situations, a more intensive, specialized instructional program is needed in order to meet the student's needs. Students may receive small group instruction in one or more core content areas (language arts, science, social studies and/or math) instead of attending the general education class in that subject. By doing so, students who are currently working significantly below grade level in a particular area can be provided access to grade level content material, presented at their individual instructional level. As with all special education services, the need for this more specialized program is determined by the TEAM.

Related Services

Speech & language services are also provided to address identified needs in expressive and receptive language skills. Weaknesses may impact the student's understanding and production of language, and/or their ability to effectively communicate with others.

Occupational therapy services are provided to address difficulties in fine motor skills, visual perceptual skills, visual motor skills, and/or sensory processing skills that impact a student's ability to benefit from the instructional program of the school.

Counseling services and support are provided to identify students to address difficulties with interpersonal skills, peer group dynamics, and conflict resolution. For some students, on-going support

is needed from the clinical counselor or one of the school psychologists in order for that student to meet with success within the school environment. For special education students, the need for counseling support is determined by the TEAM and documented in the individual student's IEP. Additional services, if required by a student in order to access the general education program as determined by the TEAM, will be provided.

FIVE DAYS PER WEEK PROGRAMS

English

Grade 6 English Program

The goal of Grade Six English Language Arts is to support students in becoming careful readers and expressive writers through the study of literature, composition, grammar, and vocabulary.

The sixth grade program revolves around theme-based literature selections, encompassed under a year-long focus on Diversity, in which students read literature and compose writing pieces that focus on what makes a person who they are, how their differences can unite instead of divide, and how character traits such as honesty, kindness, and perseverance can help guide us through difficult times. The Enduring Understandings and Essential Questions reflect this focus, create an underlying purpose and structure for the course, and, at the same time emphasize the development of critical reading, writing, and thinking skills. Through Literature Circles and class discussions which promote speaking and listening skills, students explore the development of fictional characters, and how they handle life's challenging situations. Students alternate between viewing text from a reader's point of view (comprehension) to a writer's point of view (analysis). They begin to use their writing to discover their own perspective and understand that of others, through argumentative, explanatory, and narrative writing. Grammar, usage, and vocabulary study draw from the texts read, thus providing a context for understanding the application of effective writing practices.

Novels, drama, nonfiction and the McDougal Littell Language and Literature textbook are the core of the sixth grade program, supplemented by short stories, poetry, and non-print text. Full-length selections may include *Ghost* (and the other texts from Jason Reynolds' Track Series), *Reign/Rain*, *OCDaniel, Fish in a Tree*, *Joey Pigza Swallowed the Key,* and world mythology.

Grade 7 English Program

The goal of Grade Seven English Language Arts is to support students in becoming careful readers and expressive writers who exhibit inferential and critical thinking through the study of literature, composition, grammar, and vocabulary.

The seventh grade program revolves around the theme of Resilience, in which students consider how the connections and choices we make affect our destiny. The Enduring Understandings and Essential Questions reflect this focus, create an underlying purpose and structure for the course, and, at the same time, emphasize the development of critical reading, writing, and thinking skills. In addition to participating in Literature Circles and classroom discussions which promote speaking and listening skills, students explore the concept of resilience and consider how human beings utilize coping strategies, persevere through, and embrace challenges. Turning this reflection inward, they also examine the choices that characters make and how those reveal the potential to grow, take healthy

risks, and learn from their mistakes. They continue to explore and develop various aspects of resilience through argumentative, explanatory, and narrative writing. Grammar, usage, and vocabulary study draw from the texts read, thus providing a context for understanding and the application of effective writing practices.

Novels, short stories, and creative nonfiction are the core of the seventh grade program, supplemented by essays, articles, poetry, and non-print text. Full-length selections may include *They Called Us Enemy, Hotel on the Corner of Bitter and Sweet, Weedflower, Under the Blood Red Sun, Born a Crime, Piecing Me Together*, *The Arrival, Outcasts United, Three Keys, 90 Miles to Havana, Inside Out and Back Again, When Stars are Scattered, American Born Chinese, The Circuit,* and *I Lived on Butterfly Hill*.

Grade 8 English Program

The goal of Grade Eight English Language Arts is to support students in becoming careful readers and expressive writers who exhibit high-level inferential and critical thinking through the study of literature, composition, grammar, and vocabulary.

The eighth grade program revolves around the theme of Identity, where students consider how a variety of factors shape our actions, thoughts, and decisions. The Enduring Understandings and Essential Questions reflect this focus, create an underlying purpose and structure for the course, and at the same time, emphasize the development of critical reading, writing, and thinking skills. In addition to participating in various discussion and debate protocols, which promote speaking and listening skills, students explore character development and consider how an individual's identity can be shaped by interactions with others. Turning this reflection inward, they also examine factors that contribute to their own evolving sense of self. They continue to explore and develop various aspects of voice through argumentative, explanatory, and narrative writing. Grammar, usage, and vocabulary study draw from the texts read, thus providing a context for understanding and the application of effective writing practices.

Novels, nonfiction, and short stories are the core of the eighth grade program, supplemented by essays, articles, poetry, and non-print text. Additionally, students also maintain an independent reading practice. Full-length selections may include *All American Boys*, *The Outsiders*, *The Giver*, *On the Come Up, Resistance, The Henna Wars, Bad Girls Never Say Die,* and *The Gilded Ones.*

Grade Nine Honors is offered to students who have demonstrated the ability, motivation, and potential to work at an advanced level. A teacher recommendation that accounts for a student's interest in the subject matter, previous achievement, and a willingness to engage in rigorous coursework is required for admittance into this course.

