

Westport Middle School

Program of Studies

2025-2026



Mission Statement

Westport Middle School's mission is to educate all students to become 21st century learners, to seek and value knowledge, and to emerge as productive citizens in a global community.

Non-Discrimination Notice

All programs, activities, and employment of the Westport Community Schools are offered without regard to race, color, sex, religion, natural origin, sexual orientation, or disability. For further information or to redress a grievance, contact the district's Civil Rights Compliance Officer, the Superintendent of Schools, by phone at 508-636-1137, or in writing at 17 Main Road, Westport, MA 02790.

Translation Services

Contact the Superintendent of Schools at 508-636-1146 for a translation of this or any other school notice.

Arabic:

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Contate por favor o superintendente das escolas pelo telefone 508-636-1146 para qualquer tradução relacionada com esta ou outras notícias da escola.

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Contacta por favor al superintendente de escuelas en 508-636-1137 para una traducción de esto o de cualquier otro aviso de la escuela.

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Veuillez contactez le surveillant des écoles a 508-636-1137 pour une traduction de ceci ou de n'importe quelle autre notification d'école.

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CORE VALUES, BELIEFS AND EXPECTATIONS FOR STUDENT LEARNING

We believe:

- All students can learn.
- Students learn best in a safe, supportive, and equitable environment.
- Tolerance of individual differences and cooperative resolution of conflicts create a climate of respect.
- Inquiry and collaboration help students actively engage in the curriculum.
- Essential understanding is demonstrated through effective communication.
- Personal responsibility for behavior and learning leads to success.
- Collaboration among all stakeholders maximizes achievement.

Expectations for Student Learning

Academic

- All students should acquire, integrate and apply enduring understandings, knowledge and skills.
- All students should read, write and communicate effectively.
- All students should use higher order thinking skills to solve complex problems.
- All students should use media and technology effectively.
- All students should study, research and work independently and collaboratively.

Social

- All students should demonstrate personal and social responsibility.

Civic

- All students should demonstrate civic responsibility.

Vision of the Graduate



WMHS Citizenship Rubric

CRITERIA	OUTSTANDING (3 points)	SATISFACTORY (2 points)	Needs Improvement (1 Point)	UNSATISFACTORY (0 point)
Attendance & punctuality	Student has near perfect attendance and punctuality.	Student attends class regularly and usually comes to class on time	Student has inconsistent attendance: • 4-6 unexcused absences per term • 6-9 unexcused tardies • Leaves class on a regular basis	Student is frequently late/absent/out of class: • 7 or more unexcused absences per term • 9 or more unexcused tardies • Leaves class on a daily basis
Responsibility for learning	Student models preparedness and actively participates in class in a meaningful way Student is consistently prepared for class with all required materials and consistently completes all work on time.	Student usually comes to class prepared to learn with all required materials and usually completes all work on time.	Student is inconsistently prepared for class with all required materials and does not consistently complete work on time.	Student is rarely prepared for class with all required materials and does not complete work on time
Classroom behavior	Student serves as a positive role model and leader and demonstrates exemplary conduct Student shows respect for and adheres to the teacher's classroom policies and procedures. Student participates collaboratively and respectfully in class activities.	Student usually shows respect for and adheres to the teacher's classroom policies and procedures.	Student inconsistently treats teachers, classmates, and themselves with respect Student has received one office referral in this class this term.	Student demonstrates lack of respect for others; conduct disruptive to the educational process Students have received two or more office referrals in this class in a term.
Work ethic	Student always takes ownership of work and ensures that work is an accurate representation of their ability. Student consistently participates in class and takes an active role in their education.	Student usually takes ownership of work and usually ensures that work is an accurate representation of their ability. Student usually participates in class and usually takes an active role in their education.	Student inconsistently takes ownership of work and inconsistently ensures that work is an accurate representation of their ability. Student inconsistently participates in class and inconsistently takes an active role in their education.	Student frequently does not take ownership for work and frequently does not ensure that work is an accurate representation of their ability. Student rarely participates in class and does not take an active role in their education.

