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WESTON MIDDLE SCHOOL

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Every course and activity at Weston Middle School is open to students regardless of race, gender, gender identity, color, religion, sexual orientation, ethnicity/national origin, age or disability.
WESTON MIDDLE SCHOOL

Mission

The Weston Middle School strives for excellence and fosters a community of learners, guiding students toward their optimal intellectual, social, emotional and physical development.

Vision

The Weston Middle School community fosters academic growth, encourages personal development, and strives for each student to respect her/himself and others. We believe in learning as a process and respect both individual learning styles and the diverse cultural and family backgrounds of our students. A variety of teaching methods is utilized to achieve a shared goal of success for all students. Students are encouraged to develop high expectations for themselves and to meet their goals. All members of the community work collaboratively toward shared ideals, while accommodation is made to meet the needs of the individual. We model mutual respect and tolerance. Students are held responsible for positive contributions to a safe environment for learning and playing.

Implementation

Weston Middle School students thrive in the intimacy of our school where they are closely monitored and feel “known.” The house system is the structure that provides the basis for close collaboration among all members of a student’s team, including parents, teachers, administrators, and coaches. A student enters the Weston Middle School as a child and leaves as a young adolescent. During these years the student develops a greater understanding of personal values, while gaining a perspective on cultural and ideological diversity. The student is encouraged to: advocate for self, yet respect the needs of others; avoid harmful behavior, yet take appropriate risks; embrace creative solutions, yet understand limits and consequences; participate in new activities, yet remain responsible for academic expectations. The Weston Middle School years provide an opportunity to grow and develop, explore and fail, think critically, gain skills and test limits all within the structure of our caring learning community.

Goals

At Weston Middle School all students will:

1. Participate in a well-rounded, quality program that develops their multiple, diverse talents.
2. Act responsibly as they grow to become critical thinkers, problem solvers and independent learners.
3. Develop a sense of self-respect, as they are recognized for positive contributions to the learning community.
4. Build upon successful experiences through participation in curricular and extracurricular offerings including rigorous, challenging academics; experimental and performance-based arts; and interest-based activities and athletics.
5. Respect the diversity of our community and the world, fostering a sense of tolerance and empathy for others.
6. Dare to take appropriate risks and succeed or fail in a safe environment guided by caring teachers, parents, and support staff.
7. Engage in active learning opportunities and apply skills and talents to real-world problems.
8. Think critically about the world and their role in it as they explore opportunities for service to others within and outside our community.
9. Learn as a community and understand what it means to be a responsible citizen.
10. Discover the joy of learning and all of its wonder.
Principal’s Message to Weston Middle School Students

Weston Middle School offers a challenging and balanced program. This document is designed to assist you in understanding the full scope and sequence of what we offer our students. Parents and students, in collaboration with school personnel, should use this document as a guide when discussing course choices. The course request process will begin in January, and it is our goal to have student requests entered into our system during the spring, finalizing student schedules by late spring or early summer.

In addition to classroom courses, the Middle School offers a wide variety of co- and extra-curricular activities for students. These options range from competitive sports and performing arts, to student government and many special interest organizations. I encourage all students to participate in our comprehensive program because it will allow them to develop new perspectives, meet other students, and tailor their middle school experience to their interests. We strive to create successful challenges and experiences both within and outside the classroom.

In the scheduling process, it is my desire to offer each student an optimal program based on core requirements and special interests. However, in this process there are limits. Conflicts during the scheduling process may occur and other choices will have to be made. Please be assured that we will do our best to meet requests and have the least conflicts possible.

Finally, I believe the Middle School curriculum is well developed and the courses meet the needs of our students and the Standards, Big Ideas, and Benchmarks of our district. It is my hope that our students will become independent learners and thinkers. I give credit to the exceptional teachers you will encounter in this process, who work diligently designing and enhancing our program. I hope students will develop their talents and become skilled problem-solvers who can use what the school has to offer to make a difference in our world.

Sincerely,

John Gibbons

John Gibbons
Principal
MIDDLE SCHOOL HOUSE SYSTEM

The house system is the heart of the Middle School, providing both an academic and self-esteem promoting structure for the young adolescent. A house is a transitional structure, which melds the departmental emphases of the High School with the traditional "homeroom" pattern of the elementary schools.

The houses have teams of teachers in English, history/social studies, science, and mathematics. The house facilities include an office, a conference room, and classrooms. Grouping is heterogeneous, except in mathematics classes. All students take courses outside the house in health and physical education, the arts, and world languages.

The house office and corridors with adjacent classrooms are "home" for the Middle School student. Each house elects a House Council and holds house meetings for sharing information and planning activities. House officers often initiate and help organize house activities, and athletic events. House faculty meets several times a week to share information about students, develop strategies for instruction, and plan programs. The Middle School house system has proved to be a popular and successful structure for meeting the diverse academic and social needs of students at an important point in their personal development.

Parents are encouraged to maintain close contact with the school regarding their child's progress. Appointments with house faculty may be scheduled for the first Wednesday afternoons of most months as well as at other times, which are mutually convenient.

REPORTING PROGRESS

Report cards are issued four times during the school year. Grades are reported for the first term; second term and first semester; third term; and fourth term, second semester and for the year.

Marks found on report cards may be any of the following:

A = Excellent
B = Above Average
C = Average
D = Poor
F = Failing
P = Passing
W = Withdrawn

Plus and minus signs may be used to indicate levels of achievement within the range of letter grades A through D. D- is considered the minimum passing grade.

Special reports may be issued in the middle of each marking period to call the attention of students and their parents, to the fact that student work is not up to the standards expected or to commend students for outstanding work. In many instances it is desirable that such notices be supplemented by a conference between the student, his/her parents, and the teacher. On occasion students and their parents may wish to discuss scholastic difficulties with school counselors as well. Teachers may also use special reports at any time to record work students have done exceptionally well.

Special reports are also issued as a supplement to report card grades, indicating unsatisfactory or failing work. These reports will give the reasons why work is unsatisfactory or failing and will also suggest ways in which students can improve their level of achievement and also to commend students for outstanding work.
COURSE SELECTION

Middle School course selection is determined by parents and counselors who work with the principal to establish student schedules. All 7th and 8th grade students take the core subjects of English, history/social studies, science, mathematics, world language, and health and physical education.

Except for students newly enrolled in the school, students will not be allowed to enter full year courses after October 15 of each school year unless entrance to a course involves a change in course level within a given discipline or subject. Such a change must be accompanied by written permission of the principal.

Also, middle school students take a series of electives in art, engineering arts, technology, drama, dance, and music. These are scheduled in an arts rotation which consists of nine-week units in various areas. The principal establishes the arts rotation schedules. See the section below titled "Arts Rotation" for descriptions of those elective courses.

ARTS ROTATION

In Grade 6, students will take 4 courses in a rotation, Art, Drama, Music and Guidance Seminar. In Grade 7, students will choose from Art, Engineering Arts, Drama, Robotics and Music.

