

SEVENTH GRADE COURSE CATALOG 2015- 2016

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ENGLISH

Seventh-Grade English features a literature-based curriculum centered on five units: *Understanding People and Cultures through Literature; Myth, Folklore and Legend; The Short Story; Poetry;* and *An American Classic: Mark Twain*. Books may include The Giver, Habbi, Stone in My Head, The Book Thief, Heroes and Monsters of Greek Myths, Black Ships Before Troy, The Hobbit, The Adventures of Tom Sawyer, as well as several novels chosen by students. Short stories include *The Tell-Tale Heart*, *The Wife's Story*, *The Monkey's Paw*, *The Necklace*, *Rikki-Tikki-Tavi*, *Holdings* and *The Lady? Or the Tiger?* Poetry is woven into the units and/or taught as a separate unit. Nonfiction is also integrated into the units, with emphasis on understanding the craft and structure of nonfiction writing, the author's purpose and the different language resources in nonfiction texts that create meaning.

Language study includes grammar lessons and activities, vocabulary development, and the appreciation and use of literary devices. Language instruction also focuses on academic language, focusing students on how to use disciplinary language as well as the language that reflects a text's purpose and audience. Finally, students work with several writing genres, including various types of essays, letters to politicians, short stories or creative pieces, and poems. A core focus of writing instruction is learning to approach and set up text structure, as well as an emphasis on citing evidence from the given text. English activities include projects, oral presentations, skits, literature circles and cooperative group work, quizzes and tests and participation in group or class discussions.

MATHEMATICS

Overview of Grade 7 Frameworks

Ratios and Proportional Relationships

- Analyze proportional relationships and use them to solve real-world and mathematical problems.

The Number System

- Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers.

Expressions and Equations

- Use properties of operations to generate equivalent expressions
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

Geometry

- Draw, construct and describe geometrical figures and describe the relationships between them.
- Solve real-life and mathematical problems involving angle measure, area, surface area and volume.

Statistics and Probability

- Use random sampling to draw inferences about a population.
- Draw informal comparative inferences about two populations.
- Investigate chance processes and develop, use and evaluate probability models.

Mathematics 7 – S.S

The Mathematics 7 – with skill support class parallels the curriculum of Mathematics 7, with additional support for student’s basic math skills. The course covers the grade seven Massachusetts Frameworks, while addressing specific topics to improve students’ math proficiency.

7th Grade Curriculum Map

Big Idea and Standards	Key Concepts
The Number System 7.NS.1, 7.NS.2, 7.EE.3	<ul style="list-style-type: none">• Adding and Subtracting Integers• Adding and Subtracting Fractions and Decimals• Multiplying and Dividing Integers• Multiplying and Dividing Fractions• Use Long Division to Convert Fractions to Decimals• Solve Real World Problems Involving the Four Operations with Rational Numbers
Ratio and Proportion 7.RP.1, 7.RP.2, 7.RP.3, 7.EE.3	<ul style="list-style-type: none">• Make Comparisons Using Ratios, Fractions, and Percents• Unit Rates• Analyzing Proportional Relationships Represented in Tables, Graphs, and Equations• Write and Solve Proportions
Percents 7.RP.3, 7.EE.2, 7.EE.3	<ul style="list-style-type: none">• Convert Between Fractions, Percents, and Decimals• Solve Percent Problems Involving Simple Interest, Tax, Markups, Sales, Tips, Commissions, and

