

Bourne Public Schools



Program of Studies

2025-2026

Bourne Middle School

*The mission of the Bourne Middle School is to foster
academic excellence, social maturation,
and individual potential within each student.*

Bourne Public Schools does not discriminate on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness.

Table of Contents

Program of Studies	3
Bourne Public Schools Multi-Tiered System of Support	4
Student Services	4
PowerSchool & Parent Portal	4
Grading	5
Bourne Middle School Schedule	6
Specialized Programming	7
Supporting Student Success	9
Grade 6	10
Grade 7	14
Grade 8	19



The Program of Studies is organized by grade level with a separate section describing specialist courses. The courses are designed to meet the Massachusetts State Frameworks as developed by the Department of Elementary and Secondary Education.

At Bourne Middle School we believe it is important that students have a challenging academic program within a caring and supportive environment. Serving students in grades 6 - 8, BMS is designed around the team philosophy, with a focus on creating smaller communities of learners within the school. Bourne Middle School uses the teaming approach to create a caring and supportive learning environment, to promote constructive social interactions among students, and to facilitate meaningful connections across areas of study. Team teachers provide instruction in English, mathematics, social studies, and science. Students in grade 6 also take Study and Research Skills and Theater, while students in grades 7 and 8 have the opportunity to participate in Spanish 1A and IB, or Directed Support as appropriate.

Unified Arts courses are an imperative part of the Program of Studies at Bourne Middle School. Students in all grades engage in physical education, health, music, art, coding, and engineering technology. These classes provide students with a variety of experiences that allow them to explore their passions, build college and career readiness, and engage in hands-on learning.

In addition, Bourne Middle School has a Student Services department to help students with academic, social, and social/emotional concerns. Counselors follow their students through all three grades to provide continuity of counseling while students are here at BMS. Hospital/School transitional services are supported through our Student Services department as well.

Additional specialized programming includes our Special Education department, Directed Support, and our WIN Intervention Block.

If you have questions regarding the Program of Studies or supporting your student during their time at Bourne Middle School, please do not hesitate to reach out to Mrs. Borning, Mr. Lundell, or our Student Services department.

<i>Christine Borning, Principal</i>	<i>x 6403</i>
<i>David Lundell, Assistant Principal</i>	<i>x 6404</i>
<i>Marie Feehan, School Counselor, Grade 6</i>	<i>x 6424</i>

Christina Burwell, School Counselor, Grade 7

x 6425

Kate Conlon, School Counselor, Grade 8

x 6423

MTSS

Bourne Public Schools is committed to providing exceptional educational opportunities for every student. MTSS focuses on system level change across the classroom, school, and district to meet the academic and non-academic needs of all students, including students with disabilities, English Language Learners, and students who have already demonstrated mastery of the concepts and skills being taught.

MTSS is our district-wide approach that promotes a deeper knowledge of differentiated instruction and interventions. MTSS is aligned with a data system, problem-solving student support teams, and Positive Behavioral Interventions (PBIS). MTSS allows educators to evolve their thinking on how to create and maintain a structure of support that is required to address the needs of all Bourne students.

As our district continues to refine how we support students to be academically, socially, and emotionally successful, we have deployed MTSS at both the district and school levels. Bourne Middle School has a building-based team that meets monthly to ensure that MTSS implementation is consistent with the district's core values of respect, responsibility, and safety.

STUDENT SERVICES

The school counselors at Bourne Middle School provide a wide array of services and supports to students, families, and school staff. To support academic success, students are provided with individual and group counseling as necessary to help improve competence and confidence in all areas of their social-emotional, academic, and developmental growth. Topics of counseling may include; transitions, peer relationships, coping strategies for stress and anxiety, self-advocacy skills, and study skills. The Student Services department serves as a safe place in school for students who may be in crisis. School counselors are also able to assist families and students with outside referrals for community resources as needed.

Counselors encourage collaboration between families and school to ensure both academic and emotional success. Parents/Caregivers are encouraged to reach out to counselors if they have any concerns or questions.

School Counselor Assignments for the 2023-2024 school year are as follows:

Ms. Marie Feehan, Grade 6

Ms. Christina Burwell, Grade 7

Ms. Kate Conlon, Grade 8

POWERSCHOOL STUDENT & PARENT PORTAL

Bourne Middle School has a parent portal through its student information system-PowerSchool. Parents are able to view student assignments, assessments, and grades. This portal is designed to foster communication between teachers, students, and parents. Please call the main office at 508-759-0690, if you need a log-in or need assistance in accessing your student's information. Parents are encouraged to log into the Parent Portal weekly to review student assignments, and to reach out to teachers with any questions.

GRADING

GRADING SCALE

<u>Grade</u>	<u>Numerical Equivalent</u>	<u>Grade</u>	<u>Numerical Equivalent</u>
A+	98-100	C+	77-79
A	93-97	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
		F	59 and below

INCOMPLETE GRADES

Teachers may assign "Incomplete" grades in cases where the required assignments have not been submitted due to unusual circumstances. In such cases, the teacher shall assign a deadline for make-up of the work; however, the work must be completed no later than the end of the following grading period. Incomplete grades may not be carried over from one academic year to another and may impact a student's eligibility for the honor roll.