Students at Grade 8 take four quarters of art electives. In addition, vocal and instrumental music course offerings are available to students, grades 6-8. Class sizes and schedule conflicts may affect availability of some art choices.

Overall, the Middle School arts rotations by grade level will be as follows:

Grade 6: One quarter each of Guidance Seminar, Music, Art, or Drama in a rotation.

Grade 7: One quarter of four of the following: Drama, Music, Robotics, Art, or Engineering Arts.

Grade 8: One quarter of four of the following: Scene Study, Acting and Improvisation, Contemporary Art, Drawing, Digital Photography, Dance, Musical Theatre, Engineering Arts, Sculpture, Robotics or Video Journalism.

PLEASE NOTE: There is always the possibility that courses listed in the Program of Studies may not run due to low enrollment or budget constraints.
VISUAL AND PERFORMING ARTS

Course M860  GRADE 6 ART
The Middle School art curriculum exposes students to drawing, painting, printing, color theory, sculpting, and mask making. The program aims to make all students art literate. Teachers will coach artists to attend to detail, explore materials and techniques, develop their own style of expression, and produce quality work. These studio courses teach skills and appreciation while exhibitions, contests and publications provide public recognition of student achievement.

Course M862  GRADE 6 DRAMA
Students explore the dramatic process by working together to create a variety of characters and imagery. They play theater games that help them sharpen their acting skills such as body movement, vocal expression, listening and concentration, imagination and spontaneity. They learn how to “stage” their ideas to communicate to an audience, and in turn, they learn to look critically at the performances of others. Students work as a team to create improvisational dramas and prepared scenes, using their own experiences as sources, as well as poems, music, and written dialogue.

Course M866  GRADE 6 MUSIC
This course will offer instruction in the mechanics and appreciation of music. The courses will include singing, listening, improvisation, and movement. Students will learn about melody, rhythm, harmony, form, dynamics, and tone color.

Course M868  GRADE 6 GUIDANCE SEMINAR
This seminar, taught by the Grade 6 school counselor, will focus on topics relevant to a successful transition into middle school. The class will give students the opportunity to learn more about themselves through discussion-based concepts that will be tailored to the specific needs of the students.

Course M870  GRADE 7 ART
The Middle School art curriculum exposes students to drawing, painting, printing, color theory, sculpting, and mask making. The program aims to make all students art literate. Teachers will coach artists to attend to detail, explore materials and techniques, develop their own style of expression, and produce quality work. These studio courses teach skills and appreciation while exhibitions, contests and publications provide public recognition of student achievement.

Course M878  GRADE 7 BEGINNING GUITAR
This course is designed for the beginner guitar player. Here, we will learn how to read standard music notation, chord symbols, and tablature while playing melodies and chord progressions of traditional folk, rock, and contemporary pop songs. Students will learn the skills necessary to be able to play the music they are familiar with, with confidence. Each student will be assigned their own acoustic guitar.

Course M872  GRADE 7 DRAMA
Students explore the dramatic process by working together to create a variety of characters and imagery. They play theater games that help them sharpen their acting skills such as body movement, vocal expression, listening and concentration, imagination and spontaneity. They learn how to “stage” their ideas to communicate to an audience, and in turn, they learn to look critically at the performances of others. Students work as a team to create
improvisational dramas and prepared scenes, using their own experiences as sources, as well as poems, music, and written dialogue.

Course M876  GRADE 7 ENGINEERING ARTS
This course introduces students to the key concepts in engineering design—modeling and systems—through projects emphasizing structural concepts. Students begin by building and testing to failure models of an antenna tower, beams, and columns, and learning the forces that act on structures, including tension, compression, bending, and shear. Students learn about how these principles apply to the various types of bridge designs including beam bridges, truss bridges, and suspension bridges, and how their design has changed through history. They apply these concepts to the building and testing of prototype truss bridges, using both physical modeling and an engineering simulation program to explore concepts such as efficiency and redundancy. In the final unit, students learn about affordable architectural design. Students create computer models of a house using a computer-aided design program, and then build a physical model of their structure, using saws, drills, and various other shop tools.

Course M874  GRADE 7 ROBOTICS
This course introduces students to basic concepts in engineering and computer science, utilizing the Lego NXT Mindstorms system and the NXT-G programming environment to design, model, and prototype robotic systems. Students begin by learning sturdy construction methods with Lego Technics beams through the design of a sturdy chair. The use of gears and other mechanisms to transform speed, torque, and motion are explored. The programming of microcomputers is then explored, applying sensors, motors, and sounds to solve a series of robotic design challenges. Students learn to model behaviors as algorithms, then implement the algorithms in code, learning concepts such as loops, decision trees, and signal thresholds in the process. Finally, these techniques are applied to one or more open-ended design challenges, such as a robotic creature, amusement park, transportation system or exploration voyage, which emphasize engineering systems. Throughout, students are introduced to the work of current leaders of robotics research, and the application of robotics to real-world applications such as navigation, medical prosthetics, and social interaction.

Course M882  GRADE 8 ACTING & IMPROVISATION
Acting skills are taught through theater games and improvisation. Students develop a range of characters and work together as an ensemble to dramatize their ideas. Projects may include creating original plays and working with written dramatic material.

Course M892  GRADE 8 AMERICAN POPULAR MUSIC
Throughout the course, the students will investigate how the popular musics of the United States from the 1950s to the present day have had an effect on our society and how society has influenced the popular musics. The course is intended to help students think creatively and critically about popular music and several recurring themes involved including the interaction between European American, African American, and Latin American traditions, the influence of mass media and technology, and the role of popular music as a symbol of identity (race, class, gender, generation).

Course M880  GRADE 8 CONTEMPORARY ART
Art is alive, and artists are speaking to the issues of our time right now! In this course, WMS artists will explore themes, techniques and materials that are currently trending in today’s art community. In doing so they will learn how to make real-world connections, experience and appreciate the world of visual art. Course projects will be inspired by current Metro-Boston exhibits, and driven by individual student interest. The experience will culminate in a museum field trip each spring.
Course M888  GRADE 8 DANCE
Students will learn basic dance steps and build them into short dances at the end of each class. We move in a variety of dance styles to a wide range of recorded music, as well having some classes with a live musician. Students do not need prior dance experience—just a willingness to move and have fun with it! Students will also be exposed to trends in dance history and the current dance scene and will also learn to choreograph some of their own dances.

Course M886  GRADE 8 DIGITAL PHOTOGRAPHY
This course introduces students to digital image building. Source images acquired from the web, digital cameras, and scans provide material for image enhancement and manipulation using Adobe PhotoShop software. References to image development in history are discussed as useful to contemporary work. High quality printing techniques on various photo and art papers are also covered. The skills learned provide students with an important foundation for future computer graphic work at the High School and beyond.

