

# **DOVER-SHERBORN MIDDLE SCHOOL**

**2017-2018**

## **ACADEMIC HANDBOOK**

**155 Farm Street  
Dover, MA 02030  
<http://www.doversherborn.org>**

**Headmaster, Scott Kellett  
Assistant Headmaster, Brian Meringer**

### Dover-Sherborn Middle School Mission Statement

The mission of the Dover-Sherborn Middle School is to meet the needs of all students through a nurturing and challenging learning environment where students, parents, and teachers embrace our core values to ensure excellence and success now and in the future.

In fulfillment of our mission, the Dover Sherborn Public Schools do not discriminate in admission to, access to, treatment in, or employment in its services, programs, activities, on the basis of race, color, or origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Titles I and II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination Act of 1974 (Age Discrimination Act). Furthermore, in accordance with M.G.L. c.76 s.5 Dover, Sherborn, and Dover Sherborn Schools do not exclude or discriminate against students in admission or in obtaining its advantages, privileges, or courses of study on the basis of race, color, sex, religion, national origin, sexual orientation or homelessness.

### Core Values

$$E = r^3$$

Excellence = responsibility, respect, results

- **Responsibility:** do your work, be prepared; be honest; be in control of your actions; take care of your belongings; be a role model
- **Respect:** be kind to others; be prepared to help others; understand the differences between you and other people, and accept those differences; respect the property of others and the school building; behave properly at all times
- **Results:** pursue challenges in learning; set goals; always put your best effort into your work; seek new friendships; perform acts of kindness; become more self-confident; ensure student success; make a positive difference

***Dover-Sherborn Middle School***  
***Academic Handbook***  
***2017-2018***

Our handbook is divided into five sections. It will provide the reader with a clear understanding of the coursework presented to all students. It also details other services available at DSMS.

All parents and students are invited to view more information about the DSMS curriculum by going to the Dover-Sherborn website at [www.doversherborn.org](http://www.doversherborn.org) and clicking on the middle school link. Once on the middle school homepage, click on “academics” on the bar at the top of the page. There you will find Curriculum Roadmaps. Each curriculum is detailed by subject and grade.

**SECTION I- Expectations**

For all students by all teachers

There are a set of expectations that are common to all teachers and classrooms at Dover-Sherborn Middle School. All teachers expect the following from all students each day:

- Arrive to class on time
- Have all necessary materials (pens, pencils, paper, texts, homework, etc.) with you
- Participate in classroom discussions
- Listen to the teacher or student who is speaking
- Follow the directions given by the teacher
- Take notes when appropriate and take down all assignments

After class, all teachers expect students to:

- Study at home
- Complete all homework each night
- Be prepared for the next day in class
- Help another student if he/she asks you
- Always do your own work

High expectations lead to excellence.

## HOMEWORK

Homework is an active part of learning. It helps a student to be prepared. The purposes of homework are many and may be assigned as:

- Practice of the material or concept learned in class
- Research about a topic related to the current area of study
- Preparation for a quiz, text, debate, or presentation in class
- Creation of a project that will explain a concept or enhance a presentation
- Reading chapters in a novel or text for the next day's discussion

Whatever the nature of the assignment, students at Dover-Sherborn Middle School can be sure the time spent on homework will not be wasted time. It will make them better students and better learners. Students can also be certain that they will be held accountable for any assignment given. True participation is only possible if you are prepared.

The teachers at Dover-Sherborn Middle school will outline the expectations for homework in each class early in the year. Parents will receive a copy of those homework expectations at Back to School Night.

## GRADING PRACTICES

Teachers use grades A through F to express the level of work completed. Each teacher publishes the expectations for each letter grade for his/her course.

Quite often the grade received represents a number of student activities such as homework completion, test and quiz scores, writing assignments, projects, class participation, presentations, and long-term projects. In science the laboratory work and reports are another consideration.

Daily preparation leads to excellence.

## SECTION II-*Services*

### GUIDANCE

The Guidance program follows a plan of activities and services which, in an atmosphere of support and concern, serves the academic and personal needs of the students. These services may be delivered through classroom presentations, small group meetings, or individual sessions. Students will find it easy to schedule a meeting with the counselor.

While students themselves are the primary focus of guidance services, counselors seek to form a partnership with parents as well. Parents are encouraged to call the counselor to discuss family events or general adolescent related questions.

As counseling services and publications within the Dover Sherborn Public Schools are free from bias and stereotypes on the basis of race, color, sex, religion, national origin, sexual orientation, disability, and homelessness, all counselors encourage students to consider programs of study, courses, extracurricular activities, and occupational opportunities on the basis of individual interests, abilities, and skills.

### SPECIAL EDUCATION

In order to meet the diverse needs and learning styles of its students, the Dover Sherborn Public Schools offer a range of specially designed instruction to enhance student progress. Through the collaboration of regular and special education staff members, most students with special needs meet success by participating fully or partially in the regular curriculum activities within the regular education classrooms where they receive their instruction. In keeping with the mandates of state and federal laws, the Dover Sherborn Public schools provides instruction and related services designed to meet the children's needs in "the least restrictive environment".

More information regarding Special Education services can be obtained by contacting individual Headmasters or the Administrator of Special Education.

### THE LIBRARY

The Library/ Media Center is designed to meet the needs of the entire Middle School community. It has a wide variety of materials that will help you: complete assignments, find current information, develop a love of reading.

You may use the library:

- Before School: 7:20am until the beginning of the first block
- During the School Day: A teacher may send you during the day with a pass
- H Block: If you have to do research, use a computer, or check out a book, ask your H Block teacher for a pass to the library
- After School: The library is open two or three days per week after school. Please speak directly to the librarian if you wish to come

- From Home through the Library Web Site: Set your browser homepage to:  
<http://www.doversherborn.org/index.cfm/page/Library/pid/10381>  
You will gain instant access to most of our online library information. Some databases may require passwords from home. See the librarian for specific passwords

## COMMUNITY EDUCATION PROGRAMS

The Dover-Sherborn Community Education Program gives residents of all ages the opportunity to explore new areas of interest, acquire a particular skill, satisfy their curiosity, or participate in recreational sports and fitness activities for fun and relaxation.

The courses are scheduled for one to two hours at the close of school or in the evenings at the high school or middle school. The brochure, listing adult courses for Fall, Winter, and Spring is mailed to Dover and Sherborn residents in September and January.

The Community Education Department is responsible for the Extended Day Programs at Chickering and Pine Hill Schools, as well as enrichment programs for children after school at those locations.

If you have any questions concerning any of these programs, please call 508-785-0722.

**SECTION III- Grade Six**

**PROGRAM OF STUDIES**

**REQUIRED COURSES**

Fine & Performing Arts - Music, Visual Arts  
Technology & Engineering -  
English  
Mathematics  
Science  
Social Studies  
Physical Education  
World Language  
Latin, Spanish, French

Students may be recommended for only one of the following programs:

Small Group English  
Small Group Math

Students may elect to take:

Music Electives  
Band and/or Chorus  
(Students not participating in a Music elective will have a directed research.)

Curriculum Roadmaps at [www.doversherborn.org](http://www.doversherborn.org);  
click on middle school; click on academics.

## **ENGLISH**

The Middle School English program is literature and writing-based, specifically designed for middle school students to become active participants in their own learning process. Literature serves as the starting point for integrated activity and involvement in writing and language. The books chosen for the program represent a wide variety of cultures, styles, and points of view, reflective of the department's commitment to help students appreciate the diversity in our modern world.

This program builds upon the strengths and interests of students and they are grouped heterogeneously. Students' individual needs are met through individualization, enrichment activities and Small Group English classes.

### **Literature**

In sixth grade, literature serves as the starting point for integrated activities. The selections chosen help students further develop and maintain an interest in reading. They represent a wide variety of cultures, styles, and points of view to encourage students to appreciate the diversity in our modern world. While reading from the genres of short story, biography, autobiography, fantasy, historical fiction, realistic fiction, drama, and poetry, students study elements of literature including characterization, plot, setting, theme, and point of view.

### **Writing**

Within each literature unit, students are given ample opportunity to refine listening, speaking, reading, writing and research skills. Vocabulary, spelling, grammar, mechanics and usage are integral parts of this curriculum. Vocabulary Workshop is used a companion text for our ongoing pursuit of stronger word usage in writing and speaking. Focus correction areas (FCA's) are implemented so students pay specific attention to particular skills within each piece. These areas represent stylistic, mechanical, grammatical, and organizational features of writing. They will be asked to maintain an in-class portfolio which will be used for revision and editing purposes throughout the year.

### **FCA's may include the following:**

- capitalization
- sentence beginnings
- transitions
- spelling patterns
- sentence length
- paragraphing
- word choice
- paraphrasing and quoting
- parts of speech
- subjects and predicates
- other stylistic and organizational criteria specific to the unit of study.

### **Units of Study:**



**Short Story Unit:**

Through reading and examining a number of short story pieces, students will begin exploration of common story elements including plot, characterization, and setting. This will culminate in students creating and drafting a short story of their own.

**Research Unit featuring *Dave at Night* by Gail Carson Levine:**

Students will be immersed in a research project focused on the Harlem Renaissance. Students will research various people and topics that span poetry, music, art, and fashion. They will use skills in the library, expository writing techniques, source citations, and produce a formal presentation. This will be conducted in conjunction with a novel following an orphaned Jewish boy, Dave, in the 1920's, who finds himself surrounded by the founding members of the Jazz Era.

**Drama Unit featuring various fantasy and science fiction texts:**

In small groups, students will critically examine a fantasy or science fiction novel. Elements of these genres, such as the journey, setting, character, and themes of good vs. evil, will be explored. Students will analyze decisions and the impact they have on friendships and other values in life. Student groups will then adapt a scene from their novel into script format and perform the scenes using dramatic techniques.

**Poetry Unit:**

Students will explore various forms of poetry and the use of figurative language. This will be done in numerous written assignments and a final project reporting on the events in a fiction novel.

**Interview Unit:**

Students will seek out an individual to interview that has a unique past experience. (Topics assigned may include cultural differences, taking a stand against or being a witness to injustice, foreign travel, first-hand experience in a moment of recent history, etc.) After crafting a set of pertinent questions, students will record their interview and use the various presentation skills accumulated throughout the school year in a final oral presentation.