HONOR ROLL

Students meeting the following criteria will be considered BMS Honor Students:

- Highest Honors: All grades of "A" or better
- High Honors: All grades of "A-" or better
- Honors: All grades of "B-" or better

BOURNE MIDDLE SCHOOL SCHEDULE

Bourne Middle School follows a rotating schedule. We have seven blocks, and all blocks meet each day. Quarterly Unified Arts courses (Art, Coding, Engineering Technology, and Health) meet every day for the quarter. Physical Education/Wellness and Music meet every other day.

The days will rotate in numeric order, 1 - 7. In addition to the number day, each day is designated as a Purple or White Day which indicates which alternating unified course the students will attend.

A schedule of all days can be found on the Bourne Middle School website.

When school is unexpectedly canceled, we will skip that number day. We will follow a shortened schedule on early release days.

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
7:35 - 7:47	Arrival (7:35 - 7:45) & Homeroom (7:45-7:47)						
7:48 - 8:18	WIN ~ All Grades Building-wide Anchor Day every Wednesday						
8:19 - 9:04	A	B	C	D	E	F	G
9:05 - 9:50	B	C	D	E	F	G	A
9:51 - 10:36	C	D	E	F	G	A	B
10:37 - 11:22	D	E	F	G	A	B	C
11:23 - 12:43 LUNCH BLOCK	E	F	G	A	B	C	D
12:44 - 1:29	F	G	A	B	C	D	E
1:30 - 2:15	G	A	B	C	D	E	F
2:15 - 2:25	DISMISSAL						

Specialized Programming At Bourne Middle School

WHAT I NEED (WIN) BLOCK

WIN Block is a set block each day where students can focus on developing the skills most appropriate to their needs. Some students may be assigned to an enrichment block, while others may receive extra help. During WIN, students are scheduled with team teachers, enrichment teachers, intervention blocks, or special educators as appropriate. Students with IEPs will receive basic skills instruction relative to their IEP during this time.

SPECIALIZED INSTRUCTION

Special Education and Student Services 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. The goal of the Special Education Department at Bourne Middle School is that all students are educated in classrooms that meet their diverse learning needs, styles, and abilities.

INCLUSION PROGRAM

These classes serve students (grades 6-8) with identified disabilities whose formal and informal assessments show discrepancies in achievement as determined by the IEP team. These students are provided academic skills reinforcement, in the general education classroom. The goal of this program is to ensure the greatest possible acquisition of age-appropriate academic skills; to internalize strategies that reduce the impact of the disability on learning and to foster emotional, social, and academic independence.

INTENSIVE LEARNING CENTER

This program is designed for students (grade 6-8) who demonstrate deficits in the moderate to severe range of intellectual abilities. These students require highly specialized instruction in order to access the curriculum at their instructional level.

Curriculum is designed to meet the needs of each individual student's current academic performance level and emphasizes academic content, communication skills, behavioral strategies, social skills and activities of daily living. Students and staff work to develop the skills necessary to foster ongoing academic growth and promote school-specific social awareness. Related services (including occupational therapy, physical therapy, adapted physical education, and speech/language services) are determined by the IEP team and may include services in the general education classroom as well as in a special education setting.

ALTERNATIVE LEARNING PROGRAM

This program serves students (grades 6-8) and focuses interventions on the social, emotional, and behavioral needs of students with qualifying disabilities while providing instruction to support students' participation and progress in the general curriculum. Instruction will mirror grade level content and will be supplemented through the use of online learning programs. Students are integrated into the general education classrooms whenever possible while working towards mastery of general content standards as measured by state assessments.

UNIFIED PHYSICAL EDUCATION

Unified Physical Education provides a unique opportunity for students with and without disabilities to come together through ongoing educational and physical activities, using the power of Special Olympics. The Unified Physical Education course is structured around the national physical education standards and grade-level outcomes. Additionally, the class supports the development of leadership skills for all students as well as the empowerment of ALL students to foster an inclusive class and school-wide environment. Students in Unified Physical Education courses may have the opportunity to participate in competitions with other schools or attend Special Olympics events.

DIRECTED SUPPORT

Directed Support is a program for students at risk of failing to help guide them with their coursework throughout the year. Students are placed into Directed Support based on teacher, administrative, and guidance recommendations. Students practice time management techniques, as well as develop organizational skills to use in the classroom and at home. There are multiple interventions used in this program, such as: one on one support, technology based instruction, group learning, and more. To support this program in being successful, we ask that caregivers check PowerSchool on a regular basis to ensure students are targeting and meeting their educational goals. In Directed Support we routinely meet with each student to discuss missing assignments and current grades in each class.

LIBRARY-MEDIA CENTER

Students are able to access the Media Center throughout the day and teachers are encouraged to schedule entire classes to hold lessons, conduct research, or select books for independent reading. In addition to the physical facility and resources, the media program also provides additional online and digital resources that can be accessed from home via the Bourne Middle School Media website: www.bourneps.org/BMSMedia_Center .

Our membership in the Massachusetts Library System provides us access to the statewide databases offered by MLS and the Massachusetts Board of Library Commissioners. The library databases are specifically designed for student research and organized by topic and/or grade level. The Media Center website also provides access to our small but growing eBook collection. Our eBook collection includes Young Adult titles appropriate for our older students - please monitor your child's reading choices.

