Silver Lake Regional Middle School

Program of Studies



2026-2027

256 Pembroke Street
Kingston, MA. 02364
Office (781) 582-3555 Guidance (781) 582-3535
slrms.slrsd.org

TABLE OF CONTENTS

After School Activities & Clubs	25
Art Education – Art & Music Department	15-19
Pathways to SLRHS Honors Courses	5
English Language Arts	6
Grade 7 Rounds & Electives	22
Grade 8 Rounds & Electives	23
Grading System	4
Guidance & Library Orientation	24
Honor Roll	4
Library	24
Mathematics	8-9
Music	18-19
Report Cards	5
Science	10-13
Social Studies	14
Wellness	20-21
World Languages	7

Our school staff is committed to the notion that all students can and will learn. Further, we are committed to doing everything we can ***to support the success of each individual child.*** However, we also feel strongly that our students must actively engage their learning process and be accountable for demonstrating their best efforts. This applies to both their academic studies, as well as all their relationships within our school community. There are certain behaviors that lead to success as a middle school student and in life.

Here is a list of characteristics, habits and behaviors that successful middle school students share:

- Believe in yourself and in your talents and abilities.
- Be organized: use your agenda, be sure you have necessary materials for school, and keep your locker and folders neat.
- Manage your time. Make sure you have a set homework time and that you also give yourself time for extracurricular activities like sports and clubs.
- Maintain regular attendance at school. Unless there is a medical reason, you should be in school every day. Missing school means missing work and classroom instruction. Good attendance is an important part of being successful.
- Come to class prepared. Bring your homework, Chromebook, notebook, agenda, pen/pencil, and any other materials you need to fully participate in your classes.
- Ask for help when you need it. Whether you ask during class, or stay after school, be sure that you ask your teachers for help if you don't understand an assignment or concept. Your teachers are happy to help you and they will be pleased that you took the time to improve your understanding of class material.
- Treat others with respect. There are many people who think or act differently than you do, but all people deserve to be treated with kindness and respect.
- Do your homework. Homework is an important part of school as it helps you to practice what you learned during the day and prepare for what you will be learning next.
- Study for tests and quizzes. Remember that it is better to study a little each night before a test than to try to cram all of the information in one night. Staying after school with your teacher for a day or two before the test can also be a good way to determine exactly what material you need to focus on and how best to prepare.
- Get plenty of rest and eat breakfast every day before school. Your body needs energy to learn and grow.
- Join in the fun! We have lots of clubs, sports, and activities here in middle school so be sure to get involved. It will help you make friends and will make your two years here more enjoyable and memorable.
- Set goals for yourself. Whether you want to earn a certain grade, join a particular activity, or meet new people, make middle school the time you try to grow as a person and reach for new goals. However, be sure you don't get discouraged if you don't succeed right away. Stay focused and keep working hard and you will be surprised at how much you can accomplish!

TEACHING AND LEARNING AT SLRMS

We organize our courses, curriculum and instructional approaches based on three key aspects of teaching and learning:

- Delivery of a curriculum that is based on state and national standards and benchmarks. The standards are outlined in the Massachusetts Curriculum Frameworks.

- The *readiness* and *learning styles* of our students. While maintaining a focus on standards, we also acknowledge and plan instructional strategies for the individual student – to ensure proficiency in required skills and the opportunity to be stretched into advanced levels of learning.

- The use of multiple instructional approaches and assessments for students to demonstrate their knowledge and skills.

GRADING SYSTEM

Teachers create a class policy for grading students. It is imperative that you have a copy of the class policy from each teacher and that you fully understand the method by which a student will be graded. These policies are based on departmental objectives and standards of excellence.

Grades are used for promotion, honor roll, counseling, recommendations, and eligibility for extracurricular activities.

Grading Scale

Avg.	Grade	Avg.	Grade
97-100	A+	77-79	C+
93-96	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	C
83-86	B	63-66	D
80-82	B-	60-62	D-
		0-59	F

HONOR ROLL

Honor Roll - To be on the Honor Roll, a student must earn a "B-" or better in ***all subjects***.

High Honor Roll - To be on the High Honor Roll, a student must earn an "A-" or better in ***all subjects.***

REPORT CARDS

Report cards are issued electronically four times each year. The dates on which report cards are sent out are listed in the school calendar, and the school website. If parents/guardians have any questions, they should contact their son or daughter's teachers regarding the information on the report card or contact the Guidance office to meet with the student's team. Printed copies of the report card are available upon request through the Guidance office.

Silver Lake Regional Middle School uses a web-based student information system called Power School. In addition to midterm reports, student progress may be monitored from home via the Power School Parent Portal. Through this program parents/guardians can check their child's grades, missing assignments, and attendance on a daily basis. Updates on Power School are at the discretion of the individual teachers. Information about the Parent Portal will be provided at the beginning of the school year.

