



Seventh and Eighth Grade Curriculum at Breakwater



Intrapersonal & Interpersonal Skills



Intrapersonal Skills (Habits of Mind/Executive Functioning) at Breakwater

By the end of seventh grade, most children will:

- Take increasing responsibility for dealing with own learning strengths and challenges including, with adult help and guidance, planning ways to address these and advocate for own needs.
- Continue to develop an understanding of the stages in their learning process, including the ability to define and label one's own path through this process.
- Continue to develop the ability to consider and reflect upon, and discuss, one's own thinking and learning process.
- Continue to develop effective organization, planning, and time management skills, including getting started on tasks in a timely manner.
- Continue to develop strategies for focus, attention, memory, and applying previously learned lessons to new situations.

By the end of eighth grade, most children will:

- Take increasing responsibility for dealing with own learning strengths and challenges including, with increasing independence, setting specific goals, planning ways to address individual strengths and challenges, and advocating for own needs.
- Continue to develop an understanding of the stages in their learning process, including the ability to define and label one's own path through this process.
- Continue to develop the ability to consider and reflect upon, and articulate, one's own thinking and learning process.
- Continue to develop effective organization, planning, and time management skills, including getting started on tasks in a timely manner.
- Continue to develop strategies for focus, attention, memory, and applying previously learned lessons to new situations.

Interpersonal Skills (Social Skills) at Breakwater

By the end of seventh grade, most children will:

- Develop understanding of own responsibilities as part of a classroom, a school community, and a larger community and the effects of one's choices and behavior on these communities, especially one's responsibilities as a role model for younger students.
- Develop deeper understanding of how to build and sustain strong interpersonal relationships/friendships and reflect upon effectiveness of personal choices and strategies.
- Take responsibility for own behavior and choices.
- Work to resolve interpersonal conflicts fairly, with attention to perspectives other than one's own.
- Continue to develop ability to manage own emotions, recognizing and planning for situations that may require extra effort and attention.

By the end of eighth grade, most children will:

- Develop understanding of own responsibilities as part of a classroom and a school community, and the effects of one's choices and behavior on these communities, especially one's responsibilities as a role model for younger students and as the oldest students in the school community.
- Develop deeper understanding of how to build and sustain strong interpersonal relationships/friendships and reflect upon effectiveness of personal choices and strategies.
- Take responsibility for own behavior and choices.
- Work to resolve interpersonal conflicts fairly, with attention to perspectives other than one's own.
- Continue to develop ability to manage own emotions, recognizing, planning for, and sometimes creating alternatives to situations that may require extra effort and attention.

Reading



English Language Arts – Reading at Breakwater

By the end of seventh grade, most children will:

- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings and related words that express different shades of meaning; Continually and purposefully expand vocabulary.
- Demonstrate comprehension by drawing conclusions, making judgments, and making connections between prior knowledge and multiple texts.
- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot) and how an author develops and contrasts the points of view of different characters or narrators in a text.
- Read and comprehend literature over a wide variety of literary genre, at appropriate grade level, independently and proficiently; read for pleasure.

By the end of eighth grade, most children will:

- Read and comprehend literature over a wide variety of literary genre, at appropriate grade level, independently and proficiently.
- Read several genre and forms of non-fiction independently for pleasure.
- Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works.
- Continually and purposefully expand vocabulary.



Writing



English Language Arts – Writing at Breakwater

By the end of seventh grade, most children will:

- Write effective five paragraph essays; write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Understand techniques of persuasive writing.
- Evaluate own work based on established criteria for effective writing; provide targeted feedback to others about their work with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- Employ a variety of persuasive techniques, including addressing potential counterclaims.
- Demonstrate facility with note taking and organizing information.
- Distinguish between primary and secondary sources.
- Evaluate and verify the credibility of information found in print and non-print sources.
- Summarize and interpret information presented in varied sources, and/or from fieldwork, experiments, and interviews.