	Percent Increases and Decreases
Expressions 7.EE.1, 7.EE.2	<ul style="list-style-type: none"> • Simplify Expressions by Combining Like Terms • Add and Subtract Linear Expressions • Use the Distributive Property to Factor and Expand Linear Expressions
Equations and Inequalities 7.EE.2, 7.EE.3, 7.EE.4	<ul style="list-style-type: none"> • Represent Situations with Linear Equations • Solve Linear Equations • Represent Situations Using Inequalities • Solve Inequalities and Graph the Solutions on a Number Line
Geometry 7.G.1, 7.G.2, 7.G.3	<ul style="list-style-type: none"> • Solve Problems Involving Scale Drawings • Use Tools to Construct Geometric Shapes with Given Conditions • Describe 2-Dimensional Figures that Result from Slicing 3-Dimensional Figures
Measurement in Geometry 7.G.4, 7.G.5, 7.G.6	<ul style="list-style-type: none"> • Solve Problems Involving the Area and Circumference of Circles • Solve Problems Involving the Area and Perimeter of 2-Dimensional Figures Composed of Polygons • Solve Problems Involving the Volume and Surface Area of Prisms
Probability 7.SP.5, 7.SP.6, 7.SP.7, 7.SP.8	<ul style="list-style-type: none"> • Use Fractions and Percents to Represent Probabilities of Simple and Compound Events • Find Probabilities of Compound Events Using Organized Lists, Tables, Tree Diagrams, and Simulation • Develop Probability Models

<p>Statistics</p> <p>7.SP.1, 7.SP.2, 7.SP.3, 7.SP.4</p>	<ul style="list-style-type: none">• Create Random Samples that are Representative of a Population• Use Data from a Random Sample to Draw Inferences About a Population• Compare Two Populations Using Graphs, Measures of Center, and Measures of Variability
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7th GRADE SCIENCE

Essential science skills stemming from the scientific method are woven throughout all units of study. Students work on building skills such as: making observations, modeling, & the interpretation of data throughout the year. The following is an outline of the areas of study in the 7th grade:

Earth & Space Sciences: Earth's Atmosphere

- Heat Transfer: Radiation, Conduction, Convection
- Weather patterns, fronts & storms
- Climate vs. Climate Change
- Composition & function of the atmosphere

Life Science: Human Biology

- The Cell: structure and function
- Organ systems: structure and function
- Systems, support, and movement
- Growth, development and health

Diversity of Living Things

- Classification of living organisms
- Survey of single and multi-cellular organisms
- The Six Kingdoms of Life

Matter & Energy

- Sub-Atomic Particles, Atoms, Molecules
- The Periodic Table of Elements
- Physical vs. Chemical Change

SOCIAL STUDIES

Seventh grade students are exposed to both geography and ancient history. The curriculum includes the following units of study: the physical and cultural geography of both Europe and Asia, world history units on ancient and classical Greece, the Roman Republic and Empire. Classes will also examine issues in current events, equity and class as they arise throughout these topics in the curriculum.

Teachers meet the diverse abilities and talents of students by using a variety of instructional approaches. These approaches are both teacher-directed and student centered including: teacher presentations, cooperative learning experiences and individualized projects. Particular attention is paid to improving students skills in the following areas: written and oral communication, reading for meaning, independent research, critical thinking and working with others to foster a sense of citizenship while developing a historical and geographical knowledge base. Students are assigned homework on a regular basis. Quizzes, unit tests, participation in class discussions, essays and research projects are used to assess students' progress.

PHYSICAL EDUCATION

The fundamental goal of the Physical Education program is to prepare students for the challenges of the 21st century by providing opportunities to attain skills, knowledge and attitudes to be physically active for a healthy lifestyle. It is our hope that students should become competent in social skills, motor skills and movement forms and will learn to enjoy physical activity. Participation in physical activity provides important opportunities for challenges, social interaction, group membership and serves as an important role in the physical maturation process.

As a result of these benefits of physical activity, students will begin to actively pursue lifelong physical activities that meet their own needs. Cognitive understandings develop from an initial awareness of the cause and effect relationships between activity and its immediate and identifiable effects on the body. Additionally, the role of physical activity on physiological, social and emotional well-being as well as a comprehensive perspective on the meaning of a healthy lifestyle will be clearly emphasized.

The Physical Education Curriculum provides students with the opportunity to experience a wide variety of physical activities. The program is sequential throughout grades 6, 7 and 8. The activities include a combination of individual sports, team sports, fitness, aquatics, team building and rhythmic activities.

All activities are organized into time blocks called "units" which run for approximately four weeks. Units may be either required or elective depending on grade level. Required units include: Health (8 wks.) Aquatics: Swimming Personal Fitness and either Cross Country Skiing or Snowshoeing (all).

