

*McCall Middle School  
Program of Studies*

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*2018-2019*

*Winchester Public Schools  
Winchester, Massachusetts*

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# Welcome to McCall Middle School Winchester Public Schools



## 2018-2019 Program of Studies

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[http://www.winchesterps.org/schools/mccall\\_middle\\_school/index.php](http://www.winchesterps.org/schools/mccall_middle_school/index.php)

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# A Message From The Principal

March 20, 2018

Dear Students and Parents/Guardians,

**W**elcome to McCall Middle School as we prepare for the 2018-2019 school year. Although you will spend just three short years with us, I know that you will find this time to be interesting, exciting and challenging. The coming school year holds great promise in our welcoming, safe up-to-date facility. I want to assure you that you will receive an excellent educational experience during your middle school years thanks to the wonderful, caring adults who work here.

The real strength of our school is found in the strong, varied academic program that will be offered to you by a knowledgeable, caring, and experienced teaching staff. This program includes core courses in English, Math, Science, and Social Studies with the addition of French, Italian, or Spanish in Grades 7 and 8. In addition, students participate in a rich complement of exploratory courses in Art, Music, Computer Education, Family & Consumer Science, Health, Physical Education, and Technology/Engineering. An important part of our mission at McCall Middle school is to instill a love of learning and a dedication to serious academic pursuit in each student. In addition to our academic program, there is an extracurricular activities program which includes after-school intramurals for boys and girls and a number of clubs and other organizations.\* The essence of what we will be trying to accomplish with you next year at McCall is printed on the accompanying page in our *McCall Middle School Statement Of Purpose*. Please read this important document carefully as it describes our basic goals and expectations.

This Program of Studies Booklet has been developed to provide you with key information about our programs. We look forward to working with you in the years ahead.

Sincerely,  
James Lin  
Principal

## Statement of Commitment to Policy of Non-Discrimination

**M**cCall Middle School provides equal educational opportunity for all students and does not discriminate on the basis or race, color, sex, religion, national origin, sexual orientation, or disability. Students have equal access to admission to school courses, extracurricular activities, and employment opportunities. Students who believe they have been victims of discrimination are hereby notified that grievance procedures are available to them and that they should contact the principal for more information. Counseling services are available to help students address their individual needs.

## McCall Middle School Statement Of Purpose

**M**cCall Middle School exists primarily to instill in its students a love of learning and a dedication to serious academic pursuit in each student. The McCall Staff holds itself and its students to high standards. The middle school is a vital part of the town's school system, a system whose aim is to help students develop to the fullest extent during their adolescence and grow into independent, responsible, knowledgeable, contributing members of a democratic society. Embracing inclusion enhances the achievement of this goal. The school nurtures the development of individuals who combine self-respect with respect for others and who recognize the value of diversity in our society.

As a middle school, McCall serves a population in a unique stage of educational development, children in various stages of intellectual, emotional, social and physical development. McCall recognizes this diversity and strives to foster a continuing development toward maturity.

In an effort to meet that end, McCall Middle School is organized into grade level teams. Each team is comprised of a group of four grade level teachers that service the same core group of students for the entire academic year. Each team consists of a Math, Science, English Language Arts, and Social Studies teacher. Currently, McCall Middle School operates with four teams at grade 6, grade 7, and grade 8. A World Language teacher complements our grade 7 and 8 teams. The teaming approach allows for staff and students to create a more personal learning environment. Each team meets daily to discuss students' needs, refine curriculum and instruction, plan activities to support student learning, to discuss team goals, to refine best practices, and to assess student progress. The interdisciplinary teaming model employed here at McCall allows for staff to provide optimum service to students, while recognizing individual developmental needs and working toward a common academic purpose.

McCall strives to provide a safe, nurturing learning environment for all of our students. McCall is a community of learners, students and teachers alike, in an environment which stimulates joy in learning and instills the spirit of risk-taking and discovery. By their example, the faculty are models of life long learning. McCall serves its students in an atmosphere of mutual respect, openness, and accessibility among all the school's constituents: students, teachers, administrators, support staff, parents and townspeople. McCall helps its students develop standards of socially responsible behavior by the example of honest, fair, and consistent dealing with individuals of any age. We want our students to see themselves as part of the school, the town, and the wider national and world communities. Reflecting the changes taking place in our society, the McCall community is increasingly comprised of students who represent many diverse cultures from around the world. We strive, as a school, to welcome newcomers to our school and our country and to honor the rich traditions and heritage that each culture contributes to our community of learners.

To prepare youngsters for a changing world, teachers in all disciplines foster the development of both creative and critical thinking. Content is selected with the intention of increasing the students' power to interpret the world into which they will mature. The program develops the basic skills students will need for life-long learning with increasing emphasis on the *why* rather than just the *what*. The curriculum balances depth with breadth. Teaching methods foster active rather than passive learning, continuously encouraging the students to inquire and learn for themselves. The McCall Faculty shares ideas about teaching and learning and continually updates their curricula.

The school program is varied so that students can explore their own talents and interests. In particular, the exploratory program provides students with important opportunities to learn and to express themselves in a variety of ways. All the programs offered by the school aim to help students value their own ideas and talents, while respecting those different from their own. We want our students to learn to use their time and energy effectively and to feel a sense of accomplishment from what they learn in school. In both the content and methods of our program we foster a joy in learning and a sense of self-worth in all our students.

## McCall Middle School Master Schedule Grade 6 Sample Schedule

**7 period day - Approximately 47 minutes per period - 6-Day Cycle**

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
<b>Homeroom 8:30-8:38</b>	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
<b>Period 1 8:42-9:29</b>	Math	Math	Math	Math	Math	Math
<b>Period 2 9:33-10:20</b>	Exploratory	Exploratory	Exploratory	Exploratory	Exploratory	Exploratory
<b>Period 3 10:24-11:11</b>	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
<b>Period 4 11:15-12:02</b>	Science	Science	Science	Science	Science	Science
<b>2nd Lunch 12:02-12:32</b>	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
<b>Period 5 12:32-1:23</b>	English	English	English	English	English	English
<b>Period 6 1:27-2:14</b>	Study Skills	Study Skills	Study Skills	Study Skills	Study Skills	Study Skills
<b>Period 7 2:18-3:07</b>	Exploratory	Exploratory	Exploratory	Exploratory	Exploratory	Exploratory

School is dismissed at 3:07 p.m.

**Exploratory Courses:**

**Physical Education, Art, Computer Technology Education, Technology/Engineering, General Music, Family & Consumer Science/Health, & Study Hall**

**Elective Exploratory Courses (Students may only elect one course):**

**Band, Orchestra, & Chorus**

## McCall Middle School Master Schedule Grade 7 Sample Schedule

**7 period day - Approximately 47 minutes per period - 6-Day Cycle**

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
<b>Homeroom 8:30-8:38</b>	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
<b>Period 1 8:42-9:29</b>	Exploratory	Exploratory	Exploratory	Exploratory	Exploratory	Exploratory
<b>Period 2 9:33-10:20</b>	Science	Science	Science	Science	Science	Science
<b>Period 3 10:24-11:11</b>	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
<b>1st Lunch 11:11-11:41</b>	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
<b>Period 4 11:41-12:32</b>	Math	Math	Math	Math	Math	Math
<b>Period 5 12:36-1:23</b>	English	English	English	English	English	English
<b>Period 6 1:27-2:14</b>	Exploratory	Exploratory	Exploratory	Exploratory	Exploratory	Exploratory
<b>Period 7 2:18-3:07</b>	World Language	World Language	World Language	World Language	World Language	World Language

School is dismissed at 3:07 p.m.