Overall Score Range and Citizenship Grade*:

11-12 points = Outstanding; 7-10 points = Satisfactory; 4-6 points = Needs Improvement; 0-3 = Unsatisfactory

***If a student received a U in either Classroom Behavior or Attendance and Punctuality, they will automatically earn a U for the term.**

General Student Information

This *Program of Studies* contains a wide variety of courses, some of which are limited in enrollment. **Staffing decisions are made in light of course enrollments** and available resources. Low enrollment or staffing constraints may result in the cancellation of courses and/or sections of courses. Other courses or sections of courses may be closed before enrollments become too high. Counselors will assist students in making alternative selections when courses are canceled or closed. Although average class size guidelines provide the basis for staffing allocations, these are averages and not minimum or maximum class sizes. Actual class sizes typically reflect a range above and below the guidelines and may vary considerably among courses.

Conflicts in the schedule of individual students may occur. It is, therefore, advisable to indicate and prioritize options when planning a program. In all cases, students are assured of being able to enroll in required courses.

Academic Expectations for all courses:

- All students should acquire, integrate and apply enduring understandings, knowledge and skills.
- All students should read, write and communicate effectively.
- All students should use higher order thinking skills to solve complex problems.
- All students should use media and technology effectively.
- All students should study, research and work independently and collaboratively.

Grade 5, 6, 7 & 8 Course Selection Checklist

All Grade 5-8 students will take the 4 core subjects of ELA, Math, Science, and Social Studies. These classes are year long classes.

In Grade 7, qualifying students may take Accelerated Math as their math course. In Grade 8, qualifying students may take Algebra 1 as their math course. Qualification for both these courses is based on a variety of data sources including an assessment, teacher recommendation, MCAS scores, and previous report card grades from core courses. Only those students meeting the benchmark score can be enrolled in these classes.

All Grade 5-8 students will have the choice of either Band, Chorus, or General Music.

Please make careful choices. It is very difficult to change a course once the selection process has been completed. If you need assistance with the course selection process or if you have any questions about the courses that are listed, please contact the Guidance Department.

Course Descriptions

English Language Arts

English Language Arts Grade 5

The fifth grade ELA curriculum develops thinking and language skills through interactive learning. The focus is on various novels, short stories, poems, and informational texts to build vocabulary and strong content knowledge. The heart of the fifth grade curriculum is also learning the writing process. This includes learning to develop topic sentences and strong arguments, as well as creative conclusions. Listening, speaking, reading and writing are thoughtfully implemented into every lesson to try and foster a strong literacy foundation.

English Language Arts Grade 6

In sixth grade ELA the curriculum will focus on all modalities of communication: reading, writing, listening, and speaking. One goal is for your child to become a better communicator. An objective of the curriculum will be character analysis, focusing on how characters change over time, how different events impact a character and change them, how historical events make people and characters the way they are. This is a very important time for sixth graders as they are beginning to form their own identity and figure out who they want to be as adolescents, adults, friends, family members, athletes, and community members. By taking time to see how characters and people interact with the world around them gives them some insight into how they can make the best decisions for themselves.

English Language Arts Grade 7

The seventh grade ELA curriculum encompasses reading and responding to a variety of texts and genres in order to comprehend, analyze, and make determinations about what is read. Through the writing process, writing for a variety of purposes, and taking active roles in classroom discussions, seventh grade students will increase their ability to effectively communicate and express their knowledge and ideas.

English Language Arts Grade 8

Students will read extended texts and shorter works across genres; poetry; and informational texts frequently grouped in texts sets of grade 8 complexity and beyond. Active reading strategies are the foundation of this course as well as responding in both oral and written discourse to texts read. Students will read a wide-range of complex model texts. Developing narrative, informational/explanatory, and argument writing is a component in our developed grade 8 units of study. *Recommendation: In order for students to be recommended for Honors English 9, students should have achieved an overall score of 87 or higher in their 8th grade English class.*

Mathematics

Grade 5 Math

The 5th grade math course is a problem-based curriculum; students spend most of their time in class working on carefully crafted and sequenced problems. Teachers help students understand the problems, ask questions to push their thinking, and orchestrate discussions to be sure that the mathematical takeaways are clear. Learners gain a rich and lasting understanding of mathematical concepts and procedures and experience applying this knowledge to new situations. Students frequently collaborate with their classmates—they talk about math, listen to each other’s ideas, justify their thinking, and critique the reasoning of others. They gain experience communicating their ideas both verbally and in writing, developing skills that will serve them throughout their lives.