Elective units may include, but are not limited to; archery, badminton, golf, floor hockey, field hockey, track and field, flag football, tennis, team handball, adventure challenge, ultimate Frisbee, touch ball, volleyball, indoor soccer, speed-a-way, orienteering, using a GPS, yoga, swim games and mountain biking.

Students who master these skills will establish the benefits of a physically active lifestyle, including; better health, higher educational achievement and better preparation for work, improved attendance, and lower healthcare costs.

Emphasis will be placed on the development of the whole person, including respect for one's self, and respect for others, cooperation, individual responsibility, active participation and psycho-motor development. This is a critical time period for students; changes due to maturation affect student's abilities as they adjust to these changes. Students will be assessed in these categories daily and will participate in a cognitive assessment at the end of each unit. A personal assessment of students' in the categories of health related fitness will be conducted each year.

HEALTH

The seventh grade curriculum is a program called All Stars. All Stars, is a research and evidence based curriculum designed to prevent substance use, premature sexual activity, fighting and delinquency. However, the program does more than prevent negative behaviors. It also enhances positive characteristics we want young people to develop. All Stars promotes idealism and a belief in the future, commitment to a positive lifestyle, resiliency, a sense of belonging, and positive relations with parents and other adults. The program includes small group activities, activities in which students work together in pairs, games and art activities. Discussion is a common feature of all sessions and students are encouraged to express their opinions.

READING

Reading is an essential tool in every year of school. Middle School students are expected to have proficient vocabulary, skills and strategies to comprehend and use text successfully in all academic areas as well as meeting the State's performance standards.

What do Reading classes offer?

- * Identification of specific student needs through specialized testing and assessment.
- * Small group instruction following a curriculum based on the BAS and designed to focus on specific reading strategies and skills necessary for students to reach proficiency levels.
- * A variety of teaching methods to accommodate individual needs.
- * Flexible pacing of instruction and curriculum based on student need.
- * Alternative materials at students' current reading level that are based on the regular curriculum.
- * Adaptive technology that supports students learning.

Reading class is a class designed for students to review and reinforce strategies in comprehension, vocabulary, content area reading and fluency. Materials from all literary genres are used to teach students to learn to read for information as well as learning to read for personal and humanistic responses. Reading class enables students to reach and maintain their reading potential and continue growing as readers. The students work toward becoming proficient and fluent readers.

EXPLORATORY ARTS PROGRAM

ART

During the course of ten weeks students will experiment with a variety of mediums and art processes that include drawing, design, ceramics/glazing, sculpture, painting, printmaking and color glass fusing. Students will be exposed to the surrealism movement, a visiting glass artist, block printing and ceramic slab artists, tunnel book artist Stephen Boucher and Ancient Greece. Students will keep an artist notebook for daily use of notes, sketches, and more. They will complete self reflections and self assessments of their work, take part in group critiques and exhibit their work around the school.

COMPUTER

Welcome to the world of Google Docs for Education. Students in 7th grade computer class will learn to work in the Google Cloud environment. Students will develop a Google Chrome profile and will create a Google Apps desktop domain. Several Google Apps will be used throughout the quarter: Schoology, EasyBib, Video Notes, Piktograph, Powtoons, Prezi, Quick Notes, SoundCloud, as well as all Google Applications (docs, spreadsheet, forms, presentation).

The entire class is managed through the Schoology Learning Management System, allowing all students to experience an online course. Students will access assignments, submit work in multiple formats, and attain grades through the use of Schoology. Parents can also access all information through Schoology.

Students will work collaboratively, assist other classmates and share projects while enhancing decision making skills. They will conduct research and will learn to evaluate primary and secondary research sources.

They will create presentations, possibly podcast and learn to work with green screen technology. All-in-all, 7th graders will have a great time in computer class.

MUSIC

Seventh grade music classes incorporate major strands from the 2000 Arts Frameworks, including rhythm, meter, melody, performance and world music. Students will learn to recognize duple and triple meters in music, and review and strengthen their understanding of rhythms in various time signatures. In the World Music unit, students will play gamelan music from Java, are exposed to music from around the world, and will learn the world families of instruments. Students will also watch the musical, "West Side Story," while studying some of the compositional elements involved, and re-writing lyrics to one of the songs. They will also compose, improvise, and perform music to one of the scenes in the musical, using keyboards.