World Languages: French, Italian, Mandarin, and Spanish

The primary goals of the world language courses at McCall Middle School are communicative proficiency and cultural understanding. The curriculum and instruction of the courses are based on the belief that the purpose of learning French, Italian, Mandarin and Spanish is to communicate with people who speak them and to understand their cultures. The study of world languages and cultures benefits the intellectual and social development of all students. In addition, we are committed to the belief that all students can and should learn a world language. Thus, the World Language discipline is a core subject and is an essential part of our middle school education where everyone should strive to be able to read, write and converse in at least one language in addition to English. The program is based on the ACTFL (American Council of Teaching Foreign Languages) Standards and is proficiency based. Since language acquisition is developmental in nature, the study of world languages is required for all students in Grades 6, 7, and 8 and strongly recommended in Grades 9, 10, 11 and 12. In Grade 6 and thereafter, world language classes meet every day in the 6-day cycle. We offer French, Italian, Mandarin and Spanish language courses at McCall Middle School. At Winchester High School Latin is also offered in addition to French, Italian, Mandarin and Spanish. At the high school, students will also have the opportunity to participate in exchange programs to France and Spain or take an educational tour of Italy over a school vacation.

World Language Policy

Sixth grade students who enter McCall after the first week of October and who have not studied a World Language may not enroll in a World Language course until meeting proficiency requirements. This will require a meeting with the Director of World Languages and an assessment.

In order to enroll in a World Language class in Grade 7, a student must have studied the language in Grade 6. If a student enters Grade 7 from another school or district, he or she will need to meet with the Director of World Languages to discuss assessment and placement.

In order to enroll in a World Language class in Grade 8, a student must have studied the language in Grade 7. If a student enters Grade 8 from another school or district, he or she will need to meet with the Director of World Languages to discuss assessment and placement.

In order to ensure students' success, the Director of World Languages will determine the appropriate path for placement in the World Language classroom. If deemed necessary, the Director will advise independent study prior to enrolling in the class.

Grade 6 French, Italian, Mandarin and Spanish

All 6th grade students entering McCall Middle School will be placed in one of the four World Language classes (i.e, French, Italian, Mandarin, and Spanish). All four World Language classes will be taught at

the novice level with the understanding that students will have little to no experiences with the languages that are being taught. Due to budget constraints and staffing limitations, we may not be able to accommodate every student to study his or her first preference for a world language. All students will be asked to choose a first, second, and third choice world language when they are in 5th grade to indicate their level of interest and commitment to the languages they choose. This information will help us to place the students in a World Language course. Those who are not selected for their first choice will be enrolled in their second choice. Students will continue the same languages in Grade 7 and 8. Our current schedule structure does not allow for students to change their World Language options when they enter 7th or 8th grade.

The sixth grade classes are for students at the Novice Low level, who do not have prior knowledge in the language. The goal is to meet Novice-High performance targets by the end of the year.

World Language classes are held every day during the six day cycle, and the target language is the primary means of communication in the classroom. The methods, materials, and resources used are in close alignment with the National Standards for Foreign Language Learning and the American Council of Teachers of Foreign Languages (ACTFL).

Grade 7 and 8 French, Italian, Mandarin and Spanish

In Grade 7, students will continue the study of the languages they were placed in during Grade 6 with the opportunity to continue a fully articulated sequence of study through grade 12 and culminating in advanced aural/oral and written proficiency in the chosen language at the end of the six or seven-year sequence at Winchester High School. Classes meet every day in the cycle and constitute an integral part of the core curriculum for all students. The target language is the primary means of communication in the classroom. The methods, materials, and resources used are in close alignment with the National Standards for Foreign Language Learning and the ACTFL Standards.

In Grade 8, students will continue the study of the languages they were placed in during Grade 6 & 7 with the opportunity to continue a fully articulated sequence of study through grade 12 and culminating in advanced aural/oral and written proficiency in the chosen language at the end of the six or seven-year sequence at Winchester High School. Classes meet every day in the cycle and constitute an integral part of the core curriculum for all students. The target language is the primary means of communication in the classroom. The methods, materials, and resources used are in close alignment with the National Standards for Foreign Language Learning and the ACTFL Standards.
Year II of French, Italian, Mandarin and Spanish offered at Winchester High School is offered to students who have demonstrated that they have reached a strong novice high or intermediate low level of proficiency. The student's ability, motivation, or potential to work at an advanced level are also considered. A teacher recommendation that accounts for a student's interest in the subject matter, previous achievement, and a willingness to engage in rigorous coursework is required for admittance into this level course.

Mathematics

Grade 6

The sixth grade Mathematics curriculum, entitled Middle School Mathematics, Course 1, will continue the development of skills and concepts acquired in elementary school. Students' knowledge will be extended in the areas of ratios and proportional relationships, number sense/problem solving, algebraic expressions and equations, geometry and statistics. Operations with fractions and decimals will be emphasized. Students will be encouraged to use algebraic thinking and methods in problem solving. Additional topics that will be included are area and perimeter, statistical graphs and an introduction to the coordinate system.

Students will be encouraged to understand the importance of mathematics in everyday life and to look for patterns and relationships in mathematics. Additionally, students will be asked to apply their knowledge of skills and concepts through problem solving and critical thinking.

Grade 7

Pre-Algebra 7
The Pre-Algebra 7 program will continue the development of skills and concepts acquired in the sixth grade. Students' knowledge will be extended in the areas of number theory, computation with integers, fractions and decimals, algebraic expressions and equations, ratios and proportions, problem solving, coordinate geometry, and geometric concepts. Additional support will be provided where appropriate. At the end of the year, students may transition to Algebra 8. Exceptional achievement in the Pre-Algebra 7 course will be required and additional coursework during the summer may be required for transition to Algebra II.

Algebra 7
The curriculum will focus on the transition from concrete to abstract approaches through problem solving. The scope of the program will include algebraic expressions and equations,ratios and proportions, geometry, measurement, probability, linear functions and graphing. At the end of the year, students may transition to Algebra 8, Algebra II or Advanced Algebra II in the eighth grade. Exceptional achievement in Algebra 7 is required and additional coursework may be required during the summer for transition to Advanced Algebra II.

Advanced Algebra 7
Students in Advanced Algebra 7 will engage in in-depth and rigorous study of topics such as: linear equations, inequalities, linear functions, proportions and the relationship to slope, systems of equations and exponent rules. Extension activities and challenge problems are an integral part of the program.

Students who are successful in this program may transition to Algebra II or Advanced Algebra II in grade eight.

