

# HOPKINTON MIDDLE SCHOOL 2019-2020

## PROGRAM OF STUDIES



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# 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 educators at Hopkinton Middle School.

Sincerely,

Mr. Alan M. Keller

Principal

# Mission Statement

*Our mission is to grow an active community of strong minds and kind hearts.*

- ▶ 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 short stories, novels, plays, and poetry, both classic and contemporary. Additionally, students read non-fiction texts and articles that enrich their understanding of unit concepts. Active reading strategies are taught so that students can bring their full attention to an author's work.

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 and cite supporting textual evidence. Vocabulary is taught through the context of reading selections, with emphasis on using context clues, common roots, suffixes, and prefixes.

Speaking and Listening: Continued practice of reading aloud and conducting Socratic seminars fosters students' understanding and appreciation of good literature and strengthens their discussion and listening skills. Students exercise public speaking skills through presentations incorporating technology, collaboration, and synthesis of information.

## 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.

## English Language Arts (continued)

In addition to reading from the literature anthology, students read novels including *Maniac Magee*, *The Odyssey*, and *Roll of Thunder, Hear My Cry*. Students also analyze the non-fiction book *The President Has Been Shot* by James Swanson. Students are encouraged to connect reading selections to their own lives, the world around them as well as previously read literature. Many myths are read to supplement the unit on *The Odyssey*. Students read and analyze poetry 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: narrative, persuasive / argument, response to literature, and research-based writing. Students learn to improve word choice, sentence variety, paragraph development, punctuation, vocabulary and spelling. Additionally, students continue to improve knowledge of standard grammar, applying this further understanding to enhance their communication skills. Students also complete the research project, "Elder Tea," in which they spend time learning about someone important in their lives.

### Grade 7

Students in Grade 7 English read literature from every literary genre, organized around the theme "Coming of Age." Students 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.

Through the 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 currently read literature to previously read texts.

## English Language Arts (continued)

Formal student writing includes narratives, arguments, and expository pieces. To analyze and evaluate their writing for strengths and areas in need of improvement, students work extensively with rubrics and other resources. Throughout writing instruction, they learn to improve word choice, sentence variety, style and length, and paragraph structure to communicate their ideas clearly. Students improve their knowledge of standard grammar, applying and demonstrating this skill base in their writing.

### Grade 8

In the Grade 8 English curriculum, students explore the concepts of justice, tolerance and adversity through discussions 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 insight 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, formal, thesis-based writing, as well as informal writing. 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*, *The Call of the Wild*, *To Kill a Mockingbird*, *A Midsummer Night's Dream*, and *The Pearl*. From these texts, students analyze and evaluate the elements of fiction. Formal student writing involves thesis-based research and thesis-based literary analysis. Examination of word choice, sentence variety, and paragraph structure strengthens 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.

# Mathematics

## Grade 6 Mathematics

*Math 6* is designed to be rigorous and to meet the needs of all students. Instruction in grade 6 math classes focuses 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; and
4. Developing understanding of statistical thinking.

In addition to the four critical areas, instruction will build on students' knowledge of area by reasoning about relationships among shapes to determine area, surface area, and volume.

*Grade 6 Math<sup>2</sup>* provides an extra block of math to grade 6 students on five days in our twelve day schedule. By expanding the time for students to learn, *Grade 6 Math<sup>2</sup>* provides to students all the math standards in *Grade 6 Math* while also building foundational skills in a student-centered environment. In order to best meet students' individual needs, *Grade 6 Math<sup>2</sup>* is taught by two educators. Students are placed into *Grade 6 Math<sup>2</sup>* based on teacher recommendation combined with data from state, local and classroom assessments.

## Grade 7 Mathematics

Instruction in all grade 7 math classes 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.

*Co-Taught Math 7* is taught by two or more teachers. In addition to a diverse instructional model, having multiple teachers allows us to provide students with a wealth of resources in order to best meet individual needs: smaller class sizes, increased access to teachers, tailored instruction for each individual student, and the ability to establish flexible student groups based on need.