The big ideas in grade 5 include: developing fluency with addition and subtraction of fractions, developing understanding of multiplication and division of fractions in limited cases (unit fraction divided by whole numbers and whole numbers divided by unit fractions), extending division of two digit divisors, developing understanding of operations with decimals to hundredths, developing fluency with whole numbers and decimal operations, and developing understanding of volume. This mathematical work is broken into 8 units:

- Finding Volume
- Fractions as Quotients and Fraction Multiplication
- Multiplying and Dividing Fractions
- Wrapping Up Multiplication and Division with Multi-Digit Numbers
- Place Value Patterns and Decimal Operations
- More Decimal and Fraction Operations
- Shapes on the Coordinate Plane

Grade 6 Math

The 6th grade math course is a problem-based curriculum, students work on carefully crafted and sequenced mathematics problems during most of the instructional time. Teachers help students understand the problems and guide discussions to ensure the mathematical takeaways are clear to all. Some concepts and procedures follow from definitions and prior knowledge so students can, with appropriately constructed problems, see this for themselves. In the process, they explain their ideas and reasoning and learn to communicate mathematical ideas. The goal is to give students just enough background and tools to solve initial problems successfully, and then set them to increasingly sophisticated problems as their expertise increases. However, not all mathematical knowledge can be discovered, so direct instruction is sometimes appropriate. It contains the following Big Ideas:

- Area & Surface Area
- Ratios
- Unit Rates & Percentages
- Dividing Fractions
- Arithmetic in Base Ten
- Expressions & Equations

- Rational Numbers
- Data Sets & Distributions

Grade 7 Math

The 7th grade math course is designed to prepare you to become a critical thinker and problem solver. It is fully aligned with the Massachusetts Standards for 7th grade mathematics. These are five critical areas of study; Rational Numbers, Expressions and Equations, Ratios and Proportions, Geometry, Statistics and Probability.

Students will be expected to:

- Identify and apply mathematics to everyday experiences and activities in and outside of the school, with other disciplines and with mathematical topics.
- Use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.
- Select or develop an appropriate problem-solving strategy from a variety of different types.
- Develop an understanding of the language of mathematics
- Construct viable arguments and critique the reasoning of others.

Accelerated Grade 7 Math

The 7th grade math course is designed to prepare you to become a critical thinker and problem solver at an accelerated pace. Students will be expected to:

- Identify and apply mathematics to everyday experiences and activities in and outside of the school, with other disciplines and with mathematical topics.
- Use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.
- Select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting out, making a table, working a simpler problem, or working backwards to solve the problem.
- Select tools as real objects, manipulative, paper/pencil, Technology or techniques such as mental math, estimation, and number sense to solve problems.
- This course will cover a higher depth and breadth than the 7th Grade Math course (additional topics and standards).

Prerequisite: Combination between teacher recommendation, 5th grade MCAS scores, 6th grade math average, and cumulative exam.

Grade 8 Math

The 8th grade math course is designed to prepare you to become a critical thinker and problem solver. It is fully aligned with the Massachusetts Standards for 8th grade mathematics. The four critical areas of study: Rational Numbers, Expressions and equations, Geometry and Statistics and Probability.

Students will be expected to identify and apply mathematics to everyday experiences and activities in and outside of the school, with other disciplines and with mathematical topics. They will use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the

plan, and evaluating the solution for reasonableness. Throughout the course, they will develop the language of mathematics and be able to construct viable arguments and critiques of their own reasoning as well as the reasoning of others.

The 9 units are as followed:

- *Solving Linear Equations*
- *Functions*
- *Graphing Linear Equations*
- *Transformations*
- *Systems of Linear Equations*
- *The Real Number System*
- *Angles and Triangles Relationships*
- *Volume*
- *Data Displays*

Grade 8 Algebra

Algebra I is the first course of the college preparatory mathematics sequence. This course focuses on introductory algebra skills: solving and graphing advanced equations, inequalities, and functions; real and rational number sense; factoring; geometry transformations; and data displays.

Students will be expected to identify and apply mathematics to everyday experiences and activities in and outside of the school, with other disciplines and with mathematical topics. They will use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness. Throughout the course, they will develop the language of mathematics and be able to construct viable arguments and critiques of their own reasoning as well as the reasoning of others.

Prerequisite: Be in the top 1/3 of the class when compared using: MCAS, Algebra Pre-Readiness Test, 7th Grade Core Subject Grades, and teacher recommendations.