**Small Group English**

Small Group English is an individualized program designed to support regular English class work. This course is taught by the student's assigned English teacher in an effort to provide him/her with more time accessing the curriculum. Pre-teaching, re-teaching, and study skills are features of the program. Small Group services students who need additional time and help in reading and writing skills.

## **MATHEMATICS**

Mathematics requires a great deal of concentration and a positive attitude. The goal of the DSMS mathematics department is to help develop strong independent problem solvers who can influence and change the world around them. It is our charge to reach this goal through the collective focus on our department enduring understandings which are stated below.

### **Graduates from the DSMS Mathematics Program understand that...**

#### **Math is...**

- a) **a lens** through which you can look at, think about, and interact with the world
- b) **a language** consisting of words, diagrams and symbols used to communicate
- c) **a set of tools** used to solve problems

#### **and that strong independent problem solvers...**

- a) ask questions, acquire needed skills and are willing to start, persevere, and improve
  - b) use the language of math to communicate and support their ideas, processes, errors, and solutions
  - c) decide which tools are needed and apply them to problems accurately and efficiently
- And as a result,*
- d) use their math lens, math communication skills, and math tools to influence and change the world around them

In sixth grade, math classes are grouped into two levels of Grade 6 Math. Students are assigned to the appropriate levels by an identification process in fifth and sixth grade based on criteria which includes MCAS math scores, math class term grades and homework effort, and a diagnostic test given in the spring. In addition the topics outlined below, all students will develop a foundation for note-taking habits and study skills that will be necessary for their future study of math. Common core vocabulary and standard algorithms are established to build a strong foundation for future math concepts.

Small group mathematics is also available for students needing additional help in math.

### **Course Descriptions**

The two levels in sixth grade are: Grade 6 Math: Level 1 and Grade 6 Math: Level 1A. These courses are outlined below.

#### **Grade 6 Math: Level 1**

The course is designed to thoroughly cover fundamental math skills and is intended to prepare students for seventh grade Pre-Algebra. The course is paced to cover all topics listed below.

#### **Topics Covered:**

Ratios and Proportions  
Percents & Word Problems  
Expressions, Properties & Equations

Decimals, with Metric Conversions  
Fractions, with Customary Conversions  
Area  
Integer Concepts and Computation  
Inequalities  
Statistics

**Textbook:** Glencoe Math Course 1 (McGraw-Hill 2015)

**Grade 6 Math: Level 1A**

The course is designed to cover many of the fundamental middle school math skills. The pace, classroom activities, and content are adjusted to meet the needs of the students placed in this course.

**Topics Covered:**

Ratios and Proportions  
Percents & Word Problems  
Expressions, Properties & Equations  
Decimals, with Metric Conversions  
Fractions, with Customary Conversions  
Area  
Integer Concepts  
Inequalities  
Statistics

**Textbook:** Glencoe Math Course 1 (McGraw-Hill 2015)

**Small Group Mathematics**

Small Group Math is designed for students who would benefit from an additional small, more individualized class. This class will provide support to the daily classroom lessons and, if necessary, remediation of basic skills. Students must be recommended for this course by their fifth or sixth grade mathematics teacher.

**Math Leveling Criteria 6th grade → 7th grade**

**Grade 6 Math: Level 1 students**

Upon completion of this course, students have three placement options for seventh grade; Level 1, Level 1A, and Level 2.

To be placed in Level 1 in 7th Grade students must meet at least 3 out of 4 of the following criteria:

- Earn 86% or greater math class average for first 3 terms of sixth grade
- Earn 90% or greater homework completion/on time average in sixth grade
- Earn 60% or greater on Sixth Grade Placement Test
- Earn 41 or greater raw score on fifth grade MCAS Mathematics test

To be placed in Level 1A in 7th Grade students must meet at least 2 out of 4 of the following criteria:

- Earn 86% or greater math class average for first 3 terms of sixth grade
- Earn 90% or greater homework completion/on time average in sixth grade
- Earn 60% or greater on Sixth Grade Placement Test
- Earn 41 or greater raw score on fifth grade MCAS Mathematics test

\* Note: Students meeting less than 2 of the 4 criteria listed above may be recommended to take the Pre-Algebra: Level 2 course in 7th grade.

\* Note: A student who meets the criteria listed above may be placed in either level “with reservations” if the teacher still has concerns about placement. Students assigned to a level “with reservations” will be contacted by the teacher to discuss a set of additional expectations that will foster greater success at the more challenging level and strengthen foundational skills.

### **Grade 6 Math: Level 1A students**

Upon completion of this course, students have three placement options for seventh grade; Level 1, Level 1A, and Level 2.

To be placed in Level 1 in 7th Grade students must meet at least 3 out of 4 of the following criteria:

- Earn 93% or greater math class average for first 3 terms of sixth grade
- Earn 95% or greater homework completion/on time average in sixth grade
- Earn 60% or greater on Sixth Grade Placement Test
- Earn 41 or greater raw score on fifth grade MCAS Mathematics test

To be placed in Level 1A in 7th Grade students must meet at least 2 out of 4 of the following criteria:

- Earn 86% or greater math class average for first 3 terms of sixth grade
- Earn 90% or greater homework completion/on time average in sixth grade
- Earn 50% or greater on Sixth Grade Placement Test
- Earn 38 or greater raw score on fifth grade MCAS Mathematics test

Students meeting less than 2 of the 4 criteria listed above will be recommended to take the Pre-Algebra I: Level 2 course in 7th grade.

\* Note: Students meeting the criteria listed in either set above may be placed “with reservations” if the teacher still has concerns about a placement. Students assigned to a level “with reservations” will be contacted by the teacher to discuss a set of additional expectations that will foster greater success at the more challenging level and strengthen foundational skills.

## **SCIENCE**

The primary goals of the sixth grade science program are to interest the students in the field of science and to provide a strong science foundation for their future academic work. The focus of the program is on developing understanding of the processes, attitudes and goals of science through extensive usage of laboratory investigations.

The course serves as preparation for the future scientist or engineer as well as providing a basic understanding and appreciation of science for any citizen in our high tech society.

### Unit 1: Scientific Method

Students will learn about and use the scientific method to conduct an experiment on a consumer product. Designing the experiment, selecting appropriate equipment, developing a hypothesis and conducting the actual trials are all skills that lead up to presenting data and drawing conclusions in the form of a lab report. A study of measurement and an introduction to the use of scientific tools and equipment such as triple beam balances, graduated cylinders, beakers, and stop watches are incorporated into this unit. As a culminating activity, parents, grandparents, aunts, uncles, siblings and relatives are all invited into classrooms to see and hear the results of each experiment.

### Unit 2: Earth Science

This unit enhances students' understanding of planet Earth. Students learn about the Earth's interior and begin to identify characteristics of each layer including the crust, mantle and core. The theory of plate tectonics, continental drift and the process of sea-floor spreading are studied. Students create models of Earth, construct maps of Earth's lithospheric plates, and make sketches of drifting continents. In addition, students research a volcano and/or earthquake and apply what they've learned in a "Show What You Know" independent project.

### Unit 3: Space Science

In this unit students learn about what objects make up the solar system as well as major events in the history of space exploration. The concepts of how Earth moves in space and what causes the cycle of seasons are explored. Students learn about the phases of the moon, tides and solar and lunar eclipses. Characteristics of the inner and outer planets as well as features of the sun are examined.

Textbooks: 2005 Pearson Prentice Hall:

Inside Earth

Earth's Changing Surface

Ecology

Astronomy

## **SOCIAL STUDIES**

The grade six Social Studies curriculum consists of a one year course on Ancient Civilizations.

The grade six Ancient Civilizations course illustrates the connections between the present and the past so that students can grasp the long continuity of human experience. The program demonstrates that history can be viewed from many perspectives, that students themselves are

part of history, that ideas and material objects are dependent on the past, and that economic, geographic and political elements entwine to make history. The scope begins in the depths of time 3 million years in the past with Early Humans and moves through the birth of civilizations: Mesopotamia, Egypt, Israel, Greece, and Rome. Essential questions are used during each unit.

**Textbook:** World History: Ancient Civilizations, Holt, Rinehart & Winston, 2006

**The Overarching Essential Questions that ground our study of Ancient Civilizations are:**

- Why should we study the past?
- What do the stories created by ancient people reveal about their lives?
- How do the accomplishments of ancient civilizations impact our world today?

### **Archaeology and Early Humans**

This unit examines our links with the past and how archaeology helps us understand ancient cultures. Early human species, as well as the development of cultures from hunters and gatherers to early farming societies are presented.

### **Ancient Mesopotamia**

This unit will focus on the development of civilizations including the Sumerians, Akkadians, Babylonians, Chaldeans and Persians.

### **Ancient Egypt**

This unit will examine the geography, culture and daily life of the ancient Egyptians.

### **Ancient Israel**

This unit examines the geography, culture and daily lives of the ancient Israelites. A strong emphasis is placed on the development of the monotheistic religions of Judaism, Christianity and Islam.

### **Ancient Greece**

This unit examines the geography, culture and daily lives of the ancient Greeks. A strong emphasis is placed on the development of democracy.

### **Ancient Rome**

This unit examines the geography, culture and daily lives of the ancient Romans. It stretches from early Etruscan societies, to the development of the Roman Republic through the rise and fall of the Roman Empire.

## **PHYSICAL EDUCATION**

Physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills,

and confidence to enjoy a lifetime of healthful physical activity. (National Standards for Physical Education).

Students will, by repeated practice, acquire and refine a variety of manipulative, locomotor and non-locomotor movement skills. Students utilize principles of training and conditioning, and learn biomechanics and exercise physiology concepts as they go through the middle school program.

Our program is co-educational with full inclusion. We provide maximum practice opportunities, lessons that facilitate student learning, and formative and summative assessments to monitor and reinforce student learning are provided.