Supporting Student Success

STUDENT STUDY HABITS

A student's study habits are often set during the middle school years. Students are often able to assume more responsibility for studying. At the same time, they still need to have parents establish some clear limits and expectations.

Students are more successful when they have a comfortable place to study, free from distractions. Often middle school teachers hear that the student did not have time to complete homework; such students may need assistance with time and task management, or the student may need to have a certain time designated specifically for study.

Students are expected to utilize their planners/agendas, provided on a yearly basis, to list assignments. Additionally, most teachers/teams have a website in which they list homework, assignments, and projects. Parents may want to review assignments with students on a daily basis. For long-term assignments it is important for students to plan accordingly in order to complete projects along with consistent follow-through instead of long hours in order to meet a due date.

Parents are encouraged to log into PowerSchool regularly to support students in managing assignments.

ADDRESSING BULLYING AT THE MIDDLE SCHOOL

Bullying is defined as unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has potential to be repeated over time.

Did you know...

- The act of bullying typically begins in elementary school, peaks in middle school, and declines in high school.
- That most incidents of bullying are left unreported to the school staff because of a perception of "they must know."
- Most incidents of bullying that are reported are not the first offense and have happened before.

Help Bourne Middle School STAND UP TO BULLYING

- Review the information sent home from the Massachusetts Aggression Reduction Center (MARC) on bullying and cyberbullying or view their website at <http://marccenter.webs.com>
- Review the Bourne Public Schools Bullying Intervention Plan located on the district website.
- Report all incidents of bullying to the school as soon as possible. The success in stopping and preventing bullying is directly connected to the school's ability to address incidents as soon as possible and with consistency each time it occurs.
- Report the "W's"— WHO was involved? WERE there witnesses? WHERE did the incident occur? WHEN did the incident occur? WHAT happened?
- Bullying is most effectively addressed when reported in a timely manner

Ways to Report Bullying at BMS:

1. Contact Mr. Lundell (ext. 6404) or Ms. Borning (ext. 6403) at 508-759-0690 – this is the recommended way to report bullying
2. Contact your student's school counselor
3. Contact your student's classroom teachers

Grade 6

ENGLISH LANGUAGE ARTS 6

Length: One Year

Sixth grade English Language Arts develops critical thinking in the areas of reading, writing, language, speaking and listening. The literary focus is analyzing the structure and content of various forms of literature and informational texts. Students will write for various purposes, including the genres of opinion, informational, and narrative. They will learn to effectively sequence their ideas and emphasize the main ideas, key details and essential literary themes in order to persuade their audience, both orally and in writing. Students will support their theories and claims with evidence drawn from various documents and media strands. They critically analyze both internet and print sources in order to identify reliable research information for their written analyses. Students will work on speaking and listening skills by sharing their findings in class discussions.

MATHEMATICS 6

Length: One Year

Mathematics in grade six provides a framework for students to systematically apply critical thinking skills while solving real world problems. Proportional reasoning and mathematical applications are a major area of focus. Topics include: Ratios and Unit Rates, Multiplication and Division of Fractions and Decimals, Rational Numbers, Expressions and Equations, Area, Surface Area and Volume and Statistics. Students develop problem-solving skills, while gaining self-confidence and perseverance in using mathematics as a tool for everyday living and lifelong learning.

SCIENCE 6

Length: One Year

Sixth Grade science is a spiraling curriculum of Life, Earth and Physical Sciences. The course continues to develop inquiry skills, as well as an understanding of the nature of science. Concepts will include: Earth and Space Science: Earth's Place in the Universe and Earth Systems. Life Science: From Molecules to Organisms: Structures and Processes, Biological Evolution: Unity and Diversity. Physical Science: Matter and its interactions; waves and their applications.

SOCIAL SCIENCE 6

Length: One Year

Grade six students begin a two-year study of World History. They begin the year studying different academic fields in the social sciences and how interpretations of the past are subject to change in response to new evidence and perspectives. Students study geological evidence of the climatic and environmental changes that shaped the earth and created the conditions for human life and progress to studying evidence of hunter-gatherer societies and human movement out of Africa during the paleolithic era. Students finish the first unit learning what a complex society is and the transition from nomadic to agricultural lifestyle.

Grade six students study regions of the world by examining physical geography, nations in the region today, and selected ancient and classical societies before 1000 CE.

STUDY AND RESEARCH SKILLS

Length: One Year (Meets Every Other Day)

The Study & Research skills course will provide students foundational skills in organization, executive functioning, and research. Additionally, students will be introduced to the resources available in the Library Media Center, including online databases and Noodle Tools, a digital research platform. Students will learn the skills related to conducting research, gathering relevant information from multiple print and digital sources, using search terms effectively; assessing the credibility and accuracy of each source; and quoting or paraphrasing the data and conclusions of others while avoiding plagiarism and following a standard format for citation. Topics will include: skills self-assessment, using a planner, time management, working memory & study techniques, research in the Library Media Center, and source citation and academic integrity.

