



**Hopkinton
Middle School
Program of Studies
2014-2015**

Table of Contents

Middle School Program of Studies Cover Page	1
Table of Contents	2
Letter From the Principal	3
Mission Statement	4
Academics	
English	5—7
Foreign Languages	8—9
Mathematics	10—12
Science	13
Social Studies	14—15
Related Arts	
Band & Orchestra	16
Chorus	17
Design & Modeling	18
Digital Literacy	19
Drama	20—22
Dynamic Media	23
General Music	24
Health Education	25
Library Media	26—27
Physical Education	28
Progressive Leadership	29
Research to Build and Present Knowledge	30
Visual Arts	31—32
School Services	
Counseling Services	33
Special Education	34

Letter from the Principal

Dear Students:

Hopkinton Middle School offers a challenging, engaging, and balanced program that will provide you with opportunities for growth as you continue on your path toward becoming a healthy, productive and ethical adult.

Middle School is a wonderful time in your life where you have tremendous opportunities to engage in academic interests, take part in athletics, involve yourself in after school clubs, or mentor younger students in our leadership programs. Hopkinton Middle School is a place where you can explore these areas of interest and develop lifelong pursuits while connecting with friends and meeting new ones.

Through the programs and courses listed here, academics, related arts, counseling, special education, and the library, you will see a commitment from our staff in developing your interests and ensuring your success in our school, as well as preparing you for high school and beyond.

Throughout your years at Hopkinton Middle School, we will connect you with the content of our classes, develop within you the skills you need to be a successful, active participant in our subjects, expand your organizational skills, and demand that you demonstrate respect for yourself, for others and for our school.

As an educational organization, we believe that we should always be learning, and as such, we seek ways to regularly improve the program we offer to our students. We believe in empowering you with a voice so that we can honor the Hopkinton Public Schools' mission to ***Learn, Create, and Achieve Together.***

I am honored to be your principal, and with great pride, I give credit to the tremendous group of teachers, counselors, and staff members that you will encounter during your time at Hopkinton Middle School.

Let's have a great year together.

Sincerely,

Mr. Alan M. Keller
Principal

Mission Statement

Our mission is to inspire students in their life-long adventure of learning.

- We believe our middle school community must provide a safe and welcoming place to learn, grow, and mature.
- We believe in a dynamic environment that champions the intellectual, creative, social, emotional, and healthy development of students.
- We believe all students should be challenged to meet their fullest potential in a rigorous learning environment that is both engaging and enjoyable.
- We believe our students need the knowledge that will empower them to become active, caring citizens in a multicultural society in an increasingly interdependent world.
- We celebrate respect, responsibility, creativity, and diversity.

English Language Arts



The Hopkinton Middle School English Language Arts curriculum, with its variety of activities to enhance differentiated learning, is rich with interests and challenges for all students. Our goal is to instill in our students a love of literature and writing, as well as critical thinking skills. The “arts” in the title “language arts” refers to four areas: reading, writing, speaking, and listening. Students will further develop their skills in each of these arts as follows:

Reading: Students explore increasingly sophisticated literary genres including nonfiction, short stories, novels, plays, and poetry, both classic and contemporary. Active reading strategies are taught so that students can bring their full attention to an author’s words. Curriculum is carefully developed in collaboration with the library media specialist, including research using the Big6 Research Model.

Writing: As students continually sharpen their writing skills, they progress through directed writing exercises, self-chosen creative writing topics, as well as activities related to the literature. Students continue writing and reading activities emphasizing how to locate, cite and analyze supporting textual evidence. Each student keeps a portfolio of his/her written work. In addition to learning vocabulary through literature, students study vocabulary through Latin and Greek word origins in order to enhance their written and oral vocabulary use.

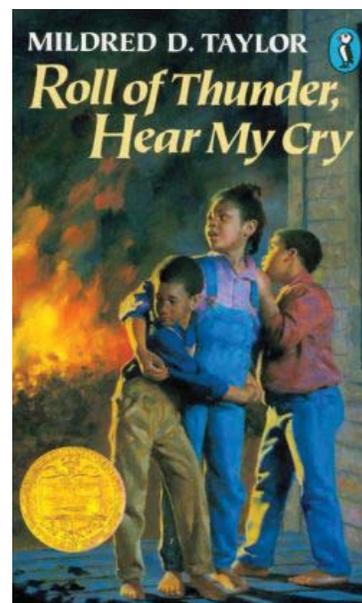
Speaking and listening: Continued practice of reading aloud and conducting Socratic Seminars fosters students’ understanding and appreciation of good literature, and it strengthens their discussion and listening skills. Public speaking skills are practiced via student presentations incorporating technology.

Grade 6

Students in grade 6 English read literature from the anthology, *The Language of Literature*. Students continue to develop previously learned reading strategies including summarizing, predicting, analyzing, clarifying, visualizing, connecting, and questioning. As students build on these skills, they learn to analyze literature as self-directed learners and critical thinkers, while interacting with the text at a higher level.

In addition to reading from the literature anthology, students read novels that may include, but are not limited to, *Tuck Everlasting*, *Esperanza Rising*, and *Roll of Thunder, Hear My Cry*. Students are encouraged to connect reading selections to their own lives, as well as to the world around them. In addition, they are asked to relate readings to previously read literature. Many myths and folktales are read to honor our Oral Tradition unit. Poems are read and analyzed for figurative language and sound. Students demonstrate their understanding of the above units through the completion of projects that require creativity, media literacy, collaboration, and synthesis of information.

Students practice and improve their writing skills through many different writing genres: response to literature, structured writing pieces such as compare/contrast, narrative essays, and research-based writing using the Big6 Research Model. Students learn to improve word choice, sentence variety, paragraph development, punctuation, and spelling. Additionally, stu-



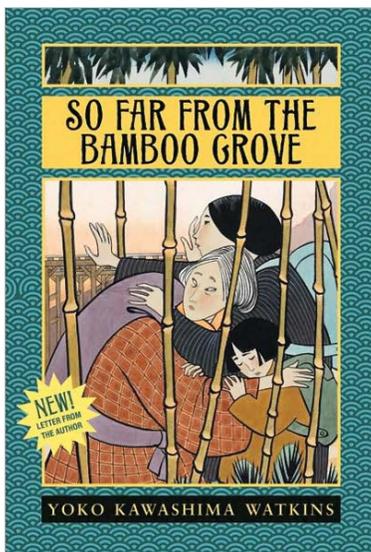
English Language Arts (continued)

dents continue to improve knowledge of standard grammar, applying this further understanding to enhance their communication skills.

Vocabulary work is continued using *Vocabulary Workshop: Common Core Enriched Edition A*, an etymology-based vocabulary program. The aim of this structured 6-12 vocabulary program is to increase retention of new words as well as to expand students' vocabulary. Additionally, vocabulary is taught through the context of reading selections with emphasis on using context clues, common roots, suffixes, and prefixes.