Grade 8

Algebra 8

The Algebra 8 program will continue the development of skills and concepts acquired in Pre-Algebra 7 and Algebra 7 courses. Algebraic structure and language will be emphasized, as well as continued development of algebraic skills. The scope of the program will include topics in Algebra and Geometry such as: Real Numbers, Exponents and Scientific Notation, Linear Relationships, Functions, Linear Equations, Systems of Equations, Transformations, Angle Relationships, Pythagorean Theorem, Volume, Scatter Plots and Data.

Upon successful completion of the course, students may transition to Math STAG 1 (CP) or Math STAG 1 Advanced (CP). Additional coursework during the summer may be required for transition to Math STAG 1(Advanced).

Algebra II

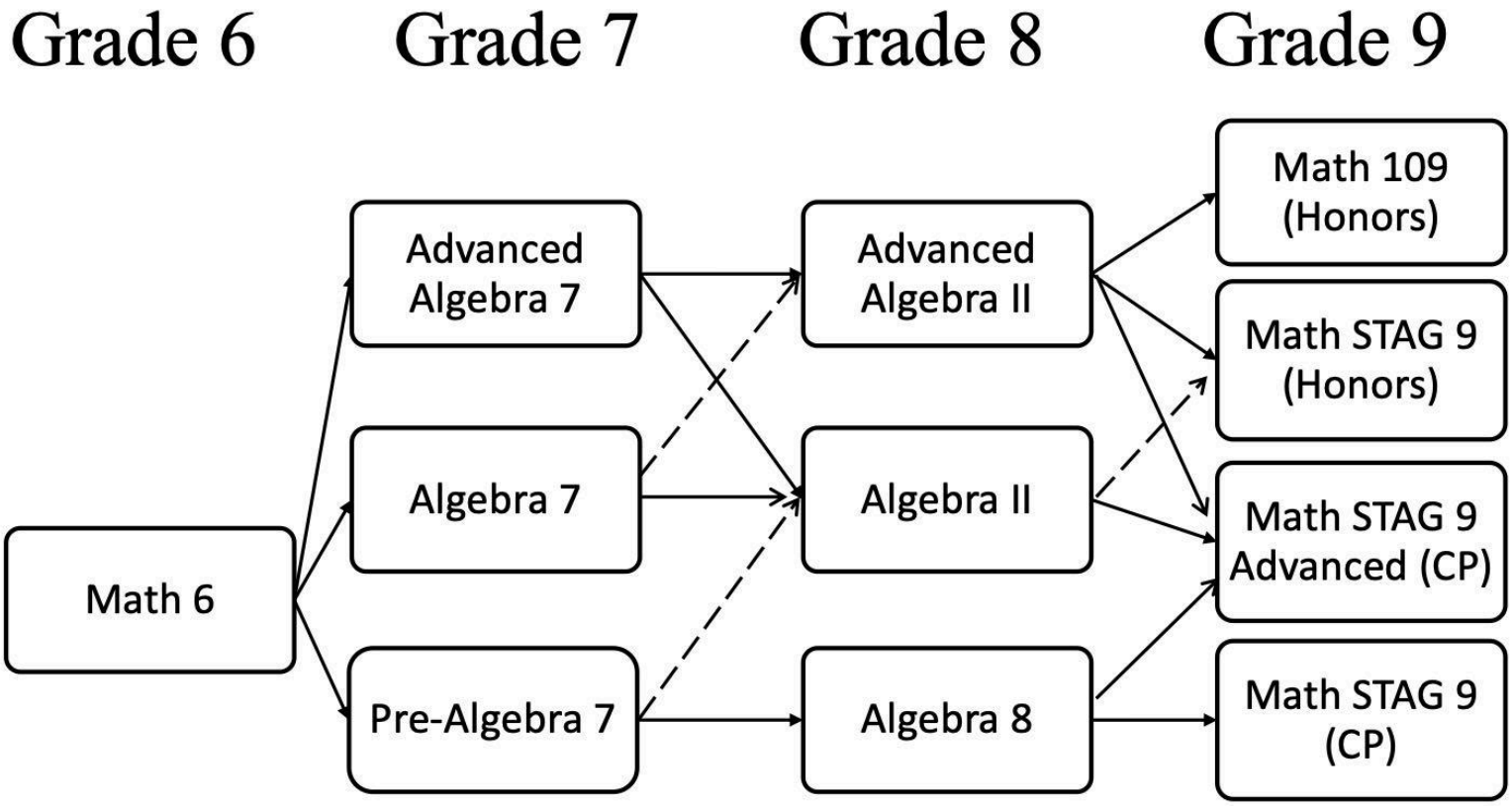
The Algebra II program will continue the development of skills and concepts acquired in Algebra 7 and Advanced Algebra 7 courses. The course will cover the following topics: Real Numbers, Exponents and Scientific Notation, Linear Relationships, Functions, Linear Equations, Systems of Equations, Transformations, Angle Relationships, Pythagorean Theorem, Volume, Scatter Plots and Data. This course will include an introduction to quadratic functions. At the end of this program students may transition to Math STAG 1 **OR** Advanced Math Stag 1 (CP). Additional coursework during the summer will be required for students who wish to transition to Math STAG 1 (Honors).

Advanced Algebra II

The Advanced Algebra II program is designed for high functioning mathematics students who can work independently with advanced concepts. The course will cover the following topics: linear functions and equations, systems of linear equations, inequalities and absolute value, operations with exponents, data analysis and probability, and selected geometry topics. A more extensive study of quadratic functions including complex numbers, and systems of equations is included in this course. The activities and problems will challenge the students and help them become more advanced mathematical thinkers. At the end of this program students may transition to Math STAG 1 Advanced (CP), Math STAG 1 (Honors) or Math 109 (Honors).

Grade Nine Honors Courses are offered to students who have demonstrated the ability, motivation, or potential to work independently and resourcefully at an advanced level. A teacher recommendation that accounts for a student's interest in the subject matter, previous achievement, and a willingness to engage in rigorous coursework is required for admittance into these courses.