## Mathematics (continued)

*Math 7* is designed to be rigorous and meet the needs of the majority of our students, focusing on the four critical areas listed above.

*Grade 7 Pre-Algebra* focuses on the four critical areas listed above but differs from the other Math 7 courses in that students are instructed in some of the Grade 8 standards from the Massachusetts Mathematics Curriculum Framework. While coherence is retained in that it logically builds from grade 6, the additional content demands a faster pace for instruction and learning. *Grade 7 Pre-Algebra* supports students who are ready for a math experience that delves deeper into grade level concepts and who are ready for a faster-paced class. The curriculum emphasizes a deep, authentic command of mathematical concepts. *Grade 7 Pre-Algebra* 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. Pre-Algebra 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.

### Grade 7 Placement

Criteria for placement into each of the above grade 7 classes is based upon performance on:

- MCAS
- STAR Math Assessment (January/February)
- IOWA Algebra Aptitude Test (February/March)
- Fluency assessment (February/March)
- Teacher Rubric
- Assessment Average for Trimesters 1 and 2

### Grade 8 Mathematics

Instruction in all grade 8 math classes focuses 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; and
3. analyzing two and three dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

*Co-Taught Math 8* is taught by two or more teachers. 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, and the ability to establish flexible student groups based on need.

*Math 8* is a rigorous course focused on the critical areas listed above.

## Mathematics (continued)

*Grade 8 Honors Algebra I* formalizes and extends the mathematics that students learned through the end of grade 7 covering all of the grade 8 standards from the Massachusetts Mathematics Curriculum Framework in addition to the following Algebra 1 standards:

1. deepen and extend understanding of linear relationships;
2. contrast linear relationships with each other and engage in methods for analyzing, solving, and using quadratic functions;
3. add, subtract, and multiply polynomials in addition to factoring polynomials; and
4. work with inequalities and systems of inequalities by solving them algebraically and graphically.

All topics will be covered with extensive rigor to ensure mathematical success at high school and beyond. *Honors Algebra I* students must possess a strong work ethic as well as an ability to learn independently. This class is designed for students seeking higher level Calculus in high school.

*Grade 8 Advanced Algebra I* formalizes and extends the mathematics that students learned through the end of grade 7 covering the remainder of the grade 8 standards not taught in Grade 7 Pre-Algebra from the Massachusetts Mathematics Curriculum Framework as well as all Algebra I standards. *Grade 8 Advanced Algebra I* supports students who are ready for a substantially above-grade level math experience. The curriculum demands and emphasizes a deep, authentic command of mathematical concepts. *Grade 8 Advanced Algebra I* is designed for students who regularly think about problems in ways that go beyond simple computation and are able to apply concepts to novel situations. 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. This class is designed for students to reach two years of high school Calculus. The main areas of concentration of *Grade 8 Advanced Algebra I* are to:

1. deepen and extend understanding of linear and exponential relationships;
2. contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions;
3. apply linear models to data that exhibit a linear trend.

Students will summarize, interpret and represent one or two variable data distribution as well as simplify and solve rational expressions and equations using various operations. Students will explore aspects of functions and pre-calculus topics that will further develop in Algebra II, including composition, inverse, and operations. *Grade 8 Advanced Algebra I* students must possess solid mathematical prerequisite skills, as well as a strong and independent work ethic.

# Mathematics (continued)

## Grade 8 Placement

Criteria for placement into each of the above grade 8 classes is based upon performance on:

- MCAS
- STAR Math Assessment (January/February)
- IOWA Algebra Aptitude Test (February/March)
- Teacher Rubric
- Assessment Average for Trimesters 1 and 2

## Foundations and Application of Numbers: Grades 7 and 8

The objective of *Foundations and Application of Numbers (FAN)* is to reinforce essential building block math skills to help students become confident learners. *FAN* supplements mathematics classrooms by providing additional support to struggling math learners. The *FAN* experience is different for each student as we look closely at state, local and classroom assessments in order to create a program tailored to individual needs. Students begin to generate their own math goals and work towards reaching them while in *FAN*. Beyond this foundational work, students will preview and review concepts and skills taught in their regular math class.