**Exploratory Courses:**

**Physical Education, Art, Computer Technology Education, Technology/  
Engineering, General Music, Family & Consumer Science/Health, & Study Hall**

**Elective Exploratory Courses (Students may only elect one course):**

**Band, Orchestra, Chorus, & Creative Arts Workshop**

## McCall Middle School Master Schedule Grade 8 Sample Schedule

**7 period day - Approximately 47 minutes per period - 6-Day Cycle**

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
<b>Homeroom 8:30-8:38</b>	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
<b>Period 1 8:42-9:29</b>	Math	Math	Math	Math	Math	Math
<b>Period 2 9:33-10:20</b>	Science	Science	Science	Science	Science	Science
<b>Period 3 10:24-11:11</b>	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
<b>Period 4 11:15-12:02</b>	Exploratory	Exploratory	Exploratory	Exploratory	Exploratory	Exploratory
<b>Period 5 12:06-12:53</b>	Exploratory	Exploratory	Exploratory	Exploratory	Exploratory	Exploratory
<b>3rd Lunch 12:53-1:23</b>	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
<b>Period 6 1:27-2:14</b>	English	English	English	English	English	English
<b>Period 7 2:18-3:07</b>	World Language	World Language	World Language	World Language	World Language	World Language

School is dismissed at 3:07 p.m.

**Exploratory Courses:**

**Physical Education, Art, Computer Technology Education, Technology/  
Engineering, General Music, Family & Consumer Science/Health, & Study Hall**

**Elective Exploratory Courses (Students may only elect one course):**

**Band, Orchestra, Chorus, & Creative Arts Workshop**



## McCall Middle School Promotion Policy

**I**n order to be promoted at McCall Middle School, unless excluded by Chapter 766, a 6th Grade student must achieve a passing end-of-the-year grade in English and a passing end-of-the-year grade in two of three of his/her other major courses (math, science, & social studies). In order to be promoted in Grades 7 and 8, unless excluded by Chapter 766, a student must achieve a passing end-of-the-year grade in English, and a passing end-of-the-year grade in three of four of his/her other major courses (math, science, social studies, & World language).

## Team Placement Policy and Leveled Courses in Grades 7 and 8

Our basic policy with respect to this placement is that **no one** (students, parents/guardians, teachers, and/or support personnel) may request a particular teacher or a particular team. The administration, working with our Guidance Counselors, and in collaboration with elementary schools in the case of incoming sixth graders, will develop the team rosters at each grade level. We will certainly be willing to talk with you at anytime about your child's learning needs, but we will not be willing to discuss any individual teacher requests or team requests.

Another important part of this policy is student placement in the leveled courses in Grades 7 and 8. We ask that you give thoughtful consideration to our teachers' placement decisions in 7th Grade Math and 8th Grade Math and Science as they know their students well based on more than six months of work with them. If you wish to learn more about why a recommendation was made, please contact the teacher. If you continue to have questions or concerns, please contact the Principal.

## McCall Middle School Program of Studies

The McCall Middle School Program of Studies is divided into three parts: Support Services, the Core Program, and the Exploratory Program. **The Core and Exploratory Programs are required of all students except for Special Education students whose educational plans call for modified programs, which may limit how many exploratory classes a student may participate in during the school year.** The Core Program in Grade 6 involves classes every day in English, Math, Science, and Social Studies. Students recommended for world language in Grades 7 will be able to choose French, Italian or Spanish. These languages are the 5th core subject and meet every day of the school year. The Exploratory classes meet for two or three days in the six-day cycle for one semester or for the full year. Included within this program are three musical performing groups (Band, Chorus, & Orchestra) for grades 6, 7, & 8 and a special art program in Grades 7 and 8 (Creative Art Workshop). The musical performing groups are electives and the Creative Art Workshop (CAW) is an elective with teacher selection. Students may elect just **one** of these four electives in Grades 7 and 8. Students not participating in one of the performing groups or the CAW are assigned to the general music and regular art classes.

**Principal's Note:** Course offerings are budget sensitive and will continue if staffing levels and scheduling options permit.

Valuable Support Services are offered through Guidance and Special Education.

We have five Guidance Counselors who may be reached at **781-721-7026:**

Ms. Shareen Dolan, Ms. Christine Nunziato-Bonenfant, Mr. Charles Downing, Ms. Ashley LeBlanc, & Ms. Melissa Suvak.

If you have Special Education questions or concerns, please contact McCall's Middle School Special Education Supervisor, Ms. Mary Ellen Madden, at 781-721-7026, ext. 1110.

## **Educational Support Services**

### **Guidance**

**M**cCall Middle School's guidance services are designed to help students acquire the skills they need to effectively pass through this stage of development and on to the next. Each year a student is assigned to a guidance counselor. Guidance counselors meet with parents, students, and teachers to respond to a wide variety of early adolescent issues. Counselors can help guide students toward the acquisition of productive work habits and self advocacy skills. Counselors encourage students to explore a wide variety of curricular and extracurricular opportunities, in an effort to build confidence, promote social skills, and expand individual interests. In some instances, counselors work with groups of students rather than solely on a one-to-one basis, providing social and emotional support. Counselors manage and perform all the scheduling of courses. An essential component of the guidance counselor's role involves interacting with parents to establish and maintain the open communication necessary for the success of their children.

### **EL**

English Learner (EL) services are available for students and families where another language is spoken at home. A Home Language Survey is included in all new registration packets and students are evaluated by the EL teacher to determine if they would benefit from ELL support. The goal of the EL program is to provide English language development in all four domains (speaking, listening, reading and writing), to focus on academic vocabulary development, and to assist in the student's learning of a new culture. In addition, the EL curriculum supports academics by integrating content area readings to expand background knowledge and by reviewing reading and writing strategies.

### **Special Education**

A range of Special Education and related services are available to eligible students at the McCall Middle School. The need for services is determined through the evaluation process, and the TEAM that includes the parents, determines the type and amount of special education services required in order for the student to make effective progress within the general education program. The student's individualized educational program will be developed based upon the recommendations of the TEAM, and documented in the student's Individual Education Program (IEP).

### **Academic Instruction In-class Special Education Instruction**

Specialized instruction is provided by special education staff within the general education classroom through review, re-teaching, remediation, co-teaching, curriculum adaptations, and/or the use of alternative materials. This method of service delivery meets federal and state mandates for providing services in the least restrictive environment (LRE). Using this method, the special educator works closely with the general education teachers to help the students meet the classroom expectations. Clarifying directions, providing additional cues to the students, modifying assignments and/or providing feedback to the student are all options when general and special education teachers collaborate within the classroom.

## Learning Center Services

**I**nstruction in the Learning Center may also be provided in smaller blocks of time using a more specialized approach. Special educators provide direct instruction to students who need a more intense approach in their designated learning center for 30-45 minutes at a time. Support services are available to students during study periods as needed.

Individual and small group instruction outside of the general education classroom is offered based on the individualized needs of the student. Consultation with the general educators and other service providers (speech & language, counseling, occupation therapy etc.) is built in to insure that there is a consistent approach to classroom curriculum, with modifications and adjustments when necessary.

Currently, grade level teams have a Learning Center teacher, with additional support staff providing direct instruction as well, under the direction of certified special education teachers. Instruction may focus on skill development, learning strategies, organizational strategies, and/or study skills. The specialized instruction may incorporate general education class assignments in order to teach/review/practice a skill, or teach a new skill in order to help the student meet with success within the general educational program. The goal is to help students become better able to function successfully in his/her general education classroom. By doing so in a separate setting, the student may feel more comfortable accepting the help he/she needs. The structured, small group instruction can also provide a less stimulating environment for our more distractible students.

In some situations, a more intensive, specialized instructional program is needed in order to meet the student's needs. Students may receive small group instruction in one or more core content areas (language arts, science, social studies and/or math) instead of attending the general education class in that subject. By doing so, students who are currently working significantly below grade level in a particular area can be provided access to grade level content material, presented at their individual instructional level. As with all special education services, the need for this more specialized program is determined by the TEAM.

## Related Services

**Speech & language** services are also provided to address identified needs in expressive and receptive language skills. Weaknesses may impact the student's understanding and production of language, and /or their ability to effectively communicate with others.

