

Pembroke Community Middle School

Program of Studies 2025-2026



**559 School Street
Pembroke, MA 02359**

<http://pcms.pembrokek12.org/pages/PembrokeCommunityMS>

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PEMBROKE COMMUNITY MIDDLE SCHOOL

Program of Studies 2025-2026

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*Approved by Pembroke School Committee, pending town approval of the
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Portrait of a Pembroke Titan

To ensure alignment with the New England Association of Schools and Colleges (NEASC) Standards for Accreditation, Pembroke High School has developed a Vision of the Graduate, which we call the Portrait of a Pembroke Titan. This Portrait identifies the transferable skills, knowledge, understandings, and dispositions necessary for college and career readiness.

Our Portrait of a Pembroke Titan contains four pillars vital to future success. Our vision is to develop our graduates into Empowered Learners, Effective Communicators, Engaged Citizens, and Meaningful Collaborators.

This vision for all Pembroke High School graduates aligns with Pembroke Public School's core values and beliefs about learning. It is central to driving our district's efforts to improve student learning, professional practices, learning support, and providing and allocating learning resources.

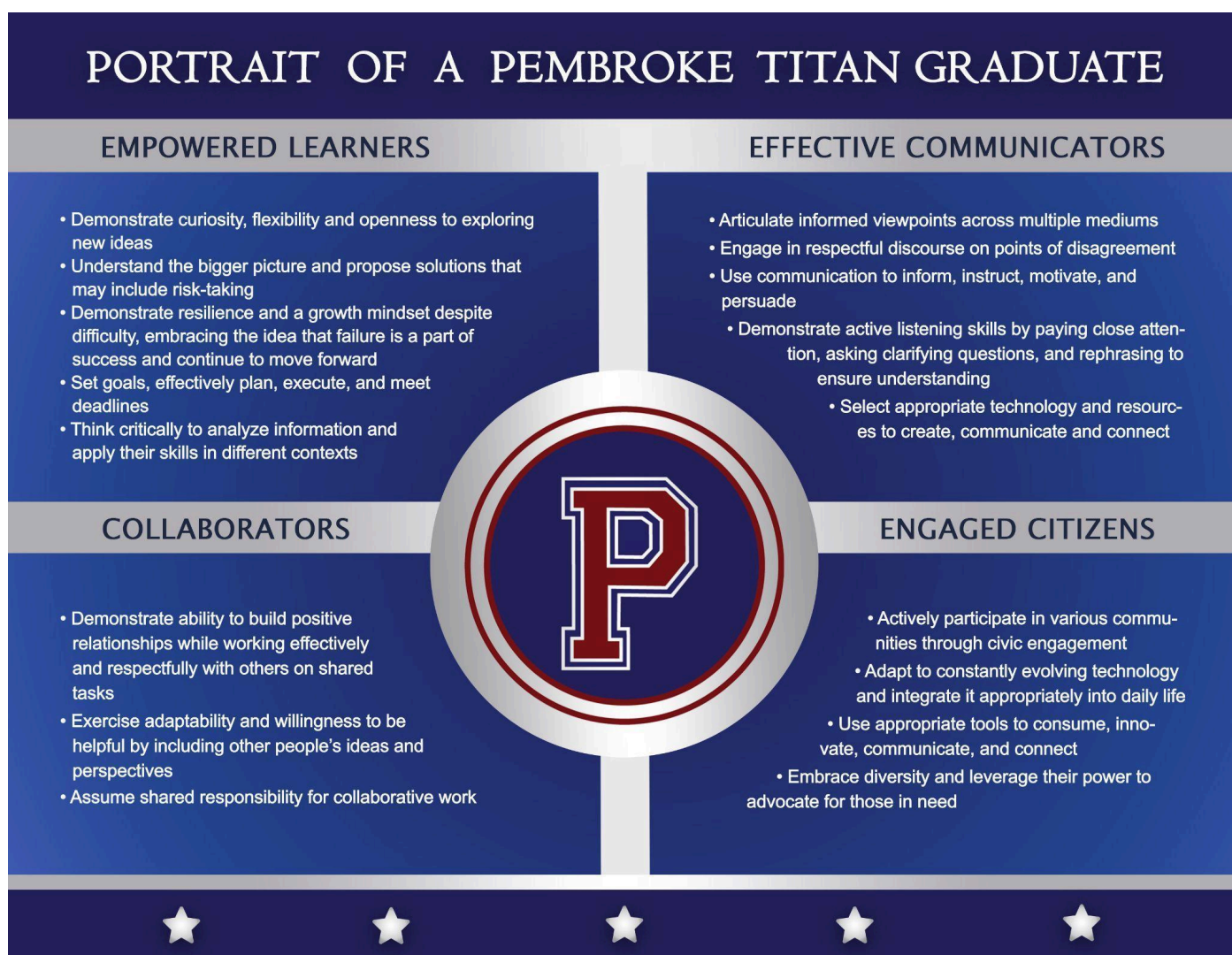


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ENGLISH LANGUAGE ARTS

All PCMS English Language Arts (ELA) courses align with the 2017 Massachusetts State Curriculum Frameworks, written to explicitly define knowledge and skills students must master to prepare for college and career readiness by the end of twelfth grade. These standards progressively spiral up through each grade level, addressing three major shifts in ELA instruction: 1) regular practice with complex texts and their academic language; 2) reading, writing, and speaking grounded in evidence from texts, both literary and informational; and 3) building knowledge through content-rich nonfiction. Students should select an accelerated pathway in ELA only if they consistently demonstrate mastery beyond grade level in their ELA coursework, and their assessment scores consistently exceed expectations.