THEATER

Length: One Year (Meets Every Other Day)

The Theater & Language Arts course will introduce students to the elements of Theater Arts, while supporting continued Literacy and Language skill development. Students will engage in improvisation, reading and analyzing dramatic texts, creation of artistic designs appropriate for a dramatic work, performing dramatic productions using appropriate traits and techniques to represent specific characters, responding to dramatic works through oral and written reflection, and making connections between theatrical productions and their historical or current context.

This course will also reinforce ELA skills including, but not limited to, determining theme, describing how a plot unfolds and how characters develop or change, analyzing point of view of a narrator or speaker, comparing and contrasting the experience of reading a drama to viewing the same text in a live performance, writing narratives using effective literary techniques, identifying figurative language, using knowledge of language and its conventions when reading, writing, speaking, and listening, and writing routinely in a variety of genres over time.

ART 6

Length: One Quarter

Students in grade six take part in an introductory course which builds upon previous knowledge and skills from the elementary art levels. Students will explore the elements of art: line, value, color, shape, form, texture, and space as well as develop drawing, painting, and sculpting skills. Students will keep sketchbooks to promote creativity and independent problem solving skills.

ENGINEERING TECHNOLOGY 6

Length: One Quarter

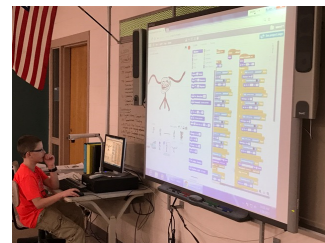
Grade six students continue to solve an identified need or problem by following the eight steps of the engineering design process in more sophisticated ways. Course content naturally ties into science and mathematics, providing students extra opportunities to enhance their skills and knowledge. Projects begin to focus on specific types of engineering that will demonstrate a design solution to an intended user that may include constraints or limitations. Materials and their properties will be analyzed and compared when selecting appropriate materials for the construction of a prototype as well as choosing and safely using appropriate manual tools. Visual representations of solutions to a design problem will

include sketches, scaled drawings, and orthographic projections. Lastly, understanding and applying the Engineering Universal Systems Model Five Steps: Goal, Input, Process, Output, Feedback will be introduced.

CODING 6

Length: One Quarter

Students will continue to develop their computer coding skills through an introductory curriculum that is aligned to Common Core Standards for mathematical practices. Students will apply algebraic and geometric concepts through computer programming by using the Bootstrap Algebra program to create interactive projects, including animations and computer games. Students will learn to write functions using Racket Code and they will use this programming language to update the programs they create. Students will test their functions to evaluate if they produced the expected outcome and re-define functions as needed to improve their program.



HEALTH 6

Length: One Quarter

Comprehensive Health Education teaches fundamental health concepts and skills that foster healthy habits and behaviors. Students will understand that wellness is a healthy balance between physical, social and emotional health. Through health literacy students are able to assess risks, consider potential consequences, and make decisions that promote health and wellness. Utilizing a combination of critical thinking, literacy, problem solving and inquiry competencies, students will build the following health skills: analyze influences, practice healthful behavior, stress management, communication skills, refusal skills, conflict resolution, decision-making, goal setting, advocate on one's behalf, access accurate information. These skills will be woven through the following health concepts with a more in depth approach at each grade level: health skills, health and wellness, safety and your environment, personal health, body systems, growth and development, chemical health, disease prevention, mental/emotional wellness, human sexuality.

PHYSICAL EDUCATION 6

Length: One Semester

Students will participate in activities that provide the opportunity for learning experiences in knowledge, skills and fitness through instruction, cooperative learning and physical activity. The Physical Education program offers a variety of experiences such as: Project Adventure, Physical Best, conditioning, dance, table tennis, outdoor pursuits, including fishing, and team and individual sports. The program will focus on health-related physical fitness to promote a lifetime of personal wellness. Students will value physical activity for health, to relieve mental and emotional tension, self-expression and social interaction. The program will focus on health-related physical fitness to promote a lifetime of personal wellness.

Students will value physical activity for health, challenge, to relieve mental and emotional tension, self-expression and social interaction. For Sport & Games: Grade six's focus is on skill refinement and utilizing more than one skill. For Fitness Based Activities: Grade six's focus is on the essential questions of: why do we perform the fitness activity and how can we improve our results?

INDIVIDUAL FITNESS 6

Length: One Semester

This course is designed to provide students with the opportunity to acquire the knowledge of the fitness components in order to develop an optimal level of fitness. Students will participate in the Fitness grams tests in order to pretest and set goals. Throughout the semester long course, students will participate in a variety of individualized personal fitness activities in order to promote lifelong fitness. The main goal of the course is for students to improve the health-related components of fitness and to introduce students to the concepts of fitness program design and application. At the end of the course, students will then complete post tests in order to analyze their personal goals.

MUSIC 6 - STUDENTS CHOOSE ONE COURSE

Concert Band

Length: One Year

Concert band is a performance course for students who play flute, clarinet, saxophone, trumpet, French horn, trombone, baritone and percussion. Students will continue to develop basic instrument technique, while also being introduced to large ensemble playing. Students will continue to learn new notes and increase their understanding of musical notation. Students will learn a variety of concert band literature, focusing on performing multiple genres with proper expression, style, and technique. Students are expected to practice as much as is necessary to perform their parts effectively throughout the year. Each year band rehearsals culminate in two required evening performances.

