WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: February 27, 2017 **Requesting School/ Office:** Burncoat Middle School

Proposed Course Name: English Literature and Composition I **Required Prerequisite Course/s:** N/A

Proposed Course Level (check all that apply)					
A.P.		Honors	X	College	

Proposed Course Credit (check all that apply)					
1.0		.5		.25	

G.P.A.		Honor Roll	
Yes	No	Yes	No
	X	X	

Proposed Course Department	Select one	
	Core Course	Core Elective
English	X	

Is proposed course a Career/Vocational Technical Course			
		(if yes check one)	
Yes	No	Chapter 74	Non-Chapter 74
	X		

Proposed Course Description:

English Literature and Composition I: In this course students will complete an accelerated curriculum that builds upon thieir priror knowledge in the areas of reading literature and informational texts, writing arguments, informational/explanatory and narrative pieces, and speaking and listenting through a critical study of literature. Students will apply skills to complete interdisciplinary projects and continue to expand their academic vocabulary and develop their knowledge of the English language and the conventions of Standard English. Students will also explore career pathways in a variety of enrichment activities. As an honors level course, content will be covered at an accelerated pace. Students will study topics at a deeper level and will be expected to complete more independent coursework and assignments. As an honors level course, content will be covered at an accelerated pace. Students will study topics at a deeper level and will be expected to complete more independent coursework and assignments.

Essential question/s for the course:

- How does literature influence the world?
- How do literacy and communication skills apply to real-world stituations and other subjects (STEAM)?
- How do authors craft their writing to express their ideas, create effect, and express their ideas?
- What impact does historical, cultural, geographical, and social context have on a novel and on the reaction of the readers to it?

Standards addressed in the course:

This course will address all standards in the Grade 7 Massachusetts Curriculum Framework for English Langauge Arts and Literacy.

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. 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.
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
8. Interpret a literary work by analyzing how the author uses literary elements (e.g., mood, tone, point of view, personification, symbols).*
9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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How does this course support the readiness of students for college and career?

This course is designed to support students in developing a strongacademic foundation which will enable themto be strategic thinkers, complex problemsolvers, effective communictors, creative collaorators and active contributing members of the community.

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WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: February 27, 2017 **Requesting School/ Office:** Burncoat Middle School

Proposed Course Name: The Development of Ancient Civilizations **Required Prerequisite Course/s:** N/A

Proposed Course Level (check all that apply)					
A.P.		Honors	x	College	

Proposed Course Credit (check all that apply)					
1.0		.5		.25	

G.P.A.		Honor Roll	
Yes	No	Yes	No
	x	x	

Proposed Course Department	Select one	
	Core Course	Core Elective
History and Social Science	x	

Is proposed course a Career/Vocational Technical Course			
		(if yes check one)	
Yes	No	Chapter 74	Non-Chapter 74
	x		

Proposed Course Description: In the course, students will study the origins of human beings in Africa and the ancient and classical civilizations that flourished in the Mediterranean area. This accelerated curriculum will focus on the people of ancient societies, their challenges and accomplishments, the tools and technology they developed and the contributions reflected in our society today. Through interdisciplinary projects, students will study the religions, governments, trade, philosophies, and art of these civilizations, as well as the powerful ideas that arose in the ancient world and profoundly shaped the course of world history. This course of study will expose students to multiple career pathways in the areas of history, civics, geography, economics and the social sciences. As an honors level course, content will be covered at an accelerated pace. Students will study topics at a deeper level and will be expected to complete more independent coursework and assignments.)

Essential question/s for the course:

1. How have different forms of government been constructed and maintained over time?
2. How have religions, belief systems, philosophies and ideologies affected the development of society over time?
3. How were the scientific and technological innovations adapted and transformed as they spread from one society or culture to another?
4. In what way do the arts reflect the innovation, adaptation and creativity of specific societies?
5. In what ways have social categories, roles and practices been maintained or challenged over time?

Standards addressed in the course:

Grade 7 MA Frameworks History and Social Science

Human Origins in Africa through the Neolithic Age

7.1 Describe the great climatic and environmental changes that shaped the earth and eventually permitted the growth of human life.

7.2 Identify sites in Africa where archaeologists have found evidence of the origins of modern human beings and describe what the archaeologists found.

7.3 Describe the characteristics of the hunter-gatherer societies of the Paleolithic Age (their use of tools and fire, basic hunting weapons, beads and other jewelry).

7.4 Explain the importance of the invention of metallurgy and agriculture (the growing of crops and the domestication of animals).

7.5 Describe how the invention of agriculture related to settlement, population growth, and the emergence of civilization.