**Occupational therapy** services are provided to address difficulties in fine motor skills, visual perceptual skills, visual motor skills, and/or sensory processing skills that impact a student's ability to benefit from the instructional program of the school.

**Counseling services** and support are provided to identified students to address difficulties with interpersonal skills, peer group dynamics, and conflict resolution. For some students, ongoing support is needed from the clinical counselor or one of the school psychologists in order for that student to meet with success within the school environment. For special education students, the need for counseling support is determined by the TEAM and documented in the individual student's IEP. Additional services, if required by a student in order to access the general education program as determined by the TEAM, will be provided.

## Core Programs

### English

#### **Sixth Grade Language Arts Program (Reading, Writing, Speaking, Listening, and Literature Study)**

**T**he goal of Grade Six English Language Arts is to support students in becoming careful readers and expressive writers through the study of literature, composition, grammar, and vocabulary.

The sixth grade program revolves around theme-based literature selections, such as the theme of Change, in which students consider how changes affect our lives and the world. The Enduring Understandings and Essential Questions reflect this focus, create an underlying purpose and structure for the course, and, at the same time, emphasize the development of critical reading, writing, and thinking skills. Through Literature Circles and class discussions which promote speaking and listening skills, students explore changes in fictional characters. Students change from viewing text from a reader's point of view (comprehension) to a writer's point of view (analysis). They begin to use their own writing to change the perspective of others through argument, explanatory, and narrative writing. Grammar, usage, and vocabulary study draw from the texts read, thus providing a context for understanding and the application of effective writing practices.

Novels, drama, nonfiction and the McDougal Littell Language and Literature textbook are the core of the sixth grade program, supplemented by short stories, poetry, and non-print text. Full-length selections may include *A Christmas Carol*, *The Sacrifice*, *Tituba*, *The One and Only Ivan*, and *Hoot*. Students analyze various aspects of literature in-depth: character, setting, point of view, and theme.

#### **Sixth Grade Study Skills Class**

The Grade 6 Study Skills class is a 5th class on each of our grade 6 teams. This class is designed to help students acquire study skills that can be applied to all subjects. Every day, period 6 is devoted to teaching the components of the study skills program: reading comprehension, identifying main ideas, note taking, summarizing and generating questions for one of the four core subjects. Each of these broad topics has embedded skills that are also taught as part of study skills. Organization, test preparation, test taking strategies, the use of two-column notes and top-down webs are key elements of the program.

Because study skills are taught in all subject areas, students rotate through each of their core subjects every period 6, resulting in an additional core class each day. For example, a student might have math during period 3 every day, but, once in the six day cycle, they will have math study skills during period 6. This is true for all of the core subjects. As a result, each teacher is able to customize the program to his/ her specific content area. Since these skills are woven daily into the core classes, the study skills grade for each core subject will be reflected in the core class grades.

## Seventh Grade English Program

**T**he goal of Grade Seven English Language Arts is to support students in becoming careful readers and expressive writers who exhibit inferential and critical thinking through the study of literature, composition, grammar, and vocabulary.

The seventh grade program revolves around theme-based literature selections, such as the theme of Family, in which students consider how the connections and choices we make affect our destiny. The Enduring Understandings and Essential Questions reflect this focus, create an underlying purpose and structure for the course, and, at the same time, emphasize the development of critical reading, writing, and thinking skills. In addition to participating in Literature Circles and classroom discussions which promote speaking and listening skills, students explore the concept of family and consider how an individual can form a “family” through connections with other individuals. Turning this reflection inward, they also examine the choices that characters make and how those choices impact their families as well as themselves. They continue to explore and develop various aspects of family through argument, explanatory, and narrative writing. Grammar, usage, and vocabulary study draw from the texts read, thus providing a context for understanding and the application of effective writing practices.

Novels, nonfiction, and drama are the core of the seventh grade program, supplemented by essays, articles, short stories, poetry, and non-print text. Full-length selections may include *The Shakespeare Stealer*, *The King of Shadows*, *Nothing to Fear*, *Surviving the Applewhites*, *Enrique’s Journey*, *The Circuit*, and *The Adventures of Ulysses*. Students analyze various aspects of literature in-depth: character, setting, tone, structure, point of view, and theme.

## Eighth Grade English Program

The goal of Grade Eight English Language Arts is to support students in becoming careful readers and expressive writers who exhibit high-level inferential and critical thinking through the study of literature, composition, grammar, and vocabulary.

The eighth grade program revolves around the theme of Identity, where students consider how a variety of factors shape our actions, thoughts, and decisions. The Enduring Understandings and Essential Questions reflect this focus, create an underlying purpose and structure for the course, and, at the same time, emphasize the development of critical reading, writing, and thinking skills. In addition to participating in Literature Circles and Shared Inquiry discussions which promote speaking and listening skills, students explore character development and consider how an individual’s identity can be shaped by interactions with others. Turning this reflection inward, they also examine factors that contribute to their own evolving sense of self. They continue to explore and develop various aspects of voice through argument, explanatory, and narrative writing. Grammar, usage, and vocabulary study draw from the texts read, thus providing a context for understanding and the application of effective writing practices.

Novels, nonfiction, and drama are the core of the eighth grade program, supplemented by essays, articles, short stories, poetry, and non-print text. Full-length selections may include *The Outsiders*, *Warriors Don’t Cry*, *Witness*, *The Pearl*, *The Giver*, *A Midsummer Night’s Dream*, *The Diary of Anne Frank*, *Night*, *Friedrich*, and *The Boy in the Striped Pajamas*. Students will analyze in-depth various aspects of literature in-depth: character, setting, tone, structure, point of view, and theme.

**In order to qualify for grade nine English Honors at the high school, students need to have a grade of A- or A as well as a recommendation from their English teacher.**

## World Languages: French, Italian and Spanish

The primary goals of the world language courses at McCall Middle School are communicative proficiency and cultural understanding. The world language discipline is an essential part of all students' education and everyone should strive to be able to read, write and converse in at least one language in addition to English. Since language acquisition is developmental in nature, world language study is required for all students in Grades 7 and 8 and strongly recommended in Grades 9, 10, 11 and 12. In Grade 7 and thereafter world language classes meet every day in the cycle. At McCall French, Italian, and Spanish are the language courses offered. At Winchester High School Latin and Mandarin are also offered in addition to French, Italian, and Spanish. Students will also have the opportunity to participate in exchange programs to France and Spain or take an educational tour of Italy over a school vacation.

### World Language Policy

In order to enroll in a world language class in Grade 8, a student must have studied the language in Grade 7 (a class that meets every day throughout the school year). If a student enters grade eight from another district, he or she will need to take an assessment test before enrolling in a world language class. Any exceptions must be referred to the Director of World Languages for a final decision. Students may be asked to take a placement test.

Seventh grade students who enter McCall after the first week of October and who have not studied a world language (a class that meets everyday throughout the school year), may not enroll in a world language course. Any exceptions must be referred to the Director of World Languages.

### Grade 7 French, Italian and Spanish

#### Required for all students

We anticipate a generous grant from C.A.S.I.T. (Centro Attivita Scholastiche Italiane) will continue to support our Italian program as it has in the past.

Due to budget constraints and staffing limitations, we may not be able to allow every student to study his or her first preference for a world language. All students will be asked to choose a first and second choice World language and indicate their level of interest and commitment to the languages they choose. This will help us to select the students for each language. Students will continue the same language in Grade 8. Those who are not selected for their first choice will be enrolled in their second choice. By starting in the seventh grade, students in all three spoken languages have the opportunity to continue their studies at Winchester High School through the fifth year of the language. At the high school, students may change languages or study a second world language if there is space in the class.