Students are expected to bring a change of clothes for class suitable for physical activity (sneakers, socks, t-shirt/sweatshirt, shorts/sweatpants). Lockers with inset locks are provided. **Students in grades seven and eight will need to purchase a Polar Heart Monitor strap from t department. Costs is \$12.50**

**Delete this chart below please**

	<b>Seventh</b>	<b>Sixth</b>	<b>Month</b>
<b>ment through Team Sports</b>	<b>Fitness Development</b>	Teambuilding Activities	September
<b>ment through Team Sports</b>	<b>Fitness Development</b>	Strategies and Skills of Sport	October
ports: Concepts, Skills, Strategies	Intermediate Net Skills	Beginning Net Sport Skills	November
ports: / CV Fitness	Net Sports/8 minute challenge	Net sports/Fitness Challenge	December
urbo, Cupid, Sun	Square Dancing	Line Dancing	January
<b>ment</b>	<b>Fitness Development</b>	Sport Education-winter sports	February
<b>ment</b>	<b>Fitness Development</b>	Sport Education-winter sports	March
d Programming	Adventure Based Programming	Adventure Based Programming	April
Analyzing Physical Activity	Personal Performance-track/field	Outdoor Pursuits-rollerblading	May
Analyzing Physical Activity	Personal Performance-track/field	Sport Education-Spring sports.	June

## **WORLD LANGUAGE**

The World Language Department offers courses in French, Spanish and Latin. Our primary goal is to provide students with an enriched and stimulating learning experience. In all language courses students study the respective culture, an essential first step for an authentic understanding of the country's language and people. The basic skills of the second language, listening, speaking, reading and writing, are practiced extensively. Speaking is stressed in the French and Spanish courses, while reading is stressed in the Latin courses. The cultural focus is an integral part of language study and deals with a wide range of peoples in the French and Spanish speaking worlds as well as in the ancient Roman culture. An additional goal of our program is to help students develop good study habits in order to facilitate successful learning of the second language.

### **French**

The 6<sup>th</sup> grade language course meets on a daily basis allowing the student to develop the basic skills of listening, speaking, reading, and writing. The classroom presentation is primarily in the target language facilitating students' understanding and pronunciation of the spoken language.

At the end of 6<sup>th</sup> grade students should be able to imitate and pronounce correctly, to understand and use learned vocabulary, as well as express themselves in simple conversations in French.

Students will be able to:      greet people, both adults and peers  
  express numbers 1-60  
  alphabet



time  
seasons  
weather  
date  
order food and drink in a café  
express daily activities using "er" verb conjugations  
invite friends to do activities  
accept and politely turn down invitations  
describe yourself: your personality and what you look like  
describe your room and the objects that you own or use  
ask questions and express activities using "faire"  
describe people, places and possessions using the verb être  
use adjectives accurately with proper placement and agreement  
ask information questions  
use the verb avoir in idiomatic expressions

Cultural topics include daily student life in France, famous places in the francophone world and food in a French café and in francophone countries.

**Text** Discovering French with ancillary materials.  
Discovering French Nouveau with ancillary materials.

## Spanish

The 6<sup>th</sup> grade language course meets on a daily basis allowing the student to develop the basic skills of listening, speaking, reading and writing. The classroom presentation is primarily in the target language facilitating student's understanding and pronunciation of the spoken language. At the end of 6<sup>th</sup> grade students should be able to express themselves in simple conversations in Spanish incorporating the themes of meeting people, spending time with friends, going to school, food and meals, family, going shopping and clothing.

They should be able to:

- greet people and introduce themselves and others
- use the alphabet to ask and say how to spell names and words
- use numbers 1-60 to exchange phone numbers, give ages, say dates and tell time
- describe the weather and seasons including what clothes to buy and wear for each
- respond to classroom instructions
- express activities they like to do and food and beverages they like and don't like using the verb tell where they are from and describe themselves and others using the verb say what they have and have to do using the verb
- say what they do using the verb hacer and the present tense of –ar, -er and –ir verbs (including some basic stem-changing verbs (e / ie; o/ue, e/i)
- describe their class schedule and classroom objects and say where things are located including using expressions of frequency
- talk about how they feel using the verb **estar**

- talk about family, express possession and make comparisons;
- describe places and events in town, types of transportation,
- say where they are going and what they are going to do using the verb **Ir** and the near future with **ir a + infinitive**

Cultural studies will focus on:

- Hispanics in the United States – specifically Miami and San Antonio
- Mexico
- Puerto Rico
- Spain

The music, art, food, holidays, geography, politics, history and famous people of each culture will be explored. Comparisons will be drawn between those practiced in the focus countries, the United States and select Spanish-speaking cultures throughout the world.

Text: *¡Avancemos! 1a* including text and ancillary materials (McDougal Littell)

### **Latin**

The sixth grade Latin course meets every day to allow for continuity in learning vocabulary, grammar and reading skills. Vocabulary study emphasizes the English derivatives that come from Latin. The structure of Latin grammar reinforces what sixth graders are learning in English. There is a strong emphasis on learning about the life of the ancient Romans by reading about the Cornelians, a typical Roman family of the first century A.D.

At the end of sixth grade the students are able to:

- read simple Latin stories
- use the vocabulary learned and the derivatives taught in each of the chapters
- have a clear understanding of the different cases of Latin nouns in the first three declensions
- use the present tense of all four conjugations of verbs
- use the imperative
- use the imperfect tense of regular and irregular verbs
- use the 4 principal parts of verbs
- use and understand all 3 genders*
- know the four principle parts of all verbs learned*

Cultural topics include numbers, Roman family terms, dress, rooms in the Roman house, *slavery*, Olympian gods and goddesses and accompanying myths.

Textbook *Ecce Romani I* and ancillary materials

## **EXPLORATORY PROGRAM**

The exploratory program for grade six consists of four courses meeting daily for a quarter of the year: Art, Technology Literacy, Engineering, and Music.

These courses are exploratory in nature and are designed to meet the needs of the early adolescent for activity-centered learning experiences.

### Art

The sixth grade art program exposes students to a wide variety of methods and materials. This course provides opportunity for exploration of two dimensional processes such as drawing, printmaking, and painting as well as three dimensional work including ceramics and sculpture. Students will be introduced to artwork from a variety of artists and cultures while also learning how to critique their own work.

### Engineering

This exciting new program is broken into three different areas.

- Modules
- The Design Process
- Woodworking

Modules - designed so students, working cooperatively in pairs, can complete a topic within the technology/engineering realm and then rotate to another topic/area. In the modular lab, students explore a wide range of different technologies involving construction projects, research activities and scientific experimentation. The range of activities and outcomes means that there will be something in the program to motivate all students.

The Design Process - Students use appropriate materials, tools, and machines to extend the ability to solve problems and invent. They identify materials used to accomplish a design task based on a specific property and explain which materials and tools are appropriate to construct a given prototype. They achieve a higher level of engineering design skill by recognizing a need or problem, learn different ways that the problem can be represented, and work with a variety of materials and tools to create a product or system to address it.

Woodworking - Wood shop and tool safety is still priority in this section of this class. Students continue to use the basic hand tools and various power tools. They continue to follow the processes needed in order to create the wood piece of their designs made in the design process section of this course.

### Music

The music program offers students a means for the understanding of the skills necessary for self-expression. The major goals of the department are to provide experiences leading to:

- improved ability as a musical performer
- improved ability as a discriminating listener of music
- increased understanding, through study and performance, of a wide range of musical styles, historical periods and forms

- increased understanding and appreciation of the aesthetic value of music and its relevance to everyday life
- the establishment of cooperative social interaction, as it pertains to the peer group (ensemble rehearsals, performance), service to the school and to the community

This course is designed to offer the students an opportunity to learn the basics of music theory. Students will use a variety of tools (technology and orff instruments) to practice their knowledge of notes, pitch, symbols, time signature, etc. They will also research a specific composer of either, the Classical, Jazz or Broadway genre and make a presentation to the class.

### Technology Literacy

In this age of rapidly changing information technology, students need to acquire technology skills in order to function effectively in their adult lives. Most workplaces now provide employees with computers and basic applications (spreadsheet, word processing, database, presentation software, e-mail, and browser). Workers must have the skills to use these tools productively. When students leave high school, whether they enter the workforce or college, they will be expected to use computers and the Internet.

In this course students will demonstrate basic proficiency in the use of computers and applications as well as an understanding of concepts underlying hardware, software, and connectivity. They will demonstrate responsible use of technology and an understanding of ethics and safety issues in using e-mail and the Internet.

Students will demonstrate ability to use technology for research, problem-solving, and communication. They will use telecommunications and other media to interact or collaborate with their peers and teacher. Each student will receive a FirstClass email account for communications with peers, teachers and home.

By the completion of the sixth grade computer technology course, students will also demonstrate basic-level competencies in using applications such as word processing, database, spreadsheet, browser, presentation, and graphics software. They will also continue to improve their keyboarding skills through daily practice sessions.

### Equipment and Materials:

22 Pentium III Dell Computers are used to teach this course  
Microsoft Word, Excel, PowerPoint, Internet Explorer, FirstClass, Microsoft FrontPage 2002, and Mavis Beacon are among the software programs that will be used in this course.

## **FINE & PERFORMING ARTS**

### Music

The 6th grade music curriculum teaches students how to play piano and guitar. The music program offers students a means for the understanding of the skills necessary for self-expression.

The major goals of the course are to provide experiences leading to

- Improved ability as a musical performer
- Improved ability as a discriminating listener of music
- Increased understanding through study and performance

- Increased understanding and appreciation of the aesthetic value of music and its relevance to everyday life
- The establishment of cooperative social interaction, as it pertains to the peer group through ensemble rehearsals and performance

This course is designed to offer the students an opportunity to learn the basics of music theory. Students will use a variety of tools to practice their knowledge of notes, pitch, symbols, time signature, etc. Students will practice the skills learned through the use of the piano and guitar and perform in front of their peers at the end of the term.

### Visual Art

The **sixth grade** art program provides students the opportunity for exploration of a variety of methods and materials while building upon the skills learned at the elementary level. Ceramics, printmaking, observation drawing, and mixed media are a focus in the 6th grade curriculum. In addition, students are introduced to artwork from a variety of artists and cultures while learning methods to critique their own work.

## **TECHNOLOGY & ENGINEERING**

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Technology Literacy is a 2-year course that focuses on how technology influences our daily lives and how it effects students learning beyond the classroom while preparing for 21st Century skills such as creativity, collaboration, communication and critical thinking. Technology Literacy supports computational thinking, an introduction to computer science and students understanding, organizing and collecting of individualized electronic portfolios.