TECHNOLOGY EDUCATION/ENGINEERING

Seventh Grade students will study the areas of transportation and construction. The transportation unit will address the Design Process, Orthographic Projection, Isometric Drawing, English and Metric systems, usage of machines and hand tools, aerodynamics, friction types, how to find velocity, and the financial management of a business in conjunction with Florence Savings Bank. Companies of 3-4 students will be formed.

The construction unit will address the history of New York skyscrapers, forces that act upon a structure, the structural stability of a form, loads, and construction techniques. Groups of 2 students will design, construct, and test towers using an earthquake machine.

If there is extra time the science of flight will be presented. Students will build their own gliders, learn about the principles of flight (Bernoulli's Law), and the forces of flight.

SPECIAL EDUCATION COURSES

RESOURCE ROOM: Strategies for Learning

This course, Strategies for Learning, aims to support instruction for special needs students in areas such as reading, understanding textbook material, preparing for tests or quizzes, breaking down and completing long term projects, writing essays and practicing note taking techniques. These skills aim to aid these students in becoming more independent and successful learners in their regular education content classes. Students are eligible for participation in this course as a result of a special education TEAM meeting and an individual educational plan. (IEP)

INCLUSION CLASSES

Inclusion classes in several subject areas, are implemented according to the Individual Education Plan (IEP) recommendations of special needs students. Both special education teachers and special education instructional assistants are utilized in various classrooms applying many types of inclusive models. Inclusion is the classroom setting where special needs students are included in the general education environment and specific instructional techniques are practiced in order to meet the needs of all the students in that environment.

GOALS PROGRAM

OVERVIEW

All students who attend classes in the Goals have undergone an extensive evaluation pursuant to PL 94-142. As a result of this evaluation, the student's educational needs are delineated in an educational program to meet these needs. Through this program we strive to develop problem solving. The curriculum provides for a daily emphasis on current events, citizenship, peer relationships, responsibility for individual choices and use of leisure time. The following courses are offered: Language Arts, Academic Assistance, Reading, Spelling, History and Science. Also

offered are: Communication Art, Domestic Arts and Applied Mathematics. Every effort is made to provide a maximum of mainstreaming for each student.

The main objective of the Goals Program is to develop the student's self-esteem, vocational, academic and social skills adequately so that he/she is able to function as a valuable and integrated member of the student body and of society.

The program offers an acceptable and constructive avenue for self-expression, communication, and emotional release. While participation by all is encouraged, a great deal of individual instruction is available to help these students focus on their own needs and interests.

GOALS READING

The reading component of the Goals Program is designed to meet the specific reading needs of the individuals within the program. Each student participating in the reading program has been identified by a special education TEAM evaluation mandated by PL 94-142. Students are provided with individualized programs, geared to specific identified needs. Students utilize materials on his/her instructional level. Individual progress is monitored daily and progress reports are sent to parents quarterly. Comprehension, vocabulary, development and study skills are the major emphasis of this particular program.

GOALS MATHEMATICS

Applied math is designed for those students within the Goals Program who need additional reinforcement in basic arithmetic skills. Course content includes computation (division, multiplication, subtraction and addition), number sense, operations, measurement, patterns and functions and the application of basic arithmetic principals to practical problem solving situations. Individualized objectives and programs are prepared for each for each student at their instructional level. The program complies with the guidelines and rules set forth in PL 94-142.

ALP: ALTERNATIVE LEARNING PROGRAM

The Alternative Learning Program is an individual and small group instructional program based on a student's proficiency level. Curriculum materials/methods of instruction are modified in order to introduce subject matter appropriate to student's level. Direct instruction occurs in the subject areas of reading, language arts, mathematics, science and social studies as needed. Particular attention is given to mastery of basic vocabulary for each subject and to improving written and oral communication skills as means of demonstrating comprehension of the subject matter.

Students are assigned to homerooms, physical education and exploratory block classes along with students from their own grade. Students able to participate in regular academic classroom settings can receive supplemental assistance in the ALP classroom rather than in a large group study hall. Study skills are specifically taught to improve each student's ability to work more independently in school.