GRADE EIGHT PATHWAYS TO HIGH SCHOOL HONORS CLASSES

English	**Honors English I** A- or better in Grade Eight English Language Arts *plus* teacher recommendation
Math	**Honors Geometry** B- or better in Grade 8 Algebra I
Science	**Honors Introductory Physics** A- or better in Grade 8 Science
Social Studies	**Honors World History** A- or better in Grade Eight Social Studies
World Language	**Honors Spanish II** A- or better in Grade Eight Spanish

Course Descriptions

CORE SUBJECTS

ENGLISH LANGUAGE ARTS

ELA 7- This curriculum, based on the MA ELA Framework Standards, emphasizes reading for meaning, an appreciation for literature, and effective writing-specifically, open response, analytical, and narrative writing. Readings are classic and contemporary, as well as interdisciplinary, in that they reflect learning in the content areas. Students read and analyze works across the genres of fiction, nonfiction, poetry, drama, and mythology. Vocabulary development, grammar instruction, and literary terminology characterize the language strand. Writing focuses on ideas, organization, voice, word choice, sentence fluency, and conventions. Students learn to develop revision and editing skills and are expected to share and express ideas effectively in classroom discussions and other oral presentations.

ELA 8- This curriculum, based on the MA ELA Framework Standards, continues to build on reading for meaning, an appreciation for literature, and effective writing-specifically writing to analyze, explain, and persuade. Readings are more complex and are classic and contemporary, as well as interdisciplinary, in that they reflect learning in the content areas. Students read and analyze works across the genres of fiction, nonfiction, poetry, and drama. Vocabulary development, grammar instruction, and literary terminology characterize the language strand. Writing continues to focus on craft, style, and the characteristics of effective academic writing. Students continue to hone revision and editing skills and are expected to share and express ideas effectively in classroom discussions and other oral presentations.

ELECTIVES

INTRODUCTION TO THE SLRMS LIBRARY 7 – In an exploratory section, 7th grade students will be exposed to everything the middle school library has to offer. They will learn how the library is organized, how to find a book of interest, how to research a topic appropriately, and which spaces are best for which type of task. Students will also learn about the various types of media that are available, while deepening their understanding of what it means to be an upstanding digital citizen.

MEDIA JOURNALISM: REPORTING AND CREATING THE NEWS 8 - In this course, students will explore the world of media journalism by learning how to research, write, and present news stories. Students will gain an understanding of how news is reported, the ethical considerations behind journalism, and the role of media in shaping public opinion. They will practice writing clear, accurate, and engaging news articles on various topics, while learning to differentiate between fact and opinion. Students will also have the opportunity to create their own media projects, including interviews, reports, and features, using a variety of platforms. Emphasis will be placed on effective communication, critical thinking, and the ability to present information in a fair and balanced manner. Throughout the course, students will work collaboratively on team projects and practice the skills needed to thrive in a fast-paced newsroom environment.

WORLD LANGUAGES

The French and Spanish programs seek to develop effective communication skills by building student competency in listening, speaking, reading, and writing in the Target Language. Students will engage in the three communicative modes: Interpretive, Interpersonal, and Presentational. Students will develop a more thorough understanding of the concept of language proficiency as they continue in the World Language program.

EXPLORING FRENCH AND SPANISH 7 – This course introduces students to the world languages taught in 8th grade. Students are provided opportunities to communicate in Spanish and French with their peers and teacher. Through exposure to world languages and cultures, students will make connections and recognize similarities between French, English and Spanish.

FRENCH 8 – By the end of level 1 students are expected to be at the novice-high level which includes the ability to:

- use phrases, short sentences, and simple questions and statements in French
- combine words and phrases to create original sentences in French
- use high frequency words and expressions in French
- be mostly understood by someone accustomed to a language learner
- convey basic knowledge of cultural beliefs and values

SPANISH 8 - By the end of level 1 students are expected to be at the novice-high level which includes the ability to:

- use phrases, short sentences, and simple questions and statements in Spanish
- combine words and phrases to create original sentences in Spanish
- use high frequency words and expressions in Spanish
- be mostly understood by someone accustomed to a language learner
- convey basic knowledge of cultural beliefs and values

ELECTIVES

WORLD CULTURES – This course is a combination of history, geography, language, and cultural anthropology. It is designed to help students identify cultures around the world and understand what culture is and how it develops. The course covers topics such as the role of family, language, art, political ideologies, government types, work, status and rank. The students will become familiar with the "places" of the world by learning major locations and features. Finally, they will compare and contrast the world cultures with our own.

INTRODUCTION TO THE ORIGINS OF LANGUAGE – This course introduces students to the primary elements of Western/Indo-European languages. Western languages such as English, French, Spanish, Italian, etc. are rooted in the Latin language. Students will be able to research and explore the different cultural/linguistic aspects and mechanics of Western languages, and their Latin origin. Therefore, this course will unveil shared words, cognates, prefixes and suffixes, syntax, phonics, phonemes, and the origin and history of the English language. According to a series of studies of SAT scores, students who studied the origin of the English language scored higher on their tests.

MATHEMATICS

The middle school mathematics program is designed to build upon students' knowledge of operations with fractions, decimals, percents, and fundamental concepts from geometry and statistics. Students will gain facility with algebraic thinking and explore both linear and non-linear relationships. The concepts taught are aligned to the standards from the new Massachusetts Curriculum Framework for Mathematics (2017).