Course M889  GRADE 8 DRAWING
Through a series of drawing exercises in contour, gesture, tone and color layering, students are provided with a foundation of techniques that allow for the development of a personal style. Projects such as self-portraits are accomplished in pencil, charcoal, Craypas, and mixed media. Realism, which is stressed early in the course, naturally evolves into a more expressive or abstract handling of subject and materials.

Course M884  GRADE 8 ENGINEERING ARTS
An Introduction to Craftsmanship
This elective course gives students experience in design, technological problem-solving, and craftsmanship in woodworking techniques, using both hand and power tools. Students begin by reviewing shop safety, tool use, and technical drawing, in the context of a simple wood project such as a sanding block. Next, they learn the use of miter saws, routers, bandsaws, sanders, drill presses, and finishing techniques through the design and construction of a fine art miter-joint box or bandsaw box of their own design. In a final project, they design and construct a small table or chair, building a scratch model, then using mortise-and-tenons and other joinery concepts to construct a final product.

Course M887  GRADE 8 MUSIC THEATER
The 8th Grade Music Theater class offers students the opportunity to hone their skills in two of the three tiers of strong acting: acting and singing. Through scene study, experimentation, exploration, and performance, the students will build their personal musical theatre portfolio and audition binder that will help prepare them for future show auditions.

Course M893  GRADE 8 MUSIC THEORY
Music Theory is a class designed for advanced 8th Grade musicians. In the class, we investigate the "hows" and "whys" behind how music is written and become more familiar with musical form, keys, scales, intervals, and all of the puzzles within a piece of music. Assessment is done through student song writing and composition.

Course M891  GRADE 8 PLAY READING AND PLAYWRITING
This course provides an introduction to play reading and prepares students for further study in theatre. Students will read and discuss a variety of plays, considering each play from the practical perspective of the actor, director, designer, and technician. The course will also cover the fundamental dramatic elements, styles and genres. This course is ideal for actors and other theatre enthusiasts who would like to become familiar with a wide range of plays.
This course will also offer an introduction to the craft of the Playwright. Students will study the fundamentals of dialogue, character development, and scene structure. Students will hone these skills through simple playwriting exercises and the analysis of other students' work.

Course  M890  ROBOTICS 8
Students will tackle challenge-based projects in a group format to investigate robotic behaviors as a result of structural design as well as programming design. Students will learn control theory including on-off control and the basics of PID control. This course builds on topics taught in Robotics 7, but it is not mandatory to have taken to enroll in Robotics.

Course  M883  GRADE 8 SCENE STUDY
Students will learn the basics of directing, rehearsing and performing scenes from published plays. For a culminating project, classes choose from a variety of options such as performing a one-act play, presenting a performance of scenes, or working on individual auditions and monologues. This is a more advanced acting experience for the student who would like to perform for an audience.

Course  M885  SCULPTURE
Students will work with a variety of materials to learn how to create large scale three-dimensional forms. They will develop a deep understanding of the design process beginning with researching, planning and sketching, to constructing a foundation and adding texture and then finally exploring palettes of color as they relate to a light source. Possible projects may include mask making, wire forms, ceramic sculpture, and wooden constructions.

Course  M881  GRADE 8 VIDEO PRODUCTION
Students in this course will be introduced to various forms of media (like audio, video, photos, music), and have the responsibility of producing, writing, filming and editing a video production. They will learn skills in the areas of organization, time-management, teamwork, and critiquing their own work.

Using the student video lab, students will create a video that not only exhibits sound technical elements, but also demonstrates a responsible use of this technology and media.
ENGLISH

The English courses in grades 6 - 8 are designed to enhance each student's reading, writing, and oral skills. They are also specially designed to encourage open and clear communication, and foster reading for comprehension, analysis and enjoyment.

Each course requires homework and student participation in class discussions. In addition, the program is constructed to give students the opportunity to succeed in a wide variety of learning experiences including: writing poetry, short stories, and essays; delivering speeches; and reading literature.

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<tr>
<th>Course</th>
<th>GRADE 6 READING WRITING CONNECTIONS</th>
<th>Full Year</th>
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<tbody>
<tr>
<td>M262</td>
<td>Full Year</td>
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<tr>
<td>M263</td>
<td>This course meets three out of every five school days and is designed to enrich students’ skill development in their core English classes. Work will focus primarily on developing students’ reading skills in a variety of genres including novels, short stories, poetry, and non-fiction. Several opportunities for choice book reading will enhance textual study. Students will build writing skills through short, focused writing activities, and work on the analytical essay, supported by vocabulary and grammar study.</td>
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<tr>
<th>Course</th>
<th>GRADE 6 ENGLISH</th>
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<td>M260</td>
<td>Full Year</td>
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<tr>
<td>M261</td>
<td>This course is designed to provide reading and writing instruction and practice. Many types of literature are read and studied including fiction, biographical pieces, and informational texts. Students read a variety of texts, including non-fiction, short stories, the novel Roll of Thunder, Hear My Cry, and a range of choice reading novels, all of which students read and analyze. The class will employ the process writing approach, and students will put considerable work into their revision efforts. Students study narrative, expository, and research-based writing as they work toward mastering writing strong paragraphs that include central ideas, textual evidence when appropriate, and the development of ideas. Paired conferences, small group work, student-teacher conferences, and ongoing teacher feedback are part of this process. With the use of Chromebooks, digital presentations, and internet research, various technologies will build upon students’ 21st century skills.</td>
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<tr>
<th>Course</th>
<th>GRADE 7 ENGLISH</th>
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<td>M270</td>
<td>Full Year</td>
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<td>M271</td>
<td>Reading, writing, and discussion form the core of the seventh grade English program. Students are encouraged to read actively, write clearly, and participate thoughtfully. Through rich discussions, detailed presentations, and thoughtful reflections, students will build upon 21st Century Skills by utilizing various technologies, including the iPad, to enhance their learning. Students study literature from varied genres including short stories, novels, plays, poetry and non-fiction. Some works read include The Giver, The Diary of Anne Frank, and The Outsiders. Students learn about and practice various literary techniques, vocabulary, note-taking skills, and essay writing. Through the process writing approach students draft, edit, and revise to enhance their work. Students also participate in paired conferences, small group work, and student-teacher conferences as part of this process.</td>
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In Grade 8 English, students read, discuss, and write about literature of various genres, including fiction, non-fiction, drama, and poetry. Assignments are designed to deepen and broaden the understanding of key literary terms and improve clarity of written and oral communication. Through literature students will explore important issues that are relevant to their lives, such as justice and coming of age. All eighth grade students will read and study four core texts, which may include *Of Mice and Men*, *To Kill a Mockingbird*, *A Midsummer Night's Dream*, and *Animal Farm*. These core texts are supplemented with additional reading throughout the course.