7.6 Identify the characteristics of civilizations.

Mesopotamia: Site of Several Ancient River Civilizations, c. 3500-1200 BC/BCE

7.7 On a historical map, locate the Tigris and Euphrates Rivers and identify Sumer, Babylon, and Assyria as successive civilizations and empires in this region, and explain why the region is sometimes called "the Fertile Crescent." On a modern map of western Asia, identify the modern countries in the region (Iraq, Iran, and Turkey).

7.8 Identify polytheism (the belief that there are many gods) as the religious belief of the people in Mesopotamian civilizations.

7.9 Describe how irrigation, metalsmithing, slavery, the domestication of animals, and inventions such as the wheel, the sail, and the plow contributed to the growth of Mesopotamian civilizations.

7.10 Describe the important achievements of Mesopotamian civilization.

7.11 Describe who Hammurabi was and explain the basic principle of justice in Hammurabi's Code ("an eye for an eye").

Egypt: An Ancient River Civilization, c. 3000-1200 BC/BCE

7.12 On a historical map of the Mediterranean region, locate the Mediterranean and Red Seas, the Nile River and Delta, and the areas of ancient Nubia and Egypt. Identify the locations of ancient Upper and Lower Egypt and explain what the terms mean. On a modern map, identify the modern countries of Egypt and Sudan.

7.13 Describe the kinds of evidence that have been used by archaeologists and historians to draw conclusions about the social and economic characteristics of Ancient Nubia (the Kingdom of Kush) and their relationship to the social and economic characteristics of Ancient Egypt.

7.14 Describe the role of the pharaoh as god/king, the concept of dynasties, the importance of at least one Egyptian ruler, the relationship of pharaohs to peasants, and the role of slaves in ancient Egypt.

7.15 Describe the polytheistic religion of ancient Egypt with respect to beliefs about death, the afterlife, mummification, and the roles of different deities.

7.16 Summarize important achievements of Egyptian civilization.

Phoenicia, c. 1000-300 BC/BCE

7.17 On a map of the ancient Mediterranean world, locate Greece, Asia Minor, Crete, Phoenicia, the Aegean, and the Red Sea. On a modern map, locate Greece, Crete, Turkey, Lebanon, and Syria.

7.18 Identify the Phoenicians as the successors to the Minoans in dominating maritime trade in the Mediterranean from c. 1000-300 BC/ BCE. Describe how the Phoenician writing system was the first alphabet (with 22 symbols for consonants) and the precursor of the first complete alphabet developed by the ancient Greeks (with symbols representing both consonants and vowels).

The Roots of Western Civilization: Ancient Israel, c. 2000 BC/BCE-70 AD/CE

7.19 On a historical map of the Mediterranean, locate Asia Minor, Greece and Mesopotamia, the kingdoms of the Hittites and ancient Israel, and Egypt. On a modern map, locate Egypt, Greece, Israel, Jordan, and Lebanon, the area governed by the Palestinian Authority, Syria, and Turkey.

7.20 Identify the ancient Israelites, or Hebrews, and trace their migrations from Mesopotamia to the land called Canaan, and explain the role of Abraham and Moses in their history.

7.21 Describe the monotheistic religion of the Israelites.

a) The belief that there is one God
b) The Ten Commandments
c) The emphasis on individual worth and personal responsibility
d) The belief that all people must adhere to the same moral obligations, whether ruler or ruled
e) The Hebrew Bible (Old Testament) as part of the history of early Israel.

7.22 Describe the unification of the tribes of Israel under Kings Saul, David, and Solomon, including David's founding of Jerusalem as his capital city in 1000 BC/BCE and the building of the first temple by Solomon.

7.23 Explain the expulsion/dispersion of the Jews to other lands (referred to as the Diaspora) after the destruction of the second temple in Jerusalem in 70 AD/CE, and the renaming of the country by the Romans.

The Roots of Western Civilization: Ancient Greece, c. 800-300 BC/BCE

7.24 On a historical map of the Mediterranean area, locate Greece and trace the extent of its influence to 300 BC/BCE. On a modern map of the Mediterranean area, Europe, England, the Middle East, and the Indian subcontinent, locate England, France, Greece, Italy, Spain, and other countries in the Balkan peninsula, Crete, Egypt, India, the Middle East, Pakistan, and Turkey.

7.25 Explain how the geographical location of ancient Athens and other city-states contributed to their role in maritime trade, their colonies in the Mediterranean, and the expansion of their cultural influence.

7.26 Explain why the government of ancient Athens is considered the beginning of democracy and explain the democratic political concepts developed in ancient Greece.

7.27 Compare and contrast life in Athens and Sparta.

7.28 Describe the status of women and the functions of slaves in ancient Athens.

7.29 Analyze the causes, course, and consequences of the Persian Wars, including the origins of marathons.

7.30 Analyze the causes, course, and consequences of the Peloponnesian Wars between Athens and Sparta.

7.31 Describe the rise of Alexander the Great and the spread of Greek culture.

7.32 Describe the myths and stories of classical Greece; give examples of Greek gods and goddesses, heroes, and events, and where and how we see their names used today.

