

# Abington Middle School



*Work Hard, Play Hard*  
*Always Be the Good*  
*Value Learning and Respect*  
*Effort Equals Success*

## *Program of Studies* *2020-2021*

## Principal's Message

I would like to extend a welcome to all members of the Abington Middle School community for the 2020-2021 school year. The AMS staff is excited to offer the courses presented in this Program of Studies.

The Abington Middle School Program of Studies includes a wide variety of courses, along with course descriptions. Students engage in academic courses, including English Language Arts, Mathematics, Science, Social Studies and Spanish, as well as explore and develop their abilities in the areas of digital literacy, technology, art, wellness, music and engineering.

The faculty, staff and administration at Abington Middle School are dedicated to meeting the unique needs of each student. Working with the Abington community, we provide a program that is designed to prepare students for a smooth transition from elementary school and into high school. We believe it is important to provide a structured and nurturing school environment for all students. We recognize the social and emotional milestones that our students will face while at Abington Middle School. Throughout the year, we will offer programs addressing the social and emotional development of middle level students, including anti-bullying and motivational programs, and we will engage all students in character education lessons and service learning projects.

The AMS staff is honored to serve our community by offering an appropriate middle school education in a professional and responsive environment. Best of luck for a successful year!

Matthew J. MacCurtain  
Principal

Sarah Sawyers  
Assistant Principal

**ABINGTON MIDDLE SCHOOL  
PROGRAM OF STUDIES  
2020-2021**

**ADMINISTRATIVE STAFF**

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**CENTRAL ADMINISTRATIVE STAFF**

*Peter Schafer, Superintendent of Schools*  
*Felicia Moschella, Assistant Superintendent for Business & Finance*  
*James Robbins, Director of Student Services*  
*Dr. Sharlene Fedorowicz, Director of Curriculum Instruction & Assessment*

**SCHOOL COMMITTEE MEMBERS**

*Christopher Coyle, Chairperson*  
*Jannette Leary, Vice-Chair*  
*Wendy Happel, Secretary*  
*Jaclyn Abrams, Member*  
*Lisa Augusta, Member*

### **Abington Public Schools Mission Statement**

The mission of the Abington Public Schools is to provide all students with relevant, challenging educational experiences to prepare them to be engaged, responsible citizens and members of the global community.

*The Abington Public Schools reserves the right to limit the availability of programs due to limitations of facilities, staffing, enrollment or budget. If you have questions, please call our guidance office at (781) 982-2172.*

### **Guidance Department**

Guidance services available at Abington Middle School help students maximize their potential for academic and personal growth. Students and parents are encouraged to utilize services on an as needed basis in order to accomplish this goal. Conferences and telephone calls with parents are encouraged.

#### **Educational Counseling**

Educational counseling is typically done on an individual basis and focuses on helping students adjust to middle school and meet the increased academic demands. Students, teachers, counselors or parents can initiate educational counseling. Each student has a cumulative folder which contains current and past records of achievement and is maintained in the guidance department.

The guidance counselor explains all courses offered at Abington High School to eighth grade students. Teachers in major subject areas enter course level recommendations for each student. Course selections for high school are reviewed by the counselor and by parents.

Applications to private high schools and to South Shore Vocational Technical High School are processed and records are sent. The PCC Summer Enrichment Program is explained to all eligible students and applications to the program processed.

The guidance program for Abington Middle School students centers around the transition to middle school with an emphasis on providing information about what to expect and addressing any student concerns about middle school. Activities include counselor presentation of Abington Middle School, presentations by Abington Middle School students, a school tour and opportunities for parent orientation.

#### **Personal Counseling**

Short-term personal counseling is provided on an as-needed basis. Counseling can be initiated by student, parent, teacher or administrator request. The counselor assists with problems that fall within the normal adolescent range. When a problem of greater magnitude occurs, counselors attempt to make appropriate referrals as soon as possible. Outside professionals are recommended.