Science

5th Grade Science - Connections and Relationships in Systems

In grade 5, students model, provide evidence to support arguments, and obtain and display data about relationships and interactions among observable components of different systems. The theme of Connections and Relationships will be integrated into the following topics:

- Earth and Space
 - Earth's relationship to the Sun, Moon, and other stars
 - Cycling of water through Earth's Systems
 - Earth's water sources
 - Human impact on Earth's Systems
- Life Science
 - Plants' needs (photosynthesis)
 - Matter & Energy in Ecosystems
- Physical Science
 - Particle structure of matter
 - Physical properties of matter
 - Conservation of matter
 - Physical & chemical changes in matter
 - Gravitational force

6th Grade Science - Structure and Function

Students will use the online content to develop concrete models of various levels, show relationships among variables, observe, describe and make predictions through science inquiry. These engaging, hands-ons activities will assist with the design of problems and highlight the relationship of structure and function in the world around them. The theme of structure and function will be incorporated into the following:

- Earth and Space
 - Lunar Phases
 - Eclipses of the Sun and Moon
 - Galaxies
 - Earth Layers
 - Weathering, Erosion, Deposition
 - Continental Drift
 - Fossils/Superposition
- Life Science
 - Basic Fossil Record
 - Cell Structure and Functions
 - Human Body Systems

- Physical Science
 - Mixtures of Pure Substances
 - Exothermic and Endothermic Chemical Reactions
 - Gravitational Forces between Objects
 - Simple Wave Patterns
 - Reflected, Absorbed, and Transmitted Light

7th Grade Science - Systems and Cycles

Students begin the process of moving from the more concrete learning of the 6th grade to a more abstract perspective since many of the systems they will study are not directly observable or experienced. The theme of Systems and Cycles will be integrated into the following topics:

- Earth and Space
 - Plate tectonics and seafloor spreading
 - Natural disasters
 - Convection currents
 - The role of the Sun, Earth, and gravity in the water cycle
 - The effects of human activity on natural resources
- Life Science
 - Factors affecting population size
 - Interactions within ecosystems
 - Disruptions to food webs
 - Biodiversity
- Physical Science
 - Kinetic and potential energy
 - Thermal energy, particle motion and heat transfer
 - Insulators and conductors
 - Attractive and repulsive forces

8th Grade Science - Cause and Effect

Grade 8 students use more robust abstract thinking skills to analyze cause and effect relationships in the natural world. Specific Units of study uncover cause and effect relationships through the following topics:

- Earth and Space
 - Reasons for the seasons and tides
 - Orbital motion of planets
 - Weather patterns and air mass interactions
 - Fossil fuels distribution
 - Global warming
- Life Science

- Reproduction
- Genetics and heredity
- Evolution
- Physical Science
 - Pure substances vs. mixtures
 - Chemical reactions
 - Newton's laws of motions

STEAM Grade 5-6 (Year-long class)

STEAM Education is an approach to learning that uses science, technology, engineering, the arts, and math to guide student inquiry, discussion and critical thinking. Students will learn to work collaboratively as they engage in project-based learning, persist in problem solving, and work through the creative process. Students will explore the STEAM areas through a variety of topics that include: Computer Animation, Engineering Design Challenges, making Stop Motion Movies, STEAM Art Projects, Game Design, and Robotics.

Engineering Grade 7 (Year-long class)

Engineering class is a hands-on program that empowers students to become more efficient problem solvers. Units are student-centered engineering activities that teach students to think critically as they investigate the world around them. Topics covered will include: Bridges, Robotics, Drone, Architectural design, and Various design challenges.

Engineering Grade 8 (Year-long class)

Engineering class is a hands-on program that empowers students to become more efficient problem solvers. Building on their knowledge of Engineering 7, students will take a more in-depth look at the Engineering design process and manufacturing technologies. . Topics covered will include: Prosthesis design, Engineering drafting, 3 dimensional drawing, Thermal Protection Systems, and Various design challenges.

Social Studies

5th Grade

Building on their knowledge of North American geography and peoples, students learn about the history of the colonies, the early Republic, the expansion of the United States, the growing sectional conflicts of the 19th century, and the Civil Rights Movement of the mid-20th century. They study these topics by exploring guiding questions such as, “What is the meaning of the statement, ‘All men are created equal’?” and “Is a person ever justified in disobeying a law?” Additional supporting questions appear under each topic. The questions included are meant to serve as possible avenues for discussion and research.