Choral Music

Length: One Year

Chorus is a performance course in which students will continue to develop good vocal technique. They will be taught to sing in two part harmony while working on proper breath support, posture, rhythm, and pitch. Students will be taught to read their own vocal part as well as sight read unfamiliar musical notation. Each year chorus rehearsals culminate in two required evening performances.

General Music

Length: One year

Students in 6th grade general music continue to develop an understanding of musical notation through more advanced musical composition and classroom instruments.. Students will study the time periods of music as well as major composers.

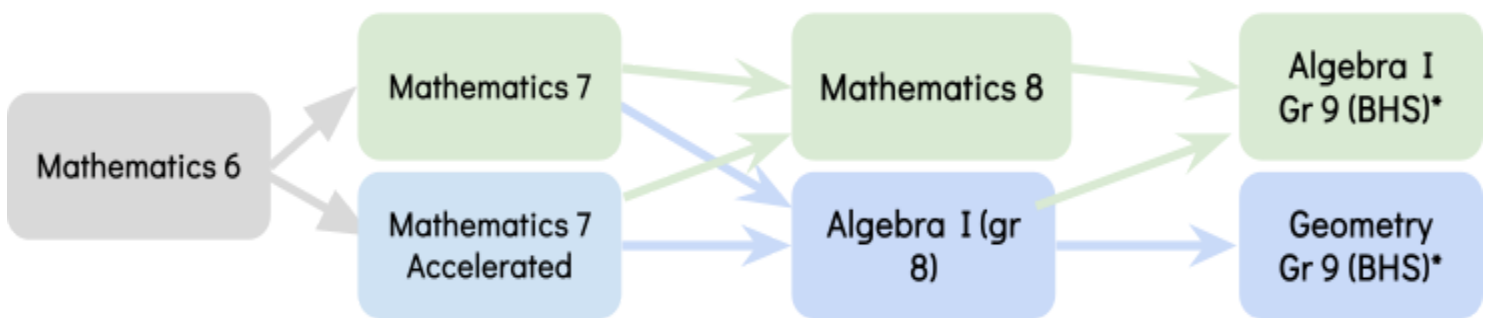
Grade 7

Beginning in grade 7, students have the opportunity to participate in Spanish and Accelerated Math. These courses are by recommendation in grade 7. Student readiness, study skills, grades, and test scores are all factors in making this recommendation.

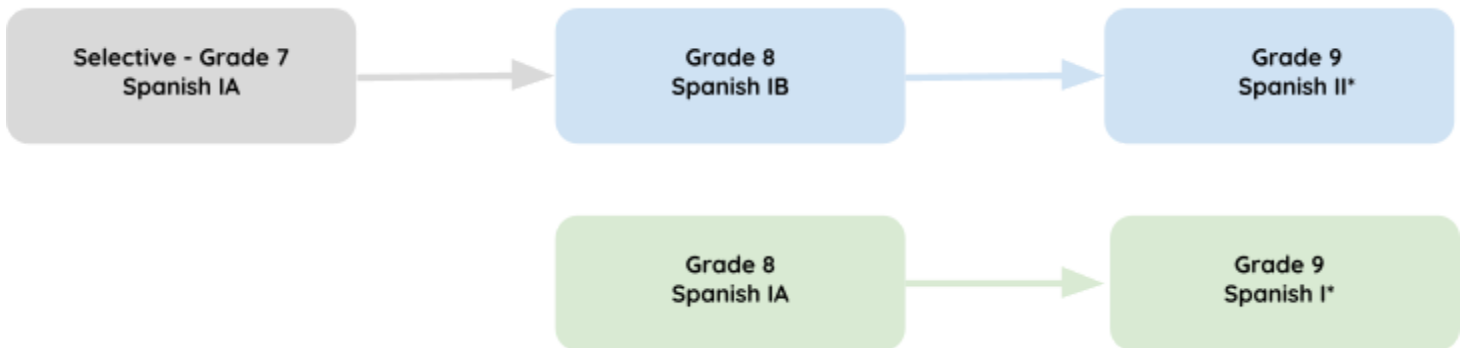
In grade 8, all students have the option to take a Spanish course.

The below charts show the potential course progressions for students from grade 7 through grade 9.

BMS Mathematics Progression Chart



BMS World Language Progression Chart



* These progressions are Bourne Middle School to Bourne High School ONLY

ENGLISH LANGUAGE ARTS 7

Length: One Year

The ELA-7 course continues to develop literacy skills in the areas of reading, writing, and speaking/listening. Students will demonstrate an emerging sophistication in their ability to read closely and analyze complex texts. They will locate and cite specific evidence within their readings to support claims. They become proficient in comparing different authors' presentations of a topic, and through analysis, assess the validity of evidence presented. Through a variety of genres, students will improve skills in organization, collaboration, sentence structure, word choice, and grammar. When writing opinion pieces, they acknowledge the other side of a debate or an alternative perspective. Writing to learn and speaking to learn are emphasized as methods of improving comprehension.

MATHEMATICS 7

Math-7

Length: One Year

Mathematics 7 is designed to prepare students for success in Mathematics 8. The curriculum includes a variety of topics and emphasizes skill acquisition, conceptual understanding, and real-world applications. Students will combine math from prior years with new learning, using multiple concepts and skills to solve a single problem. A variety of activities will allow students to improve their critical thinking and problem solving skills. The mathematics practice standards will be emphasized throughout the course as students are taught to be reflective learners and persevere with challenging material.