Course Sequencing Diagram



Dotted lines denote additional summer work may be required to advance to the next course.

Science

The MA Department of Elementary and Secondary Education Science, Technology and Engineering (STE) Frameworks are thematically organized and draw from the core disciplines of physical, Earth & space, and life sciences. This integrated approach, with every grade engaging in each of the three disciplines, mirrors how scientists and engineers carry out their work. At the end of grade 8, students will take the STE MCAS which draws from the 6-8 curriculum.

Through the science and engineering practices, McCall science students observe and come to understand the natural phenomena around them. Per the expectations laid out in the STE Frameworks, students engage daily in one of the following eight practices paired with at least one grade level content standard:

The Eight Science and Engineering Practices, Pre-K-12

1. Asking questions and defining problems
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations and designing solutions
7. Engaging in an argument from evidence
8. Obtaining, evaluating, and communicating information

Grade 6 Science: Structure & Function

Grade 6 students learn about Earth's place in the Universe with a focus on light and sound waves, lunar phases and eclipses, as well as Earth's features and processes. By planning and carrying out investigations, students learn about matter and its properties through inquiry based practices, questioning, observation and data collection followed by analysis. Students create and use models to make evidence-based arguments about structure-function relationships. Through the analysis and interpretation of maps of the distribution of rocks, fossils, continental shapes, and seafloor structures, students explore Earth's dynamic systems. A close look at cells and body systems reveals to students further examples of structure-function relationships in natural phenomena.

Grade 7 Science: Systems & Cycles

Students in grade 7 build upon their understanding of structure and function by focusing on systems and cycles, for example, how matter cycles through the ecosystem while energy flows through it in one direction. A focus on systems requires students to integrate concepts across the three disciplines of life, physical and Earth & space sciences, since natural and designed systems are complex and

interactive. Systems and cycles explored include energy dynamics such as the water cycle, plate tectonics and ecological relationships. As these more abstract concepts are encountered, grade 7 students strengthen their ability to develop and use a variety of models (e.g., graphs, diagrams, simulations and 3D representations) to express and refine their scientific ideas.

Grade 8: A Changing World

Grade 8 students engage in more robust abstract thinking to explain the causes of natural phenomena. They demonstrate their understanding of cause and effect in natural and designed processes by providing evidence to explain patterns and make predictions. These include phenomena such as physical and chemical changes of matter, seasons, tides, weather, climate, heredity, and natural selection. By developing and using models, collecting and analyzing data, constructing explanations, and engaging in evidence-based arguments, students are able to communicate their understanding of the world around them.

Grade 8 science teachers may recommend Grade 9 Honors Biology if a student's engagement, study habits, preparation for each class, and demonstrated independent work outside of the classroom have consistently exceeded teacher expectations.

Social Studies

Grade 6

World History and Geography: The Ancient World Prehistory to 500 AD

This course begins with an examination of the anthropological evidence of human origins and it ends with the fall of the Roman Empire. Following the introductory anthropological unit, the historical scope of the sixth grade curriculum will have students studying the early civilizations of the Fertile Crescent, Israel, Egypt, India, China, Greece and Rome. During the study of all these ancient civilizations there will be integration of the arts, architecture, literature and thought of the period into the history of these classical civilizations. This course will introduce students to the major world religions originating during this time — Judaism, Hinduism, Buddhism, Confucianism, and Christianity.

Grade 7

World Geography & Cultures

The seventh grade curriculum is a course in World Geography. Students do extensive work with various types of maps in order to learn the locations of places in all regions of the world, excluding the United States and Canada. This map work lays the foundation for a more in-depth exploration of these various places, including their cultural characteristics and the contemporary issues they may be facing. In addition to building an understanding of the physical geography of the world, students explore how the people, cultures and ideas of the regions they study. This immersive approach allows students to understand the unique relationship between geography and human development. Materials used during this course include atlases, desk maps, current and historical documents, web-based materials and guest speakers.

Grade 8

United States History and Government - The Foundation of the Republic

This course merges a study of early United States history with a fundamental understanding of the functions of government and the rights and responsibilities of active citizens. The study of Native American tribes and subsequent conflicts between these tribes and incoming Europeans from the beginning of this course. Students will also explore the country's colonial period and how ideas of liberty and self-government fueled the American Revolution. During the examination of the country's founding, students will analyze important early American documents including the Declaration of Independence, the U.S. Constitution and the Bill of Rights. Students will then transition into a civics-based curriculum that will include looking at the functions of local, state and national government institutions and how the students themselves can become active participants in their own community by partnering with governmental and non-governmental organizations. During the second half of the course, all students will participate in a non-partisan civic action project where they will work with their teacher and classmates to identify issues important to them and their community and develop a project that allows them to understand their agency to affect change and to engage with community partners to address the issues that they have identified.

Grade Nine Honors is offered to students who have demonstrated the ability, motivation, or potential to work at an advanced level. A teacher recommendation that accounts for a student's interest in the subject matter, previous achievement, and a willingness to engage in rigorous coursework is required for admittance into this course.

EXPLORATORY PROGRAMS

All Exploratory courses meet every other day for one semester except otherwise denoted.

Art

Sixth Grade Art Program

The sixth grade art program builds on the visual art experiences that are offered to students in our five elementary schools. Students are encouraged to work creatively with a range of two-dimensional and three-dimensional art materials that we know will excite and challenge students at this grade level. Students will learn the importance of risk-taking and decision-making related to their original work.

Visual skills required for the effective use of unity, emphasis, contrast, balance, repetition, and variety and skills related to the use of color, space, value, texture and line will be developed. These are the basic fundamentals of all art making. Students will also learn to think, write and talk critically about their own artwork and the work of others. Students will participate in discussions and teacher presentations that are designed to increase their ability to appreciate and understand a wide variety of contemporary and historical art forms. Art history will be used to support hands-on activities and to provide a cultural context for students' art projects. At this grade level, technical skills associated with the use of paint, pencil, pastel, collage, mixed media, clay, paper mache and wire have increasing importance in the program.