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7.33 Explain why the city-states of Greece instituted a tradition of athletic competitions and describe the kinds of sports they featured.
7.34 Describe the purposes and functions of the lyceum, the gymnasium, and the Library of Alexandria, and identify the major accomplishments of the ancient Greeks.
The Roots of Western Civilization: Ancient Rome, c. 500 BC/BCE-500 AD/CE
7.35 On a historical map, identify ancient Rome and trace the extent of the Roman Empire to 500 AD/CE.
7.36 Explain how the geographical location of ancient Rome contributed to the shaping of Roman society and the expansion of its political power in the Mediterranean region and beyond.
7.37 Explain the rise of the Roman Republic and the role of mythical and historical figures in
Roman history.
7.38 Describe the government of the Roman Republic and its contribution to the development of democratic principles, including separation of powers, rule of law, representative government, and the notion of civic duty.
7.39 Describe the influence of Julius Caesar and Augustus in Rome's transition from a republic to an empire and explain the reasons for the growth and long life of the Roman Empire.
7.40 Describe the characteristics of slavery under the Romans.
7.41 Describe the origins of Christianity and its central features.
7.42 Explain how inner forces (including the rise of autonomous military powers, political corruption, and economic and political instability) and external forces (shrinking trade, attacks, and invasions) led to the disintegration of the Roman Empire.
7.43 Describe the contribution of Roman civilization to law, literature, poetry, architecture, engineering, and technology (e.g.
7.44 Explain the spread and influence of the Roman alphabet and the Latin language, the use of Latin as the language of education for more than 1,000 years, and the role of Latin and Greek in scientific and academic vocabulary.

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How does this course support the readiness of students for college and career? This course is designed to support students in developing a strongacademic foundation which will enable themto be strategic thinkers, complex problemsolvers, effective communictors, creative collaorators and active contributing members of the community.

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WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: March 1, 2017 **Requesting School/ Office:** Burncoat Middle School

Proposed Course Name: Science Engineering & Technology I **Required Prerequisite Course/s:** N/A

Proposed Course Level (check all that apply)					
A.P.		Honors	X	College	

Proposed Course Credit (check all that apply)					
1.0		.5		.25	

G.P.A.		Honor Roll	
Yes	No	Yes	No
	X	X	

Proposed Course Department	Select one	
	Core Course	Core Elective
Science and Engineering	X	

Is proposed course a Career/Vocational Technical Course			
		(if yes check one)	
Yes	No	Chapter 74	Non-Chapter 74
	X		

Proposed Course Description: In this course, students will explore content standards in Earth and Space Sciences, Life Sciences, Physical Sciences and Engineering. This course is designed for students to be active participants in their learning as they ask and answer questions, carry out investigations, conduct experiments, and solve engineering design challenges. Students will focus their study on systems and cycles using their understanding of structures and functions, connections and relationships in systems, and flow of matter and energy. Grade 7 STE standards will be covered at an accelerated pace and students will be expected to create several interdisciplinary projects as well as explore career pathways in Science and Engineering. As an honors level course, content will be covered at an accelerated pace. Students will study topics at a deeper level and will be expected to complete more independent coursework and assignments.

Essential question/s for the course:

How does an understanding of science concepts and the natural world help when designing and engineering new technologies?

Why and how do scientific theories change?

How are structure and function related in living and non living things?

How does planning for a scientific investigation address data collection that is valid, reliable, ethical and repeatable?

Why is it important to collect data about the performance of a proposed tool, object, process or system under a range of conditions?

How do you construct an argument using evidence to evaluate a scientific claim?

How do you distinguish between a cause and a correlation?

What is a system?

Standards addressed in the course:

Massachusetts Science and Technology/Engineering Curriculum Framework (April 2016)

Grade 7 Standards

7.MS-ESS2-2. Construct an explanation based on evidence for how Earth's surface has changed over scales that range from local to global in size.

7.MS-ESS2-4. Develop a model to explain how the energy of the Sun and Earth's gravity drive the cycling of water, including changes of state, as it moves through multiple pathways in Earth's hydrosphere.

7.MS-ESS3-2. Obtain and communicate information on how data from past geologic events are analyzed for patterns and used to forecast the location and likelihood of future catastrophic events.

7.MS-ESS3-4. Construct an argument supported by evidence that human activities and technologies can mitigate the impact of increases in human population and per capita consumption of natural resources on the environment.

7.MS-LS1-4. Construct an explanation based on evidence for how characteristic animal behaviors and specialized plant structures increase the probability of successful reproduction of animals and plants.

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7.MS-LS2-1. Analyze and interpret data to provide evidence for the effects of periods of abundant and scarce resources on the growth of organisms and the size of populations in an ecosystem.