Math-Accelerated

Length: One Year

Placement: Based on set criteria, by teacher recommendation

Based on set criteria, Mathematics 7 Accelerated is designed for students who have excelled in previous math courses and who would benefit from a challenging and rigorous math curriculum. Students entering this course should be self-motivated, independent learners who are able to master new material at a fast pace. The curriculum is designed to prepare students for Algebra 1 in 8th grade. Various activities will allow students to improve their critical thinking and problem solving skills, make connections, and apply these skills to real-world situations. The mathematics practice standards will be emphasized throughout the course as students are taught to be reflective learners and persevere with challenging material. Continuing to engage and foster enthusiasm for mathematics is a primary focus.

SCIENCE 7

Length: One Year

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

SOCIAL SCIENCE 7

Length: One Year

Grade 7 students continue the sequence from grade 6, studying the geography and history of selected areas in Asia, Africa and Europe. The course concludes with a study of the governments in Ancient Greece and Rome, which serves as a prelude to the study of civics in grade 8. Students will support claims and determine cause and effect relationships utilizing evidence from a variety of texts with a strong emphasis placed on the analysis of complex primary sources. Students will acquire and practice historical vocabulary, and develop valuable critical thinking skills as they draw conclusions about the significance of various societies and their connection to events, ideas, and culture in today's world.

SPANISH 7

Spanish IA

Length: One year

Beginner Spanish students will develop the fundamental building blocks in four key areas of world language study: listening comprehension, speaking, reading, and writing. This year long course will challenge students to utilize their speaking and writing skills, be able to communicate about themselves and their environment. Students will explore the themes of Personal and Family Life, School Life, Social Life, and Community Life. Through incorporating literature and varied technology resources, students will expand their understanding of culture by studying various aspects of the Hispanic world.

Note: This course replaces Academic Overtime in the student schedule

ART 7

Length: One Quarter

Visual Art is offered to all seventh grade students. This course builds on introductory skills learned in grade six. Students will continue to develop their drawing, painting, designing, and sculpting skills. Elements of art: line, shape, color, value, texture, form, and space will continue to be explored. Students will keep sketchbooks and begin to develop independent problem solving skills and push original creative thinking.

ENGINEERING TECHNOLOGY 7

Length: One Quarter

Grade seven students will continue to build upon their comprehension, analysis, and application of the Engineering Design Process when faced with an identified need. Course content naturally ties into science and mathematics as outlined in the NextGen Science and Technology Standards. Design Challenges offer students exposure to real-world activities while understanding how the Engineering Universal Systems Model five steps: Goal, Input, Process, Output, Feedback work among the components of a transportation, structural, or a communication system. Technological Systems will focus on students understanding the function and role of communication and its components, the design elements of transportation and the forces that act upon the subsystems, and components of a physical structures, such as the parts of a house and the environmental conditions that act upon them, will be highlighted throughout the semester.

CODING 7

Length: One Quarter

Students will continue to develop their computer coding skills through an introductory curriculum that is aligned to Common Core Standards for mathematical practices. Students will apply algebraic and geometric concepts through computer programming by using the Bootstrap Reactive program to create interactive projects, including animations and computer games. Students will learn to write functions and create data structures using Pyret Code in order to update the programs they create. Students will test their functions to evaluate if they produced the expected outcome and re-define functions as needed to improve their program.

HEALTH 7

Length: One Quarter

Comprehensive Health Education teaches fundamental health concepts and skills that foster healthy habits and behaviors. Students will understand that wellness is a healthy balance between physical, social and emotional health. Through health literacy students are able to assess risks, consider potential consequences, and make decisions that promote health and wellness. Utilizing a combination of critical thinking, literacy, problem solving and inquiry competencies, students will build the following health skills: analyze influences, practice healthful behavior, stress management, communication skills, refusal skills, conflict resolution, decision-making, goal setting, advocate on one's behalf, access accurate information. These skills will be woven through the following health concepts with a more in depth approach at each grade level: health skills, health and wellness, safety and your environment, personal health, body systems, growth and development, chemical health, disease prevention, mental/emotional wellness, human sexuality.

PHYSICAL EDUCATION 7

Length: One Semester

Students will participate in activities that provide the opportunity for learning experiences in knowledge, skills and fitness through instruction, cooperative learning and physical activity. The Physical Education program offers a variety of experiences such as: Project Adventure, New Games, Physical Best, conditioning, table tennis, outdoor pursuits, including fishing, and team and individual sports. The program will focus on both health-related and skill related physical components in order to promote a lifetime of personal wellness. Students will value physical activity for health, challenge, to relieve mental and emotional tension, self-expression and social interaction. For Sport & Games: Grade 7 is focused upon utilizing the skills in order to compete in the game and or activity. For Fitness Based Activities: Grade 7 is focused on progression of the fitness activity for the age level.