By the end of the year, students will improve their overall writing skills, with an emphasis on analytical writing. They will also see writing as a means of thinking through and expressing thoughts and ideas. In addition, students will continue to enrich their grammar and vocabulary skills through reading and exercises, and will employ technology, including Chromebooks, regularly in and out of class.
English Department Progression of Courses

6th Grade
- Grade 6 English (5x per week)
- Reading/ Writing Connections (3x per week)

7th Grade
- Grade 7 English

8th Grade
- Grade 8 English

9th Grade
- English 9
- English 10 CP
- Grades 11/12 Semester Courses***
  - American Literature CP
  - Speech

10th Grade
- English 10 Honors*
- OR
- American Literature Honors**
- OR
- AP English Literature**
- OR
- Grades 11/12 Semester Courses***

11th Grade
- American Literature Honors**
- OR
- AP English Literature**

12th Grade
- American Literature CP
- OR
- Grades 11/12 Semester Courses***

Electives (do not fulfill required English credits, available Gr. 9-12)
- Journalism 1 (students new to Journalism Program)
- Journalism 2 (students who continue after Journalism)

*Placement in this course requires successful completion of a placement assessment and teacher recommendation. Override requests will be considered on a space-available basis.

**Placement in this course requires teacher recommendation. Override requests will be considered on a space-available basis.

***Students take one course each semester from the chart below, but are not required to take the sequential courses (i.e. can take Non-fiction 1 and Creative Writing II: Poetry).

Semester 1
- Modern Literature I
- World Literature I
- Non-Fiction I
- Creative Writing I
- Dramatic Literature I: Shakespeare and His World
- The Literature of Sport

Semester 2
- Modern Literature II
- World Literature II
- Non-Fiction II
- Creative Writing II
- Dramatic Literature II: The Modern Theater
- The Literature of Sport

(required)

(choice)
HISTORY/SOCIAL STUDIES

The history/social studies curriculum is designed to help students acquire the knowledge, judgment, and skills to participate intelligently and responsibly in civic life and continue to learn for themselves. Essential skills of writing expository papers, using library resources and technology, reading maps, interpreting authentic documents and data, preparing research papers, and participating in discussions are taught and reinforced in all courses.

Course M360 GRADE 6 SOCIAL STUDIES Full Year
M361 Sixth grade Social Studies will introduce students to the world through its physical, political, economic, and cultural characteristics. Students will develop geographic literacy and skills while expanding their ability to use technology effectively, think critically, and collaborate in groups. Additional emphasis will be placed on students’ ability to write well, read and evaluate non-fiction sources, and conduct research.

Course M370 GRADE 7 HISTORY OF ANCIENT CIVILIZATIONS Full Year
M371 This course will investigate the major components of civilizations in the ancient world. Elements of these civilizations to be explored include government, law, religion, social structure, literature, art, geography, and architecture. Students will begin with the early civilization of Sumer. Subsequent units will include the Middle East, India, China, Greece, and the Roman Empire. Throughout the year, emphasis will be placed on refining students’ basic skills in research, oral expression, and critical writing.

Course M380 GRADE 8 CIVICS AND EARLY AMERICAN HISTORY Full Year
M381 This course is designed to build students’ understanding of the basic principles of American government and the rights and responsibilities of citizens. Additionally, students will study early United States’ History, with emphasis on the roots of our nation’s ideals, traditions, and institutions. The annual eighth grade trip to Washington, D.C., will provide an opportunity to make the nation’s capital a key component of the course, and will allow students to see themselves as active participants in the process of government. Throughout the year, students will continue to work on skills-development, with particular emphasis on writing expository essays. Current events will be integrated into the course to help students connect the past to the present.
## History/Social Studies Course Sequence

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<tr>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>9th Grade</th>
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<th>12th Grade</th>
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<td></td>
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<td></td>
<td>World History AP</td>
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<td>US History: Civil War – Present CP</td>
<td>(See Electives)</td>
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**Required MS**

**Required HS**

**HS Electives**

**AP Modern European History**

**AP Psychology**

**Dual Enrollment Economic Ideas and Issues (Fall Semester)**

**Action Civics (CP, semester)**

**Power, Justice & the American Political System (H, semester)**

**Race, Class, & Gender (semester)**

**Asian American Studies (semester)**

**Contemporary World Issues (semester)**

**Introduction to Economics (semester)**
MATHEMATICS

The courses in mathematics emphasize the pattern, structure, and unifying ideas of the discipline. Since we have witnessed tremendous growth in uses of mathematics during the past thirty years, it is virtually impossible to predict all our future mathematical needs. We attempt to provide opportunities for students to achieve the mathematical, statistical, and computer literacy that will be required by tomorrow’s society. Acquiring problem-solving skills is a major emphasis of the program.

The mathematics department recommends that students take alternate mathematics courses (summer school, on-line, or after-school mathematics courses) only if they have done poorly in the corresponding academic year course or desire such a course for enrichment. When encountering specific mathematics courses for the first time, students should not substitute such alternate courses for regular academic year courses in their mathematics programs. In general, only academic year courses provide the time and group interaction necessary to develop an appropriate understanding of the concepts involved. Students will generally not be permitted to skip courses by taking alternate courses and students who take alternate courses prior to the academic year course should do so with the understanding that they will encounter some repetition of material in their academic year course. For further information about this policy, contact the department chair.

Course M160 GRADE 6 HONORS MATHEMATICS Full Year
Course M161 GRADE 6 HONORS MATHEMATICS Full Year

Students in this course should have a solid mastery of their number facts, skill in abstracting, and an active interest in mathematics. The course will include expanding skills with fractions and decimals; work with the four operations and the order of operations; exploring graphs and analyzing data; two-dimensional geometry; an introduction to algebraic concepts; work on patterns in numbers and shapes and expressing those patterns algebraically; and studying ratios. Throughout the course students will be exposed to a variety of problems and puzzles designed to develop problem-solving skills and encourage creative thinking.

Course M162 GRADE 6 MATHEMATICS Full Year
Course M163 GRADE 6 MATHEMATICS Full Year

Students in this course should be able to demonstrate mastery of most number facts. The course will include expanding skills with fractions and decimals; work with the four operations and the order of operations; exploring graphs and analyzing data; two-dimensional geometry; an introduction to algebraic concepts; work on patterns in numbers and shapes and expressing those patterns algebraically; and studying ratios. Throughout the course students will be exposed to a variety of problems and puzzles designed to develop problem-solving skills and encourage creative thinking.

Course M165 GRADE 6 TOPICS IN MATHEMATICS Full Year

This course is for students concurrently enrolled in Grade 6 Level II Mathematics (Course M162 or M163) who need additional mathematics instruction to succeed in that course. Instruction in Topics is designed to reinforce concepts from Level II Mathematics, address skill weaknesses, develop the habits of mind necessary for success in mathematics, and prepare students for upcoming lessons in Level II Mathematics. Grade 6 Topics meets 2 times a week; the course is a pass/fail course and has no required homework.