ENGLISH 7

This class emphasizes writing and reading, both short and long pieces, for a variety of purposes and audiences. As outlined in the 2017 Massachusetts State ELA Curriculum Frameworks, students will further develop communication skills through acquisition and application of vocabulary and language conventions. They will write narrative, expository, and argumentative essays, completing both long and short compositions each term. In addition, students will demonstrate their learning through oral presentations, projects, classroom specific and common assessments. Students will be regularly assessed on their acquisition, knowledge, and ability to use increasingly complex language structures through the No Red Ink assessment program. Units of study will address such questions as: “Why does some literature stand the test of time even though the language may be challenging to us?” and “How does conflict (external/internal) help build/reflect character in literature and in life?” In addition to a vast selection of stories, poems, articles, and essays, literary selections may include: *Freak the Mighty*, *The Outsiders*, and *Black Brother, Black Brother*.

ACCELERATED ENGLISH 7

This class is for highly motivated students who have consistently demonstrated grade level mastery of content as outlined in the 2017 Massachusetts State ELA Curriculum Frameworks. Students in the accelerated level read and write more frequently and progress to more sophisticated independent interactions with the course content. Students will acquire and apply advanced vocabulary and language conventions. They will write narrative, expository, and argumentative essays, completing several multiple draft process pieces as well as short and long compositions. In addition, students will demonstrate their learning through oral presentations, projects, classroom specific and common assessments. Students will be regularly assessed on their acquisition, knowledge, and ability to use increasingly complex language structures through the No Red Ink assessment program. Units of study will address such questions as: “Why does some literature stand the test of time even though the language may be challenging to us?” and “What are some of the big questions (universal themes) of literature in the past as well as

the modern era”? In addition to a vast selection of stories, poems, articles, and essays, literary selections may include: *Roll of Thunder, Hear My Cry*; *The Outsiders*; *The True Confessions of Charlotte Doyle*; *The Giver*; and *Black Brother, Black Brother*.

ENGLISH 8

This class continues the emphasis on writing and reading begun in grade 7, while probing the course’s overarching essential question: What ideas link humans across time, distance, and literature? As outlined in the 2017 Massachusetts State ELA Curriculum Frameworks, students will further develop communication skills through acquisition and application of vocabulary and language conventions. Students will write a minimum of one longer composition and four shorter compositions each quarter. In addition, students will demonstrate their learning through presentations, projects, tests, common assessments, and quizzes. Students will be regularly assessed on their acquisition, knowledge, and ability to use increasingly complex language structures through the No Red Ink assessment program. This year’s writing will emphasize synthesizing evidence from multiple readings to support claims. Units of study will address such questions as, “How can reading literature across time and cultures create connections between those gaps?” Students will read a variety of short stories, poems, and informational pieces. In addition, teachers will select from a list of appropriate novels and plays; such as, *Milkweed*, *The Hobbit*, *Seedfolks*, *The Call of the Wild*, *Absolutely True Diary of a Part Time Indian*, and *If I Ever Get Out of Here*.

ACCELERATED ENGLISH 8

This class is for highly motivated students who have consistently demonstrated grade level mastery of content as outlined in the 2017 Massachusetts State ELA Curriculum Frameworks, and whose assessment scores consistently demonstrate advanced proficiency. Students at the accelerated level read and write more frequently and progress to more sophisticated independent interactions with the material, while probing the course’s overarching essential question: What ideas link humans across time, distance, and literature? In addition to frequent writing, students will demonstrate their learning through presentations, projects, tests, common assessments, and quizzes. Students will be regularly assessed on their acquisition, knowledge, and ability to use increasingly complex language structures through the No Red Ink assessment program. Units of study will address such questions as: “How does the author’s style impact a piece of literature?” and “How can reading literature across time and cultures create connections between those gaps?” Students will read a variety of challenging short stories, poems, and informational pieces. In addition, teachers will select from a list of appropriate novels and plays; such as, *The Book Thief*, *Milkweed*, *The House on Mango Street*, *The Hobbit*, *The Call of the Wild*, *Absolutely True Diary of a Part Time Indian*, and *If I Ever Get Out of Here*.

LITERACY 7

This course is for students concurrently enrolled in grade level ELA who need additional literacy instruction. The course is designed to reinforce concepts from the grade level

curriculum as well as to strengthen students' reading comprehension, vocabulary, and conventions of language to independently access a variety of complex texts. Students will also make use of recognized test-taking and writing strategies. A significant portion of the course involves the use of IXL-a computer-based assessment and learning tool for language acquisition. This course will meet every other day. Enrollment in Literacy is based on students' prior ELA grades, state assessment scores, and teacher recommendations.