# 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 the science and engineering practices. Students are required to ask questions (for science) and define problems (for engineering), develop and use models, plan and carry out investigations, analyze and interpret data, use mathematics and computational thinking, construct explanations (for science) and design solutions (for engineering), engage in argument from evidence, and obtain, evaluate, and communicate information. Projects and performance assessments within each grade level require students to synthesize material, and 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

### Structure and Function

The grade six science curriculum is designed to give budding scientists an introduction to the basic principles in all fields of science: astronomy, earth science, physics, biology, and chemistry. The common themes of observations and inferences as well as structure and function are introduced at the beginning of the year as students are taught to approach the world from the mindset of a scientist. Students use models and evidence to not only make claims, but also to explain their reasoning using the "Claim-Evidence-Reasoning" model as they explore different ideas. Young scientists use observations and inferences to explore the biosphere. They then transition to understanding the geosphere and the evidence that Earth's surface changes. Our scientists then switch to how matter interacts with waves, and chemistry. Finally, we end the year with an exploration of how people in the fields of science, engineering and technology approach design. Throughout the units, we work toward practical mastery of scientific equipment, including the use of microscopes, as well as processes like experimental design.

# Science

## Grade 7

### Systems and Cycles

Students in grade 7 focus on systems and cycles using their understanding of structures, functions, connections and relationships in systems, and the flow of matter and energy developed in earlier grades. A focus on systems requires students to apply concepts and skills across disciplines, since most natural and designed systems and cycles are interactive. Students will gain experience with plate tectonics, interactions of humans and Earth processes, organism systems to support and sustain life, ecosystem dynamics, motion and energy systems, and key technological systems used by society. Through grade 7, students will begin moving from the concrete to the abstract perspective, since many of the systems and cycles studied are not directly observable. Students explore these concepts through a varied and hands-on approach including labs and modeling experiences.

# Science

## Grade 8

### Cause and Effect

Grade 8 students use more robust abstract thinking skills to explain the causes of more complex phenomena and systems. An understanding of the cause and effect of key natural phenomena and designed processes allows students to explain patterns and make predictions about future events. Students will develop and use models to assist them in visualizing such phenomena as: seasons and tides, gravity and its role in planetary motion, atoms, molecules and their interactions, weather and climate, plate tectonics, and the role of genetics in reproduction, heredity, and artificial selection.

Being able to analyze phenomena for evidence, of causes and processes that often cannot be seen, and being able to conceptualize and describe those causes, is a significant outcome for grade 8 students.

# Social Studies

The Social Studies Department at HMS is in the process of developing and implementing curriculum to align with the recently adopted 2018 History and Social Science Framework. The new framework calls for a major shift in the curriculum offered at the middle school level. That shift includes a new Civics course in eighth grade and a World Geography and Ancient Civilizations course that will span sixth and seventh grades. In order to minimize gaps in student learning, we will roll out the new courses in sixth and eighth grade this year and the new seventh grade course will be introduced in the 2020-2021 school year.

The Social Studies curriculum allows students to acquire knowledge of human endeavors and relationships, both past and present, to encourage informed participation in society. A central goal of the social studies program is to encourage effective thinking and reasoning. It is important that students learn to connect ideas and knowledge with the skills necessary for civic participation. Literacy skills are woven into the Social Studies curriculum to help students develop their ability to argue or explain conclusions, using valid reasoning and evidence. The curriculum challenges students to develop the skills necessary to analyze the purpose and point of view of sources, distinguish opinion from fact, and evaluate the credibility of sources. Students will expand their understanding of history by studying the people and events that led to the development of major civilizations throughout the world. They will also develop their understanding of geography by studying the cultures and histories across the various regions of each continent. The new Grade 8 Civics course will give students the opportunity to examine the influence other civilizations have had on our own, how the U.S. government works, and the role that civic participation plays in its success. Throughout the units of study, current events, social issues, and civic responsibility are incorporated in the curriculum. This enables students to experience the diversity that exists within our world and understand their greater role in society. The social studies curriculum is firmly aligned with our Massachusetts State Standards.