The sixth grade program at McCall is part of a K-12 curricular continuum that carefully blends student self-expression, skill development, art appreciation, and integration with other disciplines.

Seventh Grade Art Program

The art program for seventh graders consists primarily of hands-on activities that give students opportunities for self-expression and creativity. The general program is designed to benefit all students regardless of their drawing skills or the degree of their artistic ability. Art education is viewed as an effective means to heighten all students' critical thinking skills, decision-making skills, risk-taking ability, and their appreciation of beauty in all of its forms. As part of a K-12 art curriculum, the seventh grade art program also begins to prepare students for the elective art program at Winchester High School.

Seventh grade art experiences include painting, drawing, mixed media, clay and paper mache. To support and broaden these hands-on activities, students will be exposed to the works of both contemporary and historical artists as they relate to materials and methods taught in class. Concepts related to linear perspective drawing and portraiture are explored. Students will be required to think and talk critically about their own work and the work of others. Students will continue to learn to "speak" a visual language consisting of the art principles of unity, emphasis, contrast, balance, repetition and variety and the art elements of color, space, value, texture and line. Teachers will connect learning in art to learning

in other subject areas. The McCall art teachers are experienced teachers and artists who recognize the multiple benefits that making art gives to students at this grade level: building confidence through creative problem solving and the completion of creative art works, and providing opportunities for self discovery through non-verbal self-expression and active learning.

Eighth Grade Art Program

The eighth grade program is designed with respect to the possibility that this could be the last art program some students will experience. This is balanced with the awareness that some students will elect art courses at the High School and that some will even progress through the High School's sequential art program culminating in Honors Art and/or Senior Honors Art. It is important, therefore, that all eighth grade students develop a sense of the vital role that visual art plays in their lives as both creators and appreciators.

This course builds upon prior art studio experience. The program offers a rich variety of hands-on activities that challenge students to think critically, to problem solve and to express ideas and feelings to others. Art materials are chosen for their ability to interest and to excite students at this grade level. Printmaking, sculpture (clay, wire, wood, plaster, found object), painting, and drawing are some of the techniques and media explored.

The art curriculum blends the following components of art education to give students a comprehensive art experience in the eighth grade: Hands-on activities which stress active learning, creativity, self-expression and skill-building; Art history instruction which introduces students to the art work of accomplished artists and the artistic contributions of various cultures and time periods; Integrated projects that connect to themes and learning in other subject areas being taught at McCall.

McCall art teachers, as both experienced art teachers and as working artists, bring these components together in ways that are compelling and comprehensible to students.

The Seventh and Eighth Grade Creative Art Workshop

All Creative Arts Workshop students will take this course every other day for the full school year.

Students seeking to apply for admission to the CAW program (both 7th and 8th grade courses) should be prepared to submit a digital portfolio of 5-8 pieces of 2D and or 3D artwork to the Art Department staff in late February or early March. Upon portfolio review, students are recommended for CAW based on their interest, dedication and ability level. These students are given opportunities to explore certain materials, techniques and concepts in depth and for additional time within the seventh or eighth grade exploratory program. Materials and processes may include drawing, painting, metals, clay and Paris Craft.

CAW students will receive twice as much time in art during school in this exciting, more in-depth course of study. CAW enables students to have opportunities to gain insight and to pursue a greater love of art

making through interesting and thought-provoking studio experiences, the expertise of visiting artists, and participation in field trips.

Digital Literacy and Computer Science

Grade 6 — Digital Literacy

The sixth grade program is designed to introduce and teach specific computer technology skills. The course will focus on the development of students' technology proficiencies and how to use and evaluate multiple technologies as tools and as resources. Students will develop skills to analyze websites and use the Internet as a research tool. They will develop and cultivate collaboration, communication, and critical thinking skills in the curriculum. Students will use and develop simple coding skills which is a basic literacy in the digital age that prepares them for the future. Coding helps students with communication, creativity, math, writing, and confidence.

Grade 7 — Digital Safety and Computer Science

McCall seventh grade curriculum is split between Digital Safety and Computer Science. This class provides students with the awareness and the knowledge they need in order to recognize and avoid dangerous, destructive, or unlawful online behavior and to respond appropriately. Integral to each lesson is the incorporation of an empowerment activity, which provides students with the opportunity to use computer technology to share what they have learned about Internet safety with their peers and their families. A sample of the topics covered in the Digital Literacy and Computer Science curriculum includes: Cyber Security, Personal Safety, Online Harassment, Predator Identification, and Plagiarism & Intellectual Property. Students will develop and cultivate collaboration, communication, and critical thinking skills through the use of secure information sharing websites. During the latter half of this course, students will add to their computer science knowledge through basic algorithms, logical reasoning to predict outputs given varying inputs, and comparing data.

Grade 8 — Instructional Technology and Media Literacy

Students will develop skills for basic web design and media literacy. During this course students will identify the kinds of content associated with different file types and why different file types exist (e.g., formats for word processing, images, music, three-dimensional drawings.), integrate information from multiple file formats into a single artifact, as well as individually and collaboratively use advanced tools and computer language to design and create online content.

Music

All students at McCall study music with the exception of some students who receive services. The choices are band, concert percussion, chorus, orchestra, and general music. In addition, students may audition for our after-school groups, Jazz Band and Jubilation Singers or join the Heritage Chorus. There are no fees for any of the music courses, including band and orchestra.

Band, Concert Percussion, Chorus, and Orchestra

All Band, Chorus, and Orchestra courses meet every other day for the full year.

Students build on the training in singing, playing, and musical literacy begun in elementary school. Concert performance is part of the curriculum, so all band, chorus and orchestra students are expected to participate in school concerts and wear concert attire. Occasional before- or after-school rehearsals may be necessary when several classes or groups combine to perform together. Learning and performing music in a group is an enriching experience that we hope many students will continue throughout their lives.

Any student enrolled at McCall is welcome to join the 6th**,** 7th, or 8th grade chorus**.** There is no prior singing experience necessary.