Course M170 GRADE 7 HONORS MATHEMATICS Full Year
Course M171 GRADE 7 HONORS MATHEMATICS Full Year

This course is designed to prepare students for Honors Algebra I in Grade 8. The year will be divided into four major units: Operations in Expressions and Equations, Ratios and Proportions, Three-Dimensional Geometry, and Probability. In addition to the standard curriculum, students will engage in a number of explorations from computer programming to different number systems. Only students with high motivation and demonstrated mathematical achievement should enroll in this course.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>M172</td>
<td>GRADE 7 MATHEMATICS</td>
<td>Full Year</td>
<td>Grade 7 Mathematics is a college preparatory course that continues students’ exploration of algebraic concepts. Students are recommended for this course by their 6th grade teacher. Course content will consist of four major units: Operations in Expressions and Equations, Ratios and Proportions, Three-Dimensional Geometry, and Probability. Students will also be introduced to computer programming throughout the year. By the end of the year, students in this course will be prepared to take Grade 8 Algebra I.</td>
</tr>
<tr>
<td>M175</td>
<td>GRADE 7 TOPICS IN MATHEMATICS</td>
<td>Full Year</td>
<td>This course is for students concurrently enrolled in Grade 7 Mathematics (Course M172 or M173) who need additional mathematics instruction to succeed in that course. Instruction in Topics is designed to reinforce concepts from Grade 7 Mathematics, address skill weaknesses, develop the habits of mind necessary for success in mathematics, and prepare students for upcoming lessons in Grade 7 Mathematics. Grade 7 Topics meets 2 times a week; the course is a pass/fail course and has no required homework.</td>
</tr>
<tr>
<td>M180</td>
<td>GRADE 8 HONORS ALGEBRA I</td>
<td>Full Year</td>
<td>This course is a challenging introduction to algebra. Major topics will include linear equations, graphs and functions, systems of linear equations, polynomials, factoring, and quadratic functions. Algebra I features hands-on investigations of interesting and meaningful problems. Students will use a practical blend of technology-related and paper-and-pencil problem-solving tools including graphing calculators. Students will also engage in a variety of enrichment explorations involving topics such as computer programming and mathematical modeling. Only students with high motivation, exceptional ability and demonstrated mathematical achievement should enroll in this course.</td>
</tr>
<tr>
<td>M182</td>
<td>GRADE 8 ALGEBRA I</td>
<td>Full Year</td>
<td>This course is a college-preparatory introduction to Algebra. Major topics will include linear equations, graphs and functions, systems of linear equations, polynomials, factoring, and quadratic functions. Students will use a practical blend of technology-related and paper-and-pencil problem-solving tools including graphing calculators.</td>
</tr>
<tr>
<td>M185</td>
<td>GRADE 8 TOPICS IN ALGEBRA</td>
<td>Full Year</td>
<td>This course is for students concurrently enrolled in Grade 8 Algebra I (Course M182 or M183) who need additional mathematics instruction to succeed in that course. Instruction in Topics is designed to reinforce concepts from Algebra I, address skill weaknesses, develop the habits of mind necessary for success in mathematics, and prepare students for upcoming lessons in Algebra I. Grade 8 Topics in Algebra meets 2 times a week; the course is a pass/fail course and has no required homework.</td>
</tr>
<tr>
<td>M186</td>
<td>APPLIED DISCRETE MATHEMATICS CONCEPTS</td>
<td>Full Year</td>
<td>(Not Offered 2017-2018) This course offers students the opportunity to study the application of important mathematical concepts to real world issues and problems. Students will gain a solid understanding of fundamental mathematical ideas by developing mathematical models and applying technology while using these models for decision making. The topics studied might include mathematical models for the study of traffic and the spread of gossip or disease; the use of probability and inferential statistics to make predictions from limited data; applied game theory; applied graph theory; operations research/queue theory; mathematical systems for modeling situations ranging from urban geography to political decision making; risk analysis and numeracy.</td>
</tr>
</tbody>
</table>
Math Course Sequence

6th Grade  7th Grade  8th Grade  9th Grade  10th Grade  11th Grade  12th Grade

- Grade 6 Math level 1
- Grade 6 Math level 2
- Grade 7 Math
- Grade 7 Honors Math
- Grade 8 Math
- Grade 8 Honors Algebra I
- Grade 8 Algebra I
- Grade 9 Geometry
- Grade 9 Geometry, Honors
- Algebra II
- Algebra II, Honors
- Algebra II Topics in Mathematics
- Precalculus Part I
- Precalculus, Honors
- Precalculus, Honors Part II and Statistics
- Applied Discrete Math Concepts
- AP Statistics
- AP Calculus AB or BC
- Applied Discrete Math Concepts Cont’d and

Note: Topics courses are taken concurrently with the standard level math course.
MUSIC

The Music Department provides opportunities for participation in vocal and instrumental groups and offers general music courses at grades 6 and 7. The purpose of the music offerings is the cultivation of a lasting appreciation of music and the personal enrichment brought about through participation and study. Music students also have the opportunity to audition for the Junior Northeast Festival.

Course M901  GRADE 6 MIXED CHORUS  Full Year
Course M902  GRADE 7 MIXED CHORUS  Full Year
Course M903  GRADE 8 MIXED CHORUS  Full Year

Students will be taught harmony, diction, and other vocal techniques needed for good choral singing. Music selections will include a range of styles representing different cultures and eras. The choruses will perform in the winter and spring concerts, and rehearsals and performances outside of regular school hours will be required.

Course M900  GRADE 7/8 MADRIGALS  Full Year
This is a performing group established to enrich the serious chorus student. Admission to this group is by audition only. Students selected for Madrigals are also required to sing with the 7th or 8th grade chorus. Rehearsals and performances outside of regular school hours will be required.

Course M908  GRADE 6 BAND  Full Year
Course M904  GRADE 7 BAND  Full Year
Course M905  GRADE 8 BAND  Full Year
Course M909  GRADE 6 STRING ORCHESTRA  Full Year
Course M907  GRADE 7/8 STRING ORCHESTRA  Full Year

The instrumental groups will offer instruction in the development and refinement of intermediate performing and ensemble techniques. Students will continue to broaden their knowledge of music fundamentals: scales, keys, rhythm patterns, dynamics, and expression of symbols. Rehearsals and performances outside of regular school hours will be required.

Course M906  JAZZ BAND  Full Year
This course is a performing group established to enrich the serious band student. Admission to this group is by audition only and based on the instrumentation needs of the group. Students will learn the language of jazz through the study of jazz fundamentals: blues scales, swing rhythms, articulations, dynamics, and improvisation. Rehearsals and performances outside of regular school hours will be required. Students in the Jazz Band also will be required to play in the 7th or 8th grade band (7th/8th grade orchestra for string bassists).

The scheduling of all music electives is contingent upon class sizes, enrollments, and lack of conflicts. Students may have to choose between music electives under certain circumstances.
The Weston science and technology program is designed to guide students toward science literacy in our increasingly complex technological world. Our goal is to help students learn to think scientifically in analyzing and evaluating important science-based questions, while at the same time encouraging curiosity and wonder about the details they observe in the world around them. Likewise, through project-based experiences in design, computer-science, and the technological arts, students learn to both understand and to become active creators of the human-made world that surrounds them.

