



**Doctor Franklin Perkins School
Elementary and Middle School
Program of Studies**

2014- 2015 School Year

Doctor Franklin Perkins School Elementary and Middle School

Program of Studies

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The instructional resources used at Doctor Franklin Perkins School are aligned to the Massachusetts Curriculum Frameworks.

Doctor Franklin Perkins Elementary and Middle School

Program of Studies

Dear Parents and Guardians:

The Program of Studies has been developed to provide you and your child with information regarding our school's expectation and an overview of our course offerings for elementary and middle students.

We are excited about the opportunity that you have provided us to educate your child. Our daily focus is centered on removing barriers that impede academic success and developing relationships. Educators, clinicians, and related service providers work hand-in-hand throughout the school day to ensure that we meet your child's needs. We are committed to providing all of our students with *a chance to blossom*.

If you have any questions, concerns, or ideas that you may have about our educational program at Doctor Franklin Perkins School, please do not hesitate to contact me.

Sincerely,

David Cook, M.Ed.
Director of Education

Doctor Franklin Perkins School Mission Statement

The mission of the Doctor Franklin Perkins School is to provide our students with an enriched learning experience that is student centered, collaborative, and academically challenging. We strive to unlock the potential of each individual by empowering students to advocate for their own needs, and to take risks academically, socially, and emotionally.

Program of Studies and School Expectations Overview

Performance Reports: Report cards are issued four times a year: November, February, April, and June. In addition, teachers, counselors, and administrators may provide information on performance through letters, parent-teacher conferences, progress reports, e-mail, or telephone calls as necessary.

Academic Expectations for Learning

Students are expected to attend school and all classes on a regular basis and be engaged in all academic and special subject coursework. Every effort will be made to avoid removing students from academic classes if they receive Speech and Language and/or Occupational Therapy services. Flexible blocks in the school schedule have been created to enable pull-out services and avoid class time disruptions if possible.

If a student is removed from class, or he/she chooses to leave the classroom, he/she will be expected to make up the instructional time loss before or after school. It will be up to the teacher and the parent as to when the time can be made up. There are always exceptions to the rule and the Perkins educational team, the clinical team, the local school agent, and the parents will determine if adjustments to class attendance expectations are necessary. With that said, students need to attend class and be engaged in the learning opportunities provided to them in order for teachers to be able to instruct and assess students on what they should be learning.

The expectations for assignment completion are adjusted to meet the individual needs and abilities of our students. More details on student assessment are described in the course descriptions.

Attendance Policy

Under the laws of the Commonwealth of Massachusetts: "Every child between the ages of 6 and 16 is compelled to attend school." Except in cases of illness or other extenuating circumstances, students are expected to be present when school is in session. Family vacations and trips which are scheduled when school is in session are not considered valid reasons for absence. Although teachers will allow students to make up missed assignments, tests, and quizzes, they are not required to prepare work in advance for a vacation related absence. In addition, teachers are not required to re-teach or tutor students when they return from a vacation. Furthermore, the classroom teacher will establish the appropriate timeframe for making up the work.

Absence Note (Day Treatment Students)

A student is required to submit an absence note to the main office within two days of his/ her return to school. Notes do not eliminate/excuse absences, tardies, or dismissals; they indicate parent awareness of the absence.

Excusable Absences (Formal Documentation Required)

- Death in the family (parent, sibling, grandparent, aunt, uncle, niece, nephew, cousin.)
- Medical Appointment - formal documentation required from the appropriate health care professional
- Doctor Franklin Perkins School sponsored activities: field trips, class meetings, in-school or external suspension

- Religious Holiday Observance
- Legal/Court appointments- Court note required upon return to school

Grading Policy

Students are expected to attend all classes on a regular basis and be engaged in all coursework. Teachers are expected to provide students with written, constructive feedback for all assignments and assessments within one week of when the assignment or assessment was given. The following breakdown will show how course grades will be calculated.