Grade 7

Students in grade 7 English read literature from every literary genre, organized around the theme "Coming of Age." Students may study novels such as, but not limited to, *So Far From the Bamboo Grove*, *The Giver*, *The Wednesday Wars*, and *The Adventures of Tom Sawyer*. These particular selections are known for their international literary acclaim and serve to help us examine the human condition. While reading these novels, students work collaboratively to sharpen their critical thinking, creativity, and problem-solving skills. Students may also read *An American Plague*, an award-winning non-fiction book about the 1793 yellow fever epidemic in Philadelphia.



Through the McDougal Littell literary anthology, *The Language of Literature*, students read selected short stories, poems, and plays, continuing to examine the "Coming of Age" theme. Students learn to analyze and evaluate the connections between literature and themselves, as well as how literature relates to the outside world. Additionally, students expand upon their learning by connecting current readings to previously read texts.

Formal student writing includes the personal narrative and the expository essay. While completing research-based writing projects, students use the Big6 Research Model. To analyze and evaluate their writing for strengths and weaknesses, students work extensively with rubrics. Throughout writing instruction, they learn to improve word choice, sentence variety, and paragraph structure to communicate their ideas clearly. Students improve their knowledge of standard grammar, applying this knowledge to their writing.

Vocabulary is taught using *Vocabulary Workshop: Common Core Enriched Edition B*, an etymology-based 6-12 program aimed at increasing retention of new words, as well as expanding students' flexibility with language through the study of Greek and Latin roots. Additionally, vocabulary is taught through the context of reading selections, with emphasis on using context clues, common roots, suffixes, and prefixes.

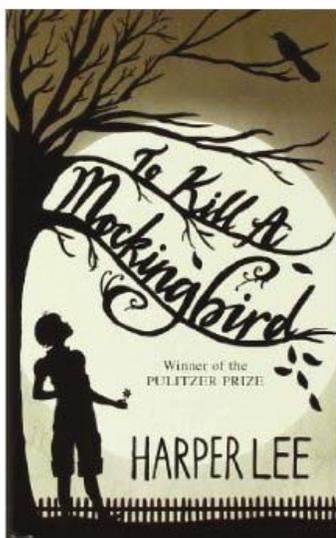
Grade 8

In the grade 8 English curriculum, students explore the concepts of justice, tolerance, and adversity through dis-

English Language Arts (continued)

cussions of characters, conflicts, and themes in varying genres of literary works. As students read, analyze, and respond to these central concepts in novels, short stories, and non-fiction texts, they gain insights into their lives and the world around them.

The goal of English 8 is to continue to increase students' skills in the following areas: vocabulary usage, decoding, literary analysis, and formal (thesis-based), as well as informal writing (narratives). Within these units, students work both individually and collaboratively to sharpen their creativity, leadership, critical thinking, and problem-solving skills while, at the same time, infusing the self-directed learning requirements demanded of 21st century learners.



The literary selections of English 8 include short stories, poetry, non-fiction, and novels. Novels may include, but are not limited to, *Trouble*, *Call of the Wild*, *To Kill a Mockingbird*, *The Pearl*, *A Tree Grows in Brooklyn*, *Nothing to Fear*, and *Cold Sassy Tree*. From these texts, students analyze and evaluate the elements of fiction.

Formal student writing involves thesis-based research (using the Big6 Research Model) and thesis-based literary analysis. Examination of word choice, sentence variety, and paragraph structure strengthen communication skills. In addition to rules of usage, punctuation, and spelling, students continue to refine their skills in providing textual evidence, while developing an awareness of voice and audience in their writing.

Vocabulary is taught using *Vocabulary Workshop: Common Core Enriched Edition C*, an etymology-based vocabulary program. This is a continuation of the structured 6-12 program. Vocabulary is taught through the context of reading selections, with emphasis on using context clues, common roots, suffixes, and pre- fixes.

Foreign Languages

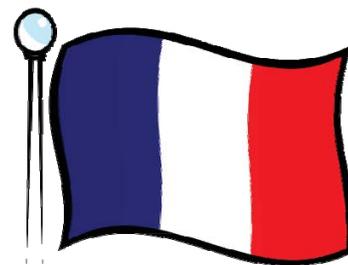


The primary objective of the communication-based grades 7 and 8 Foreign Languages curriculum is to prepare students to communicate meaningfully with others in French or Spanish about topics and ideas that are relevant to their own personal interests. Students are encouraged to use the target language throughout the class in collaborative and interactive student-centered activities. The four language skills of listening, speaking, reading, and writing are integrated into all phases of the curriculum. In addition, by using critical thinking skills to make global cross-cultural comparisons, students are encouraged to develop and assimilate appropriate cultural awareness. Use of technology is an important part of our foreign language curriculum. Through its use, students will participate in interactive activities that strengthen their communication skills. Cultural understanding is also enhanced as students may connect to the Spanish-speaking and francophone cultures outside of the classroom.

Proficiency in a foreign language requires many years of studying the same language. As students begin the two-year program in Grade 7, they make a commitment to study either French or Spanish. Students who successfully complete the Middle School program will be eligible to take French II or Spanish II in high school.

Grade 7

The Grade 7 French I, Part A or Spanish I, Part A curriculum provides students with practice in the development of all four language skills. Students will be motivated to develop listening and oral communication skills by interacting with the teacher and with other classmates as well as by asking and responding to questions about relevant topics such as pastimes, sports, school, foods and beverages, and places in the community. Students will develop reading skills by scanning, through use of cognates and context, authentic materials and *¿Qué tal?* and *Allons-y!* magazines.



Students will also read brief passages that are thematically linked to units in the curriculum. They will develop writing skills by writing simple sentences about what they have learned. Students will write journal entries, responses to questions or invitations, categorically arranged vocabulary lists, letters to friends, and simple paragraphs about themes in the curriculum.

Emphasis is placed on the development of student awareness of French-speaking and Spanish-speaking cultures. Throughout the curriculum, discussion of the daily lives and customs of people in the various francophone and Spanish-speaking cultures enhances understanding and appreciation of the French and Spanish languages.

Foreign Languages (continued)



Grade 8

The French I, Part B or Spanish I, Part B curriculum in grade 8 builds upon what has been learned in grade 7 and provides students with further reinforcement in the development of all four language skills as well as further opportunities to develop cultural awareness. Through student-centered activities, students strengthen listening and oral communication skills by engaging in conversations about relevant topics such as family, homes and household chores, shopping, recycling, community service, and planning vacations. They ask for and express opinions, give and follow directions, accept and decline requests, and provide and obtain information about their daily

lives and the lives of people in other cultures.