The **sixth grade** Technology Literacy program develops communication, creativity, research, coding and keyboarding skills. Students develop and understand the importance of being safe when using digital devices at home and at school to protect their digital footprint. They also develop a fundamental understanding of hardware, software, applications and a networking system. Students learn how a variety of technology tools support the research of topics while collaboratively creating presentations, spreadsheets and graphs when using appropriate tools, formulas and charts. They understand and use credible internet based data to locate and research the importance of nutrition in our everyday lives. Sixth grade students understand the basics of computer science while exploring people that have played an important role in technology and computer programming. They practice writing, reading and creating basic code using algorithms, variables, debugging and looping techniques with plugged and unplugged activities.

Sixth grade students also work collaboratively researching, planning, designing and printing 3D artifacts that supports a cross-curricula learning experience.

## **ELECTIVE PROGRAM**

Students may choose to participate in Band, Chorus or a Directed Research. These courses meet every other day for the entire year.

### **Chorus and Band**

Three school music electives are offered: band, chorus, and band/chorus. Chorus and band provide opportunities for students to improve music skills and to perform as a group. Emphasis is placed on fundamentals of music reading, tone production, and interpretive skills.

Students who elect to participate in Band and/or Chorus are required to be present at all performances. The students in both Band and Chorus follow a rotation schedule to allow equal rehearsal time in both ensembles.

**There is a two week drop period at the beginning of the school year. The parent/guardian and Director must have had a conversation regarding the reason(s) for dropping the ensemble. After this two week grace period has passed, students are expected to remain in the performing group for the remainder of the school year.**

### **Directed Research**

Students will be expected to quietly read or do homework. Students may also sign out for extra help, library use or to do additional work in various areas. This class meets every other day.

**SECTION IV- Grade Seven**

**PROGRAM OF STUDIES**

**REQUIRED COURSES**

Fine & Performing Arts - Music, Visual Arts  
Technology & Engineering - Engineering, Media Studies  
English  
Mathematics  
Science  
Social Studies  
Physical Education  
Health/Technology Literacy (semester each)  
World Language  
    Latin, Spanish, French

Students may be recommended for Small Group Mathematics, or Small Group English.

Students may elect to take:

    Music Electives  
        Band and/or Chorus  
        (Students not participating in a Music elective will have a directed research.)

Curriculum Roadmaps at [www.doversherborn.org](http://www.doversherborn.org);  
click on middle school; click on academics.

## ENGLISH

The Middle School English program is based on literature and writing, specifically designed for middle school students to become active participants in their own learning process. Literature serves as the starting point for integrated activity and involvement in writing and language. The books chosen for the program represent a wide variety of cultures, styles and points of view, reflective of the Department's commitment to helping students appreciate the diversity in our modern world.

The Middle School English curriculum is a comprehensive program that builds upon the strengths and interests of each student. Students are grouped heterogeneously. Students' needs are met through individualization, enrichment activities, and Small Group English.

### Literature

The seventh grade literature program encompasses age-appropriate selections from the genres of the novel, short story, poetry and drama. The selections feature works by critically acclaimed young adult writers which foster appreciation and respect for diversity. Told through the eyes of young-adult protagonists, the books deal with such themes as the search for identity, prejudice and discrimination, and personal growth and change.

### Seventh Grade Curriculum Description

The theme for the seventh grade literature strand is identity, focusing on the self, peer group, family and society. Within this theme, students will investigate answers to related questions in the units with a variety of readings.

#### Titles May Include:

*Seedfolks* by Paul Fleischman

*Daniel's Story* by Carol Matas

Collections of poetry and nonfiction by Joyce Sidman

Various nonfiction articles, poetry, and short stories.

### Writing

Through direct, explicit instruction in writing, students explore their ideas about literature and learn to meet the multiple demands of writing. Students write argument, informative/explanatory, and narrative pieces. We teach writing as a process, and focus on growth throughout the year.



<u>Organization</u>	<u>Style</u>	<u>Mechanics/grammar</u>
<ul style="list-style-type: none"> <li>- Topic sentences</li> <li>- Paragraphing</li> <li>- Concluding sentences</li> <li>- Unity and cohesion of ideas</li> <li>- Use of transitions</li> </ul>	<ul style="list-style-type: none"> <li>- Word choice</li> <li>- Incorporating dialogue</li> <li>- Sentence variety</li> <li>- Introduction to the multi-paragraph essay</li> </ul>	<ul style="list-style-type: none"> <li>- Use of capitalization, commas, and quotation marks</li> <li>- Usage of pronouns, verbs, nouns, and prepositions</li> </ul>

### Vocabulary Instruction

Lessons contain logically organized word lists, and exercises based on words frequently found in reading and academic texts. Review units reinforce and extend skills with additional exercises for identifying synonyms, and antonyms, using analogies, and completing sentences. Vocabulary lessons are individualized to meet student needs.

Vocabulary study also includes concepts such as prejudice, courage, heroism, stereotype, diversity, culture, discrimination, racism and equality. Literary concepts include plot, setting, characterization, theme, mood, point of view, conflict, climax, foreshadowing, symbolism and flashback.

### Independent Reading

Students read additional books selected by the teacher and books of their own choosing. Student-selected reading is guided by book talks, book lists, and individual conferences. Students engage in a variety of activities to think about and share their individualized reading. These activities include small group discussions, journal writing, oral and written book reviews, and dramatic and artistic projects.

### Small Group English

Small Group English is an individualized program designed to support the regular English class. This course is taught by the student's assigned English teacher in an effort to provide him/her with more time with the curriculum. Pre-teaching, re-teaching, and study skills are features of the program. It services students who need additional time and help in reading and writing skills.

## **MATHEMATICS**

Mathematics requires a great deal of concentration and a positive attitude. The goal of the DSMS mathematics department is to help develop strong independent problem solvers who can influence and change the world around them. It is our charge to reach this goal through the collective focus on our department enduring understandings which are stated below.

### **Graduates from the DSMS Mathematics Program understand that...**

#### **Math is...**

- a) **a lens** through which you can look at, think about, and interact with the world
- b) **a language** consisting of words, diagrams and symbols used to communicate
- c) **a set of tools** used to solve problems

**and that strong independent problem solvers...**

- a) ask questions, acquire needed skills and are willing to start, persevere, and improve
- b) use the language of math to communicate and support their ideas, processes, errors, and solutions
- c) decide which tools are needed and apply them to problems accurately and efficiently

*And as a result,*

- d) use their math lens, math communication skills, and math tools to influence and change the world around them

In seventh grade, math classes are grouped into three levels of pre-algebra. Students are assigned to the appropriate levels by an identification process in sixth grade based on criteria which includes MCAS math scores, math class term grades and homework effort, and a diagnostic test given in the spring. Students assigned to a level “with reservations” will be contacted by the teacher to discuss a set of additional expectations that will help foster greater success at the more challenging level and strengthen foundational skills. Placement at any particular level will be reviewed and reflected upon throughout the year and adjusted as needed.

Small group mathematics is also available for students in Level 2.

All seventh grade mathematics courses will have a cumulative final exam.

**Course Descriptions**

The three levels in seventh grade are: Pre-Algebra: Level 1, Pre-Algebra: Level 1A and Pre-Algebra: Level 2. These course are outlined below.

**Pre-Algebra: Level 1**

The course is an accelerated approach designed to extend student knowledge of the rational number system, its related operations and methods of problem solving, and to develop an understanding of the frameworks of algebra, geometry, and proportional reasoning.

**Topics Covered:**

- The Language of Algebra
- Integers
- Rational Numbers
- Powers & Roots
- Ratio, Proportion and Percent
- Expressions
- Equations and Inequalities
- 2D Geometry
- 3D Geometry
- Statistics and Probability

**Textbook:** Glencoe Math Accelerated: A Pre Algebra Program (McGraw Hill 2014)

**Pre-Algebra: Level 1A**

The course is designed to extend student knowledge of the rational number system, its related operations and methods of problem solving, and to develop a basic understanding of the frameworks of algebra, geometry, and proportional reasoning.

**Topics Covered:**

Decimal and Fraction Review

The Language of Algebra

Integers

Rational Numbers

Powers & Roots

Ratio, Proportion and Percent

Expressions

Equations and Inequalities

2D Geometry

3D Geometry

Statistics and Probability

**Textbook:** Glencoe Math Accelerated: A Pre Algebra Program (McGraw Hill 2014)

**Pre-Algebra: Level 2**

This course is designed to review knowledge of the rational number system, its related operations and methods of problem solving, and to develop a basic understanding of the frameworks of algebra, geometry, and proportional reasoning.

**Topics Covered:**

Decimals

Divisibility, Simplifying Fractions & Factors

Ratios, Rates and Proportions

Fractions

Percents

Integers

Expressions

Equations and Inequalities

Geometry

Measuring Figures

Probability & Statistics

**Textbook:** Glencoe Math Course 2 (McGraw Hill 2013)

**Small Group Mathematics**

Small Group Math is designed for students who would benefit from an additional small, more individualized class. This class will provide support to the daily classroom lessons and, if necessary, remediation of basic skills. Students must be recommended for this course by their

sixth grade mathematics teacher.

### **Math Leveling Criteria 7th grade → 8th grade**

#### **Pre-Algebra: Level 1 students**

Students mastering the material taught in the Pre-Algebra: Level 1 course will be recommended to take the Algebra I: Level 1 course in 8th grade unless they meet the criteria below as well, in which case they may be eligible to move up to the Algebra I: Honors course.

- The student earns 88% or greater math class average for first 3 terms of seventh grade
- The student earns 95% or greater homework completion/on time average in seventh grade
- The student earns 60% or greater on seventh grade Level 1 Placement Test
- The student earns 47 or greater raw score on sixth grade MCAS Mathematics test

\* Note: Students meeting 3 of the 4 criteria listed above may be placed in Algebra I: Honors “with reservations” if the teacher has concerns about an Honors placement. Students assigned to a level “with reservations” will be contacted by the teacher to discuss a set of additional expectations that will help foster greater success at the more challenging level and strengthen foundational skills.

\*Note : Students earning below a D average in the Pre-Algebra: Level 1 course may be recommended to take the Algebra IA: Level 2 course in 8th grade.

#### **Pre-Algebra: Level 1A students**

Students mastering the material taught in the Pre-Algebra: Level 1A course have three options for placement in eighth grade; Honors, Level 1 and Level 2.