6th Grade –World Geography and Ancient Civilizations I

Grades 6 and 7 form a two-year sequence in which students study regions of the world by examining physical geography, nations in the region today, and selected ancient and classical societies before 1000 CE. Grade 6 starts with the origins of humans, and then moves into one of the world’s oldest civilizations, Mesopotamia. 6th graders will learn about the regions of the Middle East and North Africa; Sub-Saharan Africa, the Caribbean, and Central & South America. Students investigate guiding questions such as “How does geography affect how societies develop and interact?” and “How have human societies differed from one another across time and regions?” (History & Social Science Frameworks-2018)

7th Grade –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. They study the religions, governments, trade, philosophies, and art of these civilizations as well as the powerful ideas that arose in the ancient world and profoundly shaped the course of world history. These ideas include democracy, the rule of law, individual worth, personal responsibility, and scientific reasoning. The curriculum is aligned to follow the Massachusetts Curriculum Framework. (History & Social Science Frameworks-2018)

8th Grade – United States and Massachusetts Government and Civic Life

Students study the roots and foundations of U.S. democracy, how and why it has developed over time, and the role of individuals in maintaining a healthy democracy. They study these topics by exploring guiding questions such as, “How have concepts of liberty and justice affected the United States democratic system of government?” and “How can power be balanced in government?” Additional supporting questions appear under each topic. The questions are included to stimulate teachers’ and students’ own questions for discussion and research. Students will study The Constitution, Amendments, and Supreme Court, The structure of Massachusetts state and local government and Freedom of the press and news/media literacy (MA History and Social Science Frameworks, 2018).

Business and Technology

Design and Modeling (Year-long class)

Throughout this course, students will be introduced to and continually reinforce the iterative process of engineering design. Students will write a design brief based on research and empathy, develop ideas collaboratively, build prototypes to test and revise, and redesign based on analysis of design results. Throughout the process, students learn how to document like a scientist, mathematician, or engineer.

Medical Detectives (Year-long class)

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. Throughout this course, sixth grade students will 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. Course incorporates cross curricular concepts in mathematics, writing, and the life sciences.

App Creators Grade 7 (Year-long class)

App Creators introduces students to the field of computer science and the concepts of computational thinking, through the creation of mobile apps. Students are challenged to be creative and innovative, as they collaboratively design and develop mobile solutions to engaging, authentic problems. Students experience the positive impact of the application of computer science to society as well as to other disciplines, particularly biomedical science.

Computer Science for Innovators and Makers Grade 8 (CSIM) (Year-long class)

Computer Science for Innovators and Makers teaches students that programming goes beyond the virtual world into the physical world. Students are challenged to creatively use sensors and actuators to develop systems that interact with their environment. While designing algorithms and using computational thinking practices, students code and upload programs to microcontrollers that perform a variety of authentic tasks. The unit broadens students' understanding of computer science concepts through meaningful applications. Teams select and solve a personally relevant problem related to wearable technology, interactive art, or mechanical devices.

Foundations of Career Readiness I & II (Year-long class)

Students will build valuable skills for any workplace and classroom. Introducing students to the Google APPs: DOCS, SHEETS, & SLIDES, with practical examples from BE Publishing Intro to Google APPs and Google APPs Career Readiness. Also reinforcing their typing skills with daily

practice using Typing.com. Students will continue to grow valuable skills for any workplace as they are completing assessments independently as well as collaborating with others on a day-to-day basis.

Visual and Performing Arts

5th Grade Band (Year-long class)

An introductory class for students who are interested in playing an instrument. Students can choose to play Flute, Clarinet, Alto Saxophone, Trumpet, Trombone, or Percussion. Students will learn the basic skills necessary to play an instrument, be part of an ensemble, and learn to read music. A Winter and Spring Concert Program as well as Memorial Day Parade will provide performance opportunities for students to showcase the knowledge and skills they have acquired throughout the school year. *Prerequisite: None*

6th Grade Band (Year-long class)

A continuation of the skills for students who participated in 5th Grade Band, students will begin to play more challenging repertoire and learn music encompassing all styles and Time Periods. A Winter and Spring Concert Program as well as Memorial Day Parade will provide performance opportunities for students to showcase the knowledge and skills they have acquired throughout the school year. *Prerequisite: Students must have taken band in Grades 5 or have permission of the teacher to enroll*

7th Grade Band (Year-long class)