Students will further develop reading strategies by scanning, using visual cues, and identifying the main ideas in authentic materials and short reading selections in the target language. Writing skills are reinforced as students develop strategies and techniques that will enable them to perform real-life tasks. They will write meaningful short pieces such as letters; descriptive, narrative, or persuasive paragraphs; short dialogues, and conversational scripts.

Awareness and appreciation of francophone and Spanish-speaking cultures is further emphasized in the grade 8 curriculum. Through discussions of information that present different cultural perspectives, students are encouraged to use critical thinking skills to make cultural observations and comparisons.

The use of technology in the foreign language classroom provides students with the opportunity to build proficiency and cultural understanding. Through the use of technology, such as Voice Threads, students in grades 7 and 8 may participate in interactive activities that strengthen their communication skills. Cultural understanding is also enhanced as students may connect to the Spanish-speaking and francophone cultures outside of the classroom. Students use multimedia applications as tools to assist in the demonstration of their communicative skills in performance assessments.

Mathematics

Grade 6

In grade 6, instruction will focus on four critical areas:

1. Connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems
2. Completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers
3. Writing, interpreting, and using expressions and equations
4. Developing understanding of statistical thinking.



Grade 7

All grade 7 mathematics courses will focus on the same essential math standards.

Math 7 focuses on four critical areas:

1. Developing understanding of an applying proportional relationships
2. Developing understanding of operations with rational numbers and working with expressions and linear equations
3. Solving problems involving scale drawings and informal geometric constructions, and working with two and three dimensional shapes to solve problems involving area, surface area, and volume
4. Drawing inferences about populations based on samples.

Math 7 is designed to be rigorous and meet the needs of the majority of our students



Co-Taught Math 7 focuses on the four critical areas listed above and is taught by two or more teachers who jointly deliver instruction to students. In addition to a diverse instructional model, having multiple teachers in one class allows us to provide students with a wealth of resources in order to best meet each individual's needs: smaller class sizes, increased access to teachers, tailored instruction for each individual student, the ability to establish flexible student groups based on need, and access to our math Interventionist.

Honors Math 7 focuses on the four critical areas listed above and supports students who are ready for a math experience that delves deeper into grade level concepts. The curriculum emphasizes a deep, authentic command of mathematical concepts.

Honors Math 7 is designed for students who regularly think about problems in ways that go beyond simple computation and are able to independently apply concepts to novel situations. Honors Math 7 students demonstrate a strong interest and passion for math and display an enthusiastic disposition to think critically and analytically while independently monitoring and evaluating their own progress.

Mathematics (continued)

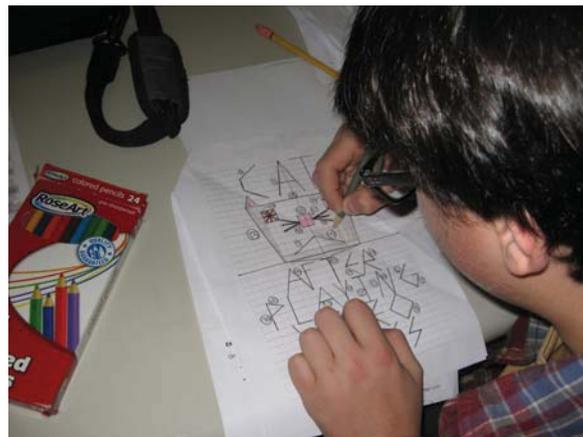
Grade 8

Math 8: Instruction will focus on three critical areas:

1. Formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations
2. Grasping the concept of a function and using functions to describe quantitative relationships
3. Analyzing two and three dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

For more information, please refer to Massachusetts Framework for Mathematics, March 2011, pages, 53, 59, 64 at

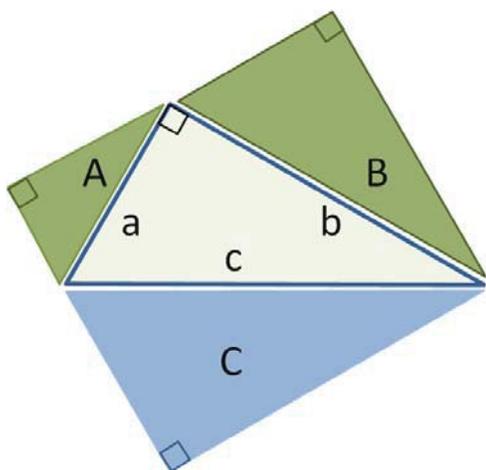
<http://www.doe.mass.edu/frameworks/current.html>



Co-Taught Math 8 focuses on the four critical areas listed above and is taught by two or more teachers who jointly deliver instruction to students. In addition to a diverse instructional model, having multiple teachers in one class allows us to provide students with a wealth of resources in order to best meet each individual's needs: smaller class sizes, increased access to teachers, tailored instruction for each individual student, the ability to establish flexible student groups based on need, and access to our math interventionist.

Accelerated Math 8

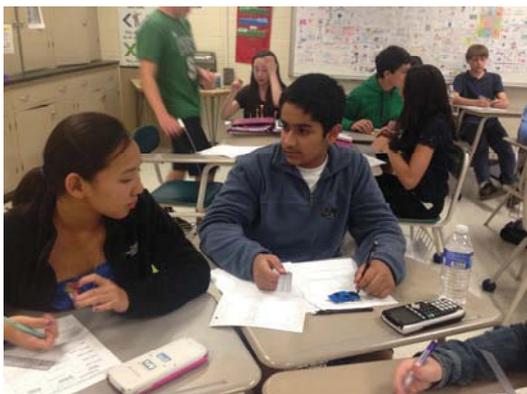
The fundamental purpose of 8th Grade Algebra I is to formalize and extend the mathematics that students learned through the end of seventh grade. This course differs from high school algebra I in that it contains content from 8th grade. While coherence is retained, in that it logically builds from the accelerated 7th grade, the additional content when compared to the high school course demands a faster pace for instruction and learning.



Critical Area 1: Students will work with quantities and rates, including simple linear expressions and equations, which forms the foundation for this unit. This unit builds on earlier experiences with equations by asking students to analyze and explain the process of solving an equation. Students will develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and using them to solve problems. Students will master the solution of linear equations and apply related solution techniques and the laws of exponents to the creation and solution of simple exponential equations.

Critical Area 2: Building on earlier work with linear relationships, students will learn function notation and language for describing characteristics of functions, including the concepts of domain and range. They will explore many examples of functions, including sequences; they will interpret functions given graphically, numerically, symbolically, and

Mathematics (continued)



verbally, translate between representations, and understand the limitations of various representations. Students will work with functions given by graphs and tables, keeping in mind that depending upon the context, these representations are likely to be approximate and incomplete. Students will build on and informally extend their understanding of integral exponents to consider exponential functions. They will compare and contrast linear and exponential functions, distinguishing between additive and multiplicative change. Students will interpret arithmetic sequences as linear functions and geometric sequences as exponential functions.