The middle school science and technology/engineering curriculum has been revised in accordance with the Next Generation Science Standards (NGSS), and updates to the Massachusetts Science Frameworks. In place of traditional disciplines, science and technology/engineering is taught in a spiraled manner, emphasizing cross-cutting concepts including patterns, systems and system modeling, energy and matter flows, cause and effect, scale, proportion and quantity, structure and function, and evolution.

Grade-appropriate reading, writing, and mathematics concepts are embedded throughout the curriculum, as recommended by the Common Core Standards.

Additionally, in each year, students explore the connections between science and technology/engineering through a series of engineering design projects, both within their science courses and through their choice of technology/engineering electives that take place during the arts blocks.

**Course M460  GRADE 6 SCIENCE**

Sixth grade science is centered around student-based inquiry learning and problem-solving. In this introductory year to middle school, it is important to introduce students to hands-on learning and experimentation in the science curriculum. Instructors work to instill scientific thinking processes and basic engineering/design principles in the students as they build things and explore the world around them.

Following the engineering design process, students will build instruments, boats, and windmills as they study the nature and properties of matter and energy transformation. Measurement of scale, proportion, and quality are applied to both engineering design and chemical reactions of matter. Weather and the environment are studied as systems, both driven by energy flow originating from the sun.

Reading and writing are also important skills emphasized in science (all classes are English class!). Students learn the importance of communicating ideas in science by writing several lab reports throughout the year, culminating in a Design-Your-Own-Lab project in the 4th quarter. Among the topics studied are properties of matter, basic particles of matter, energy transformation, Heat, Weather, and Ecology.

**Course M470  GRADE 7 LIFE SCIENCE**

Seventh grade begins with a look at the “Earth as a system” and how the geosphere, hydrosphere, atmosphere, and biosphere interact to give us our planet as we know it. Then, building upon the study of the environment at the end of Grade 6 Science, students in Grade 7 focus primarily on the study of the biological world around them, its change over time, and its interconnection with earth’s long history.

Central areas of study and investigation include classification and the six kingdoms of living organisms (based on both physical structures and genetic patterns); the study of cells and their function as a system of interacting organelles, genetics and heredity; and biological evolution. This is connected to its basis in changes in the Earth over deep time, created by
the energy flows and convection currents, which drive plate tectonics. Mathematical concepts such as scale, proportion, modeling, and exponents are woven throughout, applied to such areas as deep time, radioactive dating, and levels of biological organization from atoms to ecosystems. The engineering design process is incorporated with an in depth look at density through the creation of an object that neither floats nor sinks.

Significant skill-based learning goals for this course include teamwork in lab, effective note taking, personal organization, study and test taking skills, and meaningful participation in class and lab. Content and skills are developed through a variety of approaches including technology based activities, inquiry labs, and regular assessments.

Course M480  GRADE 8 EARTH SCIENCE  Full Year
In Grade 8 science the study of systems is a recurring theme. Students study the Earth as a system driven by energy flows, including plate tectonics, interactions of matter, atmospheric science, and climate change, as well as the Earth's place in space as a component of the larger solar system. Systems on a more personal scale are studied as well, through the exploration of the interacting organ systems of the human body. Forces on objects, and their resulting motions are investigated, both qualitatively and as through application of Grade 8 algebra, illustrating the cross-cutting concept of cause and effect. Students culminate the year by using the engineering design process to model, develop and implement a design for a bottle rocket, analyzed as a system, which includes guidance, propellant, and engine subsystems.

Major emphasis will be placed on the application of organizational skills, continued acquisition of study skills, discovery by inquiry and critical thinking, data collection and presentation of experimental information.

Course M483  SCIENCE PRE-VIEW  Full Year
Science Pre-View is a course designed for students who need additional support in developing science processing skills and conceptual understanding. A major component of this course is to preview science terms and concepts that will prepare students for future classes, and long term understanding. Also, a review of key concepts covered in previous years will be presented in order to ensure a better understanding of the science curriculum. This course will offer labs skills review, discussions, varied activities and assessments.

Course M874  GRADE 7 ROBOTICS
This course introduces students to basic concepts in engineering and computer science, utilizing the Lego Nxt Mindstorms system and the Nxt-G programming environment to design, model, and prototype robotic systems. Students begin by learning sturdy construction methods with Lego Technics beams through the design of a sturdy chair. The use of gears and other mechanisms to transform speed, torque, and motion are explored. The programming of microcomputers is then explored, applying sensors, motors, and sounds to solve a series of robotic design challenges. Students learn to model behaviors as algorithms, then implement the algorithms in code, learning concepts such as loops, decision trees, and signal thresholds in the process. Finally, these techniques are applied to one or more open-ended design challenges, such as a robotic creature, amusement park, transportation system or exploration voyage, which emphasize engineering systems. Throughout, students are introduced to the work of current leaders of robotics research, and the application of robotics to real-world applications such as navigation, medical prosthetics, and social interaction.
This course introduces students to the key concepts in engineering design—modeling and systems—through projects emphasizing structural concepts. Students begin by building and testing to failure models of an antenna tower, beams, and columns, and learning the forces that act on structures, including tension, compression, bending, and shear. Students learn about how these principles apply to the various types of bridge designs including beam bridges, truss bridges, and suspension bridges, and how their design has changed through history. They apply these concepts to the building and testing of prototype truss bridges, using both physical modeling and an engineering simulation program to explore concepts such as efficiency and redundancy. In the final unit, students learn about affordable architectural design. Students create computer models of a house using a computer-aided design program, and then build a physical model of their structure, using saws, drills, and various other shop tools.
Science Course Offerings, Grades 6 - 12

Grade 6  Grade 7  Grade 8  Grade 9  Grade 10  Grade 11  Grade 12

Grade 6 Science  Grade 7 Science  Grade 8 Science  Physics, Honors  Biology, Honors  Chemistry, Honors  Biology, AP

Physics, CP  Biology, CP  Chemistry, CP  Chemistry, Conceptual  Chemistry, AP  Physics, AP

No prerequisites. Open only to 11th & 12th grade students

Engineering

Must have taken Biology & Chemistry (or chemistry concurrently). Open only to 11th & 12th grade students

Anatomy & Physiology

Must have taken Biology. Open only to 11th & 12th grade students

Environmental Science

Must have taken Biology & Chemistry (or chemistry concurrently). Open only to 11th & 12th grade students

DNA/Biotechnology
WELLNESS

The Wellness Program, Grades 6-8, contains health and physical education courses that are designed to provide students with the knowledge and skills necessary to make good health decisions. The program has adopted the Massachusetts Comprehensive Health Curriculum Framework’s core concepts: health, literacy, health self-management, and health promotion. The goals and objectives of this program are met through the courses in health and physical education.