LITERACY 8

This course is for students concurrently enrolled in grade level ELA who need additional literacy instruction. The course is designed to reinforce concepts from the grade level curriculum as well as to strengthen students' reading comprehension, vocabulary, and conventions of language to independently access a variety of complex texts across all content areas. Students will also make use of recognized test-taking and writing strategies as well as work on executive functioning skills. This course will meet every other day. A significant portion of the course involves the use of IXL-a computer-based assessment and learning tool for language acquisition. Enrollment in Literacy is based on students' prior ELA grades, state assessment scores, and teacher recommendations.

The pathway to enrollment in honors level Grade 9 ELA-Genre Studies at the high school is to earn an A- or better in eighth grade ELA, a B- or better in Accelerated ELA, or a teacher recommendation.

GUIDANCE DEPARTMENT

PCMS students are assigned a school counselor who will loop with them from 7th to 8th grade. Their assigned school counselor will be their classroom teacher for their 21st Century Skills class. The counseling program at PCMS is defined by three broad goals in alignment with the American School Counselor Association (ASCA) National Model:

Academic Development: To assist students with educational progression and planning so that they will be academically prepared to meet the challenges of high school, be college and career ready as well as have a broad range of post-secondary options to choose from.

Career Development: To help students make informed personal, educational and career choices by learning how to make sound decisions, identifying and setting long-term and short-term goals, and identifying a pathway to reach those goals.

Personal and Social Development: To help students develop interpersonal skills, such as respecting and accepting differences in others, conflict resolution, and how to effectively communicate.

In addition to the ASCA National Model, the curriculum is also informed by the Massachusetts Health Curriculum Frameworks. School counseling services are provided to students through individual and group counseling as well as through classroom lessons in 21st Century Skills.

21ST CENTURY SKILLS

The 21st Century Skills class focuses on developing skills such as: communication, collaboration, critical thinking, creativity and career exploration. The lessons are interactive and encourage collaboration with peers to foster student self-exploration. Students are taught the skills necessary to be productive members of the school community and beyond. Topics include organization, study skills, conflict resolution, respecting diversity, bullying and making good decisions. Career exploration and post-secondary planning are important components of the curriculum through which students learn the research, planning, and critical thinking skills necessary to achieve their goals. Decision making is highlighted throughout the curriculum in units on bullying prevention and social conflict, stress management, substance abuse and refusal skills. Students are engaged regularly in dynamic lessons that accommodate all learning styles and energy levels. This course is taught by the middle school counselors. Classes are tailored to each grade level. This is a full year course. The class meets once within every 6-day cycle.

MATHEMATICS

The Pembroke Public Schools mathematics courses grades 7 – 12 are based on the new Massachusetts Curriculum Framework for Mathematics according to the recommended Department of Elementary and Secondary Education course pathways (<https://www.doe.mass.edu/instruction/>).

Mathematics Pathways 7-12

High School mathematics will culminate for many students during 12th grade with courses such as Pre-calculus and/or Advanced Quantitative Reasoning. Although this would represent a robust and rigorous course of study, some students will seek the opportunity to advance to mathematics courses beyond those included in the Massachusetts Framework (AP Calculus AB, AP Calculus BC, Honors Calculus, or AP Statistics). The accelerated courses in 7th and 8th grade are “compacted” versions of the traditional pathway where no content is omitted, in which students would complete the content of 7th grade, 8th grade, and the high school Algebra One course in grades 7 and 8. This will enable them to reach Calculus by their senior year of high school. The non-compacted or regular pathway assumes mathematics in each year of high school and leads directly to preparedness for college and career readiness. Please note that for students who study the 8th grade standards in grade 8, there are pathways within high school for students seeking the opportunity to complete Calculus in high school. Alternative pathways may be completed with department head approval and might include summer bridge programs, summer coursework, online courses, concurrent enrollment in two high school math courses, or college dual enrollment.

MATH 7

Students enrolled in Math 7 will complete all the standards for mathematics for grade 7 as set forth by the Massachusetts Framework for Mathematics which leads directly to

preparedness for college and career readiness. Standards for the course come from the following conceptual categories: Ratios and Proportional Relationships, the Number System, Expressions and Equations, Geometry, and Statistics and Probability.

ACCELERATED MATH 7

Students enrolled in Accelerated Math 7 will complete all the standards for mathematics for grade 7 and approximately half of the standards for mathematics for grade 8 as set forth by the Massachusetts Framework for Mathematics which leads directly to preparedness for college and career readiness. Standards for the course come from the following conceptual categories: Ratios and Proportional Relationships, the Number System, Expressions and Equations, Functions, Geometry, and Statistics and Probability.