Critical Area 3: Students will use regression techniques to describe relationships between quantities. They will use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models.

Critical Area 4: Students will build on their knowledge from earlier work, where they extended the laws of exponents to rational exponents. Students will apply this understanding of number and strengthen their ability to see structure in and create quadratic and exponential expressions. They will create and solve equations, inequalities, and systems of equations involving quadratic expressions.

Critical Area 5: In preparation for work with quadratic relationships, students will explore distinctions between rational and irrational numbers. Students will identify the real solutions of a quadratic equation as the zeros of a related quadratic function. Students will expand their experience with functions to include more specialized functions—absolute value, step, and those that are piecewise-defined. For more information, please refer to CCSS for Mathematics Appendix A page 92 at <http://www.corestandards.org>.

Math Intervention—Grades 6, 7 and 8

The objective of math intervention is to reinforce essential building block math skills to help students become confident learners. Math Intervention supplements mathematics classrooms by providing additional support to struggling math learners.



The math intervention experience is different for each student. By looking at state testing, classroom testing, online testing, in addition to teacher recommendations, we create a program tailored to the individual student. Pre and post tests are given to each child. From the results of the pre-test, a checklist of skills is generated and students have the opportunity to continuously self-reflect upon their learning.

The teacher to student ratio is small, allowing students more opportunity to work individually with the teacher. Because each session is tailored to the individual student, there are a wide variety of types of mini-lessons that are implemented. Students can explore concepts hands-on, via computer, in writing, through math games, and many more options.

The math intervention teacher, as well as the student, will monitor progress through frequent check-ins, reflections, and assessments. We encourage the students to get involved in their learning to create the best possible learning outcome. Students may be scheduled into Math Intervention for one, two or three trimesters. Students will be re-evaluated at the end of each trimester.

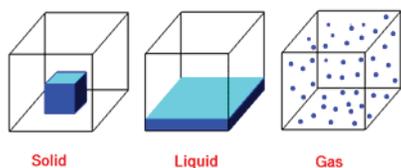
Science



The Middle School science curriculum is designed to develop scientific literacy in our students. By studying concepts from each of the four domains of science: physics, chemistry, biology, and earth science, students will build a conceptual understanding and appreciation of science. It is our belief that students learn science best when they “do” science. Therefore, to meet the needs of 21st century learners, students are actively engaged in inquiry-based learning. The nature of inquiry-based science lends itself to students working collaboratively. All lab work is designed to assist students in developing and improving their science process skills and understanding of the scientific method. Every year, students of all grade levels demonstrate mastery of certain process skills by designing one or more experiments. Students are required to make observations, ask questions,

construct explanations, test those explanations against current scientific knowledge, evaluate data and evidence, and communicate their ideas to others. Projects and performance assessments within each grade level require students to synthesize material, use critical thinking and problem solving skills. Some performance assessments provide individual opportunities to showcase creativity and innovative ideas. Interactive technologies are routinely used in all science classes to provide students with opportunities to simulate real-world applications of science.

Grade 6



Students will explore the principles of change in the context of physical and earth sciences. Units focus on matter, chemical activity, heat transfer, and the Earth as a dynamic entity. The *Matter* unit encompasses phase changes, properties of matter, measurement of matter, and solutions and mixtures. In the *Chemistry* unit, atomic structure, elements and compounds, and physical and chemical reactions are introduced. While investigating the structure of the Earth in the *Dy-*

amic Earth unit, students will study plate tectonics and how Earth’s surface is constantly changing due to weathering and erosion.

Grade 7

Students will explore the hierarchy of life studying the biochemical composition of living things, the organization and structure of cells into whole organisms, and the interactions between organisms and their environment. Five major units are explored throughout the year. These units include classification of organisms, a study of cells, genetics and heredity, evolution, and ecology. Students explore these concepts through a varied and hands-on approach including microscopy, dissections, field work, and modeling.

Grade 8

Students will explore selected topics from the fields of physical, earth, and space science. The major areas of study are: astronomy, motion, and energy. Curriculum units include: Earth/ Moon/Sun System, The Solar System, Structure of the Universe, Introduction to Motion, Energy, and Heat Transfer. To investigate these topics, students will utilize real time data, probes, computer simulations, sensors, and a variety of hands-on activities.



Social Studies

Replica of Berlin Wall—Ms. Verra's classes 2014



The Social Studies curriculum combines experience and knowledge about human endeavors and human relations designed to encourage informed and moral participation in society. A central goal of the social studies program is effective thinking and reasoning. It is important that students learn to connect ideas and knowledge with beliefs and civic participation.

Throughout the social studies curriculum, students will be “reading to learn” and will be working on strategies that will help them to strengthen their reading skills, while also becoming successful learners within their grade level content. They will expand their understanding of history by studying the people and events that led to the development of the major western and non-western civilizations. Students will also develop their understanding of geography by studying the cultures and histories across the various regions within each continent. Throughout the units of study, current events, social issues, and controversies are woven into the curriculum. This enables students to understand their greater role within society. Students will learn about the importance of social participation and civic responsibility and be able to experience the diversity that exists within our world. The social studies curriculum is firmly aligned with our Massachusetts State Standards.

Grade 6: Ancient Civilizations

The grade 6 social studies curriculum blends the disciplines of history, government, geography, and economics. Students investigate the early development of major civilizations in the world, exploring the history of civilizations from Prehistoric Man through Ancient Rome.

The journey into the ancient world begins with the study of the Neolithic Period, focusing on human origins in Africa. After developing an understanding of how and why early man formed social groups, students will investigate how the civilizations of Ancient Mesopotamia, Israel, Egypt, Greece, and Rome evolved. Students will compare these civilizations to each other, and explore thematic connections between the ancient and modern worlds. Current events and their historical roots are integrated into the curriculum whenever world events present an opportunity. Throughout the course, a consistent instructional emphasis is placed on the role of geography in shaping the social, political, and economic conditions of these ancient civilizations.



Social Studies (continued)

Effective study skills, note-taking, and collaboration are prime components of the course. Students will access and evaluate information using technology with special attention paid to the use and interpretation of maps, charts, timelines, and other reference materials as visual or graphical complements to a historical concept or thesis. Critical thinking and problem solving are also intertwined throughout the curriculum.

Grade 7: World Geography

World Geography explores Europe, Asia, Oceania, Africa, and South America. Through the five themes of geography, which include location, place, region, movement, and human-environmental interactions, students will address the physical and political characteristics of each region. For each geographic area, students should expect to examine regional economies, cultural practices, religious beliefs, and current/historical events to better understand how geography shapes the development of the society. Through the use of technology and other means, the curriculum standards are delivered via classroom activities that are designed to foster collaboration among students, develop critical thinking skills and utilize creative problem solving strategies. Additional expectations of students include an increase in global awareness and personal accountability.