To move up to the Honors level in 7th Grade students must meet 3 of the following 4 criteria:

- Earn 93% or greater math class average for first 3 terms of seventh grade
- Earn 95% or greater homework completion/on time average in seventh grade
- Earn 60% or greater on seventh grade Level 1A Placement Test
- Earn 47 or greater raw score on sixth grade MCAS Mathematics test

To move up to Level 1 in 7th Grade students must meet 3 of the following 4 criteria:

- Earn 80% or greater math class average for first 3 terms of seventh grade
- Earn 90% or greater homework completion/on time average in seventh grade
- Earn 60% or greater on seventh grade Level 1A Placement Test
- Earn 35 or greater raw score on sixth grade MCAS Mathematics test

Students meeting less than 3 of the 4 Level 1 criteria above will be recommended to take the Algebra IA: Level 2 course in 8th grade.

\* Note: Students meeting 3 of the 4 criteria listed in either set above may be placed “with reservations” if the teacher has concerns about a placement. Students assigned to a level “with reservations” will be contacted by the teacher to discuss a set of additional expectations that will help foster greater success at the more challenging level and strengthen foundational skills.

### **Pre-Algebra: Level 2 students**

Students mastering the material taught in the Pre-Algebra: Level 2 course will be recommended to take the Algebra IA: Level 2 course in 8th grade unless they meet the criteria below as well, in which case they may be recommended to move up to the Algebra I: Level 1 course.

To move up to Level 1 students must meet 3 out of 4 of the following criteria:

- Earn 88% or greater math class average for first 3 terms of seventh grade
- Earn 90% or greater homework completion/on time average in seventh grade
- Earn 55% or greater on seventh grade Level 2 Placement Test
- Earn 33 or greater raw score on sixth grade MCAS Mathematics test

\* Note: Students meeting 3 of the 4 criteria listed above may be placed “with reservations” if the teacher still has concerns about a placement. Students assigned to a level “with reservations” will be contacted by the teacher to discuss a set of additional expectations that will help foster greater success at the more challenging level and strengthen foundational skills.

## **SCIENCE**

The seventh grade course in science is designed to provide a strong foundation for the future life scientist as well as a basic understanding and appreciation of science for the future citizen in our highly technological society. The primary focus of the program is for the students to develop an understanding of life requirements, processes, and replications. This is accomplished through laboratory investigations, which are supplemented by teacher demonstrations, lecture, discussion, home assignments, independent projects and the use of audio-visual aids.

### **Unit 1 - The Work of Cells**

By observing cells, construction cell models and performing laboratory investigations, students develop an understanding of cell structure, metabolism and the cell as a unit in multicellular organisms. Students investigate the processes of photosynthesis, cellular respiration, mitosis, meiosis and cellular transport. Microscopes and laboratory exercises are used to reinforce these lessons pertaining to cells

## Unit 2-Genetics

The field of genetics is introduced in this unit beginning with a review of meiosis, leading into further explorations of DNA and chromosome structure and function. Simple Mendelian Genetics and patterns of heredity such as dominant and recessive alleles, Punnett Squares and probability are introduced and explored in this unit. A brief introduction into current topics in biotechnology and genetics are highlighted. 26

## Unit 3 - A Survey of Taxonomy and Ecology

Students will study an overview of the six kingdoms all living things. The science of Taxonomy along with a review of the various mechanisms that living things use in order to adapt to their environment is the primary focus of this unit. While reviewing ecology students will discuss food chains, food webs, trophic levels and other relationships between organisms and their environments.

## Unit 4 - Human Anatomy & Physiology

The skeletal, nervous, circulatory, respiratory and digestive systems are the primary focus of this unit. While studying these systems, students are asked to identify the various body parts associated with each system, how the body system functions and how individual body systems work together to sustain life. Smaller explorations of the integumentary, excretory, muscular, and immune systems are discussed.

## Unit 5 – Evolution

Major topics of evolution such as the geologic timescale, history of Charles Darwin, natural selection and patterns of inheritance.

Textbook: Prentice Hall: Cells and Heredity

Human Biology and Health

## **SOCIAL STUDIES**

The Social Studies curriculum for seventh grade consists of a one-year course in World Geography.

Economic, technological, environmental and cultural forces have combined to make the world more interconnected than ever before. Our study of geography will go beyond memorizing names of places on the map to explore what those places and their people are like and what our connections are to them. The Five Fundamental Themes of Geography, as developed by the National Geographic Society will provide the framework for our regional studies. As the study of geography is interdisciplinary by nature, connections will be made with English, Science, and World Language in emphasizing the importance of open-mindedness, appreciation of differences, global interdependence, and concern for the environment.

**Textbook:** NYSTROM World Atlas and Stratologica Online Mapping system.

**The Overarching Essential Questions that ground our study of World Geography are:**

- **Why study geography?**
- **How does *where* we live affect *how* we live?**
- **Am I a "world citizen"?**

### **Prepare to Travel**

Geography is a journey of discovery. This unit will introduce students to the skills, attitudes and knowledge needed for our journey around the world. Some of the important things we learn are: the five themes of geography, latitude and longitude, the seasons, developing vs. developed countries, the ways in which countries depend on one another, and how the physical geography of a place affects the people who live there.

### **The Middle East**

Particular emphasis in this unit focuses on the physical geography of the Middle East, Arab culture, the religion of Islam and the role of water and oil as important natural resources.

### **Africa**

Topics discussed include life in Saharan Africa, European colonialism and the many ways it has shaped African countries today. We also discuss the history of apartheid in South Africa.

### **Latin America**

This short unit looks at several important issues in Latin America and the world today: migration and immigration, and the deforestation of the Amazon and other rainforests.

### **East Asia**

China, the world's oldest continuous civilization and its most rapidly emerging power, is the focus of this unit, which also includes an exploration of Japan and the Koreas.

### **South Asia**

Students will discover in this unit that the contrasts of South Asia's physical geography are as striking as its culture – a mix of traditional and modern. Focus areas: overpopulation, monsoon climate, Mahatma Gandhi, the caste system, and the power of civil disobedience.

### **Europe**

This unit focuses on on a combination of class activities and an independent self-study packet that includes maps, readings, and other assessments. We focus on the formation and purpose of the European Union and look at various issues facing Europe and Northern Eurasia today.

### **World Wrap Up**

During the last two weeks of school, we conclude our journey around the world by preparing for a world map quiz that features approximately 175 countries, major landforms and bodies of water that we have learned along the way.

## **PHYSICAL EDUCATION**

Physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. (National Standards for Physical Education).

Students will, by repeated practice, acquire and refine a variety of manipulative, locomotor and non-locomotor movement skills. Students utilize principles of training and conditioning, and learn biomechanics and exercise physiology concepts as they go through the middle school program.

Our program is co-educational with full inclusion. We provide maximum practice opportunities, lessons that facilitate student learning, out of school assignments that support learning and practice, and formative and summative assessments to monitor and reinforce student learning are provided.

Students are expected to bring a change of clothes for class suitable for physical activity (sneakers, socks, t-shirt/sweatshirt, shorts/sweatpants). Lockers with inset locks are provided.

	<b>Seventh</b>	<b>Sixth</b>	<b>Month</b>
Education- football or field hockey	Outdoor Pursuits- RB, skateboarding	Teambuilding Activities	September
Team Sports: ultimate , rugby, cross	CV Fitness	Strategies and Skills of Sport	October
Ind Net Sports: Concepts, Skills, s	Intermediate Net Skills	Beginning Net Sport Skills	November
Ind Net Sports: / CV Fitness	Net Sports/8 minute challenge	Net sports/Fitness Challenge	December
Dancing: Turbo, Cupid, Sun	Square Dancing	Line Dancing	January
Team Sports/CV Fitness- monitors	Muscle Fitness/Team Sports	Sport Education- winter sports	February
Program Planning	Outdoor Winter Workouts	Sport Education- winter sports	March
Adventure Based Programming	Adventure Based Programming	Adventure Based Programming	April
Evaluating and Analyzing Physical Activity	Personal Performance- track/field	Outdoor Pursuits- rollerblading	May
Evaluating and Analyzing Physical Activity	Personal Performance- track/field	Sport Education- Spring sports.	June

## **HEALTH EDUCATION**

The middle school health curriculum is aligned with the 1999 Massachusetts Health Education Curriculum Frameworks and the 2006 CCSSO – SCASS Health Education Assessment Project. The Health teacher covers a variety of content topics and also teaches skills to promote health and reduce risk-taking or unhealthy behavior.

Activities are planned that ask students to apply health skills to real-life situations. Some performance-based assessments are used to gauge student mastery of health skills. The health teacher makes an effort to involve parents in health education and works with other school staff on the development and implementation of health education standards. Students enrolled in health learn and practice skills including: Decision-making, Interpersonal Communication, Self-Management, Advocacy, Goal-Setting, and Accessing Information.



Grade 7 students are scheduled for health class for 1 semester. Class meets on a rotating schedule for approximately 36 classes over the semester. The following health topics are covered:

- PHYSICAL, EMOTIONAL, and SOCIAL HEALTH
- PERSONAL HEALTH PROJECT
- UNDER AGE ALCOHOL USE/ PREVENTION
- SOS – Signs of Suicide, a prevention program related to depression
- RELAXATION/STRESS MANAGEMENT SKILLS
- CONFLICT RESOLUTION
- PUBERTY

**Materials:** Power points, worksheets and study guides are teacher developed. Booklets, pamphlets, and videos related to the health curriculum may also be used. Health teacher invites a local police officer to speak with the students about underage drinking and Junior Operator Licenses.

**Agency Resources:**

MARC Program, anti-bullying program, Bridgewater State College

## **WORLD LANGUAGE**

The World Language Department offers courses in French, Spanish and Latin. Our primary goal is to provide students with an enriched and stimulating learning experience. In all language courses students study the respective culture, an essential first step for an authentic understanding of the country's language and people. The basic skills of the second language, listening, speaking, reading and writing, are practiced extensively. Speaking is stressed in the French and Spanish courses while reading is stressed in the Latin courses. The cultural focus is an integral part of language study and deals with a wide range of peoples in the French and Spanish speaking worlds as well as in the ancient Roman culture. An additional goal of our program is to help students develop good study habits in order to facilitate successful learning of the second language.