## **Grade 6: World Geography and Ancient Civilizations**

In Grade 6, students examine how the perspectives of political science, economics, geography, history, and archeology apply to the study of regions and countries. They study the development of prehistoric societies and then focus on area studies of Western Asia, the Middle East, North Africa, Sub-Saharan Africa, Central America, the Caribbean Islands, and South America.

Effective study skills, note-taking, and collaboration are prime components of the course. Special attention is paid to the use and interpretation of maps, charts, time lines, and other reference materials as visual or graphical compliments to historical concepts. Critical thinking and problem solving are also intertwined throughout the curriculum.

## Social Studies (continued)

### 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: United States and Massachusetts Government and Civic Life

During the 2019-2020 year, Grade 8 will introduce a Civics curriculum based on the new state standards. The following is an excerpt from the DESE's renewed mission for the Grade 8 standards:

#### **Renewed Mission: Education for Civic Life in a Democracy**

The primary purpose of a history and social science education is to prepare students to have the knowledge and skills to become thoughtful and active participants in a democratic society and a complex world. "Government of the people, by the people, for the people" is not just a historical phrase from Lincoln's "Gettysburg Address," but an ideal that must be renewed and reinvigorated by each succeeding generation. The future of democracy depends on our students' development of knowledge, skills, and dispositions that will enable them to embrace democracy's potential, while recognizing its challenges and inherent dilemmas.

Using critical thinking skills, students will examine the the philosophical foundations of our democracy and the development of the United States Government. They will explore the roles and responsibilities of the three branches of government along with their own rights and responsibilities as citizens. Students will examine the way in which the Constitution and the laws of the nation evolve through a study of the amendments and major Supreme Court cases. Students will analyze the importance of the freedom of the press in a democratic society and how the acquisition of media literacy plays a key role in a citizen's relationship with that free press. Finally, students will evaluate the functions that state and local governments perform unique from the federal government. Use of primary source documents, access to technology, maps and charts will enhance instructional units. 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.

# World Languages

The primary objective of the grades 7 and 8 Foreign Language curriculum is to prepare students to communicate meaningfully with others in Mandarin Chinese, 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. Students develop listening, speaking, reading, and writing skills throughout the curriculum. In addition, by using critical thinking skills to make global cross-cultural comparisons, students are encouraged to develop a respect for and an understanding of diverse cultures. 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 and cultural awareness.

Acquiring 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 Mandarin Chinese, French or Spanish. Students who successfully complete the Middle School program will be eligible to take Mandarin Chinese, French II or Spanish II in high school.

## Grade 7

The Grade 7 Mandarin Chinese IA, French IA or Spanish IA curricula provide students with practice in the development of all four language skills. Students will develop listening and oral communication skills by interacting with the teacher and with other classmates. They will ask and respond to questions about relevant topics such as pastimes, sports, school, foods and beverages, and family and places in the community. Students will develop reading skills by scanning authentic materials for cognates and context clues. 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 responses to questions or invitations, categorically arranged vocabulary lists, and simple paragraphs about themes in the curriculum. The proficiency target for each skill is Novice High, based on the ACTFL proficiency scale ([ACTFL Proficiency Guidelines](#)).

## World Languages (continued)

There is also an emphasis on the development of student awareness of Mandarin Chinese-speaking, French-speaking and Spanish-speaking cultures. Throughout the curriculum, discussion of the daily lives and customs of people in the various Chinese, Francophone and Spanish-speaking cultures enhances their understanding and appreciation of the Mandarin Chinese, French and Spanish cultures.