7.MS-LS2-2. Describe how relationships among and between organisms in an ecosystem can be competitive, predatory, parasitic, and mutually beneficial and that these interactions are found across multiple ecosystems.

7.MS-LS2-3. Develop a model to describe that matter and energy are transferred among living and nonliving parts of an ecosystem and that both matter and energy are conserved through these processes.

7.MS-LS2-4. Analyze data to provide evidence that disruptions (natural or human-made) to any physical or biological component of an ecosystem can lead to shifts in all its populations.

7.MS-LS2-5. Evaluate competing design solutions for protecting an ecosystem. Discuss benefits and limitations of each design.*

7.MS-LS2-6(MA). Explain how changes to the biodiversity of an ecosystem—the variety of species found in the ecosystem—may limit the availability of resources humans use.

7.MS-PS2-3. Analyze data to describe the effect of distance and magnitude of electric charge on the strength of electric forces.

7.MS-PS2-5. Use scientific evidence to argue that fields exist between objects with mass, between magnetic objects, and between electrically charged objects that exert force on each other even though the objects are not in contact.

7.MS-PS3-1. Construct and interpret data and graphs to describe the relationships among kinetic energy, mass, and speed of an object.

7.MS-PS3-2. Develop a model to describe the relationship between the relative positions of objects interacting at a distance and their relative potential energy in the system.

7.MS-PS3-3. Apply scientific principles of energy and heat transfer to design, construct, and test a device to minimize or maximize thermal energy transfer.*

7.MS-PS3-4. Conduct an investigation to determine the relationships among the energy transferred, how well the type of matter retains or radiates heat, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.

7.MS-PS3-5. Present evidence to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.

7.MS-PS3-6(MA). Use a model to explain how thermal energy is transferred out of hotter regions or objects and into colder ones by convection, conduction, and radiation.

7.MS-PS3-7(MA). Use informational text to describe the relationship between kinetic and potential energy and illustrate conversions from one form to another.

7.MS-ETS1-2. Evaluate competing solutions to a given design problem using a decision matrix to determine how well each meets the criteria and constraints of the problem. Use a model of each solution to evaluate how variations in one or more design features, including size, shape, weight, or cost, may affect the function or effectiveness of the solution.*

7.MS-ETS1-4. Generate and analyze data from iterative testing and modification of a proposed object, tool, or process to optimize the object, tool, or process for its intended purpose.*

7.MS-ETS1-7(MA). Construct a prototype of a solution to a given design problem.*

7.MS-ETS3-1(MA). Explain the function of a communication system and the role of its components, including a source, encoder, transmitter, receiver, decoder, and storage.

7.MS-ETS3-2(MA). Compare the benefits and drawbacks of different communication systems.

7.MS-ETS3-3(MA). Research and communicate information about how transportation systems are designed to move people and goods using a variety of vehicles and devices. Identify and describe subsystems of a transportation vehicle, including structural, propulsion, guidance, suspension, and control subsystems.

7.MS-ETS3-4(MA). Show how the components of a structural system work together to serve a structural function. Provide examples of physical structures and relate their design to their intended use.

7.MS-ETS3-5(MA). Use the concept of systems engineering to model inputs, processes, outputs, and feedback among components of a transportation, structural, or communication system.

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How does this course support the readiness of students for college and career? This course is designed to support students in developing a strongacademic foundation which will enable themto be strategic thinkers, complex problemsolvers, effective communictors, creative collaorators and active contributing members of the community.

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WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: March 1, 2017 **Requesting School/ Office:** Burncoat Middle School

Proposed Course Name: Advanced Seminar **Required Prerequisite Course/s:** N/A

Proposed Course Level (check all that apply)					
A.P.		Honors	X	College	

Proposed Course Credit (check all that apply)					
1.0		.5		.25	

G.P.A.		Honor Roll	
Yes	No	Yes	No
	X	X	

Proposed Course Department	Select one	
	Core Course	Core Elective
English	X	

Is proposed course a Career/Vocational Technical Course			
		(if yes check one)	
Yes	No	Chapter 74	Non-Chapter 74
	X		

Proposed Course Description: In the course, students will look at and explore the social, religious, philosophical and academic impact culture and the arts has had on society. Using Novels, readings and research skills students would then link their learning to contemporary issues. As an honors level course, content will be covered at an accelerated pace. Students will study topics at a deeper level and will be expected to complete more independent coursework and assignments.)

Essential question/s for the course:

How have the arts shaped todays society?

Standards addressed in the course:

This course will address standards in the grade 7 Masschusetts Curriculum Frameworks for English Language Arts and Literacy.

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. 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.
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
8. Interpret a literary work by analyzing how the author uses literary elements (e.g., mood, tone, point of view, personification, symbols).*
9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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