By the end of eighth grade, most children will:

- Write a research paper with citations; write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Use techniques of persuasion; write arguments to support claims with clear reasons and relevant evidence.
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- Evaluate own work and work of others based on established criteria for effective writing.
- Continue to develop ability to edit and revise to improve tone, clarity, and effectiveness.
- Write narratives that convey complex ideas, observations, events, or reflections.
- Write academic essays that state a clear position, supported by relevant evidence.
- Write persuasive essays addressed to a specific audience for a particular purpose.
- Propose and revise research questions, collect information from a wide variety of primary and/or secondary sources, and follow the conventions of documentation to communicate findings.
- Manipulate the parts of speech effectively and employ a variety of sentence structures to communicate.
- Apply the rules of capitalization, punctuation, and spelling to communicate effectively.

Mathematics



Mathematics at Breakwater

By the end of the seventh grade math course, most children will:

- Develop understanding of and apply proportional relationships, especially to complex probability problems.
- Develop understanding of operations with rational numbers including prime factorization of whole numbers, square roots and order of operations, and work with mathematical expressions and linear equations.
- Solve problems involving scale drawings and informal geometric constructions, and work with two- and three-dimensional shapes to solve problems involving area, surface area, and volume.
- Draw inference about populations based on samples; create and interpret various types of graphs to represent understanding.

By the end of the eighth grade math course, most children will:

- Formulate and reason about mathematical expressions and equations, including linear equations, solving linear equations and systems of linear equations.
- Use algebraic representation to describe and extend patterns.
- Grasp the concept of a function and use functions to describe quantitative relationships.
- Apply understanding of ratio and proportion to geometric, algebraic, and other problems.
- Analyze two- and three-dimensional space and figures using distance, angle, similarity and congruence.
- Understand and apply the Pythagorean Theorem.

Most students in our middle school mathematics program will acquire the following concepts and skills:

- Arithmetic operations using integers and fractions
- Geometric terms and shapes
- Equivalent fractions
- Line and other simple graphs
- Simple probability problems
- Prime factorization of whole numbers and square roots
- Order of operations
- Estimation
- Formulating and solving linear equations
- Using a compass and protractor
- Creating and interpreting various types of graphs
- Statistical measures of data sets
- More complex probability problems
- Arithmetic operations using algebraic terms, polynomials
- Ratio and proportion applied to geometric, algebraic, and other problems
- Using algebraic representation to describe and extend patterns
- Formulating and solving inequalities and more complex linear equations
- Scatterplots, continued regular use of other graph types
- Data collection, analysis, and prediction

Social Studies



Social Studies at Breakwater

By the end of seventh and eighth grade, most children will:

- Research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.
- Select, plan, and implement a personally relevant civic action or service- learning project based on a school, community, or State asset or need, and analyze the project's effectiveness and civic contribution.
- Understand constitutional government and the constitutional and legal rights, civic duties and responsibilities, and roles of citizens in a constitutional democracy, as well as examples of other forms of government in the world.
- Understand we are citizens of a world with many cultures, value learning what other cultures can teach about the human condition.
- Develop ability to imagine oneself within a different cultural context and perspective.
- Understand the principles and processes of personal economics, the influence of economics on personal life and business, as well as the economic systems of Maine, the United States, and various regions of the world.
- Further develop geographic knowledge in order to have a visual context in which to place new information.
- Understand the geography of the community, Maine, the United States, and various regions of the world and the geographic influences on life in the past, present, and future.
- Understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world.