### Grade 8

The Grade 8 Mandarin Chinese IB, French IB and Spanish IB curricula build upon what has been learned in grade 7 and provide 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, and planning vacations. They will 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 further develop reading strategies by 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 short pieces such as letters, descriptive paragraphs and dialogues. The proficiency target for each skill is Intermediate High, based on the ACTFL proficiency scale ([ACTFL Proficiency Guidelines](#)).

Awareness and appreciation of Chinese, 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.



## 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.

# Drama

*Students participate in Drama classes one trimester per year.*

## Grade 6

Students in grade 6 Drama 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 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 monologues 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.

## Drama (continued)

### Grade 8

The theme of grade 8 Drama is “making your voice heard.” At this stage in their lives, grade 8 students are blossoming as 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.

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.

***Into the Woods***

HMS Production - Spring 2019

# 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

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.

## Dynamic Media: Art (continued)

### Grade 8

Grade 8 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 iMovie 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.



# General Music

## 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 poly-rhythms, 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.

# Sixth Grade Guidance Seminar

*Students in Grade 6 participate in Guidance Seminar classes one trimester per year.*

## Grade 6

The Hopkinton Middle School Guidance Seminar is designed to support grade 6 students as they transition from elementary to Middle School. Through an opportunity to understand one's self and others, an exploration of education and career, learn conflict resolution skills, and establish personal and academic goals, students will expand their skill set preparing them for these middle level years.

The curriculum for the HMS Guidance Seminar is anchored in social-emotional learning with the goal of developing and enhancing students' interpersonal and social skills necessary for building strong minds and kind hearts.

# Health Education

*Students participate in Health Education classes one trimester per year.*

The comprehensive K-12 skills-based and evidence-based Michigan Model for Health and Botvin Life Skills programs serve as the backbone for health education 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 with topics such as peer pressure, risk taking, influences on behavior, and self-esteem. Additionally, alcohol, tobacco and other drugs, and personal health and wellness are covered.

## Grade 7

In grade 7, the curriculum focuses on critical life skills such as Hands-Only CPR (cardiopulmonary resuscitation), AED (automated external defibrillator) use and first aid. Additionally, mental health topics are discussed such as stress, eating disorders and depression.

## Health Education (continued)

### Grade 8

The grade 8 curriculum centers on healthy vs. unhealthy relationships. Other topics included are: body systems, valves, gender, gender identity, sexual orientation, sexually transmitted infections, HIV, and violence prevention. All units covered are based on the Massachusetts Health Curriculum Frameworks.

# Media Literacy

*Grades 7 and 8 students participate in Media Literacy classes one trimester per year.*

Media Literacy is the ability to access, analyze, evaluate, and produce communication in a variety of forms. Media Literacy includes the skills of literacy—reading, writing, speaking, listening, inquiring, and critically viewing—extended to all message forms and a wide range of technologies.

## **Grade 7: Collaborative Creators**

Grade 7 students begin the term by building an awareness of their media consumption. They evaluate and discuss the constructed messages in the media that surrounds them each day. As the term progresses, they learn to work collaboratively to create a variety of media. With the knowledge that all media is deliberately constructed, students learn to independently identify the frameworks that are the structure of most of the media we consume. With a focus on information media, 7th graders learn to create media messages using a wide range of technologies and frameworks, and identify useful applications for the media that they find and create.

## **Grade 8: Confident Critics**

Grade 8 students build on their knowledge as consumers and creators to become confident critics of all media. 8th graders evaluate how media messages shape our vision of the world and our sense of ourselves. As students deconstruct and analyze media messages, they work to become more critical and questioning readers and viewers. Students study entertainment media as a powerful source of social learning that shapes attitudes, social and consumer behaviors, and people's world views. 8th graders learn to employ media literacy as an antidote to manipulation and propaganda and become empowered as positive contributors to society to challenge cynicism and apathy. By the end of 8th grade, students are ready to serve as agents of social change.