### **French**

The 7<sup>th</sup> grade program continues to develop the four basic skills of listening, speaking, reading and writing. Through numerous activities including Totally Physical Response (TPR), interactive dialogues, cooperative learning groups and individual oral presentations, students strengthen their language skills. Their vocabulary base and linguistic skills are broadened.

Students will be able to:

- Describe people, places and possessions using the verb “être”
- Use adjectives accurately with proper placement and agreement
- Ask information questions

Express possession using “avoir”  
 Use the verb “aller” and the preposition forms to express  
 “going to ...”  
 Use the verb “venir” and the preposition forms to express  
 “coming to...”  
 Express ownership of items with possessive adjectives  
 Ask questions about clothing styles and purchasing clothes  
 Use comparison  
 Express activities using “ir” and “re” verb conjugations  
 Express past tense of regular verbs (er, ir, re)  
 Express activities that happened in the past, using all  
 regular verb conjugations (er, ir, re)

Use various negations (ne..jamais, rien, personne)  
 Express food preferences  
 Order a meal, using irregular verbs vouloir, prendre  
 Ask for a quantity  
 Use direct object pronouns (3 rd person)

Cultural topics include: studying sites in France, spending habits of teenagers, shopping, leisure time activities, sports, and holidays.

Text: Discovering French Bleu 1A,1B and ancillary materials  
Discovering French Bleu Nouveau 1 B and ancillary materials

## Spanish

IN SPANISH, students will be able to:

- Describe a house and household items using *house vocabulary*
- Indicate the order of things using *ordinal numbers*
- Describe people and locations using the verbs *ser* and *estar* with adjectives and/or prepositions
- Plan a party using *party vocabulary*
- Talk about chores and responsibilities using *chore vocabulary*
- Tell someone what to do using *affirmative “tu” commands of regular and irregular verbs*
- Say what they just did using *acaba de...*
- Talk about sports using *sports vocabulary* and the verb *jugar*
- Talk about whom they know using the verb *conocer* and the *personal a*
- Talk about what they know using the verb *saber*
- Talk about parts of the body using *body vocabulary*
- Make excuses
- Say what they did *using the preterite tense of –ar verbs and –car, -gar, -zar verbs.*
- Talk about staying healthy
- Say what hurts them using the verb *doler*
- Talk about technology

- Talk about a series of events using *sequencing words*
- Say what they did using *preterite tense of regular –er and –ir verbs*
- Talk about indefinite or negative situations using *affirmative and negative words*
- Talk on the phone using appropriate and polite *phone vocabulary*
- Say where they went, with whom, how it was, what they did using *the preterite tense of ir, ser, and hacer, as well as pronouns after prepositions*
- Extend invitations
- Talk about a typical day and their daily routines using *reflexive verbs*
- Talk about what they and others are doing right at this moment using *present progressive*
- Barter and talk about buying souvenirs on vacation using *indirect object pronouns and demonstrative adjectives*
- Talk about vacation activities using *vacation vocabulary*

IN ENGLISH, students will be able to:

- Locate Ecuador, Dominican Republic, Argentina, and Costa Rica on a map
- Compare the customs and dialects of the above-mentioned countries with other Latin American countries
- Compare the foods and typical dishes of these countries
- Identify the different sounds/types of music and dance styles of each country
- Compare the foods and customs of each country
- Appreciate what each country has to offer
- Compare the syntax / sentence structure within the Spanish language to English syntax / sentence

## **Latin**

The seventh grade Latin program meets every day and continues where the sixth grade program ends. The seventh grade course is more accelerated and completes *Ecce Romani I* and begins *Ecce Romani II*. There is a continued emphasis on vocabulary acquisition and word derivatives. Constant practice strengthens the ability to translate Latin to English as well as English to Latin. Cultural topics provide many insights into the life of the Romans.

Students will be able to:

form and use the future tense, as well as the perfect, pluperfect and future perfect tenses of all four conjugation verbs and irregulars  
 use and decline all nouns of all five declensions, including the neuters  
 match adjectives of all three declensions to nouns  
 uses all noun cases effectively in both Latin readings and composition  
 use infinitives  
 write comparisons of adjectives and adverbs

Textbook: *Ecce Romani 1A and 1B*

## Discovering French

In this introductory class to French, students progress quickly through the material in a small class setting. The class meets on a daily basis allowing the student to develop the basic skills of listening, speaking, reading and writing. The classroom presentation is primarily in the target language facilitating the students' understanding and pronunciation of the spoken language.

At the end of the 7 th grade small group program, students should be able to imitate and pronounce correctly, to understand and use learned vocabulary, as well as express themselves in simple conversations in French.

Students will be able to:

- greet people, both adults and peers
- express numbers 1-60, alphabet, time, seasons, weather, date
- order food and drink in a café
- express daily activities using "er" verb conjugations
- invite friends to do activities
- accept and politely turn down invitations
- describe yourself: your personality and what you look like
- describe your room and the objects that you own or use
- ask questions and express activities using "faire"
- describe people, places and possessions using the verb être
- use adjectives accurately with proper placement and agreement
- ask information questions
- use the verb avoir in idiomatic expressions
- Use the verb “aller” and the preposition forms to express “going to ...”
- Use the verb “venir” and the preposition forms to express “coming to...”
- Express ownership of items with possessive adjectives
- Ask questions about clothing styles and purchasing clothes
- Use comparison
- Express activities using “ir” and “re” verb conjugations
- Express activities that happened in the past, using all regular verb conjugations (er, ir, re)

Cultural Topics include daily student life in France, famous places in the francophone world, food, shopping and leisure time activities.

Text: Discovering French Bleu Nouveau and ancillary materials

## **FINE & PERFORMING ARTS**

### Music

Blues: 3 Chords and the Truth - This course consists of units on musical composition and theory through their use of the piano, computer and guitar. Students continue to develop and refine their skills on the guitar and keyboard as they read the notes on the musical page. Students continue to expand their basic knowledge of the keyboard and guitar including chords and chord progressions. The study of the Blues styles of music, its form, chord progression and history is a large part of what we explore in the 7<sup>th</sup> grade music class. For the final project, students are placed in groups of 5 – 6 and each group practices and performs a piece that they have composed or one designated by the teacher. Everyone performs in the choral room for a varied type of audience.

### Visual Arts

## **TECHNOLOGY & ENGINEERING**

### Technology Literacy

The **seventh** grade Technology Literacy program reinforces computational thinking, collaboration, communication, credible research, digital media integration, computer programming and keyboarding skills to use as daily tools beyond the classroom. They develop a stronger understanding of what it means to be a respectful Digital Citizen, the importance of cyberbullying prevention and the copyright/fair use guidelines when using digital resources at home and in school. Students in the seventh grade expand their skills in data collection and analysis while tracking stocks that interest them over a period of time. They also stay current in trendy technology news topics with ongoing research and final class presentations. Seventh grade students explore career options that interest them while integrating their research into video projects. Students continue to develop their understanding of computer science careers and computational thinking skills using a variety of tools such as Logo, Code, Blockly and Scratch. Seventh grade students explore and understand the concept of STEAM (Science, Technology, Engineering, Art and Math) exploring plugged and unplugged challenging activities both individually as well as in teams

### Media Studies

How does the media influence our values, beliefs and choices? How can we be more mindful when using various forms of media to make the best individual choices? These questions and others are explored in this course, as students are asked to read, write and think critically about the media world that is constantly bombarding them. Students will learn skills and carry out steps involved in creating various forms of media. They will also learn about how media can enhance their life, yet how they can remain independent thinkers. We will look at advertising, television

and print news, as well as the entertainment industry, and discuss how these media outlets work to reach target audiences.

### Engineering

## **ELECTIVE PROGRAM**

Students may choose to participate in Band, Chorus or a Directed Research. These courses meet every other day for the entire year.

### Chorus and Band

Three school music electives are offered: band, chorus, and band/chorus. Chorus and band provide opportunities for students to improve music skills and to perform as a group. Emphasis is placed on fundamentals of music reading, tone production, and interpretive skills.

Students who elect to participate in Band and/or Chorus are required to be present at all performances. The students in both Band and Chorus follow a rotation schedule to allow equal rehearsal time in both ensembles.

**There is a two week drop period at the beginning of the school year. The parent/guardian and Director must have had a conversation regarding the reason(s) for dropping the ensemble. After this two week grace period has passed, students are expected to remain in the performing group for the remainder of the school year.**

### Directed Research

Students will be expected to quietly read or do homework. Students may also sign out for extra help, library use or to do additional work in various areas. This class meets every other day.

**SECTION V: Grade Eight**

**PROGRAM OF STUDIES**

**REQUIRED COURSES**

Fine & Performing Arts - Music, Visual Art, Speech & Drama  
Technology & Engineering - Engineering  
English  
Mathematics  
Science  
Social Studies  
Physical Education  
Health/Math Connections  
World Language  
    Latin, Spanish, French

Students must be recommended for the following courses:

    Small Group English

Students may elect to take:

    Band and/or Chorus

    (Students not participating in a music elective will be in a directed research.)

Curriculum Roadmaps at [www.doversherborn.org](http://www.doversherborn.org);  
    click on middle school; click on academics.

## **ENGLISH**

The Middle School English program is literature and writing based, specifically designed for middle school students to become active participants in their own learning process. Literature serves as the starting point for integrated activity and involvement in writing and language. The books chosen for the program represent a wide variety of cultures, styles and points of view, reflective of the Department's commitment to help student appreciate the diversity in our modern world.

The Middle School English program is a total program that builds upon the strengths and interests of each student. Students are grouped heterogeneously. Student needs are met through individualization, enrichment activities and small group English.

### Literature

The eighth grade literature program allows students the opportunity to read in many different genres. A core book is read in class to discuss theme, character, literary techniques and the genre itself. Each unit also includes writing assignments.