Course M760 GRADE 6 PHYSICAL EDUCATION Full Year
Grade 6 Physical Education will continue the themes addressed in grade 5. There will be an emphasis on fitness, and basic psychomotor skill acquisition in the context of team sports and developing healthy social relationships. Units offered include: basketball, field hockey, soccer, volleyball, track, swimming, volleyball, and badminton. The course will meet for two class periods each week.

Course M761 GRADE 6 HEALTH EDUCATION Full Year
This course for sixth graders will focus on health education topics. The course will provide students with opportunities to learn more about their physical, social, emotional, and intellectual development, and help them develop health-related refusal and decision-making skills. This course will meet for one period each week.

Course M770 GRADE 7 PHYSICAL EDUCATION Full Year
Grade 7 Physical Education will provide the opportunity for students to further develop increased psychomotor skills and advance to game application of those skills. Fitness concepts are emphasized, with students encouraged to explore their own responsibility and skills needed for personal fitness. Units offered include: football, ultimate, basketball, field hockey, soccer, volleyball, track, swimming, strength training, cardiovascular health, volleyball, and badminton. The course will meet for two class periods each week.

Course M771 GRADE 7 HEALTH EDUCATION Full Year
Grade 7 Health Education focuses on personal responsibility and healthy decision-making. Students will cover a number of important topics for early adolescent emotional development, including communication skills, violence awareness and prevention, stress and anxiety management, human sexuality, disease transmission and prevention, and mental health.

Course M780 GRADE 8 PHYSICAL EDUCATION Full Year
Grade 8 Physical Education will continue the process of improving advanced psychomotor skills while also transitioning students from sport activities to individual fitness activities. The development of personal fitness goals, and increased responsibility and accountability for one’s health, personal behavior, and self-efficacy are emphasized. Units offered will include: fitness concepts, strength training, volleyball, track, swimming, and racquet sports (pickleball, tennis, and badminton), rugby, and team handball.

Course M781 GRADE 8 HEALTH EDUCATION 2 Units
This course builds upon the grade 7 Health Education curriculum to assist students with improving the skills necessary to resist initiation of alcohol, tobacco, and drug use behaviors. Other health curriculum topics covered during this course includes AIDS/HIV education and participation in the human sexuality seminar program.
Wellness Education Department - Progression of Secondary Courses

**Weston Middle School**

- PHYSICAL EDUCATION:
  - Gr 6 PE: Skill & Social Development
  - Gr 7 PE: Fitness & Skill Application
  - Gr 8 PE: Playing for Wellness

- HEALTH EDUCATION:
  - Gr 6 HE: Understanding Social-Emotional Health
  - Gr 7 HE: Understanding Human Development

- FAMILY & CONSUMER SCIENCES:
  - FCS courses are offered only at the High School level. Each FCS Cooking class may be taken as a general elective one time, during any semester in the student’s four year high school career.

**Weston High School**

- PHYSICAL EDUCATION:
  - PE 9: Wellness Development
  - PE 10, 11, 12 Student Choice Program
    - One course required each year; assignment based upon student selection & availability

- HEALTH EDUCATION:
  - FR HE: Foundations for Personal Wellness
  - SO HE: Social-Emotional Development in Adolescence
  - JR HE: Self-Identity & Society

**Recreational Activities**

Massachusetts General Laws – Chapter 71, Section 3. Physical education shall be taught as a required subject in all grades for all students in the public schools for the purpose of promoting the physical well-being of such students.

Massachusetts General Laws – Chapter 71, Section 1. Instruction in health education shall include, but shall not be limited to: consumer health, ecology, community health, body structure and function, safety, nutrition, fitness and body dynamics, dental health, emotional development, safe and healthy relationships with a focus on preventing sexual and domestic violence and training in the administration of first aid, including cardiopulmonary resuscitation.

Creative Cooking
Regional U.S. Cuisine
Cooking for Fitness
International Cuisine

Competitive Team Activities
Personal Fitness Development
Lifetime Wellness Activities
WORLD LANGUAGES

World language courses in Weston follow the proficiency model of world language instruction reflected in the Massachusetts State Curriculum Frameworks and the National Standards for Education. Students are presented with both grammar and vocabulary in context and are encouraged to express themselves in the target language independent of a text as soon as possible. Awareness of cultural differences and similarities is also essential to a complete language education. Interdisciplinary themes allow students to use the language they acquire to learn about their world in general. They also demonstrate a more authentic use for the language as a means of communicating important information.

While Latin does not require the same instructional shift from a more traditional methodology to the proficiency model as do Spanish, Mandarin Chinese, and French, curricular objectives for Latin have been modified to make study of the language more relevant to students. Projects, games and historical lessons complement working with grammar and vocabulary, which is presented in context and in an age-appropriate manner. In addition, students learn to recognize parts of speech and vocabulary derivatives which enhance their understanding of their native language. Study skills are an essential part of the curriculum as well.

When choosing a language, please keep in mind that this is a three-year commitment to that language. Students will be enrolled in this language for Grades 6, 7 and 8. For students in Grade 6, we are not able to allow any change in languages after September 30 and parents should speak with the teacher before requesting a change. In addition, such a change must be accompanied by written permission of the principal.

Seal of Biliteracy

Weston High School graduating students may be eligible to receive a Seal of Biliteracy. The Seal of Biliteracy is an award given by the Commonwealth of Massachusetts in recognition of students who have studied and attained a designated level of proficiency in two or more languages (including English) by high school graduation. The criteria are 1) a rating of Intermediate-High or above on the ACTFL Assessment of Performance toward Proficiency in Languages, and 2) a score of Proficient or above on the high school ELA MCAS. Students fluent in a language not taken at school may qualify based on an alternate assessment and should contact the Director of World Languages. We encourage all students to continue their study of language throughout high school as multiple years of study will provide the opportunity to earn this award.

FRENCH/SPANISH

Course M564  GRADE 6 SPANISH  Full Year
Sixth grade Spanish serves as a continuation of the elementary school Spanish program. Students will be taught to express themselves in the target language and comprehend simple statements, commands and descriptive passages. Grammar will be addressed in context and grammatical accuracy will be secondary to general communication. Hands-on activities, games and songs will be used to reinforce the material. The ultimate goal of studying a second language at this grade level will be enjoyment of, awareness of the need for, and commitment to language study. This course will meet two periods each week.

Course M573  SPANISH NOVICE I  Full Year
Prerequisite: Grade 6 Spanish
Students in this Grade 7 course will continue their study of Spanish that began in the elementary schools. The course will meet four periods per week and the curriculum will build on students’ previous learnings.

Students will be encouraged to use both grammar and vocabulary for self-expression and as communication tools for discussing work in other areas of study. More traditional and project-based assessments will replace the less formal methods used in Spanish classes at the elementary school level. An important focus of language education at this level will continue to be the acquisition of oral/aural skills. In addition, reading and writing will become a more integral part of instruction. Students will be introduced to linguistic structure as an abstract construct that enhances the precision of speech.
grammar and vocabulary will be supported by a traditional language text as well as by
teacher-designed materials. Classes will be conducted as much as possible in Spanish, and
the use of English will be reserved for more complex explanations of grammar or for
ensuring student comprehension of less easily understood classroom procedures.