MATHEMATICS 7– Through problem solving, reasoning, and modeling students will be able to:

- Analyze proportional relationships and use them to solve real-world and mathematical problems
- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers
- Use properties of operations to generate equivalent expressions
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations
- Draw, construct, and describe geometrical figures and describe the relationships between them
- Solve real-life and mathematical problems involving angle measure, area, surface area, and volume

ACCELERATED MATHEMATICS 7– The Common Core State Standards (CCSS) for Mathematics suggest that the accelerated sequence, starting in seventh grade, will compact three years of mathematics content into two years (Common Core State Standards, Appendix A, © 2011). This means that students enrolled in the accelerated math program at the middle school will learn all the content of Grade Seven Mathematics, Grade 8 Mathematics, and Algebra I before entering high school. The two courses in the accelerated program are titled **Accelerated Grade Seven Math** and **Grade Eight Algebra I**.

****Note:** Students should have the following for consideration to move from Grade 7 Math to Algebra I: an A or A+ in Grade 7 Math, teacher endorsement, and advanced standing on their grade 7 MCAS test. Any student moving from Grade 7 Math to Algebra I will be required to complete a summer assignment to better ensure readiness.

Placement into Grade 7 Accelerated Mathematics is based on data from MCAS tests, STAR assessments, and overall performance in sixth grade mathematics.

STATISTICS AND PROBABILITY 7 – Instruction in Statistics and Probability will focus on the following learning standards associated with the Statistics and Probability domain of the Massachusetts Mathematics Curriculum Framework:

- Use random sampling to draw inferences about a population.
- Draw informal comparative inferences about two populations.
- Investigate chance processes and develop, use, and evaluate probability models.

PRE-ALGEBRA 8 – Through problem solving, reasoning, and modeling students will be able to:

- Know that there are numbers that are not rational, and approximate them by rational numbers
- Work with radicals and integer exponents
- Understand the connections between proportional relationships, lines, and linear equations
- Analyze and solve linear equations and pairs of simultaneous linear equations
- Define, evaluate, and compare functions
- Use functions to model relationships between quantities
- Investigate patterns of association in bivariate data

ALGEBRA 8 – Students placed in Algebra in grade eight will have taken Accelerated Grade Seven Math in grade seven and received a grade of B- or better for the year.

Through problem solving, reasoning, and modeling, students will be able to:

- Extend the properties of exponents to rational exponents
- Write expressions in equivalent forms to solve problems
- Perform arithmetic operations on polynomials
- Create equations that describe numbers or relationships
- Solve linear and quadratic equations and inequalities in one variable
- Solve systems of equations
- Represent and solve equations and inequalities graphically
- Understand the concept of a function and use function notation
- Build a function that models a relationship between two quantities
- Construct and compare linear, quadratic, and exponential models and solve problems
- Summarize, represent, and interpret data on a single count or measurement variables
- Summarize, represent, and interpret data on two categorical and quantitative variables

GEOMETRY 8 - Instruction in Geometry will focus on the learning standards associated with the Number System and Geometry domains of the Massachusetts Mathematics Curriculum Framework. Through problem solving, reasoning, and modeling students will be able to:

- Know that there are numbers that are not rational, and approximate them by rational numbers.
- Understand congruence and similarity using physical models.
- Understand and apply the Pythagorean Theorem.
- Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

ELECTIVES

MONEY AND METRICS: EXPLORING THE WORLD OF FINANCE AND SPORTS 8 - In this course, students will dive into the exciting world of finance and sports statistics. They will learn how numbers play a key role in both managing money and analyzing sports performance. Students will explore concepts like budgeting, saving, investing, and the impact of financial decisions, while also studying how athletes' stats, team performance, and financial aspects of sports intersect. Through hands-on activities, students will use real-world examples to understand the connection between money and sports metrics. They will work on projects to analyze team budgets, track player statistics, and create their own financial plans based on sports data. This course emphasizes critical thinking, problem-solving, and the ability to communicate financial and statistical information in a clear and engaging way.

SCIENCE

In our current society it is important for students to be able to use scientific and technological reasoning in order to make sense of the world around them. The learning experience at Silver Lake Middle School will engage students in the dynamic and interdisciplinary nature of science and technology/engineering.

Within our standards, three core areas will be consistently addressed that help to promote student engagement and produce quality curriculum and instruction.
Relevance - Making connections to the world; analyzing and explaining experiences and phenomena
Rigor - Engaging with science practices; building, using and applying knowledge
Coherence - Building a coherent storyline over time - vertical and cross curricular alignment

Engagement with the practices will form a cornerstone of our curriculum and instruction and will focus on the Science & Engineering Practices - the skills necessary to engage in scientific inquiry and engineering design. These are designed as outcomes to be learned, in addition to core concepts, and include:

- Asking questions and defining problems
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematical and computational thinking
- Constructing explanations and designing solutions
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

As a result of these efforts, students will be prepared to:

- Analyze scientific phenomena and solve technical problems in real-world contexts.
- Analyze scientific phenomena to support, critique, and communicate scientific and technical claims and decisions.
- Appropriately apply relevant mathematics in scientific and technical contexts.