Science



Science at Breakwater

By the end of seventh and eighth grade, most children will:

- Organize a field research notebook, create and use a nature journal, and synthesize information they collect in the field.
- Prepare experiments, create interviews, map areas where research will be conducted, and use research tools via the internet to prepare for their work in the content area being studied.
- Observe, collect data, and form ideas about how the world works and how they can participate in making it a better place.
- Understand that scientific investigations may take many different forms, including observation, use of the five senses, collecting specimens for analysis, creating and testing hypotheses, conducting experiments, and that investigations can focus on physical, biological, environmental, and social questions.
- Understand that scientific experimentation and observation require precise record keeping and careful data collection and analysis, and that scientific investigation often raises as many questions as it answers.
- Increase understanding and appreciation for the natural cycles and interrelationships between living things, and the balance of life on the planet.

Although subjects of study often arise from student interests and reinforce thematic content in other disciplines, we generally cover the following topics in our seventh and eighth grade science curriculum:

- Skills and traits of scientific inquiry and of technological design
- History and nature of science
- Universe and solar system
- Earth
- Matter and energy, force and motion
- Biodiversity, ecosystems
- Cells, heredity and reproduction
- Evolution
- Chemistry
- Systems, models, constancy, scale, and change



Foreign Language: Spanish



Spanish at Breakwater

Key concepts in our World Languages program are:

- to develop an appreciation of culture and history of Spanish-speaking countries,
- to understand how to study a language, and
- to gain basic literacy skills in Spanish.

By the end of seventh grade, most children will:

- Ask and answer simple oral questions regarding familiar topics in order to develop speaking and oral comprehension skills, and begin to have guided conversations in Spanish.
- Research and create written projects to be presented orally in Spanish and in English.
- Improve reading comprehension and written expression.
- Write dialogues and basic paragraphs.
- Increase vocabulary and understanding of grammar.
- Explore the culture, geography, and history of Spanish speaking countries.

By the end of eighth grade, most children will:

- Independently participate in conversations in order to develop speaking and oral comprehension skills.
- Research and create written projects to be presented orally in Spanish. Read a novel or biography in English, and then re-read parts of it in Spanish.
- Continue to increase vocabulary, and deepen understanding and use of grammar.
- Explore the culture, geography, and history of some Spanish speaking countries.
- Practice conversation skills daily during a trip to a Spanish speaking country.

Middle school students study and practice the following Spanish topics:

- Common Spanish greetings
- Physical descriptions
- Roles people play in the family and workplace
- Days of the week, months, seasons
- Numbers one to one hundred
- Telling time
- Articles of clothing
- Action verbs
- Adjectives of size, color, and temperature



Visual Arts



Visual Arts at Breakwater

By the end of seventh grade, most children will:

- Increase their ability to articulate a sense of personal aesthetics, especially as related to new or unfamiliar practices and styles of art.
- Utilize critique as a tool explore their own art-making process and ideas as well as those of their peers, to analyze and revise their work.
- Demonstrate and deepen knowledge of art history by preparing a classroom presentation.
- Create functional ceramics using a potter's wheel.
- Continue to develop drawing, painting, and art-making skills including techniques to indicate space, distance and volume, shading, crosshatch and contour drawing, using advanced media to create prints, mixing intermediate colors, sculpting, painting, and using pen and ink.
- Visit museums and galleries, interacting with work artists and their art to expand ideas about possible careers in the art world.
- Continue to write an artist's statement about their work and artistic intentions.

By the end of eighth grade, most children will:

- Have a solid, well-articulated, and inclusive sense of personal aesthetics that allows one to suspend judgment and be open to past, present, and future art styles, developments, and innovations.
- Use critique appropriately and easily throughout their studio practice as a means of reflecting deeply about their own artwork and to gain insight into the creative process of self and peers.
- Demonstrate and deepen knowledge of art history by writing a research paper on a chosen artist or art movement.
- Continue to create functional ceramics using a potter's wheel and continue to develop drawing, painting, and art-making skills including techniques to indicate space, distance and volume, shading, crosshatch and contour drawing, using advanced media to create prints, mixing intermediate colors, sculpting, painting, and using pen and ink, and possibly create a large-scale public sculpture.
- Visit museums and galleries, interacting with work artists and their art to expand ideas about possible careers in the art world.
- Use their knowledge to curate and mount shows of their own work.