## **Career Exploration**

Career exploration is accomplished by a series of group presentations, integrated into the student's academic program. Students complete a Career Cruisers Program where they take a career interest test and research their highest scoring careers. Career discussions and goal-setting sessions with the guidance counselor are available to all students. In addition, the Department of Elementary and Secondary Education (DESE) sets application deadlines so that the Superintendents will know the amount of nonresident tuition the city or town must pay prior to final preparation of the budget for the next school year. This includes nonresident tuition applications for secondary and post-secondary Chapter 74 vocational technical education programs. The nonresident applications must be presented to the Superintendent of Schools in the city or town of residence by April 1, of the year preceding enrollment. Therefore, parents and students should notify the guidance department by March 15, of their Chapter 74 vocational nonresident application so that the submission will be ready for April 1.

## **STUDENT GROUPINGS**

### **GRADES 5 & 6**

*Grade 5&6 students are placed in heterogeneous grouped classes including students with a range of instructional levels, for all classes.*

### **GRADE 7 & 8**

Grade 7 and 8 students are placed in heterogeneous grouping, or classes including students with a range of instructional levels, for the following classes: Art, Digital Literacy, Computer Science, STEAM, English, Geography, Music, Science and Wellness. The majority of students will place into the grade level Math course, either Math 7 or Math 8. In alignment with the Massachusetts Curriculum Standards, a group of students will be placed into Accelerated Math courses. Grade 7 placement into Accelerated Math is based on statewide assessments, a math placement test in grade 6 and teacher recommendation. Grade 8 placement into Accelerated Math is based on statewide assessments, mathematics classroom achievement in grade 7 and teacher recommendation.

## **COURSE DESCRIPTIONS**

*(In alphabetical order)*

### **Digital Literacy & Computer Science**

This course is designed to learn to use the computer as a tool to aid the student's academic studies. Topics will be covered over a four year period (Once per week for grades five and six, 60 classes each year for grades seven and eight) and Address core concepts in four key domains: Computing and Society, Digital Tools and Collaboration, Computing Systems, and Computational Thinking. Students will learn to integrate practices necessary to successfully act in a technological world, present coherent progressions of core concepts and practices from grades K to 12. This course will complement other Massachusetts Curriculum Frameworks.

### **English**

Our goal is to instruct middle school students so that they attain proficiency in the skills of reading, writing, listening, and speaking.

All English courses in Abington Public Schools will evolve in conformity with guidelines recommended by the *Massachusetts Curriculum Framework for English Language Arts and Literacy*, incorporating the *Common Core State Standards* [CCSS]. This document directs us to prepare all students for career and college readiness, both for the near future and for life-long learning. Students who are proficient in English can:

- Demonstrate independence in reading and writing;
- Build strong content knowledge;
- Respond in writing and speaking to the varying demands of audience, task, purpose and discipline;
- Comprehend as well as critique a variety of texts as readers and listeners;
- Value evidence in a variety of communication situations;
- Use technology and digital media strategically and capably, and
- Come to understand other perspectives and cultures.

Our goal for writing is to promote student achievement in creating a variety of text types for a wide range of audiences and purposes including: narratives, informative/explanatory essays, and arguments. They will continue to pre-write, draft, revise, edit, publish and reflectively self-assess their written work. Writing instruction will target specific skills relating to mechanics, grammar, organization and style. Students will write routinely over extended periods with time for research, reflection, and revision as well as shorter periods for a wide range of tasks.

Our goal for reading is to promote student achievement in reading and comprehension of complex literary and informational texts, independently and proficiently. Students in middle school learn to read more closely for key ideas and details as well as authors' choices in craft and structure of texts; they develop reading comprehension skills at both literal and inferential levels. Vocabulary study will emerge from reading literary and informational texts as well as crafting texts for a variety of purposes.

All English courses will emphasize development of the speaking and listening skills necessary for participation in discussions. It is important for students to learn to answer questions and support their observations with evidence; however, it is as important for them to learn to ask clarifying questions in order to increase their understanding and independence as learners.

### **Grade 5 English Language Arts**

In Grade 5 English Language Arts, students are exposed to a variety of complex texts and tasks. Rigor in reading, writing, speaking and listening, and language is promoted through the instruction of literature and informational text as well as learning foundational skills needed for reading and writing. The knowledge base of the student develops systematically through various topics to create a deeper understanding of the themes and English Language Arts skills. Progress is measured through the quantitative and qualitative evaluation of the complex texts and well as matching the reader to the text and task.