The ultimate goals of Silver Lake Regional Middle School's science program will be to have an experience that more accurately reflects actual science and engineering, allows students to develop mastery of sophisticated subject matter, and challenges them to apply their skills in authentic tasks.

SCIENCE 7 - In 7th Grade Science, students continue their journey in the OpenSciEd sequence by tackling "invisible" phenomena that govern our world. Building on the inquiry skills they developed in 6th grade, students take the lead in figuring out the mechanics of Contact Forces and Forces at a Distance, investigating how objects interact and move energy through space. They will also dive deep into Thermal Energy, using their own observations to model how heat transforms the behavior of matter.

The investigation extends into the living world, where students use collaborative sensemaking to uncover the secrets of Matter Cycling and Photosynthesis. By tracing how atoms move through plants and animals, students build a foundation for understanding Ecosystem Dynamics and Biodiversity. The course culminates in an exploration of Earth's Resources and Human Impact, where students analyze real-world data to evaluate how our choices affect the planet's future. In 7th grade, your student isn't just a consumer of science—they are a researcher building evidence-based explanations for how the world works.

TECHNOLOGY & ENGINEERING 7 - This course is designed to allow students in grade seven an opportunity to develop an understanding of the engineering design process, and how it is applied to technological problems. The core of this class is built around two Project Lead the Way (PLTW) curricula: Design and Modeling and Automation and Robotics. Through the use of the engineering design process, students will see the practical application of engineering, will learn how to use critical thinking skills, and develop an understanding of the influence of creativity and innovation in their lives. In addition to this central theme in engineering, students will study a variety of technological systems as they work in cooperative groups on small design challenges where they apply the engineering design process to identify problems, develop solutions, test designs, and communicate results.

Students will also trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and operate real world objects and robots. This class is designed to lay a strong foundation for continued coursework in technology and engineering through middle and high school. This class will meet for 90 days.

SCIENCE 8 - The 8th Grade curriculum is the capstone of the middle school OpenSciEd experience, challenging students to explain the "how" and "why" behind complex global changes. Students "zoom in" to the molecular level to master Chemical Reactions, Matter, and Energy, leading their own discourse to explain how new substances are created and how energy is transformed in the process. They apply these chemical concepts to the human body by investigating Metabolic Reactions, connecting the food we eat to the energy that powers our lives.

The focus then expands to the history of life and our changing planet. Students explore Genetics, Natural Selection, and Common Ancestry to explain why life on Earth is so diverse and how it has changed over millions of years. Finally, students synthesize their knowledge of energy and matter to explain Weather, Climate, and Water Cycling, uncovering the forces that drive our global atmosphere. As they prepare for high school, 8th graders emerge as expert "sense-makers," equipped with the critical thinking and evidence-based reasoning skills needed to navigate a complex, scientific world.

TECHNOLOGY & DIGITAL LITERACY 8 – This course is designed to allow students in the 8th grade an opportunity to effectively create and use technologies to solve relevant real- world problems. Through use of computer technologies and application of the engineering design process, students will work collaboratively on design challenges as they develop skills that encourage creativity, critical thinking, productivity, and collaboration. Pursuing questions related to different modern technologies, students will achieve a more advanced level of skill in engineering design by learning to conceptualize a problem; design, construct, and test prototypes, and make modifications as necessary.

The course will include the Project Lead The Way (PLTW) curriculum, Computer Science for Innovators and Makers, in which students are challenged to creatively use computers and digital components to solve problems and perform tasks. This unit broadens students' understanding of computer science concepts through meaningful applications. The use of these skills, engineering design and computer literacy, will allow students to model real-world problem solving and effectively use and create technology to solve complex issues. These 21st century skills will connect what students know to the world around them and prepare them for personal and civic efficacy in the future so that they can analyze technical issues that are relevant to their lives.

ELECTIVES

CODING: BUILDING YOUR DIGITAL WORLD 8 - If you enjoy art, technology, and building things, grab your imagination and join the Code As Canvas crew! This introductory computer coding course treats code as a creative tool. Students use block coding to create interactive animations that could be used for gaming, gifs or fun. You'll master the basics of digital design and get comfortable with coding while learning a friendly programming language. Great for students who enjoy gaming, art or technology!

INTRO TO OCEANOGRAPHY 8 - This course is designed to introduce students to a world as immense, enchanting, and mysterious as the one above ground – the ocean world. In this course students will explore the physical, chemical, and biological aspects of the ocean through the lens of cause and effect relationships. In the first part of our course we will study oceanography; where we will learn about plate tectonics, water chemistry, waves, tides, ocean currents, and the interaction between the ocean and the atmosphere - all of the physical features of the oceans that in turn affect the biological features of the oceans. The second aspect of our course will focus on the various forms of life found in the oceans. Our course will explore the evolutionary relationships of life in the oceans and their connection with life on land. One component of this investigation will involve examining the anatomy and physiology of aquatic organisms as students make deeper connections between evolution and the structure and function of their physical features as well as behavioral adaptations. Additionally we will learn about various kinds of marine ecosystems, primary production and productivity of the sea, nutrient cycles, and trophic interactions and energy flow. We will also examine the impacts of human activities on the oceans biodiversity and the effect of Climate Change on the marine environment.