Tests, Quizzes, and Projects **50%**

Classroom Participation* **40%**

Homework **10%**

**If students are absent from class for therapeutic services, the Classroom Participation grade will not be impacted. If students are absent from school for an extended period of time for excused medical reasons, tutoring may be arranged and Classroom Participation grades will not be impacted. All efforts will be made by clinicians and therapists to avoid student removals from core academic subject periods.*

Doctor Franklin Perkins Elementary and Middle School

Program of Studies

Grades 2-3

Grades 2-3 Reading and English Language Arts

The Reading Program in Grades 2 and 3 follows the Scott Foresman *Reading Street* series, which is a comprehensive curriculum designed to target the core components of both Reading and English Language Arts. The program builds the essential skills of phonemic awareness, phonics, vocabulary, comprehension and fluency.

Reading Street also incorporates English Language Arts instruction with a focus on spelling and the writing process. Students receive both whole group and small group instruction and teachers utilize multiple assessment tools and strategies for appropriate placement in instructional groups.

Grades 2-3 Mathematics

The Mathematics Program for Grades 2 and 3 focuses on number sense, algebraic thinking, measurement, data collection, and geometry. Pearson enVision Math is the curriculum used. Teachers work to enhance student understanding of numbers and operations in base ten that involve adding and subtracting with and without regrouping numbers in base ten. Students will also gain an understanding of numbers and operations that involve fractions, measurement, data, and geometry. Assessment of student understanding will occur through teacher observations of interactive math games, individual and group class work, projects, quizzes, and tests.

Grades 2-3 Science

The Science Program in Grades 2 and 3 covers the strands of Life Science, Earth, and Space Science, with a specific focus on the water cycle, weather, plant and animal life, and the solar system. The textbook used for the course is Pearson's *Interactive Science* and our instruction is aligned to the Massachusetts Curriculum Frameworks. Students will be provided with many hands-on activities and experiments, which will enhance critical thinking skills. Student assessment will be conducted through teacher review of class work, experiments, and unit tests.

Grades 2-3 Social Studies

The Social Studies Program in Grades 2 and 3 focuses on the study of government, civics, geography, and history, as well as an in-depth study of our state, Massachusetts. The curriculum encompasses the strands of history, geography, civics, government and economics. The text used in this course is Pearson's *My World, Social Studies*. The students will be engaged in a variety of

group, whole class and individual projects that allow them the opportunity to demonstrate their understanding of core concepts.

The goal for this course is for the students to gain a deeper understanding of how to be responsible citizens, the role of government and laws, the historical significance of our nation's symbols, documents, and historical events, how people get the things they need, using money and goods to acquire the things that people need, how to use maps and globes to understand the physical features of the world, weather and climate, and our culture and traditions. The students will also study exploration, leading to the first North American settlements. Students will gain a deeper understanding of the geography of our country, including state boundaries, major landmarks, bodies of water and land formations. The students will also delve into United States history, including first settlers and the events of the American Revolution, which played key roles in the development of our country. Students will embark upon an in-depth study of the state of Massachusetts, through a variety of projects and lessons. Students will explore topics such as historic locations and monuments, goods and services, local customs and culture, and notable people and their accomplishments.

Grades 4-5

Grades 4-5 Reading and Language Arts

The Reading Program in Grades 4 and 5 follows the Scott Foresman *Reading Street* series, which is a comprehensive curriculum designed to target the core components of both Reading and English Language Arts. The program builds the essential skills of phonics, vocabulary, comprehension and fluency.

Reading Street also incorporates English Language Arts instruction with a focus on spelling and the writing process. Students receive individual, whole group and small group instruction and teachers utilize multiple assessment tools and strategies for appropriate placement in instructional groups.