Grade 8

World History I: The World from the Fall of Rome through the Enlightenment

Using critical thinking skills, students will examine the political, economic, religious, social, and judicial systems of geographically and historically diverse societies that developed between the fall of the Roman Empire and the Age of Enlightenment. This includes the emergence and expansion of Islam, historical encounters between Islamic and Christian societies, the challenges and accomplishments of medieval Europe, the origins of European western expansion, the Renaissance and the Reformation, the Scientific Revolution, the Age of Enlightenment, and the growth and decline of Islamic Empires. Within these societies, students will explore the development of democratic, scientific, and secular thought.

Frequent use of primary source documents, access to technology, maps and charts will enhance each instructional unit. Students will access and evaluate historical information using current technology in a collaborative manner as well as create self-directed projects to synthesize that information and communicate it to classmates.

Band & Orchestra

Music electives are offered to all students and are full year commitments

Band



Each grade level has its own band ensemble. The bands are regularly scheduled music elective classes held during the related arts rotation. Sixth and seventh grade bands meet in small sectional groupings in order to provide instrument-specific instruction. The eighth grade band rehearses as two balanced ensembles. This allows the students to focus on more advanced ensemble skills.

The bands perform a variety of repertoire from various genres. All bands perform in at least three annual concerts. The eighth grade band also participates in the Massachusetts Instrumental and Choral Conductors Association Concert Festival and may perform at a high school football game and the Great East Music Festival. Attendance at all performances is required.

Regular performance assessments will be conducted during the course of the year. Teachers and students use music recording software to record and assess various levels of preparation. Students are encouraged to try harmony instruments (tenor and baritone saxophone, bassoon, French horn, etc.) to further expand and enhance the sound of the band.

Orchestra

Each grade level has its own orchestra ensemble. This is a regularly scheduled elective class that meets during the music related arts rotation. Students focus on improving their individual skills while performing from a variety of musical genres. Sectional rehearsals will be included in the students' regularly scheduled class periods. Strings Orchestra performs in at least three annual concerts. The eighth grade orchestra also participates in the Massachusetts Instrumental and Choral Conductors Association Concert Band Festival and may participate in the Great East Music Festival. Attendance at all performances is required.

Regular performance assessments will be conducted during the course of the year. Teachers and students use music recording software to record and assess various levels of preparation. Students are encouraged to try harmony instruments (viola, cello, and bass) to further expand and enhance the sound of the band.



Chorus

Music electives are offered to all students and are full year commitments.

Chorus

Chorus meets during the related arts rotation. Each grade has its own chorus that fosters growth from year to year in communication, collaboration, vocal health, agility, accuracy, and capability. A varied repertoire is used from around the world and from different time periods to ensure a global awareness in each class. Each chorus class is a mini chorus that will come together to form a large ensemble for performances. Video and audio recording will be created to aid in student and teacher assessments. All choruses perform at least three concerts during the school year. The eighth grade chorus also participates in the Massachusetts Instrumental and Choral Conductors Association Concert Festival, and may perform at the Great East Music Festival. Attendance at all performances is required.



Grade 6 Chorus

The emphasis for these young singers is on developing healthy singing techniques and understanding basic notation. Students will also begin the transition from one and two-part singing to three-part singing. Varied repertoire is used while learning to collaborate and gain ensemble skills.

Grade 7 Chorus

The focus of seventh grade chorus is for students to produce a more mature sound while singing in three parts. Particular attention is focused on developing the girls' upper range and boys' lower range as their voices change and mature. There is also a greater focus on sight-reading and ear-training skills.

Grade 8 Chorus

The emphasis of the eighth grade chorus is on creating a solid foundation for high school chorus. Students will sing up to four-part harmony. Girls will continue to learn how to sing with a more mature sound while boys learn how to use their new vocal range correctly. High level sight-reading and ear-training skills are emphasized.

Design & Modeling

Students in Grade 6 participate in Design and Modeling classes one trimester per year.

Grades 6

In Design and Modeling, students acquire knowledge and skills in problem solving, teamwork, and innovation as well as explore STEM careers. Students are introduced to and use the design process to solve problems and understand the influence that creative and innovative design has on our lives. Students use industry standard 3D-modeling software to create a virtual image of their designs and produce a portfolio to showcase their creative solutions. Students begin to recognize the value of an engineering notebook to document and capture their ideas.



Digital Literacy

Students in Grade 8 participate in Digital Literacy classes one trimester per year.

Grade 8

This unit focuses on students gaining an understanding of cloud computing. All eighth grade students are issued Google accounts with e-mail addresses, supported by the Hopkinton Public Schools' network. The students will learn how to access their Gmail accounts and additional features through this account, specifically Google applications, tools provided to support shared learning (online documents, word processing, spreadsheets for presentations, and a shared calendar system.) Students will learn how to use Google applications to access files, manipulate files, and work collaboratively with other students. The Google interface allows students to communicate without formatting files or worrying about access to computers. Cloud computing supports students with sharing work and generating knowledge collectively.



Students work on projects in Digital Literacy class.

Drama

Students participate in Drama classes one trimester per year.

Grade 6

Students entering grade 6 drama class will learn the foundations of the art of live performance and methods of overcoming fears and discovering the performer within. Creativity, spontaneity, emotional expression, communication through voice and body, and developing the imagination through dramatic exercises are emphasized along with narrative skills, acting and improvisation, and basic play-making and directing.

A strong sense of classroom community and being a supportive audience are the first lessons students encounter. This creates the foundation of a performance-oriented class in which students learn from interacting with each other. Students will collaborate to synthesize and perform tableaux, short monologues, and skits and will evaluate each other with full audience participation. Through learning from each other's live performances, ideas, and evaluations, students will be able to make informed artistic choices, perform with greater confidence, and evaluate theatre—and each other—with critical thought and sensitivity.



Grade 7

Students in grade 7 drama class will build on the foundations of drama they learned in grade 6 by focusing on the art of character development and performance. By studying a universal theme of human individuality, students will connect the art of theatre with the world around them, and with themselves as people. They will hone their performance skills in more advanced acting exercises and projects while also learning about basic theatre design, history, forms, and canonical works. All of these elements combine so that students will begin to see themselves as powerful performers with an ability to transform themselves and to communicate deeply to an audience.



To do this, students will experiment through theatre games with becoming characters on various levels and exploring what makes a memorable one. Students will then synthesize characters using a variety of interactive, hands-on methods that connect with theatre design (costume) and history (working with Greek-inspired masks). Eventually they will learn about and explore the art of monologue in both film and live theatre, and they will ultimately write and perform their own mono-

Drama (continued)

logues for characters they have created earlier. Students will explore advanced writing, acting, and collaborative rehearsal methods to refine their monologues and will perform them for each other, with audience evaluation. The sense of theatre, community, and artistic choice that students have been developing since grade 6 culminate in a short whole-class play students synthesize using their monologue characters, which they perform at the end of the term and which they self-evaluate.