Music



Music/Performing Arts at Breakwater

By the end of seventh grade, most children will:

- Continue to develop their understanding of how the arts originate from human experience, are a communal experience, and encourage kinship with others.
- Continue to participate in a variety of performance activities and to develop their ability to describe their personal musical and performing style.
- Continue to develop skill in playing an instrument and/or singing and reading music, and begin to analyze own practice in order to set personal practice goals.
- Compare and contrast the characteristics and purposes of the arts from various cultures, historical periods, and social groups.
- Begin to identify, through listening or viewing, the period from which the art form originated or gained popularity.
- Critique their own work and the work of others based upon an aesthetic criterion developed by professionals in performing arts and by the students themselves.

By the end of eighth grade, most children will:

- Understand and articulate how the arts originate from human experience, are a communal experience, and encourage kinship with others.
- Continue to participate in a variety of performance activities and to refine their ability to describe their personal musical and performing style.
- Continue to develop skill in playing an instrument and/or singing and reading music, and analyze own practice in order to set personal practice goals.
- Compare and contrast the characteristics and purposes of the arts from various cultures, historical periods, and social groups.
- Identify, through listening or viewing, the period from which the art form originated or gained popularity.
- Articulate both professional and personal criterion by which to critique their own work and the work of others, and engage in conversation about this work.

In our middle school performing arts program, students will:

- Perform a variety of styles and types of music, dance, and theatre.
- Develop skill in playing an instrument and/or singing and reading music.
- Compare and contrast the characteristics and purposes of the arts from various cultures, historical periods, and social groups.
- Identify how the factors of time and place (e.g., climate, resources, ideas, and technology) are reflected in visual and performing arts.
- Demonstrate an understanding of the difference between a personal opinion and an educated judgment about the meaning of various works.
- Critique their own work and the work of others based upon an aesthetic criterion.



PE/Outdoor Adventure



Seventh and Eighth Grade Outdoor Adventure/Physical Education at Breakwater

By the end of seventh grade, most children will:

- Continue to improve teamwork skills and the ability to be calm and positive during competitive games.
- Participate in a trip of several days that presents a physical challenge as well exposing children to an adventure. Such as a trip to Mt. Desert Island where students learn about Maine fisheries, and participate in hiking, biking, and kayaking trips.
- Begin to develop leadership skills and apply them during group challenge activities.
- Practice decision-making, goal setting, and problem solving.
- Value physical activity for a variety of reasons.
- Be positive role models and helpers when playing games in mixed age groups.

By the end of eighth grade, most children will:

- Continue to improve teamwork skills and the ability to be calm and positive during competitive games.
- Participate in an international trip that presents a physical challenge as well exposing children to a different culture and adventure. An example is the trip to Costa Rica where students practice speaking Spanish, immerse themselves in another culture, and do a variety of service learning activities.
- Further develop leadership skills and apply them during group challenge activities.
- Demonstrate decision-making, goal setting, and problem solving.
- Value physical activity for a variety of reasons.
- Be positive role models and helpers when playing games in mixed age groups.

Students participating in Breakwater's Outdoor Adventure/Physical Education program will be able to:

- Demonstrate an understanding of movement concepts and the use of motor skills.
- Combine movement skills in applied settings
- Demonstrate responsible personal and social behavior.
- Follow, with few reminders, activity-specific rules, procedures, and etiquette.
- Demonstrate the ability to use effective interpersonal skills.
- Demonstrate self-control and the ability to cope with both success and failure.
- Use decision-making skills to set goals, take risks, and solve problems.
- Recognize behaviors that are safe, risky, or harmful to self and others.
- Practice activities to increase skill competence
- Demonstrate an understanding of and respect for differences.
- Accept teammates regardless of ability, and treat opponents with respect and courtesy.