Students will choose either French, Italian or Spanish in these novice level courses which culminate in advanced study of the target language in Grade 12, the end of the six-year sequence at Winchester High School. Classes meet every day in the cycle and constitute an integral part of the core curriculum for all students. The target language is the primary means of communication in the classroom. The courses are based on the belief that the purpose of learning French, Italian and Spanish is to communicate with people who speak them and to understand their cultures. The methods, materials and resources used are in close alignment with the National Standards for World Language Learning and the Massachusetts Curriculum Frameworks. Students who successfully complete 7<sup>th</sup> and 8<sup>th</sup> grade French, Italian or Spanish (Minimum C- Final Grade) will be eligible to take French 2, Italian 2 or Spanish 2 at Winchester High School.

## **Grade 8 French, Italian and Spanish Required for all students**

**S**tudents will continue the study of their 7<sup>th</sup> grade language choice, French, Italian or Spanish, with the opportunity to continue a fully articulated sequence of study, through grade 12, culminating in advanced aural/oral and written proficiency in the chosen language at the end of the six-year sequence at Winchester High School. Classes meet every day in the cycle and constitute an integral part of the core curriculum for all students. The target language is the primary means of communication in the classroom. The courses are based on the belief that the purpose of learning French, Italian and Spanish is to communicate with the people who speak these languages and to understand their cultures. The methods, materials and resources used are in close alignment with the National Standards for World Language Learning and the Massachusetts Curriculum Framework. Students who successfully complete 7<sup>th</sup> and 8<sup>th</sup> grade French, Italian or Spanish will be eligible to take French 2, Italian 2 or Spanish 2 at Winchester High School.

At Winchester High School, students may continue the language they begin in the Middle School or begin a new language. In addition, if space and scheduling permit, students may enroll in a second World language.

In order to enroll in the second year of the World language at the high school, a student must have a final average of C- in the 8<sup>th</sup> grade.

## **Mathematics**

### **Grade 6**

The sixth grade Mathematics curriculum, entitled Middle School Mathematics, Course 1, will continue the development of skills and concepts acquired in elementary school. Students' knowledge will be extended in the areas of number theory, computation, estimation, geometry, algebra, patterns, functions, measurement, problem solving, probability and statistics. Operations with fractions and decimals will be emphasized. Students will be encouraged to use algebraic thinking and methods in problem solving. Additional topics that will be included are area and perimeter, statistical graphs and an introduction to the coordinate system.

Students will be encouraged to understand the importance of mathematics in everyday life and to look for patterns and relationships in mathematics. Additionally, students will be asked to apply their knowledge of skills and concepts through problem solving and critical thinkers.

### **Grade 7**

#### **Pre-Algebra 7**

The Pre-Algebra 7 program will continue the development of skills and concepts acquired in the sixth grade. Students' knowledge will be extended in the areas of number theory, computation with integers, fractions and decimals, estimation, coordinate geometry, linear equations, and problem solving. Remediation and enrichment will be provided where appropriate. At the end of this program students may transition to Algebra 8.

#### **Algebra 7**

The curriculum will focus on the transition from concrete to abstract approaches through problem solving. The scope of the program will include topics such as: linear equations, inequalities, functions, systems of linear equations and inequalities, exponent rules, and exponential functions. At the end of the year, students will be prepared to transition to Algebra 8, Algebra II or Advanced Algebra II in the eighth grade. Exceptional achievement is required for transition to Advanced Algebra II.

#### **Advanced Algebra 7**

Students in Advanced Algebra 7 will cover the same core programs as the students in Algebra 7 but concepts will be covered in greater depth and at a faster pace. Extension activities and challenge problems are an integral part of the program. Additionally, Advanced Algebra 7 students will learn about trigonometric ratios and computation with polynomials. Students who are successful in this program will transition to Algebra II or Advanced Algebra II in grade eight.



## **Mathematics**

### **Grade 8**

#### **Algebra 8**

The Algebra 8 program will continue the development of skills and concepts acquired in Pre-Algebra 7 and Algebra 7 courses. Algebraic structure and language will be emphasized, as well as continued development of algebraic skills. The scope of the program will include topics such as: linear equations, inequalities, functions, systems of linear equations and inequalities, exponent rules and introduction to quadratics.

Upon successful completion of the course, students will transition to Math STAG 9 (CP) or Math STAG 9 Advanced (CP); however, those students who perform exceptionally on unmodified assessments, may be recommended to transition to Math STAG 9 (Honors) at the discretion of the Math Department Chair.

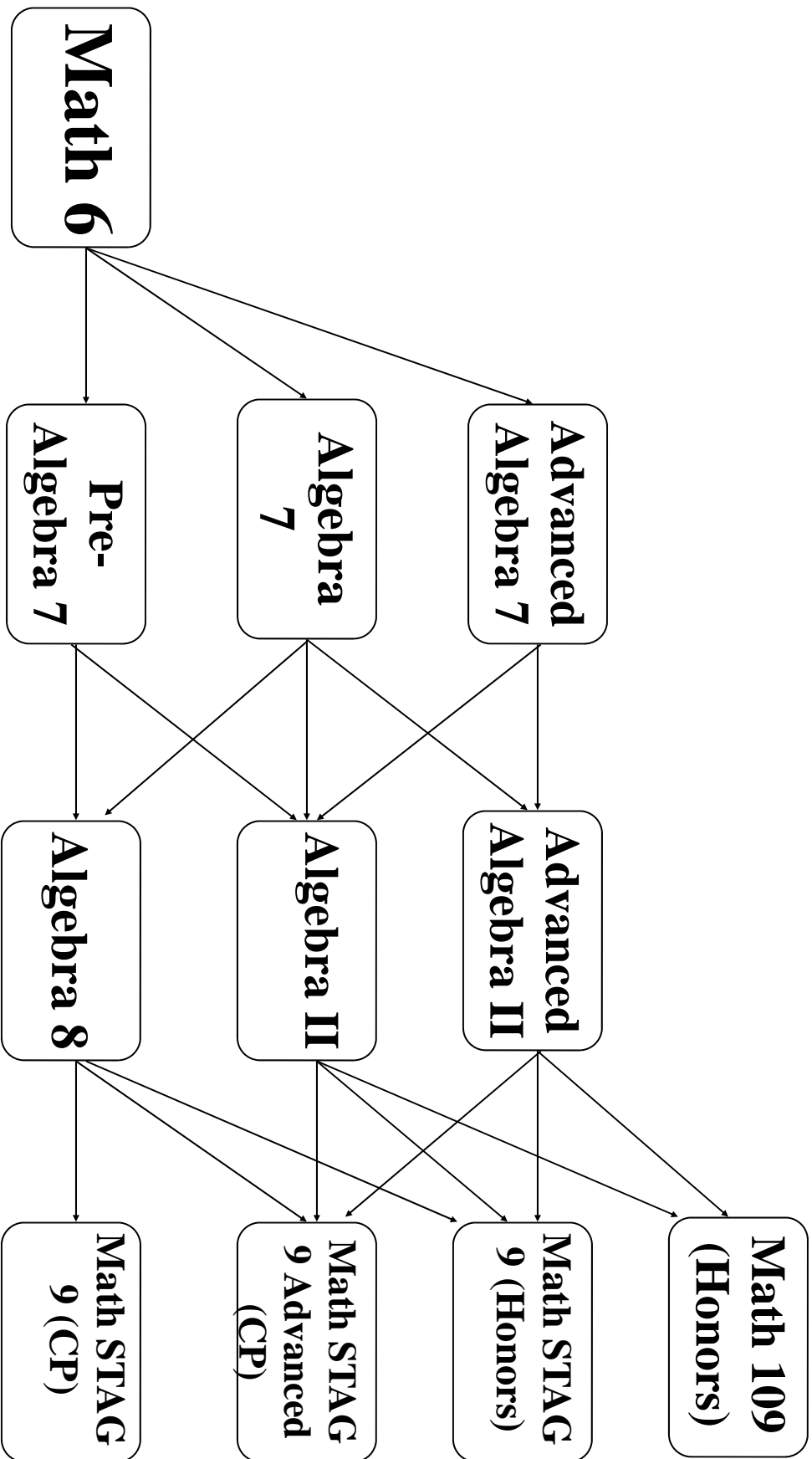
#### **Algebra II**

The Algebra II program will continue the development of skills and concepts acquired in Algebra 7 and Advanced Algebra 7 courses. The course will cover the following topics: systems of linear equations, inequalities and absolute value, quadratics and factoring, polynomials, powers, roots and radicals, exponential and logarithmic functions, rational and equations, data analysis and probability. At the end of this program students may transition to Math STAG 9 Advanced (CP) or Math STAG 9 (Honors). Exceptional achievement is required for transition Math 109 (Honors).