### **Grade 6 – English Language Arts**

In Grade 6 English Language Arts, students continue to be exposed to increasingly complex texts and tasks. The advancing skills of reading, writing, speaking and listening, and language promote rigor through the instruction of literature and informational text. Literature and literary nonfiction, through classics of American literature, U.S. documents, and Shakespeare dramas become increasingly sophisticated and more complex. The range across genres and centuries help to serve as a model for students' own thinking and writing. In addition, nonfiction text segues into reading and writing of historical/social studies and science/technical subjects.

### **Grade 7 – English Language Arts**

Students will read complex texts including a range of fiction, non-fiction, poetry, and drama that explore topics of identity, adolescence, and emerging adulthood. Teachers will use a variety of strategies to differentiate instruction for students within a class. All students will read full-length novels, as a class and independently.

Students will learn to write about their own experiences and the texts they read. The composition strand of this course focuses on writing the persuasive essay, the MCAS task for testing at Grade 7. All students will complete projects using the research process, including MLA documentation.

### **Grade 8 – English Language Arts**

There are two levels of instruction at Grade 8. Students at both levels will read the same texts and participate in many of the same writing tasks, but with different levels of teacher support and organization. Students will continue to read from a range of complex texts, including fiction, non-fiction, poetry, and drama that continue to explore topics of identity, adolescence and emerging adulthood. All students will read full-length novels, both young adult and classic selections. Since students complete an MCAS reading comprehension test in grade 8, they will work to improve independent reading comprehension of literary, informative, and persuasive texts at both literal and inferential levels.

Students will learn to write about their own experiences and the variety of texts that they read. The composition strand of this course focuses on independent analysis of the craft and structure of narrative, informative, and persuasive texts. This type of assignment begins preparation for the long composition in the Grade 10 MCAS English Language Arts assessment.

## Foreign Language

### Spanish 1A

This course is the first half of Spanish 1. Spanish 1A is a full year course. Students will develop a basic competency in the foreign language skills of listening, speaking, reading, and writing. Additionally, students will develop an awareness and appreciation of the Hispanic world. Vocabulary and grammar lessons will be presented thematically.

### Spanish 1B

This course is the second half of Spanish 1. Spanish 1B is a full year course. Students will build upon the skills acquired the previous year and continue to develop a basic competency in listening, speaking, reading, and writing. Additionally, students will develop an awareness and appreciation of the Hispanic world. Vocabulary and grammar lessons will be presented thematically.

## Mathematics

Middle School math curricula engages students in the eight standards of mathematical practice as set forth by the Massachusetts Curriculum Framework for Mathematics. According to the Frameworks, all students should:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

In promoting the standards of mathematical practice in the math program, we have incorporated various strategies in instruction at all levels. Writing responses to open ended questions, working with manipulatives, working in cooperative groups, assessing students' work authentically and enhancing discourse in the learning environment are all included in mathematical instruction. The focus in our mathematics program is to strengthen problem solving skills in an environment that is motivating and thus more effective.

### Grade 5 Mathematics

Grade 5 math increasingly connects students with subject matter in focused content areas related to operations and algebraic thinking, numbers and operations in base ten, fractions, the number system, measurement and data, and geometry. The content is designed so students are increasingly engaged with the subject matter and develop understanding of fluency in all topic areas through the Massachusetts state Standards for Math Practice.

### Grade 6 Mathematics

Grade 6 math progressively engages students with subject matter in focused content areas related to ratios and proportional relationships, the number system, expressions and equations, geometry, and statistics and probability. Instructional time is focused in these critical areas so students practice their

work utilizing reasoning and relationships related to numbers. The content is designed so students are increasingly engaged with the subject matter and develop understanding of fluency in all topic areas through the Massachusetts state Standards for Math Practice.

**There are two mathematics courses in both grade seven and grade eight.**

### **Grade 7 Mathematics**

The main goal of grade seven mathematics is to provide a curriculum that prepares students to meet the challenges of the Mathematics Curriculum Standards. The program is designed to enhance the students' skills in problem solving with an emphasis on reasoning. The objective in the seventh grade is to create the fundamental blocks for Algebra and Geometry.

Students in grade seven can expect to encounter problems that will extend their knowledge about negative numbers and will perform the operations of addition, subtraction, multiplication and division within the system of rational numbers. In addition, students will grow in their ability to analyze proportional relationships. They will also begin creating the foundation for Geometry by solving a variety of problems involving angle measure, area, surface area and volume.