Units may include the following:

#### Short Story

Texts:            Characters in Conflict (short stories)  
                      Connections (short stories)  
Writing:          individual short stories  
                      literary analysis

#### Drama

Texts:            A Raisin in the Sun  
Writing:          individual plays or scenes  
                      literary analysis

#### Memoir

Text:             Going Where I'm Coming From  
Writing:         student memoirs

#### Novel

Texts:            To Kill A Mockingbird  
                      Of Mice and Men  
Writing:          literary analysis (paragraphs and essays)



## Writing

The eighth grade writing program builds on the focus correction areas emphasized in the seventh grade. Eighth grade focus correction areas include:

Mechanics/grammar	Style	Organization
Simple, compound & complex sentences	Sentence variety	Essay form
Fragments, run-ons	Word choice	Thesis statements
Pronoun use	Concrete detail	Use of transition

Grammar concepts are taught and later included as focus correction areas in writing assignments.

## Independent Reading

Studies show that American students spend more time watching TV than reading for pleasure; therefore, we have developed an outside reading program that encourages students to read widely and for entertainment. Choices are made from an extensive in-class library, and students respond through writing and discussion. Students are challenged to read at or above their reading levels.

## Vocabulary

The eighth grade vocabulary program is a continuation of the seventh grade program. All students complete Level "C" in Vocabulary Workshop. While this program is important, it is intended to supplement, not replace, vocabulary acquired through reading widely.

## Small Group English

Small Group English is an individualized program designed to support regular English class work. This course is taught by the student's assigned English teacher in an effort to provide him/her with more time with the curriculum. Pre-teaching, re-teaching, and study skills are features of the program. It services students who need additional time and help in reading and writing skills.

## MATHEMATICS

Mathematics requires a great deal of concentration and a positive attitude. The goal of the DSMS mathematics department is to help develop strong independent problem solvers who can influence and change the world around them. It is our charge to reach this goal through a collective focus on our department enduring understandings which are stated below.

### **Graduates from the DSMS Mathematics Program understand that...**

#### **Math is...**

- a) **a lens** through which you can look at, think about, and interact with the world
- b) **a language** consisting of words, diagrams and symbols used to communicate

c) a **set of tools** used to solve problems  
**and that strong independent problem solvers...**

- a) ask questions, acquire needed skills and are willing to start, persevere, and improve
- b) use the language of math to communicate and support their ideas, processes, errors, and solutions
- c) decide which tools are needed and apply them to problems accurately and efficiently

*And as a result,*

- d) use their math lens, math communication skills, and math tools to influence and change the world around them

In eighth grade, math classes are grouped into three levels of first year algebra. Students are assigned to the appropriate levels by an identification process in seventh grade based on criteria which includes MCAS math scores, math class term grades and homework effort, and a diagnostic test given in the spring. Students assigned to a level “with reservations” will be contacted by the teacher to discuss a set of additional expectations that will help foster greater success at the more challenging level and strengthen foundational skills. Placement at any particular level will be reviewed and reflected upon throughout the year and adjusted as needed.

All eighth grade mathematics courses will have cumulative mid-year and final exams.

### Course Descriptions

The three levels in eighth grade are: Algebra I: Honors, Algebra I: Level 1 and Algebra I: Level 2. These courses are outlined below.

#### **Algebra I: Honors**

The course is an accelerated, rigorous approach designed to develop a thorough understanding of the frameworks of algebra, the real number system and related operations and methods of problem solving.

#### **Topics Covered:**

Introduction to Algebra  
Solve Linear Equations and Inequalities  
Linear Word Problems  
Slope and Linear Equations  
Systems of Linear Equations  
Statistics and Probability  
Absolute Value Equations and Inequalities  
Exponents  
Algebraic Factoring  
Quadratic Equation and Functions  
Rational Equations and Functions

**Textbook:** Glencoe Algebra 1 (McGraw Hill 2014)

#### **Algebra I: Level 1**

This course is designed to develop a thorough understanding of the frameworks of algebra, the real numbers system and related operations and methods of problem solving.

**Topics Covered:**

Introduction to Algebra  
Solve Linear Equations and Inequalities  
Linear Word Problems  
Slope and Linear Equations  
Systems of Linear Equations  
Statistics and Probability  
Exponents  
Algebraic Factoring  
Quadratic Equation and Functions

**Textbook:** Glencoe Algebra 1 (McGraw Hill 2014)

**Algebra 1A: Level 2**

This course is designed to develop a basic understanding of the frameworks of algebra, the real number system and related operations and methods of problem solving. The course is paced to cover the full algebra curriculum over two years with the topics below covered this year and the remaining topics covered in the Algebra 1B Level 2 course in 9th grade.

**Topics Covered:**

Integers  
Fractions  
Decimals  
Order of Operations  
Central Tendencies  
Simplifying Algebraic Expressions  
Solving Linear Equations  
Percents  
Graphing on the Coordinate Plane  
Linear Functions

*Possible End of Year Topics: Solving Linear Word Problems, Systems of Equations, and/or Culminating Project*

\*\* Additional time will be spent focusing on formulating responses to Open Response Questions

**Textbook:** Glencoe Course 3 (McGraw Hill 2013)

**Math Leveling Criteria 8th grade → 9th grade****Algebra I: Honors → Geometry: Honors**

Students earning at least an overall B average in the Algebra I: Honors course will be recommended to take the Geometry: Honors course in 9th grade.

\* Note: Algebra I: Honors students who do not meet this criteria will be recommended for Geometry College Prep (CP)

### **Algebra I: Level 1 → Geometry: College Prep**

Students mastering the material taught in the Algebra I: Level 1 course will be recommended to take the Geometry: College Prep (CP) course in 9th grade unless they meet the criteria below as well, in which case they may be recommended to move up to the Geometry: Honors course.

- The student maintains at least an A average for each marking period, as well as on the Mid-Year and Final Exams
- The student opts to take the “Gold” level unit assessments at least 75% of the time
- The student maintains at least a B- (80%) average on “Gold” level unit assessments taken (raw score without scaling).

\* Note: Students earning below a D average may be considered ineligible to stay in the Level 1/CP level and may then be recommended to take the Algebra IB: Level 2 course in 9th grade or to repeat the Algebra I: Level 1/CP course.

### **Algebra 1A: Level 2 to Algebra 1B: Level 2 College Prep**

Students mastering the material taught in the Algebra IA: Level 2 course will be recommended to take the Algebra IB: Level 2 College Prep (CP) course in 9th grade unless they meet the criteria below as well, in which case they may be recommended to move up to the Algebra I: Level 1/CP course.

- The student maintains at least an A average for each marking period, as well as on the Mid-Year and Final Exam
- The student opts to take the “Gold” level unit assessments at least 75% of the time.
- The student maintains at least an A- (90%) average on “Gold” level unit assessments taken (raw score without scaling).

\* Note: The Algebra I: Level 1/CP course is not always offered at the High School, it depends upon enrollment. If such is the case this year, your child will be recommended for the Algebra IB: Level 2 course and then moved up to CP during 10th grade, if his/her 9th grade teacher agrees with that recommendation.

## **SCIENCE**

The eighth grade science program is designed to provide a strong foundation in the basic principles of physical science. The focus is in developing an understanding of the processes,

attitudes and goals of science with heavy emphasis on laboratory investigations. Because experimentation, inquiry and hands-on investigations are the primary pedagogical activity students gain experience in observing, recording and critically analyzing data. Teacher demonstrations, lecture-discussion, home assignments, independent projects and the use of audiovisual aids supplement these investigations. Approximately, half the year will be spent on physics topics specifically force, motion and energy. The other half of the year will be spent on topics in chemistry with emphasis on the characteristics of matter leading to a basic understanding of atomic theory.

### Physics

#### Unit 1 - Motion and Forces

In this unit students develop a basic understanding of the nature of forces that govern our planet. Newton's Laws of Motion and Gravity are major topics covered. The simple mathematics application of these laws of physics is also incorporated into the curriculum.

#### Unit 2- Energy, Energy and Changes

The concept of energy is one of the most important topics studied in science. Kinetic and potential energy and the conservation of energy and its transformation from one form to another are important topics covered in this unit.

#### Unit 3 – Heat

Temperature, and heat transfer through conduction, convection and radiation are the focus of this unit. The effect of heat on changes of states of matter may also be included.

### Chemistry

#### Unit 4 – Conservation of Mass

Students learn to accurately use a triple beam balance and measure the mass of substances before and after chemical and physical changes have take place. All of these activities lead the students to develop an understanding of one of the most basic laws of chemistry – the Law of Conservation of Mass.

#### Unit 5– Mixtures, Compounds and elements

Classification of matter into mixtures compounds or elements is a prime focus of this unit. . The electrical decomposition of water into hydrogen and oxygen is the basis for understanding the 41 difference between an element and a compound. The unit concludes with balancing of simple chemical equations.

#### Unit 6– Characteristic properties of Matter

Students perform experiments to discover properties of substances which are independent of the amount of the material present. Students learn to recognize the characteristics of a chemical and a physical change. The concepts of volume, mass and density are explored in this unit.

#### Unit 7 – States of Matter

The characteristics of the three different states of matter are reviewed with an emphasis on how heat affects the motion of particles and the change of state from solid to liquid to gas. Boiling points and freezing points of “mystery substances” are determined.

#### Textbooks:

Forces, Motion and Energy – Holt, Rinehart and Winston

Introduction to Matter - Holt, Rinehart and Winston

## **SOCIAL STUDIES**

The goal of the 8th grade social studies curriculum is to encourage independent thinking, thoughtful writing and civic responsibility. Following the Massachusetts State Frameworks, the 8th grade program focuses on the history and development of the United States in the early years of its existence-- United States History, Revolution to Reconstruction. The course takes a “chrono-topical” approach in order to manage content and identify connections between different time periods and events. In each unit, we return to the impact of class, race, and the struggle for rights in American society- and the relevance of these conflicts in today’s world.

In 8th grade, the year before high school, students assume a higher level of intellectual responsibility. Experiencing debates, presentations, simulations, internet and library research, they will continue to develop organization, speaking and writing skills. In addition, students will learn to analyze and evaluate a wide variety of primary documents related to historical events. In the spring, students will use the skills and content gained from a year of work to construct their first major research paper.

**Text:** History Alive: U.S. Through Industrialism, TCI, 2005.

**The Overarching Essential Questions that ground our study of U.S. History are:**

- **How does our past help us understand our present?**
- **What skills do we gain from studying history? Why do we need them?**
- **Who are “we” in “We the People”?**

**Revolt and Revolution (1754-1783)**

Using the events of the American Revolution, we examine the rights and responsibilities of governments and individuals and conflict resolution. We focus on the social and political causes of discontent in the colonies, the methods of protest employed by the patriots and the military strengths and weaknesses of the united colonies.