Grade 8



The theme of grade 8 drama is “making your voice heard.” At this stage in their lives, the eighth graders are the most mature students in the school, and they are beginning to become citizens of the world. They are now ready to embrace the art of drama as a whole art form that is as a powerful medium for sharing ideas and teaching an audience a lesson. The foundations of performance they learned in grade 6 and the deeper knowledge of character they learned in grade 7 now culminate in an advanced study of drama that explores how the world around us informs the drama we create, and how drama mirrors the world.

Students begin studying advanced improvisation and acting techniques by exploring status and dramatic tension between individuals and in the world. Through their own awareness of what they see around them, they are able to create short scenes that represent realistic and powerful human dynamics, and they learn that even the funniest comedies have real meaning at their roots. With this knowledge, they begin exploring ideas they feel are important to teach the world through various interactive exercises and discussions. They lay the foundation for their ultimate project—a whole-class play they synthesize, evolve, direct, rehearse, and perform for an invited audience of their peers.



Drama (continued)

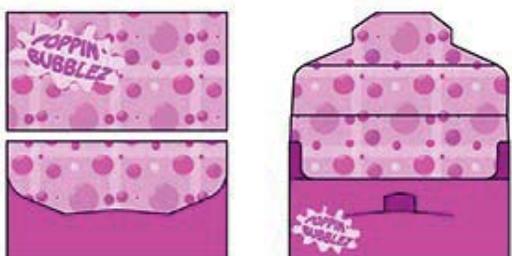
Using techniques they have learned in grades 6 and 7, they collaborate to create tableaux, scenes, monologues, and transitions that all serve to communicate their idea to the audience. Students must also create the other theatrical elements such as costume and set design by using their developing sense of theatre. The performance and the audience's reaction and feedback provide evaluative lenses for the students, but they often know in the end how much they have accomplished, because at this point they begin to truly know themselves as performers on the stage of the world.



Dynamic Media: Art

Students participate in Dynamic Media: Art classes one trimester per year.

The dynamic media art course introduces students to technology as an artistic medium. As our 21st Century society becomes increasingly visual *and* digitized, students have the opportunity to become educated consumers and creators of such media. Our students see advertisements in magazines and together we discover not only what the ad is communicating based on how it looks, but also how it was created. By exploring multimedia software, digital cameras, scanners, drawing tablets and other technology, students discover the creative potentials of digital



media as a mode of communication and an outlet for personal expression. Students are exposed to the application of this media in real world contexts and settings. For instance, students learn that their shoes or iPhone was designed by someone to be both functional and attractive. Connections are drawn between traditional and digital art media and students view and discuss the work of artists in both areas. Through creative, hands-on projects, students develop fundamental skills including problem-solving, collaboration, and critical thinking and response.

Grade 6

Sixth grade students in dynamic media focus on *fine art*. Students develop fundamental technological skills in multimedia software and file management. Projects are centered around the elements and principles of art and design, and students create expressive digital paintings, drawings, collaborative mosaics and multimedia collages.

Grade 7

In seventh grade, students learn about *design*. Students learn about the process of design and the importance of planning, revising, and refining is emphasized. Students have the opportunity to problem solve and design for real-world scenarios, including pattern, shoe and logo design. Students learn to decode existing designs and to understand the power of design as a mode of communication and persuasion.

Grade 8

Eighth grade students study *photography*. The history of photography is explored so that students understand the greater context of digital photography in today's world. Students learn fundamental photographic techniques that allow them to use their cameras to express an idea, illuminate or transform a subject, and evoke deep curiosity. Students also learn basic image manipulation techniques in Adobe Photoshop. Additionally, the course includes a short video unit, which exposes students to video as a unique medium and allows them to experiment with video equipment and software.

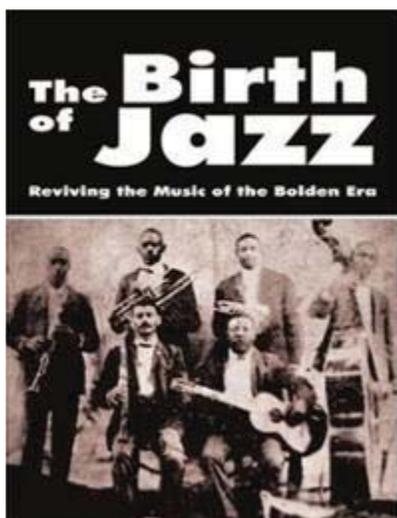


General Music

The general music curriculum is designed for students to explore music as part of a world culture. The course will focus on the origination of music and its relationship with people in the 20th and 21st centuries. This course will engage students in music history, appreciation, and performance as it relates to American culture.

Grade 6

The focus of this course is the study of blues history, the influences of classical music on today's music, and the development of Jazz as an American art form. Through African drumming, the students will develop the basics of composition and rhythm study as well as understanding what it feels like to be a performer. Students will explore the world of music technology and recording through the use of I-movie and Garageband. The Rock History unit begins to develop the students' understanding of how to analyze lyrics and song form.



Grade 7

The focus of this second year of General Music is to first provide the students with a background in the five music principles that composers use when creating a song. This will develop a basic foundation for music terminology and basic theory that will be used throughout the year, and in eighth grade. The study of American Popular Music will explore various careers in music outside of being a performer. This course then provides the students with historical perspectives in Jazz, Rock and Roll, and Hip Hop as popular American music art forms. Drum study in this year focuses on original composition and recording techniques. Students demonstrate lyrical analysis and historical perspectives in music by creating short music videos for various American music genres.

Grade 8

Through the study of Soul, Modern Jazz, Rock and Roll Genius, and Hip Hop Culture, students explore the influence of music on culture and American history. Using I-movie, students are asked to interpret lyrics in relation to the world around them, as well as the effect of the song's message on them as emerging individuals. Using percussion instruments, students will develop polyrhythms, stomp percussion, and write original compositions. Students will use Garageband to record original rhythmic compositions as well as their own original raps during the study of hip hop. Technology is used extensively to demonstrate the students' understanding of lyrical and historical perspectives in relation to the changing music industry of the 21st century.



Health Education

Students participate in Health Education class one trimester per year.

The comprehensive K-12 research-based and skills-based curriculum, *Michigan Model*, serves as the backbone for the health program at Hopkinton Middle School. The overall goal of the program is to enable students to achieve balanced healthful living. The curriculum enables students to develop a wealth of skills-based techniques in order to help them achieve a balanced and healthy lifestyle.

Grade 6

The Michigan Model allows for a seamless transition from elementary health education to the health program at the Middle School. In grade 6, specific major areas of focus include social and emotional health; nutrition and physical activity; alcohol, tobacco and other drugs; and personal health and wellness.