# Physical Education

## *Students participate in Physical Education classes for the entire year.*

The 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. SHAPE America National standards and related programs are utilized 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 (e.g. cardio-respiratory fitness, muscular fitness, and flexibility) during grade 6. Units may include Project Adventure, Multicultural Games, Team Sports, Dance, Jump Rope, Games, (i.e., Invasions, Large Group and Backyard Games) and Rugby. 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**

Students take a more in-depth look at fitness concepts throughout grade 7. 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, Dance, 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**

Grade 8 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., creative dance competition, 5K race, basketball shootout) designed to demonstrate knowledge and proficiency in skills associated with the **National Physical Education Standards**.

# Technology and Engineering

*Students participate in Technology and Engineering classes one trimester per year.*

Our Technology and Engineering curriculum provides students with a rigorous and relevant Science, Technology, Engineering, and Mathematics (STEM) education. Through an engaging curriculum, students are challenged, inspired, and gain skills in problem-solving, communication, collaboration, critical-thinking, and creativity. Learning experiences are designed to be engaging and hands-on, focusing on solving real world problems, where students are asked to solve problems using the design process and to “think like an engineer.” The Technology and Engineering curriculum is composed of three courses. In each course, students practice problem solving through structured activities which progress to open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Students with greater motivation, ability, or background knowledge will be challenged to work further.

## **Grade 6—Engineering for Everyone**

Students in Engineering for Everyone design, fabricate and test Insulated Systems, Airdrop Systems, Specialized Vehicles, and Core Sampling Devices. Throughout each project, students will utilize the engineering design process to make calculated decisions to continually improve the performance of their prototypes. Students learn to make informed decisions when they "purchase" materials from the classroom supplies based on a predetermined budget. They record data as they test and evaluate their prototypes.

Engineering is for everyone!

**Grade 7— Engineering Design** Students take part in the engineering design process while creating animal prostheses prototypes for dogs who have limited mobility. BayPath veterinarians mentor the students as they design their devices. Students hone their skills in producing isometric and orthographic drawings of their designs.



# Technology and Engineering

*Students participate in Technology and Engineering classes one trimester per year.*

## **Grade 7—Design and Modeling (cont'd)**

After drafting designs on paper, students will utilize computer modeling, 3D printing, precision measurement, and other design skills. Students will conclude the course with a capstone project focused on the design and fabrication of therapeutic toys for children with disabilities.

## **Grade 8—Robotics**

Students will build a base robot from provided robotics kits, and will demonstrate an understanding of drive train functionality. Students will utilize sensors such as limit switches, color sensors and rotation sensors to allow the robot to react to its environment. Students will program their robots with ROBOTC to employ solutions to problems presented. The course concludes with a competitive game that will require students to work in teams to design and fabricate robots to manipulate game pieces and score points using both autonomous and driver-controlled modes.

# 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, media-obsessed 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 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 grade 6 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.

# Visual Arts (continued)

## Grade 7: Exploring Artistic Style

Projects in grade 7 build upon grade 6. 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.

## Grade 8: Making Art Personal

Concepts studied in grade 8 continue to build from what was learned in grades 6 and 7. Projects 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 social-emotional supports to students. Our school psychologist, adjustment counselor, START Coordinator, and grade level school counselors work with students individually and in small groups, teach lessons in the classroom, and support the academic, social, behavioral, and emotional development of our student population. Counselors collaborate to provide the entire student body with a range of long-term and short-term services, including transition for incoming grade 6 students, outgoing grade 8 students, and new students to HMS, crisis intervention, referral to community mental health providers and prevention programs. Hopkinton Middle School is dedicated to ensuring the appropriate social, emotional, behavioral, 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. Occupational therapy, physical therapy, and vision support services are also available for students with specialized needs in the area of motor development and/or visual impairments.

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