Length of instructional periods and requirements for completed assignments are gradually increased as students gain independence and mastery of subject matter. ALP students are held to the same expectations of behavior and receive the same consequences for infractions of the JFK Middle School Code of Conduct. Modifications and accommodations designed to promote student success are outlined in the Individual Education Plan.

LEARNING DISABILITIES PROGRAM

LD Reading:

Assessments:

Decoding/Phonemic Awareness: Word Attack subtest of the Woodcock-Johnson Assessment

Fluency: Great Leaps Reading Program

Comprehension: Language! Program Assessment

Spelling: Language! Program Assessment

Instruction:

Decoding/Phonemic Awareness: Specialized direct instruction and Explode the code

Workbook Series

Fluency: great Leaps Reading Program

Comprehension: Language! Program Texts leveled by grade

Spelling: Specialized direct instruction and Language! Program Texts leveled by grade

Additional: Daily Idiom Challenge & Idiom Dictionary Entry

LD Language Arts:

Assessments:

- Writing Samples
- Focused Correction

Instruction:

- Step-by-step specialized instruction of the writing process leveled by grade (including different

types of writing: expository, persuasive, etc..)

- Individualized spelling generated from each student's own errors in their writing
- Teacher reads aloud and discussion of literature from grade level district curriculum
- Newspaper Exploration Activities

LD Learning Strategies:

Assessment:

- Based on progress/grades in regular content classes

Instruction:

- Organization/assignment book checks/planning of work timelines for long-term projects
- Strategies for attacking a textbook or other content class related material
- Pre-teaching/re-teaching/review of all material and concepts from regular content classes.

ENGLISH LANGUAGE LEARNING (ELL) PROGRAM

(**ESL** = English as a Second Language or **LEP** = Limited English Proficiency)

We provide English learners with the tools they need to understand their classes at JFK and the wider world around them. We offer a welcoming place to students while challenging them to learn new things and do their best. Our small classes enable us to provide refuge and support, and build community.

Our program features both inclusion (student goes to regular "mainstream" classes) and pull-out (student comes to separate ELL classes). In our ELL classes we teach mixed groups of learners at different English levels, and of diverse national origins. We learn about and draw on the students' backgrounds as we help them acclimate to school in the United States.

Our Goals:

- * to develop increasing communicative competence in the English language

- * to improve the student's ability to function successfully in middle school

- * to develop skills in listening, speaking, reading, writing, and critical thinking

- * to promote interaction and understanding between Americans and new Americans or visitors.

Our Course Offerings:

* ELL Content Support

This course focuses on helping students with the challenges of their other classes. We study the concepts and vocabulary of Science, Social Studies, Math, English Language Arts, Health, etc. Students learn and practice the language of American schools (for example, words used in giving directions on homework and tests). We also teach reading skills and strategies and encourage students to think for themselves. Students develop confidence as they practice together.

* ELL Beginning English (6/7/8)

In this course we introduce newcomers to the basic structures, pronunciation, and usage of American English. Speaking, listening, reading, and writing are all taught through guided practice with peers. We also teach students about American culture and help them adjust to American schooling.

* ELL Intermediate English (6/7/8)

This course gives broad coverage of both everyday English and academic English. We study and practice the structures and usage of American English through speaking, listening, reading, and writing. The students learn about American culture as well. The course is also an introduction to literature in English. It exposes students to different kinds of writing and to the components of literature. Students practice the writing process in all of their work.

ELECTIVES

WORLD LANGUAGES

The study of second languages and their respective cultures offers students the opportunity to broaden their perspective both linguistically and culturally. The goal of the seventh grade language courses is to attain level-appropriate language proficiency. These courses are designed as the first phase of a cohesive language program. In addition to seventh grade, this program includes eighth grade and a two to five semester sequence at the high school level.

A typical course of study in World Language at JFK includes taking two years of Latin, French, or Spanish. Students taking either French IA or Spanish IA must begin in seventh grade. Although it is preferable to start Latin I in seventh grade, it is possible to start in eighth grade. Course offerings and their descriptions are listed below.