**The Constitution and the Bill of Rights (1787-1790)**

In this unit, we study the structure of our national government and the document itself in order to discover the protections of individual liberties and the influences that shaped the Constitution.

**Growing Nation (1790-1848)**

In this unit, we study early U.S. presidents and the emergence of political parties as well as the internal and external factors that influenced the development of America’s democracy. We look at the symbols and features of American culture. We also chart the physical expansion of the country and investigate the motives for western migration and its effects on Native Americans and the environment.

**Sectionalism and Civil War (1830s-1860s)**

The Civil War remains a tragic milestone in American History, fusing race, constitutional rights, economy and government. We will examine the rise of sectionalism, the nature of slavery and the fundamental causes of the Civil War, including the early Industrial Revolution and the reform movements that grew out of it. We will also focus on the course of the conflict as it turned to war, investigating and assessing military and political tactics for victory.

## **Reconstruction (1865-1877)**

Peace and reconciliation are particularly difficult goals after internal conflict. We will investigate and evaluate different plans for rebuilding the country--especially the South--after the war. The cultural and economic challenges presented by the end of war have great resonance in today's world.

## **PHYSICAL EDUCATION**

Physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. (National Standards for Physical Education).

Students will, by repeated practice, acquire and refine a variety of manipulative, locomotor and non-locomotor movement skills. Students utilize principles of training and conditioning, and learn biomechanics and exercise physiology concepts as they go through the middle school program.

Our program is co-educational with full inclusion. We provide maximum practice opportunities, lessons that facilitate student learning, out of school assignments that support learning and practice, and formative and summative assessments to monitor and reinforce student learning are provided.

Students are expected to bring a change of clothes for class suitable for physical activity (sneakers, socks, t-shirt/sweatshirt, shorts/sweatpants). Lockers with inset locks are provided.

	<b>Seventh</b>	<b>Sixth</b>	<b>Month</b>
- football or field hockey	Outdoor Pursuits- RB, skateboarding	Teambuilding Activities	September
ts: ultimate , rugby, cross country	CV Fitness	Strategies and Skills of Sport	October
ports: Concepts, Skills, Strategies	Intermediate Net Skills	Beginning Net Sport Skills	November
ports: / CV Fitness	Net Sports/8 minute challenge	Net sports/Fitness Challenge	December
turbo, Cupid, Sun	Square Dancing	Line Dancing	January
ports/CV Fitness- monitors	Muscle Fitness/Team Sports	Sport Education- winter sports	February
a Planning	Outdoor Winter Workouts	Sport Education- winter sports	March
d Programming	Adventure Based Programming	Adventure Based Programming	April
Analyzing Physical Activity	Personal Performance-track/field	Outdoor Pursuits- rollerblading	May

## HEALTH EDUCATION

The middle school health curriculum is aligned with the 1999 Massachusetts Health Education Curriculum Frameworks and the 2006 CCSSO – SCASS Health Education Assessment Project. The Health teacher covers a variety of content topics and also teaches skills to promote health and reduce risk-taking or unhealthy behavior.

Activities are planned that ask students to apply health skills to real-life situations. Some performance-based assessments are used to gauge student mastery of health skills. The health teacher makes an effort to involve parents in health education and works with other school staff on the development and implementation of health education standards. Students enrolled in health learn and practice skills including: Decision-making, Interpersonal Communication, Self-Management, Advocacy, Goal-Setting, and Accessing Information.

Grade 8 students are scheduled for health class for 1 semester. Class meets on a rotating schedule for approximately 36 classes over the semester. The following health topics are covered:

- SAFETY, INJURY PREVENTION AND DISEASE CONTROL
- CPR/AED/CHOKING RESCUE SKILLS
- IDENTITY/MENTAL AND EMOTIONAL HEALTH
- SUBSTANCE USE AND ABUSE/MARIJUANA
- SEXUALITY ISSUES – HIV/STD PREVENTION
- BIRTH
- HEALTHY SOCIAL RELATIONSHIPS

**Materials:** Power points, worksheets and study guides are teacher developed. Booklets, pamphlets, and videos related to the health curriculum may also be used. Health teacher invites a local police officer to speak with the students about underage drinking, Junior Operator Licenses, and the new marijuana laws.

**Agency Resources:**

American Heart Association

Massachusetts Eating Disorders Association

## MATH CONNECTIONS

All 8<sup>th</sup> graders take Math Connections every other day for one semester. The course is taught in the computer lab so that online resources can be utilized. There are two main objectives of this course.

- 1) Students will explore math topics that are not part of the regular math curriculum

Topics may include:

- Platonic Solids
- Probability
- Transformations on the Coordinate Plane
- Pythagorean Theorem



2) Students will review 6<sup>th</sup> and 7<sup>th</sup> grade math concepts in preparation for the MCAS test

## **WORLD LANGUAGE**

### **French**

The 8<sup>th</sup> grade program focuses on students expressing their own ideas in the target language. To achieve this goal, the presentation of vocabulary and linguistic points are done in French. Students will continue to broaden their vocabulary and strengthen their linguistic base.

Students will be able to:

- ask questions about clothing styles and purchasing of clothes
- compare items using adjectives
- express activities using "ir" verb conjugations
- express activities using "re" verb conjugations
- express past activities (passé composé)
- use the verb voir (to see)
- boire (to drink)
- prendre (to take)
- pouvoir (can, to be able)
- devoir (ought, should do..)
- connaître (to know people)
- use a wide range of irregular verbs in the present and past tense to talk about their daily lives in depth (voir, boire, lire, dire, écrire, prendre, mettre, pouvoir, vouloir, devoir, connaître, savoir)
- express the partitive when ordering food in a restaurant or supermarket
- use direct and indirect object pronouns
- express health, using parts of the body
- describe a home and various household chores
- use telephone etiquette for a conversation on the telephone
- speak with no written notes for oral projects:
  - create their own country, with geography, activities, and food
  - describe a virtual trip to Paris, including a description of a famous place, using the metro, and travel plans
  - prepare a francophone dish, and describe the measurements, ingredients, and preparation in French

Cultural topics will include traveling and shopping in France, weekend and vacation activities, meals and food in France, housing in francophone countries, and health issues.

**Text - Discovering French – Blanc 2 with ancillary materials**

Images - a cultural reader

Un Souvenir d’Egypte- a reader

### **Spanish**

The 8<sup>th</sup> grade program focuses on students expressing their own ideas and to talk about their daily lives in the target language. To achieve the goal, the presentation of vocabulary and linguistic points are done in Spanish as much as possible. Students will continue to broaden their vocabulary and strengthen their linguistic base.

Students will be able to:

- describe their school life, using vocabulary related to school supplies, daily schedule and the people and places within a school building.
- compare their classes using comparative and superlative.
- use direct object pronouns
- use a wide range of useful irregular verbs that will help them talk about their daily lives in more depth.
- talk about what they do every morning and evening using reflexive verbs, some of which are stem-changing verbs.
- talk about their extracurricular activities
- describe clothing in depth (fabric, size, pattern, etc...).
- have a conversation with a sales clerk in a clothing store to communicate what they are looking to purchase.
- use demonstrative adjectives to help the listener understand which object is being discussed.
- talk about what they do for fun (sports, clubs, hobbies, etc...)
- use the preterite tense of the verb “ser” to describe how an event was.
- use the verbs “saber” and “conocer” to talk about things, people and places that they know.
- use the imperfect tense of regular and irregular verbs to talk about their childhoods.
- to talk about family reunions and holidays.

Cultural topics include the differences between Latin American schools and U.S. schools, the dynamics of a Hispanic family, fashion in the Spanish-speaking world, art and movies from Spanish-speaking countries. The cultures, geography, demographics and history of South American countries will also be discussed.

**Text** – Paso a Paso 2 and ancillary materials

### **Latin**

The eighth grade class meets daily and builds on vocabulary and grammar skills learned in seventh grade. This course begins with the Ecce Romani book II and uses the accompanying workbooks. At this level students gain comfort in reading more complex Latin texts and at times use teacher supplied text from Latin authors of the Golden Age. The eighth grade is a crucial year since success at this level determines if a student will be able to continue with Latin at the high school. Since there is currently no offering of Latin I at the high school, there is not opportunity to repeat and the student must have a C or better to continue and a B or better to enter honors Latin II.

By the completion of eighth grade students will be comfortable with:

- *All tenses of all four conjugations of verbs*
- *Both active and passive voice*
- *Deponent verbs*
- *Comparison of adjectives and adverbs*
- *Pronouns of all types*
- *Participles of all tenses, active and passive*
- *Indirect statements*
- *Ablatives absolute*
- *Subjunctive in limited contexts*
- 

Cultural topics include: Roman urban life, foods and banquets, several Roman authors and their historical context.

Textbook(s): *Ecce Romani II* and ancillary materials

*Additional teacher-prepared unedited selections from Roman authors*

## **FINE & PERFORMING ARTS**

Music - American Music in Social Context: Then & Now:

Students will study the development of popular music within complex American social contexts, from the perspectives of “giants” whose artistry and style have stood, or promise to stand, the test of time. The music will be studied within the context of racial and societal issues that affected, and that continue to impact, the music profession, individual musicians and society in general.

During the second unit, students will form “bands” and, using musical knowledge and skills from prior grades, arrange songs from the repertoire studied and learned in unit one. The students will use “arranging tools” involving instrumentation, lyrics, vocal style, solos, riffs and musical style to make their musical selection their own. The 10 weeks will culminate in performances of these arrangements.

Visual Arts

•

Speech and Drama

In many surveys, people list public speaking as their greatest fear after dying! Speaking to other people doesn’t have to be *that* scary—not if you know how. This course is designed to explore the techniques that will enable our students to speak confidently, powerfully, and persuasively in public.

Students will begin the course by evaluating different types of public speech and analyzing which elements are most effective. They will then write and perform their own speeches. The second half of the course will focus on drama as a type of public performance. The instruction is geared toward practicing the techniques of the theater, such as improvisation, voice, and body work, to further develop comfort and skill in delivering ideas and feelings to an audience.

## **TECHNOLOGY & ENGINEERING**

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