### **Accelerated Grade 7 Mathematics**

This course will not only cover the grade seven curriculum but will also cover a portion of the grade eight mathematics topics as well. Accelerated Grade 7 is designed to go at a fast pace with a strong emphasis on work done outside the classroom. Selection for this class is based on MCAS scores, the grade seven placement tests as well as grades. It is an extremely rigorous course and places a strong emphasis on homework.

### **Grade 8 Mathematics**

The grade eight program of studies reinforces and expands upon the curriculum development to meet the standards outlined in the Massachusetts Curriculum Frameworks. The main focus of grade 8 is to build on the fundamentals of Algebra and Geometry previously mastered in grade seven. Students will expand their knowledge of topics that were studied in grade seven.

Students in grade eight can expect to extend the work from proportional reasoning in grade seven and apply it to the world of algebra. This would involve connecting the concept of unit rate to slope and to the graphing of lines. Students will also work with equations that are not linear and apply them to such topics as the Pythagorean Theorem. A large portion of the course is devoted to solving linear equations, as well as defining, evaluating and comparing functions.

### **Accelerated Grade 8 Mathematics**

This course will not only cover the eighth grade curriculum but will also cover a portion of the Accelerated Algebra topics as well. Accelerated Grade 8 is designed to go at a fast, rigorous pace and places a strong emphasis on work done outside the classroom. *Prerequisite: 80% or better in Accelerated Grade 7 Math.*

***FAQ's about MATH: Why don't I see Algebra I in Grade 8 like I have in the past? Without taking Algebra in grade 8, is it possible to take Advanced Placement Calculus in high school?***

*The Massachusetts Curriculum Frameworks for Mathematics that were published in 2011 are more rigorous than the previous frameworks. With the previous frameworks, many of the grade 7 and grade 8 topics overlapped. Grade 8 would be many of the same topics as grade 7, but grade 8 would require more depth. This would allow a student who was strong in grade 7 to skip grade 8 math and*

*take Algebra in grade 8. That is no longer the case with the new frameworks. Now each grade level covers different topics in greater depth. For example, in grade 7 a major focus is proportional reasoning and in grade 8 a major focus is linear functions. The topics no longer overlap. To get to AP Calculus we had create a new pathway...it is our accelerated pathway. Students on an Accelerated pathway will go at a faster pace than their peers. The accelerated course at each grade level will cover two additional units. So Accelerated grade 7 will cover two grade 8 units, Accelerated grade 8 will already have 2 units done, so can cover 4 additional units from grade 9 Accelerated Algebra, with this continuing through Accelerated Geometry, Accelerated Algebra II and Trigonometry. This accelerated track allows an additional course to be covered by the junior year of high school. So, by the time a junior is finished with accelerated Algebra II and Trigonometry, they have covered enough Pre-Calculus topics to be placed directly in AP Calculus in their senior year.*

## **Music**

All students study music at Abington Middle School. Students choose a music class elective yearly and will study music either by playing an instrument, singing in the chorus, or studying music through active listening and participation in music class. In all classes, students will study music of different styles, music from different cultures, important composers and important compositional forms. There is an emphasis on creativity and creative thinking.

### **Grade 5 & 6 Band**

This class builds upon the previous knowledge and fundamental skills learned in elementary music classes or band. The objectives are to develop good fundamental skills like tone quality, rhythm, music reading, listening skills, dynamics, and knowledge of Musical terms. Curriculum for this course is based on the Massachusetts Curriculum Frameworks, the National standards of the National Association for Music Education, and the National Core Arts Standards. Requirements for the class include participation in an evening winter concert and an evening spring concert.

### **Grade 7 & 8 Band**

Instrumental students have the opportunity to build on skills previously learned, including music reading, articulation and tone quality, as well as more advanced concepts of interpretation, balance, blend, and intonation. Students study and perform music of different cultures, different historical periods, patriotic and popular music. Students will gain the skills to become independent musicians, and to be creative in their musicianship. Curriculum for this course is based on the Massachusetts Curriculum Frameworks, the National Standards of the National Association for Music Education, and National Core Arts Standards. Performance is a requirement for this course.