#### **Advanced Algebra II**

The Advanced Algebra II program is designed for high functioning mathematics students who can work independently with advanced concepts. Students will cover the same topics as in the Algebra II course with greater depth and at a faster pace. The activities and problems will challenge the students and help them become more advanced mathematical thinkers. At the end of this program students may transition to Math STAG 9 (Honors) or Math 109 (Honors).

Grade 6      Grade 7      Grade 8      Grade 9



**Winchester Public Schools  
Mathematics Courses  
2018-2019**

Please Note: Student placement is re-evaluated each year based on performance.

## Science

Science at McCall is currently undergoing a transition to the new state standards, and our course offerings for 2018-2019 are a mixture of old and new. The new standards are an integrated model, organized into themes and with content from all of the traditional disciplines: Physical Science, Earth & Space Science, and Life Science. For the 2018-2019 school year, the Grade 6 description represents what has changed already, Grade 7 represents the change we are implementing for the 2018-2019 school year, and Grade 8 represents the last time we will have Earth Science.

### Grade 6 Science “Structure & Function”

The sixth grade science curriculum is required for all students in grade 6. Classes meet every day of the cycle for a full year. The curriculum focuses on the integration of earth and space, life, and physical sciences with technology/engineering. Science activities will provide students with relevant and engaging opportunities to understand the natural phenomena and design problems that highlight the relationship of structure and function in the world around them. Hands-on experiences that are relevant to the needs and interests of the students are included in every unit which allow students to experience the dynamic, interdisciplinary nature of science. Throughout the year, students build upon their skills of experimenting, observing, analyzing, hypothesizing, inferring, predicting, comparing and drawing conclusions. Graphing, interpreting data and communicating ideas using appropriate science terminology are also skills practiced with each unit of study. The methods of inquiry are utilized to help students master the concepts of science and to motivate the students’ enthusiasm for learning science. Science literacy focuses on claim, evidence and reasoning to provide support of scientific concepts and explanations. Students use models and provide evidence to make claims and explanations about structure-function relationships in different science domains

The content of the course has been aligned with the new Massachusetts Science and Technology Frameworks. In the first unit, students learn about the nature of science through the investigation. Grade 6 students will be introduced to the International System of measurement (metric) and will become familiar with the tools of the science laboratory. Working with newly acquired skills of the nature of science, students will delve into *Earth’s place in the Universe* with a focus on waves, moon phases, gravity and motion. Students will progress to a survey course on matter – the building block of the universe. In the second unit students formulate a working definition of *matter and its interactions*, students will describe the properties of matter and develop their own models. Chemistry topics may include matter and its building blocks as well as exothermic and endothermic chemical reactions to measure and describe the release or absorption of thermal energy. Data is analyzed and presented using graphs, tables and other mediums. The third unit of study explores *biology from molecules to organisms* with a focus on structures and processes. the concept of motion, forces and energy with primary focus on the study of heat energy and its transformation. In this unit, students gain concrete experience with energy by experimenting with several energy- containing systems. The fourth unit Earth’s systems focuses on analyzing and interpreting maps showing the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence that Earth’s plates have moved great distances, collided, and spread apart.

## Grade 7 Science: “Systems & Cycles”

The seventh grade science curriculum is required for all students in grade 7. Students in grade 7 focus on systems and cycles using their understanding of structures and functions, connections and relationships in systems, and flow of matter and energy developed in earlier grades. A focus on systems requires students to apply concepts and skills across disciplines, since most natural and designed systems and cycles are complex and interactive. They gain experience with plate tectonics, interactions of humans and Earth processes, organism systems to support and propagate life, ecosystem dynamics, motion and energy systems, and key technological systems used by society. Through grade 7, students begin a process of moving from a more concrete to an abstract perspective, since many of the systems and cycles studied are not directly observable or experienced. This also creates a foundation for exploring cause and effect relationships in more depth in grade 8.

All students leaving Grade 7 Science will move on to Grade 8 Science, but our strongest students will be recommended for Grade 8 Science: Advanced. These students typically have a solid A average and exhibit strong abilities in independent learning, concept application, critical thinking, logical writing, organization, above grade-level reading ability, and problem solving.

## Grade 8 Earth Science

**E**arth Science is taught to all students in grade eight. Classes meet every day in the cycle for the entire year. Two different Earth Science courses are offered as described below. Placement is recommended by the 7<sup>th</sup> grade Science teachers based on criteria described in the seventh grade course description. In all courses, the teachers make extensive use of audio-visual materials and hands-on activities and laboratories.

**Earth Science** is an in-depth study investigating the dynamic processes in Earth systems that led to changes in the Earth in the past and will continue to affect our planet in the future. General topics include sun-Earth-moon motions, formation of the universe and solar system, heat transfer through Earth's systems, the hydrologic cycle, minerals and the rock cycle, plate tectonics, weathering and erosion. A balance is struck between lecture materials and laboratory activities that enables the student to construct personal knowledge of modern earth science. Laboratory activities develop important inquiry skills. This course will appeal to, and accommodate, a wide range of academic abilities. Most students will enter CP Biology in the ninth grade, while exceptional students who have a strong academic performance as well as demonstrated abilities in critical thinking, independent learning, reading, organization and problem solving may be recommended for Honors Biology (see requirements below).

**Investigating the Earth** is an in-depth study investigating the dynamic processes in Earth systems that led to changes in the Earth in the past and will continue to affect our planet in the future. General topics include sun-Earth-moon motions, formation of the universe and solar system, heat transfer through Earth's systems, the hydrologic cycle, minerals and the rock cycle, plate tectonics, weathering and erosion. A balance is struck between lecture materials and laboratory activities that enable the student to construct personal knowledge of modern earth science. Laboratory activities develop important inquiry skills. This course is designed for students who are well organized, above grade level in reading comprehension, highly motivated, and capable of easily applying abstract concepts independently. Some students will be recommended for CP Biology. Students who have demonstrated advanced abilities in critical thinking, independent learning, organizational skills and problem solving will be recommended for Honors Biology (see requirements below).

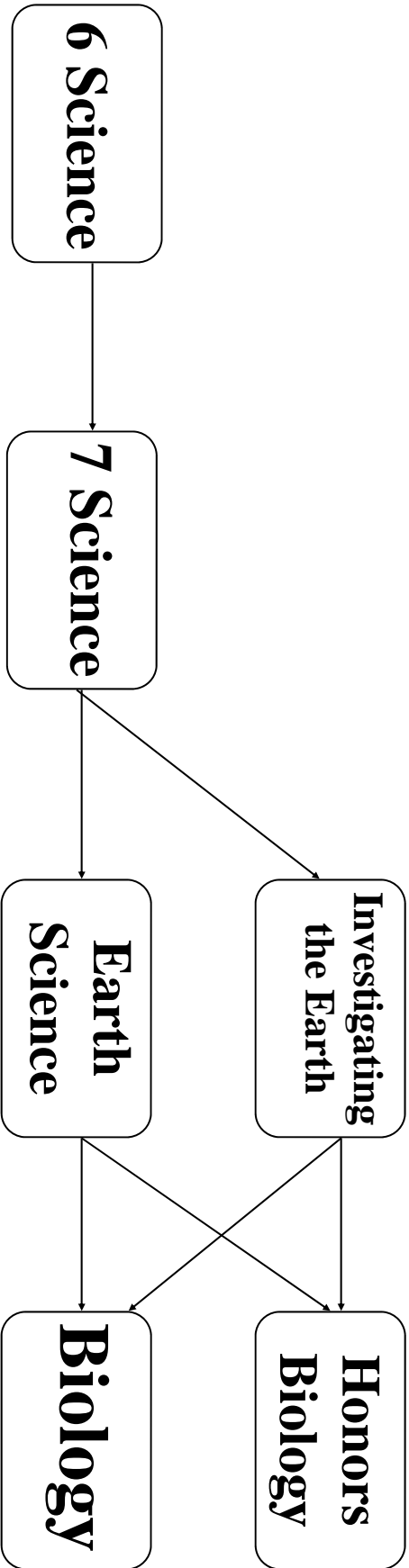
Students who wish to be recommended for Honors Biology must demonstrate high academic achievement in either Earth Science or ITE and Math, and score well on a qualifying exam in the spring. Interested students will be notified of the date and time of the exam. A combination of demonstrated excellence in course work and the score of the test will be used to determine if placement in Honors Biology is appropriate.