Additional information can be found in the "World Language Courses: Seventh and Eighth Grade Options" document prepared by the Language Department. (see addendum)

CLASSICAL LANGUAGE – LATIN I

OBJECTIVES

- To help each student develop a strong foundation in grammar, vocabulary, and translation techniques within appropriate contexts.
- To enhance the student's knowledge of historical and cultural backgrounds of the Romans and Greeks.

- To use Latin expressions for basic communication.
- To build English vocabulary skills through the study of Etymology and derivatives

LATIN I – (Open to both 7th & 8th grade students)

Latin I is a beginning course introducing students to the lives of the ancient Romans and immersing them in the language through a series of stories about a fictional Roman family. As students learn basic Latin expressions and grammatical structures, they acquire skills to translate Latin. Those skills help them to understand more clearly grammatical concepts of the English language and aid them in responding to questions about the stories in Latin. As students develop skills to recognize derivatives in English, they begin to connect English and Latin vocabulary and make connections to the Romance languages. The study of Latin root words continues to expand their skills in English and second language learning. In time, students should begin to attain proficiency in reading and listening for comprehension of the stories in Latin, as well as in speaking in phrases or short sentences. Writing in Latin is continually reinforced and enhanced via the translation of short English passages or students' original sentences within their projects. Students engage on a deep level with the beliefs of the Romans by studying Roman mythology and religious practices. They do hands-on projects to engage with these things, like designing Roman shrines and authentic Roman rituals.

Text: *Ecce Romani (Book I)*

Supplementary materials: teacher prepared activities, online flashcards, and visuals, varied sources on Roman culture and short selections from Roman authors.

MODERN FOREIGN LANGUAGES

OBJECTIVES:

- To help each student begin to attain a degree of proficiency in the four skills of listening, speaking, reading and writing.
- To enhance student appreciation and awareness of the cultures that correspond to the language being studied.
- To reinforce the basic skills of the core curriculum and the study skills program.

FRENCH IA (First year of a two-year sequence)

Seventh Grade French is an introduction to the study of the language and cultures of the French-speaking people. Culture, vocabulary, basic grammatical concepts, conversational patterns, and sentence structure are emphasized. Oral/aural drills and written exercises are given to stimulate and reinforce the use of the language. In order to involve several levels of students, a wide variety of activities (games, flashcards, cooperative learning techniques, word searches, races, visuals and realia) is used. Occasional short writing assignments are assigned in addition to regular homework. Skills such as quiz taking, listening and speaking are reinforced. Routine use of the assignment book and personal vocabulary journal is expected.

TEXT: Discovering French: Bleu McDougell Littel 2001 (textbooks are not distributed)

Support materials: Videos, activity sheets, YouTube videoclips and songs, visuals and realia.

SPANISH IA - (First year of a two-year sequence)

The seventh grade Spanish course provides an introduction to the language and cultures of the Spanish-speaking world. The learning pace is carefully and coherently programmed through a measured grammatical progression. Partner activities provide additional practice for the

improvement of listening and speaking skills. The drills and activities of the program, set in situational contexts with youth-related themes, encourage a high degree of active student participation. A wide variety of activities address the differing needs and learning styles in each unlevelled class. Throughout the course students are made aware of the geographic, historical and cultural diversity of the Spanish-speaking world.

During this course, students begin to attain proficiency in the four skills of listening, speaking, reading and writing. Additionally, they will have acquired a command of the key vocabulary and structures necessary for personal communication as well as an awareness of the Spanish-speaking world.

TEXT: ¡Exprésate! (Holt, Rinehart & Winston, 2008)(textbooks are not distributed)

Supplementary materials: tapes, workbooks, activity worksheets, realia, flashcards, puppets, manipulatives and visuals.

Where do you go? How do you know?

World Language Courses: Seventh and Eighth Grade Options

The following document has been prepared by the members of the World Language Department at the JFK Middle School in Florence, MA. Its purpose is to describe the sequential language courses in the seventh and eighth grades, to help students decide whether or not starting language courses at the middle school level is appropriate for them, and to answer frequently asked questions concerning World Language courses.