Course M581  SPANISH NOVICE II  Full Year
Prerequisite:  Spanish Novice I and teacher recommendation
This Grade 8 course is designed for students who have successfully completed Spanish
Novice I (Course M573). As is the case in Spanish Novice I, the class will be conducted
primarily in the target language with English reserved for grammar explanations and for
some classroom procedures. The year will begin with a brief review of the material
covered in Spanish Novice I. However, at this level, our study will focus beyond everyday
situations to include storytelling and histories, both personal and cultural, using the two
past tense conjugations of verbs.

Independent use of the language continues to be an overarching goal of the program, and
students will be encouraged to speak and write creatively in Spanish. Reading and listening
selections will provide cultural material from the Spanish speaking world as well as
reinforcement of the grammar and vocabulary in each lesson. A traditional language text
will serve as a guide for the work; however, much of the sequence and pacing is determined
by the teacher in response to the needs of the class. Hands-on projects and
interdisciplinary work will help students make connections between the language they are
learning and other aspects of their lives. Whenever possible, native speakers will be invited
to classes for both formal and informal presentations, and students will be encouraged to
use their language skills in real life situations.

Students completing this level of language instruction will be prepared for the Intermediate
level at the High School.

Course M561  GRADE 6 FRENCH  Full Year
Students in this introductory French course will learn about the various French speaking
cultures and begin the process of building a foundation of vocabulary and grammar. Units
of study will include the self and family, school routines, and sports and hobbies. Hands-on
activities, games and songs will be used to reinforce the material. The ultimate goal of
studying a second language at this grade level will be enjoyment of, awareness of the need
for, and commitment to language study. This course will meet two periods each week.

Course M570  FRENCH NOVICE I  Full Year
Prerequisite: Grade 6 French
This Grade 7 course builds on the basic concepts of language study and continues the
process of strengthening their language skills, allowing students to communicate more in
the target language. More traditional teacher-centered instruction will be supplemented
with student projects and reading selections. Units of study will include telling time;
describing themselves and their friends and families; ordering in a restaurant; and asking
for and giving information with regard to weather, daily schedules and activities.

Students will be expected to comfortably use the simple present tense. In addition, students
will be introduced to the near future and simple past tenses. Even at this early stage of
language acquisition, students will be encouraged to use the language independently to
express themselves.
Course M580 FRENCH NOVICE II Full Year
Prerequisite: French Novice I and teacher recommendation
Students in this Grade 8 course will expand their work with the language and culture by learning to comprehend simple command forms, communicate personal preferences, and recognize many common idiomatic expressions. They also will begin their study of the simple past tense as it is used to tell stories, give personal histories, and describe occurrences in the past. Often major historical events from the target culture will be introduced at this point. Although vocabulary and grammar begun in previous years will be reviewed, there will be an increase in both the pacing and amount of the material to be mastered. Reading and listening selections, while carefully constructed to reinforce the material presented, will continue to provide challenges for student comprehension. Written and oral assignments will be designed to allow creative, contextualized use of the language.

French Novice II will be conducted entirely in the target language with English reserved only for complex explanations of grammatical structures.

LATIN

Course M562 GRADE 6 LATIN Full Year
Students in this introductory Latin course will focus on the connections between Latin, English and the Romance languages, acquire basic vocabulary and grammar needed to read and comprehend the Latin language, and begin their study of ancient Roman history. Hands-on activities will be used to reinforce the material. The ultimate goal of studying a second language at this grade level will be enjoyment of, awareness of the need for, and commitment to language study. This course will meet two periods each week.

Course M511 LATIN NOVICE I Full Year
Prerequisite: Grade 6 Latin
Students will build on their Latin skills in order to read and comprehend more complex texts. In addition, students will explore such cultural topics as the study of Roman houses, families, geography, professions, theater and slavery. More traditional classroom instruction will be enhanced by hands-on projects that encourage the integration of language skills.

Course M512 LATIN NOVICE II Full Year
Prerequisite: Latin Novice I and teacher recommendation
Latin Novice II will review all grammar and vocabulary taught in previous years and introduce more complex grammatical concepts needed to read, write, and comprehend modified Latin stories and passages. The course will continue to focus on Roman cultural topics, including religion and the stories of the Iliad, Odyssey and Aeneid. Emphasis will be placed on gaining mastery of the concepts of case and the ability to translate and comprehend with ease. Traditional classroom instruction will be supplemented by projects.
MANDARIN CHINESE

Course  M563  GRADE 6 MANDARIN CHINESE  Full Year
This introductory Mandarin Chinese class introduces students to basic vocabulary and grammar, as well as Chinese culture. Some of the units of study are the family, school life and hobbies. Hands-on activities, games and songs will be used to reinforce the material. The ultimate goal of studying a second language at this grade level will be enjoyment of, awareness of the need for, and commitment to language study. This course will meet two periods each week.

Course  M510  MANDARIN CHINESE NOVICE I  Full Year
Prerequisite: Grade 6 Mandarin Chinese
This course is designed to reflect the proficiency-based orientation of all our oral foreign languages. Classes are instructed primarily in the target language, with English reserved for complex directions or for grammatical explanations not immediately obvious to young students. There will be a variety of assessment models, including quizzes and projects. Producing and responding to simple instructions, expressing wants, exchanging greetings and limited personal information, counting, and naming common objects comprise the bulk of the linguistic goals of this year's study. Cultural information about China, a familiarity with the written language, and an understanding of both similarities and differences between Chinese language and culture and that of the United States are also critical components of the course.

Course  M513  MANDARIN CHINESE NOVICE II  Full Year
Prerequisite: Mandarin Chinese I and teacher recommendation
Building on the skills introduced in Mandarin Chinese I, students will add to their knowledge of the spoken and written language. Many of the topic areas covered in Mandarin I are revisited and expanded in the second year of the course. Again, the class is conducted primarily in Chinese, with English reserved for complex conceptual understanding. Entering students are expected to have mastered pin-yin, as well as sufficient characters to express the simple statements or questions presented in the previous year's study. Songs, simple traditional poetry, and folk stories adapted for beginning language learners serve as both a vehicle for developing additional linguistic skills and as an introduction to important components of Chinese culture and history. While the class continues to be teacher directed, independent projects and group projects encourage students to use the language they are studying for creative self-expression.
World Language Course Sequence

Languages offered: French, Latin, Mandarin, Spanish

WPS students study Spanish grades 1 – 5, then choose to either remain with Spanish or switch into one of the other options for a three year commitment to that language (grades 6, 7 & 8)

High school students who are so inclined are encouraged to take on a second World Language and would generally merge into this continuum at the Novice level with exceptions based on prior knowledge/experience