MATH PATHWAYS 7-12						
Grade	7	8	9	10	11	12
Pathway 1	Accelerated Math 7 & STEM LAB 7	Accelerated Math 8 & STEM LAB 8	Honors Geometry	Honors Algebra II	Honors Pre-calculus	AP Calculus AB AP Calculus BC Honors Calculus AP Statistics
Pathway 2	Math 7 & STEM LAB 7	Math 8 & STEM LAB 8	Algebra I	Geometry	Algebra II	Pre-calculus Advanced Quantitative Reasoning AP Statistics
Pathway 3	Math 7 & STEM LAB 7	Math 8 & STEM LAB 8	Applied Integrated Math I	Applied Integrated Math II	Applied Integrated Math III	Advanced Quantitative Reasoning

MATH 8

Students enrolled in Math 8 will complete all the standards for mathematics for grade 8 as set forth by the Massachusetts Framework for Mathematics which leads directly to preparedness for college and career readiness. Standards for the course come from the following conceptual categories: The Number System, Expressions and Equations, Functions, Geometry, and Statistics and Probability.

ACCELERATED MATH 8

Students enrolled in Accelerated Math 8 will complete approximately half of the standards for mathematics for grade 8 and all the High School Algebra I standards for mathematics as set forth by the Massachusetts Framework for Mathematics which leads directly to preparedness for college and career readiness. Standards for the course come from the following conceptual categories: Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability.

STEM LAB

This course utilizes technology, collaborative problem solving, and critical thinking skills to develop students' understanding of science, technology, engineering, and math as set forth in the Massachusetts Curriculum Frameworks for STE and Mathematics. This problem-based course blends three units from Project Lead the Way (PLTW) in addition to a series of engineering problems from the National Center for Technological Literacy and the Museum of Science. These STEM projects encourage student-teams to solve multi-faceted problems framed in the context of real world situations such as: designing transportation systems, designing structural components to climb Mount Everest, designing and developing a therapeutic toy for students with cerebral palsy, fighting disease in the Amazon, designing and developing a physical computing device, interactive art installation, or wearable, planning and developing code for microcontrollers that bring their physical designs to life, and solving a community problem by developing a mobile app solution. Interactive virtual manipulatives, web-based science and mathematics games, and video lessons are used throughout the course to further students' understanding. This course is held every other day and is grade specific.

MATH FOUNDATIONS

This course is for students concurrently enrolled in grade level math who need additional mathematics instruction. The course is designed to reinforce concepts from the grade level curriculum as well as to strengthen students' mathematical reasoning and problem-solving skills, improve their ability to communicate mathematically, and make use of recognized test-taking strategies. Enrollment in Math Foundations is based on students' prior math grades, state assessment scores, and teacher recommendations.

PHYSICAL EDUCATION

Physical education classes follow the Massachusetts Curriculum Health Frameworks and are taught by state-certified physical education teachers. Students have physical education class every other day. Students are required to wear appropriate clothing and footwear to participate.

PHYSICAL EDUCATION (grades 7 & 8)

Through physical education classes, students can gain knowledge and fitness skills to enhance well-being, and to acquire skills that promote a healthy lifestyle. Students will be exposed to a variety of activities - including but not limited to yoga, project adventure, volleyball, badminton, FitnessGram, flag rugby, handball, rowing, ultimate frisbee and many traditional team games with rule modifications for all levels of play. The emphasis will be on lifetime health and fitness through movement. Students are given the opportunity to develop an understanding of and appreciation for movement in the promotion of positive relationships with others, improved self-esteem, and confidence.

Students will also be involved in a variety of educational topics including nutrition, yoga, and the importance of inclusive and adaptive environments.

STRENGTH & CONDITIONING

(term-based elective: offered in both grades)

This Strength and Conditioning/Health and Wellness course is designed to provide students with a comprehensive foundation in physical fitness, health, and overall well-being. The course aligns with the Massachusetts Comprehensive Health and Physical Education Framework, approved in September 2023, emphasizing the importance of weight training, cardiovascular fitness, and holistic wellness

Students will learn age-appropriate training principles associated with different modes of strength training. The course will cover the components of fitness including, strength, flexibility, nutrition, health and wellness.

In addition to physical fitness, the course will address mental and emotional health, personal safety and nutrition. Students will develop essential skills for improving every aspect of their health and will be encouraged to reflect on their personal wellness.

SCIENCE

Science courses are fully aligned to the learning standards of science as defined in the Massachusetts Science and Technology/Engineering Curriculum Frameworks. The Pembroke Community Middle School science program seeks to foster students' scientific literacy through the spiraling and exploration of life science, physical science and earth science. Science allows students to explore the natural world around them. More importantly, students will develop inquiry and analysis skills to understand scientific questions, develop an understanding and use of the eight science practices as well as the ability to analyze data and interpret results. This process should raise social and ethical issues related to the impact of science and technology on our society and attempt to create a sense of responsibility and awareness in students regarding the environment. Students will also learn to approach problems allowing them to acquire skills and knowledge to become scientifically literate citizens.