Grades 7 and 8



In grades 7 and 8, the Michigan Model introduces critical life skills that focus on character development, self-esteem, and standing up for oneself. Other topics that are taught are body systems, sun exposure, tobacco and alcohol awareness, refusal and problem-solving skills, communicable and non-communicable diseases, and safety and violence prevention. Students in grade 8 also conclude health with a major interdisciplinary research project where they select a topic of interest relating to health that falls within the Massachusetts and National Health Curriculum Frameworks.



Library Media

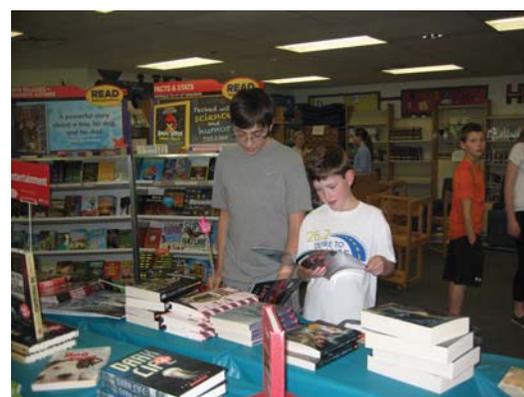


The library media curriculum is integrated into the curricula of the academic subjects and scaffolds over the three-year period from sixth grade to eighth grade. The goals of the middle school library media program are twofold: to prepare students to become independent consumers and producers of information within a global society, and to develop in them a life-long appreciation for literature. Emphasis is placed on development of critical thinking skills as well as self-direction as they learn to navigate the information-rich environment of the twenty-first century. Skills that students develop through library media instruction include the evaluation of information they obtain as well as the evaluation of their own personal research strategies. Collaborative media experiences such as social networking and online

publication tools prepare students to become information-fluent citizens. The literature component of the library media program provides a wide variety of reading experiences that enable students to make personal connections between literature and their own worlds. Through collaborative classroom activities as well as through independent reading for personal enrichment, students gain an increased appreciation of literature and grow in their abilities to select appropriate reading material independently.

Grade 6

The library media grade 6 curriculum introduces skills that lead students to develop as media savvy, information-literate individuals. The library website and online catalog serve as information portals where students obtain, analyze, and utilize information from a wide variety of both print and electronic sources. Projects are also accessed through the website. Key word searching and ethical library use, including proper citation methods, are taught. Emerging skills in distinguishing appropriate information sources are a focus. Instructional activities utilize collaborative group work, critical thinking, and problem solving techniques within the framework of the Big6 research model. A rich variety of literary genres and authors is available to students, who apply selective techniques in choosing literature, both fiction and non-fiction, to pursue personal growth and make curricular connections.



Grade 7

The library media grade 7 curriculum expands upon the skills introduced in sixth grade. These skills are used to plan and conduct research with a focus on working toward self-direction. Quests for information are framed by development of essential questions and personalized search strategies for solving information needs. New technologies and digital resources such as online databases are evaluated. Data are managed collaboratively through social networking tools such as wikis, and innovative digital applications such as podcasts are used to create and present new information. Global awareness is taught in this curriculum through multicultural literature selected to complement the study of geography within the social studies curriculum. Through partnership with the English language arts teachers, novels are selected and analyzed for content as well as literary elements. Through a rich variety of

Library Media (continued)

fiction and non-fiction books, students are encouraged to read widely and fluently to make connections with themselves and the world.

Grade 8

The library media grade 8 curriculum continues its focus on teaching students to become independent consumers and producers of information. At this level, they further develop and refine their personal information search strategies through independent research. Both electronic and print materials are evaluated for the messages they project on their intended audiences. Sources are evaluated and chosen for their appropriateness, and students manage their projects both independently and collaboratively. Plagiarism, copyright issues, expanded citation documentation and online document sharing are taught in order to prepare students for their transition to high school.

Personal connections are made in reading selections through various library directed activities in partnership with classroom teachers. Digital applications such as Glogster and other online publication tools are used to create new products that express understanding of reading assignments, and emphasis is placed on development of higher order thinking skills.



Physical Education

Students participate in physical education classes for the entire year.

The Hopkinton Public Schools Physical Education curriculum defines and describes what all students should know, understand, and be able to do as a result of the education provided to them. The goal of Physical Education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. Programs such as “Physical Best” and “Fitnessgram” are used as the foundation for all physical education classes.

According to national standards, a **physically literate individual**:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications of and the benefits from involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.



Grade 6

The students are introduced to fitness concepts during the sixth grade. These concepts are integrated into all units throughout the year. Units may include Project Adventure, Multicultural Games, Team Sports, Dance, Jump Rope, Games (i.e., Invasions, Large Group and Backyard Games). Students’ individual fitness is assessed several times throughout the year using Fitnessgram Physical Fitness Test. Cognitive assessments are also used to check for standard mastery.

Grade 7

The students take a more in-depth look at fitness concepts throughout seventh grade. Fitnessgram scores are used to assist students with setting and achieving personal fitness goals. During this year, students participate and develop skills and knowledge in a number of team sports as well as individual activities. Topics covered include, but are not limited to: Project Adventure, Flag Football, Volleyball, Basketball, Jump Rope, Racquet Sports, and Large Group Games. Students’ individual fitness is assessed several times throughout the year using Fitnessgram Physical Fitness Test. Cognitive assessments are also used to check for standard mastery. At the end of seventh grade, students register for the eighth grade Physical Education elective choices.

Grade 8

Eighth grade students participate in a class each trimester during the school year as part of the elective program. Classes are selected by the students based on their areas of interest. Courses are offered in the following categories: competitive team sports, lifelong activities, games and fitness. These electives culminate in a variety of activities (i.e., dance-off, run a 5K, jump rope routines) designed to demonstrate knowledge and proficiency in skills associated with the National Physical Education Standards (<http://www.shapeamerica.org/standards/>).

Progressive Leadership

Students participate in Progressive Leadership classes one trimester per year.

The *Progressive Leadership* course mission is to educate, inspire and empower our students to become positive leaders who impact the world. The curriculum is constructed based on modern-day, 21st century leadership skills and cutting edge adolescent development theory harnessing the energy, empathy, vision, awareness, curiosity, positivity, and passion in our adolescents. Today's school, life, and work environments require far more than content knowledge. The "Knowledge is Power" days have given way to a new era of "Leadership in Collaboration is Power". The three overarching pillars of positive leadership, which spiral throughout grades 6-8 are: 1) teamwork & communication; 2) goal setting & maximizing potential; 3) attitude – empowering yourself & others. *Progressive Leadership* is taught using a group-learning model in which each classroom of 20-30 students is built and operates as its own collaborative *team*. Leadership is learned in-action through the tangible tensions and triumphs of leadership, followership and collaboration. Students of *Progressive Leadership* experience a multi-faceted, dynamic learning environment, exploring and discovering leadership by means of group challenges, team-building activities, video analyses of leaders in society, role plays based on open-ended case studies of real student experiences, interactive demonstrations in social psychology, investigation of leaders in literature, self-reflection, and collaborative design-thinking projects focused on making a positive impact on our community. Following the completion of *Progressive Leadership*, our students are progressive members of their community, equipped with the ability to navigate the complex life environments in this new globally competitive age of teamwork and innovation.