INTRO TO ENVIRONMENTAL SCIENCE 8 - Environmental Science explores the environmental challenges that impact our future, such as a growing human population, increased resource use, pollution, climate change, and loss of biodiversity. Environmental science helps us to understand the connection between humans and the world in which we live. This course will allow students to identify and analyze environmental problems both natural and man‑made, identify threats associated with these problems, and develop valid solutions to prevent these problems from reoccurring. Environmental Science incorporates biology, chemistry, physics, geology and introduces students to key concepts, principals and theories within environmental science. Investigations are used in this course to explain and understand the fundamentals of nature in a variety of scenarios that incorporate scientific reasoning, analysis, communication skills and real-world applications. Laboratory investigation and analysis as well as projects are an integral part of this course. The theme of the course is centered around the short- and long-term consequences of human actions on the environment and achieving global sustainability to meet the needs of a growing human population, while also maintaining natural resources and protecting Earth's various systems.

SOCIAL STUDIES

ANCIENT CIVILIZATIONS 7 - Grade seven social studies explores the physical and political geography and ancient societies of South and East Asia, Oceania, and Europe. It concludes with a study of government in Greece and Rome, which serves as a prelude to the study of civics in grade eight. Students study these topics by exploring guiding questions such as, "How did the concept of self-government develop?" and "Why do empires rise and fall?" These questions will stimulate students' own questions for discussion and research. Students will develop skills in the area of analysis, synthesis, and problem solving as applied to the study of world civilizations (Massachusetts History and Social Science Curriculum Framework).

UNITED STATES and MASSACHUSETTS GOVERNMENT and CIVIC LIFE 8 - Students will study the roots and foundations of U.S. democracy, how and why it has developed over time, and the role of individuals in maintaining a healthy democracy. They will 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?" These questions and others will stimulate students' own questions for discussion and research and help to develop student understandings. Students will develop skills in the area of analysis, synthesis, and problem solving as applied to the study of U.S. democracy (Massachusetts History and Social Science Curriculum Framework).

GLOBAL CHALLENGES: DEBATING THE WORLD'S CURRENT EVENTS 8 - The focus of this course will be the study of current events that are changing our social, political, and economic life. The course will include the study of local, state, national, and international events and issues. We will examine different forms of news media to learn how to find credible sources of news and various types of media bias. Through the use of news media, students will actively engage in researching and learning about various current events. Students will take part in research surrounding controversial events that are occurring today about which people have multiple viewpoints. Students will introduce their claim about a topic or issue they have researched, acknowledge and distinguish their claim from alternate or opposing claims/critiques, and organize the reasons and evidence logically in paragraphs and sections. Students will debate their arguments and will be judged to determine which side has crafted the most reasonable argument using relevant evidence. A major emphasis in debates is the preparation and presentation of your argument, so students must think on their feet and be ready to use a counter argument at a moment's notice.

ARTS EDUCATION – ART & MUSIC DEPARTMENTS

The Silver Lake Regional School District has a long and proud history of excellence in its arts education programs. The Arts education program at SLRMS is aligned to the Massachusetts State Frameworks and the guiding principles listed below. At SLRMS students are offered a variety of courses to explore their interests, build their knowledge and skill and express their artistic ideas. Students will have some degree of choice as outlined in the following pages and students are expected to remain in their chosen arts elective for the duration of the course.

MASSACHUSETTS STATE FRAMEWORKS FOR THE ARTS

Guiding Principles

- An effective arts education enables students to become artistically literate.
- An effective arts education develops students' understanding of the concept of artistic intent.
- An effective arts education fosters a coherent and rigorous progression of learning.
- An effective arts education is relevant to students' interests.
- An effective arts education provides students with broad and frequent access to great works of art from the past and present, across genres, time periods, and styles, and represents diverse cultures in the United States and from around the world in order to develop an appreciation for the richness of artistic expression, understand the connections between art and history, and cultivate one's own sense of beauty.
- In effective arts education programs, students have the opportunity to experience different artistic roles, groupings, and uses of media.
- An effective arts education makes connections with other disciplines and bodies of knowledge.
- An effective arts education promotes family and community engagement.
- An effective arts education supports social and emotional growth.
- An effective arts education program is inclusive; all students participate and benefit.

ALL ARTS COURSES WILL CHALLENGE STUDENTS TO:

CREATE, PRESENT/PERFORM, RESPOND and CONNECT

ART

ALL GRADE 7 Students will have Exploring Art

EXPLORING ART 7 - Students will have the opportunity to study art history, critique art, and ***create*** art —giving them an introduction to understanding art and how it ***connects*** to the world around them. Emphasis is placed on ***creating*** using the *Elements of Art* and *Principles of Design* in a variety of projects. Students will develop their skills and express artistic ideas through experiences in mediums such as drawing, painting, printmaking, mixed media, and three-dimensional artworks.