Grade 6

Grade 7

Grade 8

Grade 9



**Winchester Public Schools  
Science Courses  
2018-2019**

Please Note: Student placement is re-evaluated each year based on performance.

## Social Studies

### Grade 6

#### **World History and Geography: The Ancient World Prehistory to 500 AD**

This course begins with an examination of the anthropological evidence of human origins and it ends with the fall of the Roman Empire. Following the introductory anthropological unit, the historical scope of the sixth grade curriculum will have students studying the early civilizations of the Fertile Crescent, Israel, Egypt, India, China, Greece and Rome. During the study of all these ancient civilizations there will be integration of the arts, architecture, literature and thought of the period into the history of these classical civilizations. This course will introduce students to the major world religions originating during this time — Judaism, Hinduism, Buddhism, Confucianism, and Christianity. This course is not leveled and meets every day in the cycle for the full year.

The social studies curriculum for grade six fulfills the requirements of the Massachusetts History and Social Studies Curriculum Frameworks.

### Grade 7

#### **World Geography**

The seventh grade curriculum is a course in World Geography. Students do extensive work with various types of maps in order to learn the locations of places in all regions of the world, excluding the United States and Canada. This map work lays the foundation for a more in-depth exploration of these various places, including their cultural characteristics and the contemporary issues they may be facing. Materials used during this course include atlases, desk maps, current and historical documents, audio-visual presentations and guest speakers. The social studies curriculum for grade seven fulfills the requirements of the Massachusetts History and Social Studies Curriculum Frameworks.

### Grade 8

#### **United States History, Geography and Government, 1750-1865**

The study of Native American tribes and subsequent conflicts between these tribes and incoming Europeans form the beginning of content emphasis and student work. After studying exploration and its effects, students will learn how the Americas were colonized and how the eventual United States came to be formed following the American Revolution. During this examination, the class reviews important early American documents including the Declaration of Independence, the U.S. Constitution and the Bill of Rights. For the remainder of the course, the focus is on the period of expansion, reform and economic growth in the 19th century that led to the strengthening of the country and a study of the Civil War, which laid the foundation for a new United States. The classes are not leveled (students are heterogeneously grouped) and meet every day in the cycle for the full year. The social studies curriculum for grade eight fulfills the requirements of the Massachusetts History and Social Studies Curriculum Frameworks.

Students who wish to be recommended for Honors World History I must demonstrate high academic achievement in US History and score well on a qualifying exam in the spring. The exam is designed to assess the student's critical reading and analytical writing skills. These skills are an important foundation for success in the Honors level World History I course. Students will be notified of the date and time of the exam in their US History class. A combination of demonstrated excellence in course work, the score on the qualifying exam and a recommendation from their US History teacher will be used to determine if placement in Honors World History I is appropriate.

## Exploratory Programs

### Art

#### Sixth Grade Art Program

The sixth grade art program builds on the visual art experiences that are offered to students in our five elementary schools. Students are encouraged to work creatively with a range of two-dimensional and three-dimensional art materials that we know will excite and challenge students at this grade level. Students will learn the importance of risk-taking and decision-making related to their original work.

Visual skills required for the effective use of unity, emphasis, contrast, balance, repetition, and variety and skills related to the use of color, space, value, texture and line will be developed. These are the basic fundamentals of all art making. Students will also learn to think, write and talk critically about their own artwork and the work of others. Students will participate in discussions and teacher presentations that are designed to increase their ability to appreciate and understand a wide variety of contemporary and historical art forms. Art history will be used to support hands-on activities and to provide a cultural context for students' art projects. At this grade level, technical skills associated with the use of paint, pencil, pastel, collage, mixed media, clay, papier mache and wire have increasing importance in the program.

The sixth grade program at McCall is part of a K-12 curricular continuum that carefully blends student self-expression, skill development, art appreciation, and integration with other disciplines.

#### Seventh Grade Art Program

The art program for seventh graders consists primarily of hands-on activities that give students opportunities for self-expression and creativity. The general program is designed to benefit all students regardless of their drawing skills or the degree of their artistic ability. Art education is viewed as an effective means to heighten all students' critical thinking skills, decision-making skills, risk-taking ability, and their appreciation of beauty in all of its forms. As part of a K-12 art curriculum continuum, the seventh grade art program also prepares students for the elective art program at Winchester High School.

Seventh grade art experiences include painting, drawing, mixed media, clay and papier mache. To support and broaden these hands-on activities, students will be exposed to the works of famous artists throughout history. Concepts related to linear perspective drawing and portraiture are explored. Students will be required to think and talk critically about their own work and the work of others. Students will continue to learn to "speak" a visual language consisting of the art principles of unity, emphasis, contrast, balance, repetition and variety and the art elements of color, space, value, texture and line. Teachers will connect learning in art to learning in other subject areas. The McCall art teachers are experienced teachers and artists who recognize the multiple benefits that making art gives to students at this grade level: providing satisfaction in the production of unique, creative art work; and providing opportunities for non-verbal self-expression and active learning.

## The Seventh Grade Creative Art Workshop

This full year elective program within the seventh grade art program offers an accelerated curriculum for some seventh grade students. Students are recommended by the art teachers at McCall based on a review of each student's interest, dedication and ability level. These students are given opportunities to explore certain materials, techniques and concepts in depth and for additional time within the seventh grade exploratory program. Materials and processes may include drawing media, metals, clay and Paris Craft. This elective includes exposure to visiting artists and participation in museum and studio field trips.

## Eighth Grade Art Program

The eighth grade program is designed with respect to the possibility that this could be the last art program some students will experience. This is balanced with the awareness that some students will elect art courses at the High School and that some will even progress through the High School's sequential art program culminating in Honors Art and/or Senior Honors Art. It is important, therefore, that all eighth grade students develop a sense of the vital role that visual art plays in their lives as both creators and appreciators.

This course builds upon prior art studio experience. The program offers a rich variety of hands-on activities that challenge students to think critically, to problem solve and to express ideas and feelings to others. Art materials are chosen for their ability to interest and to excite students at this grade level. Printmaking, sculpture (clay, wire, wood, plaster, found object), painting, and drawing are some of the techniques and media explored.

The art curriculum blends the following components of art education to give students a comprehensive art experience in the eighth grade: Hands-on activities which stress active learning, creativity, self-expression and skill-building; Art history instruction which introduces students to the art work of accomplished artists and the artistic contributions of various cultures; Integrated projects that connect to themes and learning in other subject areas being taught at McCall.

McCall art teachers, as both experienced art teachers and as working artists, bring these components together in ways that are compelling and comprehensible to students.