INDIVIDUAL FITNESS 7

Length: One Semester

This course is designed to provide students with the opportunity to acquire the knowledge of the fitness components in order to develop an optimal level of fitness. Students will participate in the Fitness grams tests in order to pretest and set goals. Throughout the semester long course, students will participate in a variety of individualized personal fitness activities in order to promote lifelong fitness. The main goal of the course is for students to improve the health-related components of fitness and to introduce students to the concepts of fitness program design and application. At the end of the course, students will then complete post tests in order to analyze their personal goals.

MUSIC 7 - STUDENTS CHOOSE ONE COURSE

Concert Band

Length: One year

Concert band is a performance course for students who play flute, clarinet, saxophone, trumpet, French horn, trombone, baritone and percussion. Students will continue to develop basic instrument technique, while also being introduced to large ensemble playing. Students will continue to learn new notes and increase their understanding of musical notation. Students will learn a variety of concert band literature, focusing on performing multiple genres with proper expression, style, and technique. Students are expected to practice as much as is necessary to perform their parts effectively throughout the year. Each year band rehearsals culminate in two required evening performances.

Choral Music

Length: One year

Chorus is a performance course in which students will continue to develop good vocal technique. They will be singing in three part harmony while working on proper breath support, posture, rhythm, and pitch. Students will be taught to read their own vocal part as well as sight read unfamiliar musical notation. Students will have the opportunity to audition for regional and All-Cape music festivals. Those selected have the privilege of performing with other outstanding student musicians and working well-known area conductors. Each year chorus rehearsals culminate in two required evening performances.

General Music

Length: One year

Students in 7th grade general music will continue to develop an understanding of musical notation through composition. Students will explore composition through notation software and gain a basic understanding of keyboard playing technique. Students will also continue to explore music technology software and study music in film.

Grade 8

ENGLISH LANGUAGE ARTS 8

Length: One Year

The ELA-8 program is a literature based course. Students read various selections from the genres of fiction, drama, non-fiction, short story, and poetry. These readings serve as the catalysts for class discussions, writing to text, and project based learning. The focus is on analysis of text and critical thinking as we work with the themes of prejudice, stereotypes, discrimination, and the hardships they present. Students are required to build upon their knowledge base from previous years' ELA instruction by longer writings with more mature vocabulary and sentence structure. A standard vocabulary program is followed to help students build their own personal vocabulary to be used in their own speaking and writing.

MATHEMATICS 8

Math-8

Length: One Year

This course will emphasize topics of the 2011 Massachusetts Curriculum Frameworks in Mathematics. The topics include: (1) Integer exponents and scientific notation; (2) Geometric transformations as applied to congruence and similarity; (3) Understanding and applying the Pythagorean Theorem; (4) Solving linear equations and systems of equations; (5) Functions and their applications; (6) Volume of geometric shapes. Students who successfully complete this course will be prepared for Algebra I in Grade 9.

Algebra I

Length: One Year- Placement based on set criteria, by teacher recommendation

Credit: One Bourne High School credit

Algebra I focuses on developing skills in four critical areas of mathematics. Students in this course will: (1) deepen and extend their understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend. Students entering Algebra I should be able to solve linear equations in one variable; apply graphical and algebraic methods to analyze and solve systems of linear equations in two variables; and work with integer exponents using the properties of integer exponents. Algebra I is part of the accelerated math track at the middle school. For middle school students, this credit becomes part of their Bourne High School transcript and counts towards fulfilling the math requirement.



SCIENCE 8

Length: One Year

The revised [Massachusetts Science and Technology/Engineering Curriculum Framework](#) will be introduced into grade 8 in the 2017-18 school year. Referencing directly from the state DESE website, “students will use more robust abstract thinking skills to explain causes of complex phenomena and systems. Many causes are not immediately or physically visible to students. An understanding of cause and effect of key natural phenomena and designed processes allows students to explain patterns and make predictions about future events. In grade 8 these include, for example, causes of seasons and tides; causes of plate tectonics and weather or climate; the role of genetics in reproduction, heredity, and artificial selection; and how atoms and molecules interact to explain the substances that make up the world and how materials change. Being able to analyze phenomena for evidence of causes and processes that often cannot be seen, and being able to conceptualize and describe those, is a significant outcome for grade 8 students.”

HISTORY 8 (CIVICS)

Length: One Year

Students 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. They study these topics by exploring guiding questions such as, “How have concepts of liberty and justice affected the United States democratic system of government?” and “How can power be balanced in government?” Students will explore the rights, duties, and responsibilities of American citizenship so that they can build a foundation for becoming active citizens. All students will evaluate competing ideas, understand the past, and promote the ideals of equality, justice, liberty, and the common good.



SPANISH 8

Spanish IA

Length: One year

Beginner Spanish students will develop the fundamental building blocks in four key areas of world language study: listening comprehension, speaking, reading, and writing. This year-long course will challenge students to utilize their speaking and writing skills, and be able to communicate about themselves and their environment. Students will explore the themes of Personal and Family Life, School Life, Social Life, and Community Life. Through incorporating literature and varied technology resources, students will expand their understanding of culture by studying various aspects of the Hispanic world.

Note: This course replaces Academic Overtime in the student schedule.