GRADE 8 ART (2D & 3D) - In this course, students are given the opportunity to create both two-dimensional and three-dimensional pieces. The two-dimensional work will use a variety of dry and wet media such as graphite, colored pencils, pastels, charcoal, markers, watercolors, tempera, and acrylic paints. Projects will focus on introducing and developing students' use of the elements of art (line, shape, form, color, value, space, texture) and principles of design (balance, unity, movement, harmony, emphasis, contrast). The three-dimensional work will include a variety of materials such as paper-mache, plaster cloth, clay, wire, plastic and recycled materials. Projects will introduce a variety of building techniques for creating three-dimensional pieces. Students will examine and respond to sculptures from various cultures and artists. Students will also explore different elements of pottery, including pinch pot, coil and slab construction vessels. Students will explore a variety of techniques to communicate themes and ideas within their work. In 8th grade art, students will continue their study of artists and art history, art critique, and studio work habits to develop a further understanding of art and how to express themselves through their artwork.

MUSIC

<u>BEGINNING BAND</u> 7 – Beginning Band is a ***performance*** class for students who would like to learn to play a band instrument who have never played before or for students who still need to develop basic instrumental skills (see Band description below for specifics). Students will develop individual playing skills through group lessons while learning to contribute to the success of a large performing ensemble. Students must have their own instruments, which may be purchased or rented. Students may play flute, clarinet, trumpet, or trombone. Students who want to participate but have a financial hardship that would make it difficult to purchase or rent an instrument may apply to play a school owned instrument. Students are expected to show improvement on their instrument at a reasonable pace, and are expected to practice at home as much as necessary to perform their parts effectively.



Band rehearsals culminate in the ***presentation*** of required concerts during the second half of the school year. Failure to participate in these concerts may affect the student's grade. Appropriate concert dress is expected and will be outlined before the first performance.

<u>BAND</u> 7-8 - Band is a ***performance*** class in which students are taught to play instruments while participating in a concert band experience. In order to select this class, students must have at least one year of playing experience on their instrument, and must be able to demonstrate basic playing skills. This includes playing and reading music up to the sixth note of a concert B flat major scale with whole, half, quarter, and eighth notes. Students will develop individual playing skills through group lessons while learning to contribute to the success of a large performing ensemble. Students are expected to show improvement on their instrument at a reasonable pace and are expected to practice at home as much as necessary to perform their parts effectively. All band students are strongly encouraged to take private lessons to further develop their individual playing skills at a more rapid rate.

Band rehearsals culminate in the ***presentation*** of several required concerts during the school year. Failure to participate in these scheduled concerts may affect the student's grade. Appropriate concert dress is expected and will be outlined before the first performance.

Students with advanced playing skills also have an opportunity to audition for regional music festivals. Those who are selected will have the privilege of performing with other outstanding student musicians and working with well-known area conductors. Band students are also expected to provide their own instrument, in good condition, with common accessories. Keyboard and guitar/strings players are not eligible for band on those instruments unless they are given permission before selecting the course.

<u>JAZZ BAND</u> 8 - Jazz Band is the most advanced instrumental group at SLRMS. Students are recommended for Jazz Band based on a proficiency assessment conducted by the SLRMS Band Director. Students in this group will ***perform*** and respond to a wide variety of musical styles including jazz, blues, rock, and Latin in addition to the repertoire that is taught in the other band classes. In addition to the standard band instruments, students may audition to play rhythm section instruments including piano, guitar, bass, and drum set. Percussionists wishing to join this group must be able to play drum set, and will need to audition. Students in this group will play the same concerts as the regular band classes, and all other policies of that class apply to the jazz band as well.

CHORUS GRADE 7 and CHORUS GRADE 8 - Chorus is a ***performance*** class in which students are taught to sing with healthy, age appropriate tone production and to build ensemble listening skills. Students will learn and make ***connections*** to a wide range of music from many styles, periods, genres and cultures. Students will broaden their musical literacy by learning the basics of music notation and sight-reading and will build their musical independence. Each semester chorus rehearsals culminate in a concert which is ***performed*** for the public. Students are required to participate in these once a semester scheduled concerts and failure to do so may affect the student's grade. Through these public performances, students develop appropriate concert etiquette and confidence in presentation. Students with advanced interest and skills are encouraged to audition for local music festivals, where qualified students are invited to perform in concerts conducted by well-known area conductors. Students selecting chorus should have a strong desire to improve their singing and a willingness to actively participate in class.

HONORS CHORUS 7 and HONORS CHORUS 8 - Honors Chorus is the most advanced choral group at SLRMS. Students are recommended for Honors Chorus based on a proficiency assessment conducted by the SLRMS Choir Director. Honors Chorus students will continue to develop healthy singing voices, will build ensemble skills through listening, and will work to make greater connections of music literacy with reading music notation. Students will make ***connections*** to a broad range of repertoire in a variety of styles that are more complex in nature. Students in Honors Chorus should be confident singers who are active participants in every rehearsal. Honors Chorus singers also learn other grade level repertoire and ***perform*** with the general chorus. Honors Chorus members are expected to sing at each semester concert and at additional performances scheduled throughout the school year.