## The Eighth Grade Creative Art Workshop

This full year elective program within the eighth grade art program offers an accelerated curriculum for some eighth grade students. Students are recommended by the art teachers at McCall based on a review of each student's interest and ability level. These students are given opportunities to explore certain materials, techniques and concepts in depth and for additional time within the eighth grade exploratory program. This elective includes exposure to visiting artists and participation in museum and studio field trips (such as the Metropolitan Museum of Art in NY). This course provides a strong foundation for further visual arts study at the high school level.



## Computer Technology Education\*

### Grade 6 — Instructional Technology

**Meets three times in a cycle for one semester**

The sixth grade Technology Literacy program is designed to introduce and teach specific computer technology skills using the Technology Literacy Standards created by the Massachusetts Department of Elementary and Secondary Education as a guideline for the curriculum. The course will focus on the development of students' technology proficiencies and how to use multiple technologies as tools and as resources. Specifically, the development of keyboarding skills and techniques, instruction in the use of productivity tools such as word processing, spreadsheet, and multimedia presentations. Students will develop skills to analyze website evaluation and become proficient in citing sources. Students also practice using the Internet as a research tool and citing electronic sources. Students will develop and cultivate skills of collaboration, communication, and critical thinking through use of secure information sharing websites.

### Grade 7 — Instructional Technology and Internet Safety

**Meets three times in a cycle for one semester**

McCall has partnered with I-SAFE America to bring Internet Safety education to McCall seventh graders. The I-SAFE curriculum provides students with the awareness and the knowledge they need in order to recognize and avoid dangerous, destructive, or unlawful online behavior and to respond appropriately. Integral to each lesson is the incorporation of an empowerment activity, which provides students with the opportunity to use computer technology to share what they have learned about Internet safety with their peers, their families and other community members. A sample of the topics covered in the I-SAFE curriculum includes: **Cyber Security, Personal Safety, Online Harassment, Predator Identification, and Plagiarism & Intellectual Property**. For more information about I-SAFE visit [www.isafe.org](http://www.isafe.org). Students will develop and cultivate skills of collaboration, communication, and critical thinking through use of secure information sharing websites.

### Grade 8 — Instructional Technology and Media Literacy

**Meets three times in a cycle for one semester**

Students will expand their technology skills by identifying and using the appropriate technology, Sony Vegas Movie Studio (video editing), Adobe Photoshop (image editing), and digital video cameras while gaining an understanding of the purpose of a public service announcement (PSA) as well as the difference between PSA and television commercials. Students develop ideas for a PSA to raise awareness about a health, Internet safety, or an environmental issue. They will work cooperatively to create a 55-120 second PSA which will be shared with other students at McCall. Students will develop and cultivate skills of collaboration, communication, and critical thinking through use of secure information sharing websites.

\*All grade levels are taught Internet Safety each year.

All Computer Technology Education Curriculum is aligned with the Massachusetts Department of Elementary and Secondary Education Technology Literacy Standards.

## Music Department

All students at McCall study music. The choices are band, chorus, orchestra, general music. In addition, students may audition for our after-school groups, Jazz Band and Jubilation! There are no fees for any of the music courses, including band and orchestra.

### Band, Chorus, and Orchestra

In-school performing groups generally meet every other day and build on the training in singing, playing and musical literacy begun in elementary school. Concert performance is part of our curriculum, so band, chorus and orchestra students should expect to participate and wear concert dress! Occasional before- or after-school rehearsals may be necessary when several classes or groups prepare to perform together. Learning and performing music in a group is an enriching experience that many students will continue throughout their lives.

All children are welcome to sign up for chorus and can look forward to the fun of singing songs ranging from today's pop to yesterday's classical. Students are instructed in both vocal technique and music reading and enjoy working hard while being part of an exciting class.

Band and Orchestra students need intermediate skills to participate, at least a year of lessons prior to 6<sup>th</sup> grade. During the middle school years students' skills, expression and understanding of performance on their instrument expands quickly as they perform a varied repertoire of classical, folk and popular music.

If a student is interested in joining the band or orchestra but does not currently play an instrument, please contact the Music Director for more information.

### General Music

Students in general music sing, move, play instruments, learn the basics of music notation, and study music from a variety of cultures and musical styles. Classes meet every other day for half of the year.

### After School Groups

After school groups open to all McCall students include Jazz Band and Jubilation! Jazz Band students who play band or orchestra instruments are expected to participate in McCall's day time instrumental ensembles. The Jubilation! show choir combines movement with singing and maintains a busy performance schedule. Jubilation is open to students who are also enrolled in a McCall band, chorus or orchestra.

### Festival Participation

Only those students enrolled in band, orchestra, and/or chorus ensembles are eligible to audition for their corresponding Northeast Junior District Festival ensembles.

## 6th Grade Music Program

### Band, Chorus, Orchestra

**B**and and Orchestra rehearse three times every six day cycle for the entire school year. Band students also meet once per cycle for group lessons on their instrument. Chorus sections rehearse every other day for a half year. As always, students are expected to participate in all scheduled performances and wear appropriate attire.

### General Music Program

Students use classroom instruments, movement, singing, and guided listening experiences in the 6<sup>th</sup> grade program. Our goal is to encourage musical expression, creativity and expanded music literacy.

## 7th Grade Music Program

### Band, Chorus, and Orchestra

In 7<sup>th</sup> grade performing groups meet every other day all year. Band and Orchestra students are expected to have a skill level of about two years of study. As always, students are expected to participate in all scheduled performances and wear appropriate attire.

### General Music

Seventh grade music students learn hands-on! Classes include theory, performance and composition and may include voice, guitar, and keyboards. Students also explore elements of American Musical Theater. The goals of the program are to increase students' appreciation for a variety of musical styles, to engender an understanding that music is a language through which people can communicate, and to develop creativity through group and individual projects.

## 8th Grade Music Program

### Band, Chorus, and Orchestra

In 8<sup>th</sup> grade, performing groups meet every other day all year. Band and Orchestra students are expected to have a skill level of about three years of study. As always, students are expected to participate in all scheduled performances and wear appropriate attire.

### General Music

Students learn about composers and their music from a variety of periods, including the Medieval, Renaissance, Baroque, Classical, Romantic, and Contemporary periods. Instruction continues in basic music theory with performance and composition using voice, guitar, and keyboard. Students explore various careers in music.

## Technology/Engineering

The Technology/Engineering program in grades 6-8 allows students to pursue engineering questions and technological solutions that emphasize research skills, problem solving, and critical and creative thinking. The students identify and understand the five elements of a technology system (goal, inputs, processes, outputs, and feedback). While exploring the areas of robotics, communication, manufacturing, construction, transportation, and mechanical engineering, students acquire basic skills in the safe use of materials, tools, and machines. Students integrate the knowledge they acquire in their mathematics and science curricula to understand technology / engineering through the design process. They then develop an advanced level of skill in engineering design by learning to conceptualize a problem, design prototypes in three dimensions, use hand and power tools to construct their prototypes, test their prototypes, and make modifications as necessary. With the addition of a 3-D printer, students will use this tool to design and test their prototypes. The culmination of these experiences is the development and presentation of their activities.

### Grade 6

#### Transportation

This course allows students to learn how a transportation system operates. The students use the engineering design process to design, build, test, and assess the performance of a magnetic levitation vehicle. This vehicle operates by using repulsion levitation. Students apply their scientific knowledge to place the magnets in the proper location, to determine the mass of the vehicle, and to modify the vehicle's aerodynamics for the trip down the test track. Students apply their mathematics knowledge to determine the amount of drag the vehicle generates and, during final testing, to determine the average time it takes for the vehicle to travel down the test track and its average speed.

#### Communication/Manufacturing

In this course students are asked to imagine what a technology product will look like twenty-five years from now. Students, working in groups, research their ideas using the computers in the CAD room, the internet, and printed sources of information. Each group develops a prototype of their product using the materials found in the technology lab. The students also develop a presentation on their future technology product, which they present to the rest of the class. Students also work as a team to build a product using an assembly line. Students learn how raw materials are changed into finished products. They learn that most of the items they use every day are manufactured and they learn why manufacturing is important to our economy. Each student is responsible for building one or more part(s) of the product. After the sub-assembly is completed, the students assemble the final product. Each student receives a finished product at the end of the course.