SCIENCE 7

The OpenSciEd curriculum is used to guide students to develop a scientific understanding of their world. Students follow a storyline that begins with a phenomenon and engages them in the scientific process to uncover foundational scientific principles. Experimentation and student discourse are integral to the community of learners as they work together solving the mysteries of life, physical and earth sciences. Students follow the DESE recommended order to master each of the 2016 Massachusetts Science and Technology/Engineering Standards.

In grade 7, students pursue understanding of the following concepts:

- [Contact Forces](#): Why do things sometimes get damaged when they hit each other?
- [Thermal Energy](#): How can containers keep stuff from warming up or cooling down?
- [Matter Cycling & Photosynthesis](#): Where does food come from and where does it go next?
- [Ecosystem Dynamics & Biodiversity](#): How does changing an ecosystem affect what lives there?
- [Earth's Resources & Human Impact](#): How do changes in the Earth's system impact our communities and what can we do about it?
- [Natural Hazards](#): Where do natural hazards happen and how do we prepare for them?

SCIENCE 8

Students will be recommended for biology (in grade 9) based on their grade 8 science grades, their ELA placement and teacher recommendations.

The OpenSciEd curriculum is used to guide students to develop a scientific understanding of their world. Students follow a storyline that begins with a phenomenon and engages them in the scientific process to uncover foundational scientific principles. Experimentation and student discourse are integral to the community of learners as they work together solving the mysteries of life, physical and earth sciences. Students follow the DESE recommended order to master each of the 2016 *Massachusetts Science and Technology/Engineering Standards*.

In grade 8, students pursue understanding of the following concepts:

- [Chemical Reactions & Matter](#): How can we make something new that was not there before?
- [Chemical Reactions & Energy](#): How can we use chemical reactions to design a solution to a problem?
- [Metabolic Reactions](#): How do things inside our bodies work together to make us feel the way we do?
- [Genetics](#): Why are living things different from one another?
- [Natural Selection & Common Ancestry](#): How could living things today be connected to the things that lived long ago?
- [Weather](#): Why does a lot of hail, rain, or snowfall at some times and not others?

SCIENCE PATHWAYS 7-12						
Grade	7	8	9	10	11	12

Pathway 1	Grade 7 Science	Grade 8 Science Accelerated ELA	Honors Biology	Honors Chemistry	Honors Physics AP Biology AP Chemistry Honors Anatomy & Physiology Environmental Engineering Forensics Zoology Marine Biology	AP Physics AP Biology AP Chemistry Honors Physics Honors Anatomy & Physiology Environmental Engineering Forensics Zoology
Pathway 1 : <i>Recommended Math Courses</i>			<i>Honors Geometry</i>	<i>Honors Algebra II</i>	<i>Pre-Calculus</i>	<i>AP Calculus AB AP Calculus BC Honors Calculus AP Statistics</i>
Pathway 2	Grade 7 Science	Grade 8 Science	College Biology	College Chemistry	College Physics Honors Anatomy & Physiology Environmental Engineering Forensics Zoology Marine Biology	College Physics Honors Anatomy & Physiology Environmental Engineering Forensics Marine Biology Zoology
Pathway 2: <i>Recommended Math Courses</i>			<i>College Algebra I</i>	<i>College Geometry</i>	<i>Algebra II</i>	<i>Pre-Calculus Advanced Quantitative Reasoning AP Statistics</i>

INTRODUCTION TO PROGRAMMING: Animation, Drones, Games, and Micro:bits

(term-based elective: offered in each grade)

This course will introduce students to block and text code. The stories, games, puzzles, and projects engage students in computational thinking skills. Students will learn: how to create and animate characters, add background and sounds, program an animated greeting card, generate music using musical notes, make objects appear and disappear, create a button using Art Studio, program a micro:bit to create a wireless project to send/receive messages and to play games such as rock, paper, scissors, and to execute block/Python/Javascript code to fly small indoor friendly drones.

MEDICAL DETECTIVE

(term-based elective: Grade 8)

Students play the role of real-life medical detectives as they collect and analyze medical data to diagnose disease. They solve medical mysteries through hands-on projects and labs, measure and interpret vital signs, dissect a sheep brain, investigate disease outbreaks, and explore how a breakdown within the human body can lead to dysfunction.

Students discover how healthcare professionals act as medical detectives to identify, treat, and prevent illness in their patients. Students collect and interpret vital signs to evaluate patient health, explore different infectious disease agents, and design and conduct experiments to test the effectiveness of antibiotics on bacteria. Students are introduced to the human body as a collection of body systems, with a focus on the nervous system. Students investigate how the nervous system collects information from the outside world, moves this information through neurons, processes this information in the brain, and initiates the body's response accordingly. Students learn about outbreaks as a mysterious toxin is endangering the health of a community. Using their understanding of human body systems, students describe how the suspected toxin has impacted the health of the patient as they analyze symptoms and perform lab analyses of patient samples to identify the culprit and determine how it's spreading.