Students need intermediate skills in order to participate in band or orchestra**.** At least a year of lessons prior to 6th grade is recommended. During the middle school years, students' skills, expression and understanding of singing and performance on their instrument expands quickly as they perform a varied repertoire of classical, folk and popular music.

Concert Percussion meets all year in alignment with the 6th, 7th and 8th Grade Bands. The course is open to students who have completed one or more years of instruction in percussion or would like to learn to play concert percussion in an ensemble. Students with piano experience are encouraged to consider this option. If the number of interested students in this class exceeds the number of available seats, students will be chosen randomly for assignment.

If a student is interested in joining the band or orchestra but does not currently play a woodwind, brass or string instrument, please contact the Music Director for more information.

General Music

General Music courses meet every other day for one semester. Students in general music sing, move, play instruments, learn the basics of music notation, and study music from a variety of cultures and musical styles. Unlike Band, Chorus, and Orchestra which are year-long courses, General Music is a semester long course.

After School Groups

After school groups available to all McCall students include Jazz Band, Jubilation Singers, and Heritage Singers. Jazz Band students who play band or orchestra instruments are expected to participate in McCall's day-time instrumental ensembles. Jubilation Singers is by audition and is open to any student enrolled in a McCall band, chorus or orchestra. Heritage Singers is open to any student wanting to have an after school choral experience – no audition is required.

Festival Participation

Students enrolled in band, orchestra, and/or chorus ensembles are eligible to audition for the Northeast Junior District Music Festival held each March. Students must be in good standing at McCall and teacher approval is required.

6th Grade Music Program

6th Grade Band, Concert Percussion, Chorus, Orchestra

Band, orchestra, and Chorus sections are combined within grade level for performances.
Concert Percussion is scheduled concurrently with sixth grade band, giving the students the opportunity to gain band experience as they progress and will be joined with the band sections for performances when appropriate. Students are expected to participate in all scheduled performances and wear appropriate attire.

6th Grade General Music Program

Students use classroom instruments, movement, singing, and guided listening experiences in the 6th grade program. Our goal is to encourage musical expression, creativity and expanded music literacy.

7th Grade Music Program

7th Grade Band, Chorus, and Orchestra

Band, Concert Percussion, Orchestra, and Chorus sections are combined within grade level for performances. Band and Orchestra students are expected to have a skill level of about two years of study. Students are expected to participate in all scheduled performances and wear appropriate attire.

7th Grade General Music

Seventh grade music students learn hands-on. Classes include theory, performance and composition and may include voice, ukulele, and keyboards. Students also explore elements of American Musical Theater. The goals of the program are to increase students' appreciation for a variety of musical styles, to engender an understanding that music is a language through which people can communicate, and to develop creativity through group and individual projects.

8th Grade Music Program

8th Grade Band, Chorus, and Orchestra

Band, Concert Percussion, Orchestra, and Chorus sections are combined within grade level for performances. Band and Orchestra students are expected to have a skill level of about three years of study. Students are expected to participate in all scheduled performances and wear appropriate attire.

8th Grade General Music

Students learn about composers and their music from a variety of periods, including the Medieval, Renaissance, Baroque, Classical, Romantic, and Contemporary periods. Instruction continues in basic music theory with performance and composition using voice, ukulele, and keyboard. Students explore various careers in music.

Technology/Engineering

The Technology/Engineering program in grades 6-8 allows students to pursue engineering questions and technological solutions that emphasize research skills, problem solving, and critical and creative thinking. The students identify and understand the five elements of a technology system (goal, inputs, processes, outputs, and feedback). While exploring the areas of robotics, communication, manufacturing, construction, transportation, and mechanical engineering, students acquire basic skills in the safe use of materials, tools, and machines. Students integrate the knowledge they acquire in their mathematics and science curricula to understand technology / engineering through the design process. They then develop an advanced level of skill in engineering design by learning to conceptualize a problem, design prototypes in three dimensions, use hand and power tools to construct their prototypes, test their proto- types, and make modifications as necessary. With the addition of a 3-D printer, students will use this tool to design and test their prototypes. The culmination of these experiences is the development and presentation of their activities.

Grade 6 Technology/Engineering

Design Process

This course allows students to use the engineering design process to design models and prototypes. Students apply their scientific and mathematical knowledge to learn to ask questions and define problems, conduct experiments, test theories, analyze and interpret data to find similarities and differences in findings, and evaluate design solutions based on jointly developed and agreed-upon design criteria.

Communication/Manufacturing

In this course students are asked to imagine what a technology product will look like seventeen years from now. Students, working in groups, research their ideas using the computers in the CAD room, the internet, and printed sources of information. Each group develops a prototype of their product using the materials found in the technology lab. The students also develop a presentation on their future technology product, which they present to the rest of the class. Students also work as a team to build a product using an assembly line. Students learn how raw materials are changed into finished products. They learn that most of the items they use every day are manufactured and they learn why manufacturing is important to our economy. Each student is responsible for building one or more part(s) of the product. After the subassembly is completed, the students assemble the final product. Each student receives a finished product at the end of the course.

Grade 7 Technology/Engineering

Robotic Software

This course is designed to introduce students to the basic concepts of computer programming through the use of a robotic platform. The students learn about if/then statements, loops, and switches all while completing robotic challenges. The robotic platforms are modular, so that students can add and/or remove sensors as needed. Students will be introduced to sensors such as ultrasonic sensors and touch sensors. An additional robotics unit introduces students to the basic building blocks of programming, sensors, actuators, and problem solving through the use of a programmable microprocessor (brick). Students learn how to program basic robot behaviors using motors and sensors for rotation, sound, light, touch, and distance.

Robotics Hardware

In this course, students accomplish three goals through building a hydraulic or pneumatic robot arm. The first goal is for students to use the engineering design process in designing, building, using, testing and assessing a robotic arm. The second goal is for students to use systems and subsystems in the operation of their robotic arms. The third goal is to have students successfully and safely use hand and power tools in the construction of an operational robotic arm. The students work in small groups on every aspect of the project and each member of the group is required to operate the robotic arm during their presentation.