### Grade 7

#### Robotic Software

This course is designed to introduce students to the basic concepts of computer programming through the use of a robotic platform. The students learn about if/then statements, loops, and switches all while completing robotic challenges. The robotic platforms are modular, so that students can add and/or remove sensors as needed. Sensors that the students are introduced to include ultrasonic sensors and touch sensors.

## **Robotics**

**I**n this course, students accomplish three goals through building a hydraulic or pneumatic robot arm. The first goal is for students to use the engineering design process in the designing, building, using, testing and assessing a robotic arm. The second goal is for students to use systems and sub-systems in the operation of their robotic arms. The third goal is to have students successfully and safely use hand and power tools in the construction of an operational robotic arm. The students work in small groups on every aspect of the project and each member of the group is required to operate the robotic arm during their presentation. An additional robotics unit introduces students to the basic building blocks of programming, sensors, actuators, and problem solving through use of a programmable microprocessor (brick). Students learn how to program basic robot behaviors using motors and sensors for rotation, sound, light, touch, and distance.

## **Grade 8**

### **Mechanical Engineering**

In this course, students working in groups build a Rube Goldberg device that accomplishes a simple task using a set of elaborate steps. The students use the engineering design process to design, build, test, assess, and redesign the device. The device must include the six simple machines, and the students must use a programmable microprocessor (brick) to include a motor function as part of the device. As the students progress through this motivating activity they learn about the field of mechanical engineering. At the end of the course the students demonstrate their device to the rest of the class.

### **Construction/Architecture**

This course provides each class with an opportunity to design, build, test, and assess the performance of a wooden structure. The structures, buildings, or trusses are then tested for efficiency and to determine how much force they can withstand before failing. The students learn proper structural design along with the importance of good workmanship to ensure that all structures meet minimum standards. The activities involved require the application of concepts from the students' math and science programs. The students are required to determine the structure's efficiency and observe how forces of compression and tension act on it. Students also work as a team to build a product using an assembly line. Students learn how raw materials are changed into finished products. They learn that most of the items they use every day are manufactured and they learn why manufacturing is important to our economy. Each student is responsible for building one or more part(s) of the product. After the sub-assembly is completed, the students assemble the final product. Each student receives a finished product at the end of the course.

## Wellness Program

The Wellness Program is comprised of two disciplines: Health/Family Consumer Sciences and Physical Education. The courses offered in the Wellness department have been designed to provide students with the knowledge, skills and strategies needed to make healthy choices in each of these areas. Students will engage in active learning to practice critical thinking, problem solving and decision making skills necessary to achieve a balance among these life components which will lead them to sustained good health and well being.

### Grade 6 Health Science

This course focuses on the emotional, physical and social development of the maturing middle school student. It is a comprehensive program in which students learn strategies that can immediately empower them to help create their personal identity and build positive relationships with others. They will gain an understanding and learn effective responses to issues such as conflict, harassment and bullying. Students will develop and practice strategies necessary to manage anger and solve problems leading to peaceful resolution. Students will examine several forms of exposure to tobacco and nicotine as well as the development of refusal skills and strategies. A component of the course will also focus on human growth and development. Emotional, social and physical changes that occur during puberty and the male and female reproductive system will be explored.

### Grade 7 Health/Family Consumer Science

This is a three-part course. The first part introduces students to the world of nutrition. The focus is on nutritional needs of their bodies and the importance of food choices in their lives. Students learn the essential nutrients; their impact on the body, food sources and the problems associated with unhealthy food choices. The second part focuses on food preparation, interpreting recipes, utilizing equipment, practicing safety and sanitation procedures as well as modifying recipes to make them healthier. The third part includes a review of bullying prevention, a continuation of substance use and abuse education with a concentration on alcohol, marijuana and inhalant use and abuse. Students will continue to strengthen refusal skills.

### Grade 8 Health/Family Consumer Science

This is a three-part course. Students take an in-depth look at the concepts of good nutrition in relation to one's health and growth through meal preparation. The second part includes an overview of symptoms and sources of support for depression and suicide. The third part is a continuation of the 6<sup>th</sup> grade human growth and development with a focus on building responsible and respectful relationships. Safe dating practices, recognizing healthy and unhealthy relationships and understanding sexually transmitted infections will be covered.

## Grade 6 Physical Education

This course focuses on the learning and development of complex motor skills and the ability to assess and maintain personal fitness. In addition to physical skill development, students will also develop skills in positive social/group interaction, responsibility, accountability, and sportsmanship through a variety of activities. Units may include: cooperative initiatives, eye-hand coordination skill building, volleying skills, endurance and basic principles of weight training.

## Grade 7 Physical Education

The seventh grade experience will build on the foundation created at the 6<sup>th</sup> grade level. Students will continue to develop motor skills and demonstrate these skills in a variety of physical activities. Students will also gain an understanding of the basic principles related to defense, offense and position play in a team sport. Students will continue to build a proficiency in problem solving through Project Adventure initiatives. Students will gain a deeper understanding of the components necessary to create a fitness program and will be introduced to the care and proper use of free weights and weight machines.

## Grade 8 Physical Education

Eighth grade Physical Education will focus on understanding the components and developing the skills of working in teams through a variety of team sports. Defense, offense and position play will continue to be emphasized at this time. Strategic play will also be addressed. The following team sports may be used as the medium for this learning experience: flag football, field/floor hockey, volleyball, basketball and lacrosse. In addition to the focus on team sports, students will also continue instruction in Project Adventure, assessment and development of personal fitness level through agility/plyometrics and weight training.

**Extracurricular Activities**

During the 2017-2018 school year, the extracurricular activities listed below were available to McCall Middle School students free-of-charge. If funds are available through fundraising efforts, a similar program will be offered in 2017-2018 school year. The complete list of activities will be posted in all classrooms, may be found on our website, and will be announced during morning announcements.

Anime Club.....	Kelsey Kennedy
Art Club.....	Erik Van Dam
Dungeons & Dragons Club.....	Kris Bayne
Enka Marching Band.....	Jeremy Hachten
Green Team.....	Dan Drinkwater & Jay Friberg
Greenhouse Club.....	Elaine Higgins & Megan Capobianco
Heritage Singers.....	Johnny Nichols
High School Helpers.....	Shareen Dolan and Ashley LeBlanc
Homework Club.....	Evelyn Galatis and Kris Bayne
Intramurals.....	McCall Staff
Jazz Band.....	Jeanne Snodgrass
Math Team - Grade 6.....	Larry Farelli
Math Team - Grades 7 & 8.....	Larry Farelli
McCall Buddies.....	Emily Wilson & Sara Brothers
Multicultural Club.....	Erika Guckenberger
Photography Club.....	Erik Van Dam and Robert Gillis
QSA Club.....	Alicia Coronado
Rubik’s Cube Club.....	Kim Burke
School Newspaper.....	Emily Rose and Ashley LeBlanc
Solo Voci.....	Johnny Nichols
Student Council.....	Megan Capobianco and Jen Brandi
Student Help Desk.....	Pat Devries
Yoga & Meditation Club.....	Kristin Rivais & Erika Guckenberger

**Directory of Department Directors and Coordinators**

Most of the Directors and Coordinators listed below may be reached at Winchester High School (781-721-7020) if you have and special questions about our programs.

Art.....	Jennifer Levatino
English.....	Judith Hession
World Languages.....	Anna Tirone
Mathematics.....	Thomas Haver
Music.....	Mary Costello
Science.....	Michael Marchand
Social Studies.....	Chris Kurhajetz
Special Education.....	Mary Ellen Madden
Technology/Engineering.....	Kathleen Grace
Administrator of Counseling, Health and Wellness .....	*TBA

\*May be reached at the Central Office at 781-721-7007.