A course for students who play a woodwind, brass, or percussion instrument in which students will learn repertoire encompassing all styles and Music Time Periods. A Winter and Spring Concert Program as well as Memorial Day Parade will provide performance opportunities for students to showcase the knowledge and skills they have acquired throughout the school year. *Prerequisite: Students must have taken band in Grades 5/6, or have permission of the teacher to enroll.*

8th Grade Band (Year-long class)

Students will perform more advanced repertoire as well as scale and pedagogy. A Winter and Spring Concert and the Memorial Day Parade will provide performance opportunities for students to showcase the knowledge and skills they have acquired throughout the school year. *Prerequisite: Students must have taken band up to, and including, 7th grade or have permission of the teacher to enroll.*

6th Grade General Music I (Year-long class)

Students will be introduced to basic musical concepts as aligned by the National Music Standards. Students will learn basic music theory, music history, and musical genres. This class is for students who do not wish to participate in Band or Chorus.

7th Grade General Music I (Year-long class)

Students will be introduced to basic musical concepts as aligned by the National Music Standards. In addition to written assignments and projects, they may be the opportunity to learn beginning guitar

and piano skills (Playing tests are required). Participation in weekly musical activities will reinforce the subject matter.

8th Grade General Music II (Year-long class)

This course is a continuation of General Music I. Participants will dive deeper into their guitar and piano practice, as well as written assignments and projects. There is an introduction of Book II, as well as, intermediate fingerings, scale patterns, key signatures, chord structures, and pieces. Playing tests are required.

5th Grade Chorus I (Year-long class)

This is an introductory course to our performance ensemble. Participants will learn the basics in singing techniques such as matching pitch, identifying basic notation, and demonstrating basic rhythm. They will sing in a variety of styles such as, multicultural, pop, jazz, Broadway, and classical. Singing in other languages will be taught by season, and may include Spanish, German, French, and Latin text. Unison to 2-part pieces will be taught as well as basic vocal warmups and rounds.

6th Grade Chorus I (Year-long class)

This is a continuation course to our previous 5th grade year performance ensemble. Participants will learn the basics of matching pitch, identifying basic notation and rhythm. They will sing in a variety of styles such as, multicultural, pop, jazz, Broadway, and classical. Singing in other languages will be taught by season and may include Spanish, German, French, and Latin text. Unison, 2-part pieces, and 3-part (SSA) will be taught as well as basic vocal warmups and rounds.

7th Grade Chorus I (Year-long class)

Students will be introduced to basic vocal techniques in a performance ensemble setting. They will perform pieces in three and four parts as well as SAB. Age appropriate repertoire will consist of classical, modern, multicultural, and Broadway pieces that will be performed biannually. Grading will be based on students' participation at the night concerts, as well as written tests. Preparation for vocal festivals is available but not required.

8th Grade Chorus II (Year-long class)

This course is a continuation of Chorus I. Participants will dive deeper into their vocal practice and perform intermediate pieces. Age appropriate repertoire will be chosen and taught in three, and four parts as well as SAB and SATB. Students must attend all night concerts or will be expected to take a written test in place of their concert grade. Preparation for vocal festivals is available but not required.

7th Grade General Art (Year-long course)

Students are introduced to a wide variety of two dimensional and three dimensional artistic media while exploring open-ended assignments that involve drawing, painting, printmaking, and sculpture. During this exploration students build artistic skills as well as the lifelong skills of creative problem solving, communication, collaboration, and decision making. Students explore artistic masters of the past, contemporary artists, and social issues while learning to use art as a means of self-expression.

8th Grade General Art (Year-long course)

Students continue to explore a variety of two dimensional and three dimensional artistic media while exploring open-ended assignments that involve drawing, painting, printmaking, and sculpture. Students explore art history, contemporary art, and art therapy while developing the critical life skills of communication, collaboration, critical thinking, and creative problem solving. Students are encouraged to take risks while exploring art as a means of self-expression.

Personal Fitness and Wellness**Grades 5-8 Physical Education and Health (Year-long class)**

Our middle school physical education program designs learning and activity experiences based on the unique needs of the middle school student, including physical, social and emotional age appropriate needs. Physical Education classes are designed to practice and develop skills in activities that will help you maintain fitness throughout your life. This course provides students with the opportunity to learn a variety of sports (team and individual) and sport related movements as well as health and fitness concepts. Emphasis is placed on active participation and positive social interaction during fitness and sport activities.