SOCIAL STUDIES

Social Studies courses are fully aligned to the 2018 Massachusetts Frameworks for History and Social Sciences. Additionally, the curriculum incorporates the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Emphasis is placed on helping students develop historical thinking skills, 21st century literacy skills, demonstrating global and civic awareness through effective application of critical thinking, analytical reading and writing, as well as listening and speaking skills. Two programs: IXL and Newsela are used in social studies courses to continually assess students' historical content knowledge, their literacy skills, and their ability to analyze and interpret a variety of primary and secondary historical documents.

SOCIAL STUDIES 7: WORLD GEOGRAPHY AND ANCIENT CIVILIZATIONS II

Grade 7 continues the sequence from grade 6, studying the development of ancient and classical civilizations and physical geography of Asia, Oceania, and Europe. 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?" Throughout the year students examine, analyze, and respond to historical (primary and secondary) documents, embedding textual evidence in their writing. Students will complete multiple analytical and extended writing assignments. Students also conduct an extensive research project on ancient Greece, during which they further develop and demonstrate effective note-taking skills, fluent research writing (in particular, writing to defend an argument) and proper source citation in MLA format. In accordance with MA S2557, *An Act Concerning Genocide Education*, students will examine genocide and the ongoing violation of basic universal human rights experienced by targeted populations within the global community as well as the role of the United Nations and member nations in preserving and protecting basic human rights. Throughout the year, units in civics are embedded within the curriculum-focusing on the responsibilities of citizens throughout time and in a democratic society.

SOCIAL STUDIES 8: UNITED STATES AND MASSACHUSETTS GOVERNMENT AND CIVIC LIFE

As directed by the 2018 MA History/Social Science Frameworks, 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. Students 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?” Throughout the year students examine, analyze, and respond to both primary and secondary sources/documents. In doing so, students learn how to properly embed textual evidence in their writing in order to support a thesis statement. Students will complete multiple analytical and extended writing assignments. Students also conduct an extensive research project, during which they further develop and demonstrate effective note taking, fluent research writing, and proper source citation in MLA format. This course is focused on building students’ knowledge of the core principles of American Government and civic participation in a democratic society. In accordance with MA-S2631, *An Act to Promote and Enhance Civic Engagement*, all students will be afforded the opportunity to engage in a non-partisan civics-action project. Guided by their instructors, students will research a community need or civic question, research and formulate possible solutions, and present those solutions--taking civic action to learn how to use their voice for positive change in their community.

The pathway to enrollment in honors level World History at the high school is to earn an A- or better in eighth grade Civics and Government or a teacher recommendation.

MODEL UNITED NATIONS-GLOBAL CULTURES

(term-based elective: Grade 7)

Using the Model UN framework, students will have the opportunity to examine a wide variety of functions of the United Nations (UN) and how the UN deals with crucial world problems. Students will gain insight into how nations, both singularly and collectively, cope with crises such as: poverty, disease, hunger, population growth, human rights, political instability, war, terrorism, and others. Students will also develop a perspective of how other nations view the United States and the role of America in the world community. However, this course seeks to go beyond a knowledge of just the UN and develop students who have an appreciation for global cultures, history, politics, art, cuisine, music, and elements of popular culture. By blending media literacy skills, debate and discussion skills, and skill sets involved in preparing foods, creating and curating textiles/fashion-design, as well as research and analyzing popular cultural movements (i.e. media, dance, art, music)—students will gain a knowledge and appreciation of cultures outside of the United States as well as create links between different cultural movements that spread across the globe.

VISUAL & PERFORMING ARTS

Students in the Visual Arts and Music elective courses experience a comprehensive and sequential curriculum taught by certified education specialists with electives in specialized areas.

In the Visual Arts students will learn about the work of great world artists in all cultures and develop an appreciation for their contributions to world civilization. Course offerings are established based on the standards contained in the 2019 Massachusetts Arts Curriculum Framework. Standards for Visual Arts include: Methods, Materials, and Techniques, Elements and Principles of Design, Observation, Abstraction, Invention, and Expression, Drafting, Revision, and Exhibiting Critical Response.

In Music courses, students will develop their creative potential through comprehensive study and performance opportunities. These courses are designed to enhance critical listening skills, develop aesthetic appreciation and understanding of many musical and dramatic styles, develop musical literacy, and acquire knowledge of great musical literature and their composers and authors. Course curriculum is based on the standards contained in the Massachusetts State Framework and the National Standards for Music Education.

CHORUS

(term-based elective: mixed grades)

This is a course designed to teach the fundamentals of group vocal technique specific to the needs of the adolescent changing voice. No prior chorus experience is necessary! Students will master the content of the course through listening, singing choral music from a wide variety of genres, including popular and A Cappella songs, and performing. Successful completion of the course will result in students' ability to sing and perform on stage with confidence; sing with proper posture, intonation, breath support, and blend; and identify, understand, and respond to musical symbols and terms. Students should be able to match pitch and have a sense of melodic and rhythmic contours. Chorus is a performance-based class and concert participation is mandatory. Students are offered a chance to audition for Junior S.E.M.S.B.A. and Southeastern Junior District Music Festivals. Appropriate concert attire consisting of a white shirt and black pants is required. Chorus will have both 7th and 8th grade students. Upon successful completion of this course, students should be able to:

- Sing and perform with confidence
- Sing with proper posture, intonation, tone, breath support, and blend
- Sing independently from the other sections in the choir while being aware of harmony, balance, and blend
- Identify, understand, and respond to musical symbols and terms
- Respond to conducting gestures appropriately
- Develop fundamental singing and performing habits

BAND (grade specific, year-long elective)

(year-long elective: offered in each grade)

The band will provide students with an excellent opportunity for musical expression in a variety of surroundings. The band performs at school and community events, and seasonal concerts. Successful completion of the course will result in students' ability to play and perform on stage with confidence; play with proper posture, intonation, breath support, and

blend; and identify, understand, and respond to musical symbols and terms. This is a performance-based class and participation at all events is mandatory. The grade 8 band builds on what is learned in 7th grade and the grade-level literature is expanded and requires greater technical facility. Students with exceptional talent are offered a chance to audition for Junior S.E.M.S.B.A. and Southeastern Junior District Music Festivals. Students must be proficient in both playing an instrument and reading music to participate in the band. Upon successful completion of this course, students should be able to:

- Work effectively, both individually and as ensemble members
- Acquire music skills related to instrumental performance and apply this knowledge to the concert repertoire
- Demonstrate acceptable performance etiquette
- Demonstrate personal, social, and civic responsibility through school and community performances
- Respond to conducting gestures appropriately

ORCHESTRA

The orchestra will provide students with an excellent opportunity for musical expression in a variety of surroundings. The orchestra performs at school and community events, and seasonal concerts. Successful completion of the course will result in students' ability to play and perform on stage with confidence; play with proper posture, intonation, technique, and blend; and identify, understand, and respond to musical symbols and terms. This is a performance-based class and participation at all events is mandatory. Students with exceptional talent are offered a chance to audition for Junior S.E.M.S.B.A., and Southeastern Junior District Music Festivals. Students must be proficient in both playing an instrument and reading music to participate in the orchestra. Orchestra students will meet several times a week during Titan Time. Upon successful completion of this course, students should be able to:

- Work effectively, both individually and as ensemble members
- Acquire music skills related to instrumental performance and apply this knowledge to the concert repertoire
- Demonstrate acceptable performance etiquette
- Demonstrate personal, social, and civic responsibility through school and community performances
- Respond to conducting gestures appropriately

ART 7

(term-based elective: Grade 7)

This course exposes students to a variety of art materials, develops art techniques, and uses creative thinking skills to express ideas and viewpoints about personal experiences and the world through the concept of transformation. Students will produce meaningful and unique drawings, paintings, prints, sculptures, ceramics and crafts in a studio setting.

Students will study artists and their works to gain understanding of the artistic process and learn about art produced at different times and in diverse cultures.

ART 8

(term-based elective: Grade 8)

This course involves further development and refinement of skills learned in Art 7, continues to increase visual sensitivities, and challenges students on a more sophisticated level according to their experience. Students learn to use a variety of art media, non-traditional materials, tools and equipment to compose, construct, and form functional and decorative artworks. Students will build knowledge, refine skills, improve techniques and craftsmanship to meet challenges and solve problems in unique ways.

ART 1

(semester-based elective: Grade 7)

This course exposes students to a variety of art materials, develops art techniques, and uses creative thinking skills to express ideas and viewpoints about personal experiences and the world through the concept of transformation. Students will produce meaningful and unique drawings, paintings, prints, sculptures, ceramics and crafts in a studio setting. Students will study artists and their works to gain understanding of the artistic process and learn about art produced at different times and in diverse cultures.

ART 2

(semester-based elective: Grade 8)

This course involves further development and refinement of skills learned in Art 1, continues to increase visual sensitivities, and challenges students on a more sophisticated level according to their experience. Students will work with a variety of materials that can include; clay, paint, paper mache, ink & wire. In addition, a unit introducing students to create digital art will be incorporated. Students will build knowledge, refine skills, improve techniques and craftsmanship to meet challenges and solve problems in unique ways. This is a semester-long elective.

FUNDAMENTALS OF ART

(year-long elective: Grade 8)

Fundamentals of Art is a year-long course and is only open to grade 8 students. It is a challenging extension of 7th grade art courses and is geared towards those students who excel in the area of art. This course will focus on the elements and principles of art: line, shape, color, value, and space. Art vocabulary and a variety of media will continue to be explored. A sketchbook is required. Successful completion of Fundamentals of Art could allow students to enter the honors level art course pathway at the high school that can lead to taking AP Studio Art in grade 11. Students will have the opportunity through this course to build a portfolio of art.