Grade 8 Technology/Engineering

Mechanical Engineering

In this course, students working in groups build a Rube Goldberg device that accomplishes a simple task using a set of elaborate steps. The students use the engineering design process to design, build, test, assess, and redesign the device. The device must include the six simple machines, and the students must use a programmable microprocessor (brick) to include two inputs (sensors) and two outputs (motors) in their machine. As the students progress through this motivating activity they learn about the field of mechanical engineering. At the end of the course the students demonstrate their device to the rest of the class.

Construction/Architecture

This course provides each class with an opportunity to design, build, test, and assess the performance of a wooden structure. The structures, buildings, or trusses are then tested for efficiency and to determine how much force they can withstand before failing. The students learn proper structural design along with the importance of good workmanship to ensure that all structures meet minimum standards. The activities involved require the application of concepts from the students' math and science programs. The students are required to determine the structure's efficiency and observe how forces of compression and tension act on it. Students also work as a team to build a product using an assembly line. Students learn how raw materials are changed into finished products. They learn that most of the items they use every day are manufactured and they learn why manufacturing is important to our economy. Each student is responsible for building one or more part(s) of the product. After the subassembly is completed, the students assemble the final product. Each student receives a finished product at the end of the course. Students are also introduced to the field of Architecture Site and

Floor Plans are introduced and the student's design both types of plans. Their own "Dream House" Floor Plan is designed and drawn 2D on paper. The final Architectural project consists of designing their Dream House on a CAD software program and printing their house on our 3D Printers.

Wellness Program

The Wellness Program consists of two disciplines: Health/Family Consumer Sciences and Physical Education. The courses offered in the Wellness department have been designed to provide students with the knowledge, skills and strategies needed to make healthy choices in each of these areas. Students will engage in active learning to practice critical thinking, problem solving and decision making skills necessary to achieve a balance among these life components which will lead them to sustained good health and well being.

Grade 6 Health Science

This course focuses on the physical, emotional and social development of the maturing middle school student. It is a comprehensive program in which students learn strategies that empower them to develop their personal identity, build positive relationships with others, set and achieve goals and make health informed decisions. Students will develop and practice strategies for effective stress and emotion management, communication and conflict resolution. Concepts and vocabulary related to tobacco and nicotine will be explored as well as the development of refusal skills. A component of the course will also focus on human growth and development. Emotional, social and physical changes that occur during puberty and the male and female reproductive system will be covered.

Grade 7 Health/Family Consumer Science

The Family and Consumer Science portion of this course introduces students to the world of nutrition including the nutritional needs of their bodies and the importance of food choices in their lives. They explore the six main nutrients, the parts and functions of the digestive system and tools such as My Plate and food labels that can support and inform their decision making. Also included is instruction in food preparation, interpreting recipes, proper use of equipment and practicing safety and sanitation procedures. The Health portion of this course includes a review of bullying prevention and a continuation of substance use and abuse education with a concentration on drug types and symptoms, stages and sources of support for addiction. Special focus is placed on alcohol, marijuana and inhalant use and abuse. Students continue to strengthen refusal skills.

Grade 8 Health/Family Consumer Science

Within this course, students continue exploring nutrition in relation to one's health and growth. Concepts of body image and eating disorders are discussed. They practice kitchen safety and sanitation skills and learn about the care and safe use of sharper knives in the kitchen lab setting. The health portion of this course reviews aspects of the health triangle, including mental, social and physical health. Students explore the symptoms, treatments and sources of support for various mental illnesses with a special focus on depression and suicide. Also explored are healthy relationships including safe dating practices, recognizing abuse, identity and relationship diversity and an overview of the reproductive system, contraception and sexually transmitted infections. Support from the guidance team is always available during the instruction of these sensitive topics.

Physical Education Program

McCall's physical education curriculum (Grades 6-8), aligned with the Massachusetts Comprehensive Physical Education Frameworks, emphasizes sport-related skills, social-emotional development, and lifelong fitness. Students will develop movement skills, engage socially with peers, and demonstrate proficiency in motor skills, physical fitness principles, and health-promoting activities.

Each unit integrates decision-making, problem-solving, self-management, goal setting, social awareness, and communication skills. Learning occurs through team sports, fitness challenges, cooperative games, and lifelong activities. Units may include Cooperative Games, Soccer, Flag Football, Basketball, Team Handball, Volleyball, Hockey, Badminton, Pickleball, Golf, Track & Field, and Ultimate Frisbee.

Grade 6 Physical Education

This course focuses on learning and developing complex motor skills and the ability to assess and maintain personal fitness. Students will also develop skills in positive social interaction, responsibility, accountability, and sportsmanship.

Grade 7 Physical Education

The seventh grade experience will build on the foundation created in sixth grade. Students will continue to develop motor skills and demonstrate these skills in a variety of physical activities. Students will also gain an understanding of the basic principles related to defense, offense and position play in team sports.

Grade 8 Physical Education

Eighth grade Physical Education will focus on understanding the components and developing the skills of working in teams. Inclusion of all team/classmates is a targeted objective. Defense, offense and position play will continue to be emphasized, and strategic play will also be addressed.

25-26 ELECTIVE PROGRAM

All students have the opportunity to take elective courses in addition to the required Team, World Language, and Exploratory courses. Students who take Band, Chorus, or Orchestra are able to take **one** Elective course during the school year since the aforementioned ensemble music courses are full year courses. Students who do not take Band, Chorus, or Orchestra will take a General Music course which is a semester long course. That means those students will take **two** elective courses during the school year.

Students who receive special education services or students receiving 504 accommodations whose educational plans call for modified programs will likely not be able to take any Elective courses.

The following Elective courses are offered, and students' preferences will be solicited. The school will make every effort to accommodate students' top choices; however, not all students will be placed in their preferred Elective courses.

All elective courses meet every other day for one semester.

Dramatic Arts

Offered as 6th, 7th and 8th grade courses

The purpose of McCall's Drama course is to provide students with a wide range of experiences that respond to the National Standard of the Arts and the Massachusetts Curriculum Frameworks.