### **Grade 5 & 6 Chorus**

This class offers the opportunity for students to learn the basic techniques of proper singing and vocal production. Students sing a variety of music in unison and simple 2 part songs. Curriculum for this course is based on the Massachusetts Curriculum Frameworks, the National standards of the National Association for Music Education, and the National Core Arts Standards. Requirements for the class include participation in an evening winter concert and an evening spring concert.

### **Grade 7 & 8 Chorus**

Vocal students will have the opportunity to learn music reading and proper vocal technique. Students study and perform music of different cultures, different historical periods, patriotic music, spirituals,

and popular music. Students will develop the skills to become independent and creative musicians. Curriculum for this course is based on the Massachusetts Curriculum Frameworks Music, the National Standards of the National Association for Music Education, and National Core Arts Standards. There is a performance requirement for this class.

### **Grade 5 & 6 Music**

Emphasis of this class is on learning about the elements of music including rhythm, melody, harmony, form, tone color through active listening, reflection and class participation.

Curriculum for this course is based on the Massachusetts Curriculum Frameworks, the National standards of the National Association for Music Education, and the National Core Arts Standards

### **Grade 7 Music**

Students in music class will study the history of western music from the medieval period to the Romantic Era. Students will study music through active listening, analysis, reading, class discussions, projects and assignments. Important composers, innovations, and forms are highlighted. Curriculum for this course is based on the Massachusetts Curriculum Frameworks, the National Standards of the National Association for Music Education, and National Core Arts Standards.

### **Grade 8 Music**

Students in this course will study the History of American Music from the late 1800's to present. Students will study music through active listening, analysis, reading, class discussions, and projects. There is also an opportunity for creating music and song lyrics. Important musical traditions, styles and artists are highlighted in this course. Curriculum for this course is based on the Massachusetts Curriculum Frameworks and the National Standards of the National Association for Music Education.

## **Science Science / Technology / Engineering**

Using the modules from the Pearson Science Explorer Series, the middle school science program continues to offer an integrated approach in the earth, physical, life sciences and technology / engineering. This integrated approach will help the students prepare for the 8<sup>th</sup> grade science MCAS based on the concepts previously learned in grades 6-8. The Science Explorer Series, along with FOSS hands on science kits, present concepts that are discovered through inquiry, exploration and scientific literacy.

The Abington Middle School science program is based upon the *Massachusetts Curriculum Frameworks, 21<sup>st</sup> Century Learning Skills* as well as applicable *Common Core Standards* that reinforces STEAM. There is one heterogeneous level of instruction in grades five, six, seven and eight.

### **Grade 5 Science**

Grade 5 science is focused on the connections and relationships within systems. Students learn how to collect and analyze data regarding connections, relationships, and interactions among observable components utilizing distinctive systems. Scientific systems studied include Earth and space sciences, life sciences, and physical sciences. Earth and space sciences examine Earth's place in the universe, the systems on Earth such as the water cycle, and human activity relative to the Earth. The life sciences incorporate structures and processes from molecules to organisms, segueing into ecosystems. The physical science component examines matter, motion and stability, and energy.

## **Grade 6 Science**

Grade 6 science focuses on the analysis of the macro- and microscopic world as it relates to structure and function. Structures and functions are explored in the Earth and space sciences, life sciences, and physical sciences. Students examine the processes and features of the earth, the structure and function of cells and anatomy, and properties of materials and waves. Earth and space sciences examine Earth's place in the universe, the systems on Earth such as rocks and fossils, continental shapes, and seafloor structures. The life sciences incorporate structures and processes from molecules to organisms, and explores biological evolution. The physical science component examines matter, forces, and waves.

## **Grade 7 Science**

Grade 7 science focuses on the importance and methods of obtaining direct and indirect evidence to support current thinking. Students recognize that new technologies and observations change our explanations about how things in the natural world behave. Earth and space sciences describe the changes in the earth's composition and topography over time. At the macroscopic level, students focus on the interactions that occur within ecosystems. Students use mathematics to represent data graphically to describe and interpret ecological concepts. In the life sciences, students are exposed to the human body in a general way and develop the understanding that the human body has organs, each of which has a specific function of its own, and that these organs together create systems that interact with each other to maintain life.