EXPLORING MUSIC 7 - Exploring Music is designed for those students who prefer to learn about music in a classroom setting rather than through public performance. Students will learn about the Elements of Music of music through hands-on activities and will actively make music in class but will not be required to do any out-of-class performances. In Exploring Music students will have the opportunity to ***create*** and ***present*** projects in class with units including intro to Foley Sound Effects, musical theatre and beginning composition projects through a variety of music applications. Students will also learn about and ***respond*** to listening examples of Western Music History from the Medieval period through the 20th Century.

GRADE 8 ELECTIVES

BEGINNING PIANO/KEYBOARD 8 - Piano/Keyboard is a class for students who would like to learn to play the piano, but have never played the keyboard or piano before. Since this course focuses on beginning skills, it should not be taken by students who already play the keyboard or piano (those students are encouraged to take Jazz Band or Chorus). Students will develop individual playing skills including reading standard notation and playing in an ensemble. Classes will incorporate group instruction as well as individual practice time. Keyboards will be provided for use in class, but students may want to have their own keyboard for at home practice.

THEATER ARTS 8 - Theatre Arts is a ***performance*** based class where students will learn the various aspects of drama and musical theater through scene study, dance, movement and music. Students will work on group performances as well as individual or small group pieces. Students will also learn the basic technical aspects of the theater and will ***create*** basic costume and scenic designs. Students who elect this class should have a strong interest in the theater and be open to expressing themselves creatively and working collaboratively with others.

WORLD MUSIC 8 - World Music is designed for those students who prefer to learn about music in a classroom setting rather than through public performance. Classroom activities include ***responding*** to music by reading, listening, and class discussions as well as basic musical skill development. Students will be evaluated by written quizzes, performance assessments, and daily classwork. World Music places emphasis on the music of Africa, Australia, Asia, and Latin America with units on music from countries including Kenya, Australia, Japan, China, Indonesia, Chile, Mexico, and Brazil. World Music requires no out-of-school activities. (Not anticipated to run during the 2027-28 school year).

WELLNESS

WELLNESS - The Middle School Wellness Program empowers students to build healthy habits that last a lifetime. Aligned with the MA Comprehensive Health and Physical Education Framework, the program recognizes that true wellness comes from making informed choices about our physical, mental, and social health every day.

Students explore a diverse range of activities designed to develop fitness skills, discover personal strengths, and find joy in movement. Through cooperative games, team and individual sports, personal fitness, and cardiovascular activities, students build the foundation for lifelong fitness. Adventure-based challenges encourage problem-solving, teamwork, and self-confidence in a supportive environment where every student can thrive.

The program is tailored to meet students where they are—honoring their individual needs, interests, and goals as they grow into healthy, active young adults.

HEALTH - The Middle School Health course equips students with the knowledge and skills to make informed decisions about their well-being. Through an engaging exploration of health literacy, self-management, and health promotion, students learn to navigate the physical, emotional, and social challenges of adolescence with confidence.

The curriculum covers essential topics that impact students' daily lives: personal and mental health, nutrition and fitness, conflict resolution, tobacco and substance abuse awareness, stress management, and human growth and sexuality. Students develop critical thinking skills to evaluate health information, communicate effectively about health issues, and advocate for themselves and others in their communities.

In accordance with General Laws Chapter 71, Section 32A, parents/guardians may exempt their child from portions of the curriculum that primarily involve human sexual education or human sexuality issues by sending a letter to the school principal requesting an exemption. Program instruction material will be made reasonably accessible for review by the parent or guardian by contacting the health educator and setting up an appointment.

ELECTIVES (if enrollment allows)
RECREATIONAL GAMES and HEALTH FITNESS - This course introduces students to a wide variety of sports and fitness activities they can enjoy throughout their lives. Students develop foundational and intermediate skills while discovering activities that match their interests and strengths.

Through hands-on participation in team and individual sports, students learn essential skills, game strategies, and sportsmanship. Each activity reinforces the five components of fitness—muscular strength and endurance, flexibility, cardiovascular health, and overall physical and mental wellness. Beyond physical skills, the course cultivates leadership abilities, teamwork, and character development in action.

Course Content: Games may include soccer, basketball, team handball, ultimate frisbee, football, table tennis, tennis, fitness training, and additional activities selected by the instructor.

What Students Need:
All equipment provided by SLRMS
Active clothing and appropriate athletic footwear for each class

GRADE SEVEN ROUNDS CLASSES & ELECTIVES

ROUNDS -- The grade seven rounds classes are offered throughout the school year. Students take each of the following courses: Grade Seven Statistics and Probability (45 days), Health (45 days) and Grade 7 Technology & Engineering (90 days).

- Grade Seven Statistics and Probability
- Health
- Grade 7 Technology & Engineering

ADDITIONAL 7th GRADE COURSES

- Elective(s)
- Wellness
- *Note:* Wellness meets every other day opposite an elective throughout the school year.