In the drama course, students will develop interpersonal skills and awareness by cooperating in teams to solve problems, by placing themselves in other contexts, and by observing and providing feedback to other people's work. Students will also learn to develop an appreciation of the theater, evaluate the success of dramatic expressions, and understand the elements of drama and theater.

Students will study how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk-taking, sympathy, and empathy apply not only to the study of theater but to everyday life.

6th Grade Drama Course

Students will learn the various forms of theatrical expressions including an introduction to improvisation, the development of the ability to use their bodies and voices expressively, collaboration with others to create characters and tell stories, and the development of an appreciation for theater.

7th Grade Drama Course

Students will learn to develop an aesthetic understanding of theater by learning the various elements of drama (i.e., CROW: character, relationship, objective, where), using these elements to create an original script, doing script analysis and scene work with existing works, and further developing an appreciation for theater.

8th Grade Drama Course

Students will strengthen their performance skills and develop a deeper appreciation of theatrical performances. Students will continue to learn how to develop theatrical scenes through playwriting and will analyze existing dramatic pieces from the viewpoints of dramaturg, director, actor, and designer.

Music Around the World

Offered as 6th, 7th and 8th grade courses.
Current 6th and 7th grade students who took the course this year can repeat it next year.

The Music Around the World course focuses on exploring different cultures and their musical styles through the art of drumming for rhythm and steel pans for song structure. Students will engage in elementary to intermediate rhythms by ear, participate in drum circles, perform songs on the steel pans, practice improvisation skills, become familiar with traditional instruments and learn the history of hand drumming from places such as Africa, Puerto Rico, Brazil, Trinidad, and Mexico.

Students will participate in activities such as rehearsing music as a small group, writing their own stories inspired by King Mansa Musa of the Mali Empire, composing specific rhythms to represent different people in their story, and performing the story by narrating and performing their composition.

Collaborative Board Game Design

Offered as 7th and 8th grade courses.
Current 6th and 7th grade students who took the course this year can repeat it next year.

In this highly creative elective course, students will engage in collaborative design thinking and engineering practices to create several card and/or board games. We will begin with learning about how to work towards a common goal efficiently and collaboratively. We will also explore and analyze existing games. Finally, we will engage in several design challenges creating games for specific audiences based on a variety of criteria and topics. During the class, students will have an opportunity to identify a skill and a learning standard that they are learning in their academic classes that year and design a game with those targets in mind. Some questions that the students will consider:

- What thinking goes behind the game's design?
- What skills and ideas are being taught through the game?
- What makes a game effective and engaging?
- How can my team manage our ideas and time effectively as we work to create a final product?

Students will test their ideas and clarity of their instructions by allowing their targeted audience to play their game, get feedback, and redesign. The final product will be team-based and intended to be played offline.

Sports and Our World

Offered as 6th and 8th grade courses.

In this elective class, students will examine historical events, globalization, and racial and gender equality through the lens of sports around the world. Students will explore issues such as how sports have helped to bring nations together through adversity and how racial and gender equality have evolved within sports and our society. Topics covered may include but are not limited to how the NFL and MLB responded following the 9/11 attacks and how our country responded to Jackie Robinson breaking the color barrier. Students will have opportunities to explore social issues through sports films and documentaries.

By the end of the course, students will choose a sports figure, team, or overall theme to explore and examine how that figure, team, or theme has had an impact on society.

Film Studies

Offered as 6th and 7th grade courses.

In this elective course, students will learn how to appreciate, analyze and interpret theme, character, story structure,and narrative technique through the medium of film as they study movies, discuss cinematic techniques, and learn about visual media. Some essential questions and texts we will explore in this course include:

- We will explore how the story is told cinematically (composition, soundtrack, pacing, etc)?
    - Students will learn about cinematic devices through watching and discussing Spielberg's *Jaws.*

- We will explore and debate the differences between the animated and live action versions of *Avatar: The Last Airbender* to decide: who did it better? What techniques did each version use? How does using different techniques affect the story?

- We will explore how cinematic devices develop theme, character, and story structure.

Students will demonstrate learning through discussion, debate, and creative performance based projects (such as creating a storyboard for a short film or writing a critical review of a film).

Environmental Studies

Offered as a 6th grade course.

Environmental Studies is offered to 6th grade students. In this elective course, students will explore and investigate a variety of topics related to the natural world. Throughout, students will engage with a view of planet Earth as one system, in which living things are interrelated and interdependent on one another. Students will consider topics such as:

- Habitats, ecosystems, and biomes
- The importance of biodiversity within ecosystems
- How populations within ecosystems change over time
- Natural features that make up ecosystems
- How humans impact the natural environment
- How humans can interact responsibly with the natural world

Students will explore these timely environmental issues through activities such as class discussions, creative projects, independent research, hands-on experiments (e.g., vermicomposting food waste), and opportunities for student-driven advocacy.

Physical Education

A second semester of PE will also be an Elective option for students in all three grade levels.

Extracurricular Activities

The extracurricular activities listed below have been made available to McCall Middle School students free-of-charge during the past few years. Similar programs will be offered in the 2024-2025 school year. The complete list of activities will be made available through the school website.

Art Club
Dungeons & Dragons Club
Enka Marching Band
Green Team
Greenhouse Club
Heritage Singers
High School Helpers
Homework Club
Intramurals
Jubilation Singers
McCall Jazz Band
Math Team - Grade 6
Math Team - Grades 7 & 8
Multicultural Club
QSA Club
Student Council

Directory of Department Directors and Coordinators

Most of the Directors and Coordinators listed below may be reached at Winchester High School (781-721-7020) if you have questions about our programs.

Art.....Jennifer Levatino
English.....Carolyn Plosky
World Languages.....Chris Nadeau
Mathematics.....Elizabeth Often
Music.....Mary Costello
Science.....Ann Ritchie
Social Studies.....Chris Kurhajetz
Special Education.....Marlena Ysalguez
Technology/Engineering.....Lynne Peledge
Multilingual Learner..... Hannah Dingman
Administrator of Counseling, Health and Wellness .....Erin Kuehn

*May be reached at the Central Office at 781-721-7000.