Grade 6—The “What” of Leadership

Grade 6 students identify leadership in self and others, learning what leadership and followership look and feel like. They explore and discover the value of leadership within themselves and the world. Students learn about leadership by doing it. Teams engage in challenges and problem solving scenarios in which students are either purposefully placed into leadership positions, or these positions are cultivated organically and shared. Students will unpack leadership tactics, skills, and traits from their experiences and draw parallels to recognizable leaders within their community and beyond. Grade 6 students discover that leadership is action, not position.

Grade 7—The “How” of Leadership

Entering a fascinating world of social psychology, grade 7 students engage in activities and demonstrations that reveal how leadership and followership work on a cognitive level. Continuing with a dynamic, hands-on approach, students explore and discover the science behind leadership, how leadership skill can develop, and how leadership is utilized to leverage people's strengths, organize social movements and support people in the pursuit of maximizing their potential. Grade 7 students are equipped with a toolkit that teaches them how to develop as a positive leader within their community.

Grade 8—“Why” We Lead

Progressive Leadership culminates in grade 8 with an in-depth exploration of leadership's importance to society and its necessity to each individual's excellence in life. This enlightening third phase of the course challenges students to apply and connect their discoveries and outcomes to their lives, groups and teams, both in and out of school, and their future life experiences. Engaging in the collaborative design-thinking model, students devise and lead organized and constructive projects aimed to advance the culture and climate of their community. Grade 8 students are equipped with the understanding that an empowered life is in direct proportion to how they empower others.

Research to Build and Present Knowledge

Students in Grade 7 participate in Research to Build and Present Knowledge classes one trimester per year.

Grade 7

Along with the wealth of resources that the internet offers comes the challenge of synthesizing, organizing and properly citing it. The goal of *Research to Build and Present Knowledge* is for students to become adept at gathering information, evaluating sources, citing material accurately, and reporting findings from their research and analysis of sources in a clear and cogent manner. Students will conduct research on focused questions, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each, and integrate the information while avoiding plagiarism (page 53, Massachusetts Curriculum Framework for English Language Arts and Literacy, March 2011).

Visual Arts

Students participate in Art classes one trimester per year.



The visual arts program is based on the human need to explore, analyze, and make choices about the world around us. In today's fast paced, exposed, media and data-driven culture, young people are asked to develop opinions, ideas, goals, and a sense of self and be able to compete on a global scale, with little time to explore or analyze what these things mean or where they come from. The goal of the visual arts program is to give our students the proper

tools to explore the world around them; analyze the who, what, where, and why of the information they are flooded with on a daily basis; to be given the time to make educated and informed choices about the people they will become; and how to contribute positively to the world around them. Art is an excellent vehicle with which to explore these questions. It gives our students an opportunity to dissect the world around them and piece it together again in their own way; students create a record of their place in the world. By exploring their world through art, students create personal connections. Physically touching and manipulating the materials and media which give life to their idea forces them to make definite decisions that immediately affect the outcome. In the visual art program, our students learn to think critically, creatively, and flexibly. They learn to work cooperatively and problem solve efficiently so as to hear and generate new ideas. And by learning to analyze constructively, they are able to communicate clearly their opinions, ideas, goals, and who they are as a contributing member of society.

Grade 6: Experimenting with Art

Projects in the sixth grade are centered around the students' exploration of the elements of art (line, shape, form, space, value, color, and texture). Students explore these elements through a series of drawing, painting, and cut paper projects that allows each student to explore and stretch his/her understanding of art in both fundamental and creative ways. Students explore where they see these elements in the world around them and experiment with new and different ways of using the elements to communicate.



Students explore where they see these elements in the world around them and experiment with new and different ways of using the elements to communicate.

Grade 7: Exploring Artistic Style

Projects in the seventh grade build on what was learned in the sixth grade. Students are asked to further explore the elements of art learned in sixth grade in relation to the world around them as well the historical and contemporary art worlds. Students explore how other artists have used these elements to express their thoughts about the world and use these artists and styles as a spring board for developing their own artistic style. Students experiment with several different mediums and techniques including drawing, painting, wire sculpture, and collage.

Visual Arts (continued)

Grade 8: Making Art Personal

Concepts studied in the eighth grade continue to build from what was learned in grades six and seven. Projects in the eighth grade involve more of the principles of art and how to apply the elements in self-expressive, creative ways. Projects are centered around the students' thoughts and their reactions to the world around them. They examine their culture and influences as well as others around the world, using several creative outlets such as drawing, sculpting, painting, and collage.



Counseling Services



Hopkinton Middle School provides a variety of mental health supports to students. Service providers consist of a school psychologist, an adjustment counselor, and three guidance counselors (one per grade).

Counselors work with students individually and in small groups, teach guidance lessons in the classroom, and support the academic, social, and emotional development of all middle school students.

All of the counselors collaborate to provide the whole student body with a range of long-term and short-term services, including transition services for incoming 6th grade students and outgoing 8th grade students, crisis intervention services, referral to community mental health services and prevention services, coordination of peer tutoring, and orientation for new students. The counseling department at Hopkinton Middle School is dedicated to ensuring the appropriate social, emotional, and academic development of all middle school students.

Special Education



Hopkinton Middle School has high expectations for all students. It is also our belief that the general education curriculum, guided by the Massachusetts Curriculum Frameworks, offers special education students the best opportunity to achieve these expectations.

Special education staff collaborate with classroom teachers to implement necessary specialized instruction, curriculum modifications, and classroom accommodations. To this end, students are able to access the English Language Arts, Mathematics, Social Studies, and Science/Technology Curriculum Frameworks.

Learning specialists and teacher assistants are assigned to service identified students within the existing team format within the middle school. Hopkinton Middle School's first response is to provide appropriate classroom-based support services to these identified students. Direct instructional services are also available outside of the regular classroom to meet individual needs within the foundation skill areas of reading, written language, and math. Students with more intensive or complex needs are able to participate in a substantially separate classroom experience, while accessing the general education experience to the extent possible.

Speech/language services are available in the form of direct instruction/remediation, classroom-based services, or consultation to the learning specialists and classroom teachers.

Psychological/counseling services through a school psychologist, school adjustment counselor, or guidance staff offer students the necessary personal and social supports to allow them the optimal chance of succeeding at Hopkinton Middle School.