## **Grade 8 Science**

Grade 8 focuses on exploring science in a more sophisticated way. Tying in the three areas of science culminates in grade 8 where the students learn to make accurate measurements by using a variety of instruments, their experiments become more quantitative and their physical models more precise. In the Earth and space science, students gain a deeper understanding of the place of the earth in the solar system. In the life sciences, students delve deeper into the role of the cell as the basic unit of structure and function for all living things and that in a multicellular organism, the cells are specialized to perform a different task in order for that organism to carry out its life processes. In the physical sciences, students learn about the structure of matter, the relationships between matter and energy and be able to describe the physical and chemical interactions of matter.

## **Social Studies**

The Social Studies Curriculum reflects the guidelines established by the *Massachusetts Curriculum Frameworks for History and Social Science*. Social Studies programs integrate knowledge, skills and attitudes within and across disciplines in order to provide students with citizenship skills, an appreciation for democratic values and the awareness of cultural differences that they need in order to make informed and reasonable decisions as citizens of a democratic society.

Social Studies teachers utilize a wide variety of instructional methods intended to reinforce fundamental Social Studies skills such as primary source document analysis, chronological reasoning, and historical synthesis. Students are expected to demonstrate mastery of content through both formal and informal assessments including analytical writing, map interpretations and active discussion. Social Studies

classes are student-centered and engaging, challenging students to actively contribute to their schools, community and society.

### **Grade 5 – Social Studies**

In Grade 5 Social Studies, students learn the concepts and skills of history and geography, civics and government, and economics. More specifically, the course concentrates on five different focal areas related to the development of the United States and early exploration to the West. These focal areas include pre-Columbian civilizations of the New World, the revolution and formation of a federal government under the constitution, principles and institutions of American government, and the first four presidencies and growth of the US. The events that led up to the independence of the original thirteen colonies as well of the formation of the US national government under the Constitution is explored.

### **Grade 6 – Social Studies**

In Grade 6 Social Studies, students explore the world outside of the United States. Students learn the concepts and skills of history and geography, civics and government, and economics. More specifically, students learn about world geography by continent reflecting early development of river valley and maritime civilizations predominantly in the Mediterranean area and Western and Northern Europe. Through this content, locations, places, human interactions with the environment, movement, and various regions are learned. Continents covered include Africa, Asia, Europe, and South America.

### **Grade 7 - Geography**

Students entering the Frolio Middle School will follow a course of study focusing on World Geography as outlined in the *Massachusetts Curriculum Frameworks for History and Social Science*. That course of study includes physical geography, the climates, the cultures and brief histories of countries around the globe. The World Geography course is a political and cultural geography course organized around the five themes of geography and the eight traits of culture: government, social groups, language, religion, daily life, history, economy and the arts.

### **Grade 8 – United States History**

The eighth grade United States History course is unlevelled, however students may choose to opt into a more challenging enrichment program within the course referred to as the Honors Challenge. The eighth grade United States History course begins with a unit on civics in America where students will examine the functions of local, state, and federal governments. The students then study the initial exploration of America by Europeans in the 17<sup>th</sup> century through the creation of the American Constitution. Students will analyze the political, social, and economic trends that defined the early colonizers and eventual citizens of America. Emphasis is placed on primary source analysis as well as writing skills in order to prepare all students for success at the high school level. Additionally, the critical thinking skills fostered will help all students become informed citizens.

## **STEAM** **(Science, Technology, Engineering, Art, Mathematics)**

The STEAM Program provides students with exciting hands-on creative experiences and applications in the foundations of science, technology, engineering, art and math. This inquiry driven model makes strong supportive connections to the *Massachusetts Curriculum Frameworks for Science, Technology and Engineering, Mathematics and Art* in courses taught in grades 5-8. The students work independently and in teams to complete tangible projects and explore technological systems that have relevant real world connections. Computer models, engineering questions, 3-dimensional models and Internet research assist students through the problem-solving and design process. Students also acquire basic skills in the safe handling of materials and tools.

### **Grade 5 & 6 STEAM**

Students discover the many practical ways that STEAM (Science, Technology, Engineering, Art and Math) has led to the developments of technological products that help us lead safer, healthier, happier and more productive lives. Students will learn about and utilize the Engineering Design Process as they work on individual and cooperative labs. These hands-on experiences will immerse the students in the design process, collaborative learning, creative problem solving and critical thinking to solve real-world challenges. Students will also acquire technical knowledge needed to become more effective 21<sup>st</sup> century learners that must be able to create, evaluate, and effectively utilize information, media, and technology. During grades 5 and 6 students will take STEAM classes twice a week for 49 minute periods.