GRADE SEVEN ELECTIVES

ELECTIVES -- Seventh grade students will be scheduled for Exploring Library, Exploring Art, Exploring Spanish and Exploring French. These electives meet every other day throughout the school year. PE will be scheduled every other day. Students will be able to choose one of the following music electives. SLRMS Middle School teachers will visit elementary schools in late March to hear students for Grade 7 Band and Grade 7 Honors Chorus.

Music Electives

- Band (Placed in Beginning Band or Grade 7 Band)
- Chorus (Honors Chorus by teacher placement)
- Exploring Music

GRADE EIGHT ROUNDS CLASSES & ELECTIVES

ROUNDS -- The grade eight rounds classes are offered throughout the school year. Students take each of the following courses: Grade Eight Geometry (45 days), Health (45 days), and Grade Eight Technology & Digital Literacy (90 days).

- Grade Eight Geometry
- Health
- Grade Eight Technology & Digital Literacy

ADDITIONAL 8th GRADE COURSES

- Elective(s) and Wellness
- *Note:* Wellness meets every other day opposite an elective throughout the school year.

GRADE EIGHT ELECTIVES

ELECTIVES -- Eighth grade students will rank electives either choosing one elective and one world language or three electives with no world language to complete their schedule. Electives meet every other day throughout the school year, except world language, which meets every day throughout the school year.

Art & Music Electives

- Art
- Band
- Jazz Band
- Chorus
- Honors Chorus
- Piano/Keyboard
- Theatre Arts (if enrollment allows)
- World Music (if enrollment allows)

Technology & Engineering Elective

- Coding: Building Your Digital World

Wellness Elective

- Recreational Games (if enrollment allows)

World Languages

- French
- Spanish

LIBRARY

LIBRARY -- The library provides services and programs to support the staff and students. We offer many opportunities to support information literacy, technology integration and lifelong reading/learning. Students visit the library with their classes to work on various projects, using print or online resources to complete research and/or technology integrated projects. They are given daily opportunities (before school, after school or during their SSR) to borrow books and are encouraged to borrow books throughout the year. Also, the library offers many activities during the year, such as the Summer Reading Program, Battle of the Books, and book discussions.

Curricular Projects
Research projects that promote and instruct in information literacy skills and technology skills are collaboratively developed and co-taught with the classroom teacher and the librarian. These projects are rigorous, relevant, authentic and fun! These projects address research strategy skills such as: defining tasks and questions; developing search strategies for both print and electronic resources; evaluating resources; extracting information and note-taking; communicating knowledge; and referencing sources.

GUIDANCE AND LIBRARY ORIENTATION

At the beginning of grade seven, all of our new students receive two types of orientation programs, one for **Guidance** and one for the school's **Library Media Center**.

GUIDANCE ORIENTATION -- The Guidance Department meets with the seventh grade to assist in their transition to middle school, familiarizing them with the services provided by the Guidance department and how to access those services. Additionally, the Guidance department meets with the eighth grade to review expectations, opportunities and transitions to the high school. Guidance also schedules a presentation by the district attorney's office on Teen Safety (internet safety, cyber-bullying, what children are at risk for, and how to monitor and prevent unsafe choices) for all students and parents.

LIBRARY ORIENTATION -- For grade seven student orientation, the school librarian meets with all students to provide a complete overview of the Library Media Center. At the beginning of the year, students come to the library and set up their online accounts and learn about library resources. Students will also learn how to perform research, how to integrate technology, and how to utilize 21st century literacy skills.

STUDENT SUPPORT PROGRAMS

ENGLISH FOR CONTENT -- This course is a skills-based course for both 7th and 8th grade that provides English Language Learners with explicit instruction in the skills they need to become proficient in reading, writing, listening, and speaking in the English language. Students will build their vocabulary and learn strategies to access content knowledge across the curriculum.

AFTER SCHOOL ACTIVITIES

The middle school years are a great time for students to continue developing their existing interests and talents, as well as a time to explore new activities and potential interests. Silver Lake Regional Middle School offers a broad range of clubs, activities, sports teams, and intramurals for our students to join. Some activities last for a quarter of the year, some for half the year and some continue throughout the year. Watch for posters and listen to morning announcements telling when these activities will be offered and how students can get involved. Here is a menu of some of the offerings for our students to consider.

Please note that these offerings change from year to year depending on student interests and teacher leaders.









- ★ **Student Council**
- ★ **Amity Ambassadors**
- ★ **Best Buddies**
- ★ **SMAD**
- ★ **Drama Club**
- ★ **Robotics Club**
- ★ **Yearbook Club**
- ★ **Art Club**
- ★ **History Bee**
- ★ **Engineering Club**
- ★ **Games Club**
- ★ **School Newspaper**
- ★ **Basketball Team**
- ★ **Cross Country Team**
- ★ **Track**







The school's intramural program offers many sports and fitness activities after school as an extension of the Wellness curriculum. All students who participate in intramural sports will be expected to pay a one time intramural activity fee.