In the sixth grade, nearly all students take six weeks of French and Spanish as part

of the Exploratory Block Program. The courses offered in seventh grade are Latin, French, and Spanish. The curricular focus in these courses is on the four skills of listening, speaking, reading, and writing. However, Latin has less of an oral proficiency component than French and Spanish. Students wishing to study French or Spanish must start the sequence in seventh grade, and are expected to continue with the same language in eighth grade. Students may start Latin in either seventh or eighth grade. It is necessary to prioritize your language choices on the course selection sheet.

Frequently asked questions:

Why should I take a language? Knowing a second language gives students an advantage in our global society. Furthermore, research shows that studying a second language makes students stronger in their first language and improves academic performance by reinforcing the fundamentals of learning. Studying another language can increase scores on standardized tests, such as the MCAS and/or SAT. In addition, learning other languages exposes students to other cultures and is fun.

How often do the classes meet? Classes are a full period long and meet every day for the whole school year.

Do I have to take a language? Most students benefit from studying a second language. Starting your language study in middle school is age appropriate and will give you a jump-start on your coursework in high school and college. It is usually required that students take either a language or reading at JFK.

May I start taking a language at the High School? Beginning language courses are usually offered at Northampton High School.

What if I have already taken Spanish for several years or speak it at home?

Please indicate on your course selection sheet your previous experience. World Language teachers and Guidance Counselors will review scheduling options.

I want to take French but people say that Spanish is more practical.

What do you think? You should choose the language that most appeals to you personally. After all, the most important reason for learning a language in middle school is to learn HOW to learn a language. Many students will have the opportunity to study an additional language in high school or college.

It is said that Latin is a “dead” language. Why should I study Latin?

- Students can (and do) communicate in Latin just like they do in modern languages.
- Learning about the Romans gives students a chance to analyze and empathize with a culture completely different from anything students will encounter today.
- Latin is the foundation of the Romance languages. Knowing Latin makes it much easier to learn Spanish, French, Portuguese or Italian.
- Latin is helpful in learning English grammar, spelling, and vocabulary, as 60% of the English language has evolved from Latin.
- Certain professions such as lawyers and doctors use technical vocabulary that is predominantly Latin-based.

Do the World Language classes take field trips? Although there are no

guarantees, it is a tradition at JFK that the eighth grade language classes are given the opportunity to participate in field trips. The Latin II students and the Spanish students take a day trip to New York and the French students take a weekend trip to Montreal or Quebec. All trips are related to the curricula and are both educational and fun, but are not mandatory. These trips are paid for by the parents/guardians of the students and are offered to students who demonstrate positive behavior and a good scholastic attitude at JFK.

Whom should I call if I have questions about the language classes at JFK? Many questions can be answered by the guidance counselors. If you have more specific questions, feel free to contact Ms. Andrea James at 587-1489 extension 7205 or at ajames@northampton-k12.us

CHORUS

Choral music in a variety of styles and languages will be performed in two required concerts throughout the year: Winter Concert at the end of the first semester; Spring Concert at the end of the school year. Students can expect that each chorus rehearsal will address vocal technique, singing in parts, and music literacy. Students are required to learn and understand music notation as it pertains to choral literature, and will be tested on these concepts. The level of difficulty and content of choral selections is age-appropriate. Musicality, stage presence, and professionalism are also emphasized and reinforced. Opportunities for solo parts and small ensembles are an important part of each program; auditions for these "special parts" is strictly on a volunteer basis and is not required for the student's grade in chorus. After-school rehearsals, which will be held in the weeks prior to each concert, are not required but participation is strongly encouraged in order to ensure a successful concert performance experience. Participation in the Winter and Spring Concerts is part of each student's grade in Chorus class.

7th GRADE BAND

This course is intended for students who have reached the intermediate stage of development as instrumentalists in the middle school. Choice of music and materials will help students develop technique and musicianship necessary for participation at this level. Individual goals will be set and must be attained as the year progresses. Attendance at all performances and home practice is also required. Recommendation of the instructor is required. The 7th and 8th grade band will work toward a performance in a music festival each year.