### **Grade 7 STEAM**

Students explore the evolution of technology and gain an understanding of its impact on society. Additionally, the “system model” is introduced and the five areas of technology are reviewed. Students complete several hands-on projects focusing their learning on the “Engineering Design Process”, Construction Technology, Manufacturing Technology, Transportation Technology and creative problem solving. Balsa wood towers, balsa wood and paper gliders, paper shoes and catapults are just some of the hands-on projects the students will complete.

### **Grade 8 STEAM**

Students will begin the term exploring the “Problem Solving Process” and will complete lessons utilizing the “Engineering Design Process”. Independent and group research projects will aid in the completion of several hands-on activities that will explore Construction, Transportation, Communication and Manufacturing systems. Additionally, students are assigned two long-term homework projects. Balsa wood bridges, package design, mechanical drawing and tetrahedral kites are just some of the hands-on projects that the students will complete.

## **Visual Arts Program**

The aim of the art program at Frolio Middle School is to have students learn to think creatively and to further discover things about themselves and the worlds of ideas, humankind and nature. Building on the established base of knowledge and experience in the elementary art program, the middle school art program adds increasingly more complex learning encounters that address the interests and needs

of a young adolescent. At this stage students become more deliberate in the making of art and their art works often progress through a series of developmental stages of review and refinement with, if desired, a greater sense of realism. Students are instructed to be perceptually sensitive and creative. They progress to use tools and materials which require more skill, knowledge and discipline and begin to explore approaches and techniques used by professional artists.

The project-based art curriculum explores a series of themes through a variety of art forms including drawing, colored drawing, painting, printmaking, collage and mixed media, sculpture, graphics and architecture. Different artists, styles, periods and cultures are studied as reference during art making assignments, and cross-disciplinary connections are made with other subjects. The curriculum addresses the visual arts learning standards set forth in the *Massachusetts Curriculum Frameworks for Art*. There are ten or more art making assignments scheduled each trimester.

At the middle school level, students in grades 5 and 6 will take art once a week for 49 minutes. Students in grade 7 and 8 will take art for one trimester, three out of six day rotation. In grade 7 and 8, students will have a total of 30, 49 minute periods. Completed work will be exhibited throughout the school and in a variety of art shows such as the Youth Art Month exhibit at the Abington Public Library. After completing the middle school art program, students will be well prepared to continue to elect art classes at the high school.

### **Grade 5 and 6 Visual Arts**

Students in grades 5 and 6 will utilize a variety of tools and techniques to create two and three-dimensional works of art. Areas of study include drawing, design, painting and sculpture. Students will also explore the historical and cultural background of art and its impact on ancient and modern civilizations. Art criticism, aesthetic judgment, and new art making approaches and media are emphasized. The integration of other subjects, such as the sciences, humanities, technology, and music, are also an important aspect of the course. Working through the artistic process, students will have the opportunity to record ideas that express personal feelings and thought processes. Additionally, creative problem solving skills and critical thinking skills are developed.

### **Grade 7 – Visual Arts**

Students in grade 7 work on individual and cooperative art projects designed to develop independent creative thinking and ideas, observational abilities, and the visual art language. A broad range of themes and subjects are explored using a variety of materials and approaches. A visual journal is also assigned for drawing and writing. A wide variety of artists and cultures are studied as references for art projects to provide students with a better understanding of the important role the visual arts play in our image-rich culture.

### **Grade 8 – Visual Arts**

Students in grade 8 work on creative art projects that are more complex and take longer to complete. More advanced observational skills are emphasized depicting a variety of subjects requiring more personal interpretation. A visual journal is also assigned for drawing and writing. The connections between visual art and other subjects are explored. The history of art is introduced through the study of art work from many cultures of the past and present.

## **Wellness**

### **Health**

The Health Education courses at the middle school are designed to continue the efforts begun at the earlier grades to promote the health and well-being of all students. By acquiring the knowledge and skills necessary for a healthy lifestyle, students will be able to reduce health risks by making wise and informed decisions during their teenage years and beyond.