DRAMA 1

(semester-based elective: Grade 7)

Drama 1 is an exploratory class. Students will have the opportunity to perform various short skits in front of their peers, study Shakespeare, write and perform short monologues, and work cooperatively to produce, write, and act in a trailer and/or movie. Upon successful completion of this course, students should be able to:

- Demonstrate acting skills of selected and approved literature
- Demonstrate knowledge of theatrical stage terms
- Perform on stage in front of others with proper projection, enunciation, and characterization skills

DRAMA 2

(semester-based elective: Grade 8)

Drama 2 builds upon skills learned in the Drama 1 course. Students in Drama 2 become acquainted with several selected areas of theatre including, presentation and technical work. Students gain advanced knowledge and appreciation of the theatre through study and performance. Public and in-class performance are a central feature of this class. Students are assessed on pre production tasks and through in-class and public performances. Units of Study: Advanced Theatre Terminology, Scene writing, Theatre History, Ensemble Performance (solo and collaborative), Career Exploration, and Theatre Etiquette.

WORLD LANGUAGES

Seventh grade students can elect to take a full-year World Language course in French or Spanish. World Language courses are designed to develop a basic level of competency in the area of study. Students read, write, listen, and speak in each language and increase their understanding and appreciation of world cultures. World Language students should be prepared to spend time outside of class to review and study independently.

In the eighth grade, students will continue with their seventh-grade language choice. Successful completion of the two-year middle school program and a teacher recommendation enables students to move on to French II or Spanish II at College Prep or Honors level at the high school.

FRENCH ~ Grade 7

Students will learn to discuss topics such as telling time, weather and basic greetings. They will be able to express their likes, dislikes, and describe themselves and others, talk about their school day and conjugate regular and irregular verbs in the present tense. While learning the basic concepts of the French language and grammar, students will engage in critical thinking to investigate, explain, and reflect as they compare French language and cultures with their own. Students will also be introduced to holidays and celebrations in France and French speaking regions in North America.

FRENCH ~ Grade 8

In this course, students will further develop their French speaking, listening, reading, and writing skills. Topics to be studied will include food, daily lifestyles and leisure activities, family and friends, and transportation. Students will be able to narrate in the present, present progressive, and simple future tense using regular and some irregular verbs. Students will gain an insight into the cultural perspectives of the French speaking cultures outside of France (Europe and Africa).

SPANISH ~ Grade 7

Students will learn to discuss topics such as telling time, weather and basic greetings. They will be able to express their likes, dislikes, and describe themselves and others, talk about their school day and conjugate regular and irregular verbs in the present tense. While learning the basic concepts of Spanish language and grammar, students will engage in critical thinking to investigate, explain, and reflect as they compare the Spanish language with their own. This further develops students' understanding of their own language. Students will also be introduced to holidays and cultures of Mexico and Latin America.

SPANISH ~ Grade 8

In this course, students will further develop their Spanish speaking, listening, reading, and writing skills. Topics to be studied will include food, daily lifestyles and leisure activities, family and friends, and transportation. Students will be able to narrate in the present, present progressive, and simple future tense using regular and some irregular verbs. Students will gain an insight into the cultural perspectives of the Spanish speaking cultures.

PCMS Elective Offerings overview

Each grade level at PCMS has several options to choose from with regards to student's elective choices.

Grade 7 elective options

Seventh grade students have four elective options to choose from*:

1. Term electives (Model UN, Intro to Programming, Art 7 and Strength & Conditioning)
2. Semester electives (Art 1 & Drama 1)
3. Full year elective (Band 7)
4. Full year elective (G7 & 8 Chorus)

*G7 Students will make 2 elective choices out of the four elective choices offered during the course selection process. Students will typically be scheduled with one of their top 2 choices.

Seventh Grade elective offerings				
	Full Year			
	Semester 1		Semester 2	
	Term 1	Term 2	Term 3	Term 4
G7 Term-long electives	Model UN (G7)	Intro to CP	Art 7	Strength & Conditioning
G7 Semester-long electives	Drama 1 (G7)		Art 1	
G7 Full Year elective	Band 7 (G7)			
G8 Full Year elective	Chorus (G7/8- mixed grade elective)			

Grade 8 elective options

Eighth grade students have five elective options to choose from*:

1. Term electives (Medical Detective, Intro to Programming, Art 8 and Strength & Conditioning)
2. Semester electives (Art 2 & Drama 2)
3. Full year elective (Band 8)
4. Full year elective (Fundamentals of Art)
5. Full year elective (G7 & 8 Chorus)

*Students will make 2 elective choices out of the five elective choices offered during the course selection process. Students will typically be scheduled with one of their top 2 choices.

Eighth Grade elective offerings				
	Full Year			
	Semester 1		Semester 2	
	Term 1	Term 2	Term 3	Term 4
G8 Term-long electives	Medical Detective (G8)	Intro to CP	Art 8	Strength & Conditioning

G8 Semester-long electives	Drama 2 (G8)	Art 2
G8 Full Year elective	Band 8 (G8)	
G8 Full Year elective	Fundamentals of Art (FOA) (G8)	
G8 Full Year elective	Chorus (G7/8- mixed grade elective)	

For the term-based elective choice, students would rotate through 4 different electives. Thus, each grading term/quarter, students would transition to a new elective.

For semester-based electives, students would spend half the year (term 1 and term 2) in either Drama or Art and would switch electives at the end of January when we move into the second semester (terms 3 and term 4).

For year-long electives, students would spend the full year in that elective.