Spanish IB

Length: One year

Credit: One Bourne High School Credit, when students successfully complete 1A and 1B

Spanish IB students will build on the fundamentals in all four language skills learned in Spanish IA with an emphasis on the ability to communicate orally and in writing. Students will learn to function in real-life situations using more complex sentences and language structures, including a variety of tenses. They will read material on familiar topics and produce short writing samples while they continue to explore the themes of Home Life, Student Life, Leisure Time, Health, Vacation and Travel. Through incorporating literature and varied technology resources, students will further expand their understanding of culture by studying various aspects of the Hispanic world. This course will be conducted primarily in Spanish and students will be expected to use the language in class. For middle school students, the credit earned by completing Spanish 1A and 1B becomes part of their Bourne High School transcript and counts towards fulfilling the world languages requirement.

Note: This course replaces Academic Overtime in the student schedule.

ART 8

Length: One Quarter

Visual Art is offered to all eighth grade students. This course continues to build on previous skills learned in grade seven through drawing, painting, designing, and sculpting while emphasizing creative problem solving. Students learn to apply the fundamentals of art: line, shape, color, value, texture, form, and space independently. Students will begin to become more introspective in executing their own ideas and develop the skills to be self-reflective learners.

ENGINEERING TECHNOLOGY 8

Length: One Quarter

Grade eight students will begin their semester by actively engaging in the analysis of materials and how their composition may change under various kinds of physical processing, such as cutting, sanding, forming, hammering, and heat. The manufacturing process of a product will also be analyzed at each manufacturing step, such as procuring materials, forming, separating, conditioning, assembling, finishing, quality control, and safety. The advantages and disadvantages of human vs. computer control of these processes will also be compared.

CODING 8

Length: One Quarter

Students will continue to develop their computer coding skills through an introductory curriculum that is aligned to Common Core Standards for mathematical practices. Students will learn how to analyze data, create and interpret charts, tables and graphs through computer programming by using the Bootstrap Data Science program. Students will continue to expand their knowledge of Pyret Code as they write functions and analyze data. Students will test their functions to evaluate if they produced the expected outcome and re-define functions as needed to improve their program.

HEALTH 8

Length: One Quarter

Comprehensive Health Education teaches fundamental health concepts and skills that foster healthy habits and behaviors. Students will understand that wellness is a healthy balance between physical, social and emotional health. Through health literacy students are able to assess risks, consider potential consequences, and make decisions that promote health and wellness. Utilizing a combination of critical thinking, literacy, problem solving and inquiry competencies, students will build the following health skills: analyze influences, practice healthful behavior, stress management, communication skills, refusal skills, conflict resolution, decision-making, goal setting, advocate on one's behalf, access accurate information. These skills will be woven through the following health concepts with a more in depth approach at each grade level: health skills, health and wellness, safety and your environment, personal health, body systems, growth and development, chemical health, disease prevention, mental/emotional wellness, human sexuality.

PHYSICAL EDUCATION 8 - Students select PE or Wellness

Length: One Semester

Students will participate in activities that provide the opportunity for learning experiences in knowledge, skills and fitness through instruction, cooperative learning and physical activity. The Physical Education program offers a variety of experiences such as: Project Adventure, New Games, Physical Best, conditioning, table tennis, outdoor pursuits, and team and individual sports. The program will focus both health-related and skill related physical components in order to promote a lifetime of personal wellness. Students will value physical activity for health, challenge, to relieve mental and emotional tension, self-expression and social interaction.

For Sport & Games: Grade 8 is focused upon utilizing the skills in order to compete in the game and or activity. For Fitness Based Activities: Grade 8 is focused on progression of the fitness activity for the age level.

INDIVIDUAL FITNESS 8 - Students select PE or Wellness

Length: One Semester

This course is designed to provide students with the opportunity to acquire the knowledge of the fitness components in order to develop an optimal level of fitness. Students will participate in the Fitness grams tests in order to pretest and set goals. Throughout the semester-long course, students will participate in a variety of individualized personal fitness activities in order to promote lifelong fitness. The main goal of the course is for students to improve the health-related components of fitness and to introduce students to the concepts of fitness program design and application. At the end of the course, students will then complete post tests in order to analyze their personal goals.

MUSIC 8 - STUDENTS CHOOSE ONE COURSE

Concert Band

Length: One year

Concert band is a performance course for students who play flute, clarinet, saxophone, trumpet, French horn, trombone, baritone and percussion. Students will continue to develop basic instrument technique, while also being introduced to large ensemble playing. Students will continue to learn new notes and increase their understanding of musical notation. Students will learn a variety of concert band literature, focusing on performing multiple genres with proper expression, style, and technique. Students are expected to practice as much as is necessary to perform their parts effectively throughout the year. Each year band rehearsals culminate in two required evening performances.

Choral Music

Length: One year

Chorus is a performance course in which students will continue to develop good vocal technique. They will be singing in three part harmony while working on proper breath support, posture, rhythm, and pitch. Students will be taught to read their own vocal part as well as sight read unfamiliar musical notation. Students will have the opportunity to audition for regional and All-Cape music festivals. Those selected have the privilege of performing with other outstanding student musicians and working well-known area conductors. Each year chorus rehearsals culminate in two required evening performances.

General Music

Length: One year

Students in 8th grade general music will continue to develop an understanding of musical notation through composition. Students will explore advanced composition through notation software and continue their study of keyboard playing technique. Students will also continue learning about music technology and study modern music genres as well as careers within the music industry.