### **Grade 5-6 Health**

The fifth and sixth grade health curriculum covers the development of healthy personal characteristics and includes information on self-esteem, decision-making, self-discipline, acceptance, cooperation and tolerance. The curriculum also includes the physical, social, emotional, and psychological changes that occur during adolescence. This course will include age appropriate knowledge and practice skills to enhance overall health. In this course, students will develop healthy habits and make the best choices for themselves now and in the future. Topics to be covered include nutrition, mental and emotional wellness, disease prevention and drug and alcohol abuse prevention

### **Grade 7 Health**

Curriculum for grade seven students will include units dealing with the physical, social and emotional changes that occur during adolescence. Topics include conflict resolution, peer pressure, decision making skills, substance use and abuse, nutrition, and mental health. The mental health unit will include instruction and discussion on depression, anxiety and suicide. Adolescent growth and development, including changes occurring during puberty, as well as the male and female reproductive systems will also be discussed.

### **Grade 8 Health**

The eighth grade curriculum will further expand on the concepts introduced in grade seven. In addition, there will be units of instruction on media influences, eating disorders, relationships and dating, and sexually transmitted infections.

## **Physical Education**

The middle school physical education program is designed to help students acquire and refine various manipulative, locomotor and non-locomotor skills through participation in a wide variety of health and fitness activities. Students will also learn principles of training and conditioning regarding the improvement of personal fitness. The goal is to help students understand the relationship between physical activity and its contribution to a healthy lifestyle.

Massachusetts state law requires all students to participate in Physical Education. A student may be excused from physical education with a note from a physician. This note must be on file with the school nurse and document the time span for which the student is to be excused.

### **Grade 5-6 Physical Education**

Units of instruction for fifth and sixth grade students include team and cooperative games as well as personal fitness activities. Team games may include soccer, basketball, tennis, lacrosse, and volleyball.

**Grade 7-8 Physical Education**

Units of instruction for seventh and eighth grade students include activities such as basketball, lacrosse, team handball, badminton, soccer, tennis, basketball, volleyball, weight training, aerobics and circuit training.

**Abington Middle school**  
**Trimester Schedule w/ 6 day Cycle**

<b>SUBJECT</b>	<b>Trimester</b>
English, Mathematics, Social Studies, Science	Grade 5: 180 Classes – 5/5 (3 Trimesters) Grade 6: 180 Classes – 5/5 (3 Trimesters) Grade 7: 180 Classes – 6/6 (3 Trimesters) Grade 8: 180 Classes – 6/6 (3 Trimesters)
Band, Chorus, Music Class	Grade 5: 1 class per Week Grade 6: 1 Class Per Week Grade 7: 90 Classes – 3/6 (3 Trimesters) Grade 8: 90 Classes – 3/6 (3 Trimesters)
Wellness	Grade 5 Phys Ed: 1 Class Per Week Grade 6 Phys Ed: 1 Class per Week Grade 7 Phys Ed: 60 Classes – 6/6 (1 Trimester) Grade 8 Phys Ed: 60 Classes – 6/6 (1 Trimester)  Grade 5 Health: 1 Class Per Week Grade 6 Health: 1 Class Per Week Grade 7 Health: 30 Classes – 3/6 (1 Trimester) Grade 8 Health: 30 Classes – 3/6 (1 Trimester)
Digital Literacy	Grade 5: 1 class per Week Grade 6: 1 Class Per Week Grade 7: 60 Classes – 6/6 (1 Trimester) Grade 8: 60 Classes – 6/6 (1 Trimester)
ART	Grade 7: 30 Classes – 3/6 (1 Trimester) Grade 8: 30 Classes – 3/6 (1 Trimester)
STEAM	Grade 5: 2 classes per Week Grade 6: 2 Classes Per Week Grade 7: 60 Classes – 6/6 (1 Trimester) Grade 8: 60 Classes – 6/6 (1 Trimester)
Spanish	Grade 7: 180 Classes – 6/6 (3 Trimesters) Grade 8: 180 Classes – 6/6 (3 Trimesters)
Academic Lab	Grade 7: 30 Classes – 3/6 (1 Trimester) Grade 8: 30 Classes – 3/6 (3 Trimesters)

*The Abington Public Schools reserves the right to limit the availability of programs and transportation due to limitations of the facilities, staffing, enrollment and / or budget. If you have any questions during the scheduling process, please call our guidance office.*