Grades 4-5 Mathematics

The mathematics program for Grades 4 and 5 focuses on number sense, operations, data displays, geometry and measurement. The program *enVision MATH* as well as supplemental materials to enhance instruction are utilized for this course. The math learning program *Symphony* will be utilized to practice and master skills learned in the classroom through technology. Instruction aligns with the Massachusetts curriculum frameworks. Teachers work to enhance student understanding of computation of whole numbers, decimals, and fractions while engaging students in real life applications of these skills. Introductions to integers as well as plotting points are presented through hands-on activities. Creating data displays and working through measurement problems will also be presented. Students will explore key concepts and accompanying vocabulary of geometry. Individual, whole group and small group instruction will be implemented and a variety of strategies will be employed to ensure student success including

hands-on learning with the use of manipulatives, interactive games, technology, and center based learning.

Grades 4-5 Science

The Science Program in Grades 4 and 5 covers the strands of Life Science, Earth, Physical and Space Science, with a specific focus on tools and the engineering design process, the water cycle, weather, plant and animal life, and the solar system. The textbook used for the course is Pearson's *Interactive Science* and our instruction is aligned to the Massachusetts Curriculum Frameworks. Students will be provided with many inquiry based, hands-on activities and experiments that will enhance critical thinking skills. Student assessment will be conducted through teacher review of class work, experiments, projects, and unit tests.

Grades 4-5 Social Studies

The 4th and 5th grade social studies curriculum focuses on North American geography, United States history and geography, economics, government and early exploration. Instruction is aligned with the Massachusetts curriculum frameworks. The text book utilized is *My World: Social Studies*, Pearson. The students will be engaged in a variety of whole class, small group and individual projects that foster learning and allow them the opportunity to demonstrate their understanding of core concepts. The students will study European explorers leading to the first North American settlements. Students will gain a deeper understanding of the geography of our country and world, including continents, oceans, state boundaries, major landmarks, bodies of water and land formations. The students will also delve into United States history, including first settlers and the events of the American Revolution, which played key roles in the development of our country. Students will also begin exploration of Ancient China and its early technology, history and art. The students will engage in activities that teach basic economic principles as well as the structure of our government. United States History, North America's Geography, Economics, and Government. They will expand on their understanding in that areas of navigation, state boundaries, major landmarks/ landforms and reading timelines. They will study the major pre Columbian civilizations and European Exploration which led to the first North American settlements. They will study United States History, such as the earliest settlements in North America, American Revolution, Slavery and the Civil War which played key roles in the development of our country. Students will participate in activities that will foster and understanding of the basic political and economical principles, in addition, to an understanding of the social development within the English colonies during the 17th and 18th centuries. Hands on activities, connections between units and reviews of previously taught material will be integrated throughout the units to support students learning. Students will demonstrate their knowledge through role playing, creative

Grade 5

Grades 5 Reading and Language Arts

The 5th grade reading program is based on the *Scott Foresman Reading Street* series, which is a comprehensive curriculum designed to target core components of both reading and English Language Arts. The text aligns with the Massachusetts curriculum frameworks for grade 5. The program focuses on essential skills for reading (phonemic awareness, phonics, vocabulary, comprehension and fluency) which are met through a differentiated and multi-modal approach to learning. Reading Streets also incorporates ELA lessons with a focus on spelling and writing into its daily lessons and routines. Students receive both whole group and small group lessons based on instructional levels to ensure students are receiving the more beneficial support, which will foster growth and success with reading. The program utilizes progress monitoring tools to make sure students are grouped appropriately based on skill levels and areas of need.

Grades 5 Mathematics

The mathematics program for Grade 5 focuses on number sense, operations, data displays, geometry and measurement. The textbook *enVision MATH* will be utilized throughout the school year as well as supplemental materials to enhance instruction are utilized for this course. Instruction aligns with the Massachusetts curriculum frameworks. Teachers work to enhance student understanding of computation of whole numbers, decimals, and fractions while engaging students in real life applications of these skills. Introductions to integers as well as plotting points are presented through hands-on activities. Creating data displays and working through measurement problems will also be presented. Students will explore key concepts of geometry. Both whole group and small group instruction will be implemented and a variety of strategies will be employed to ensure student success including hands-on learning with the use of manipulatives, interactive games, and center based learning.

Grades 5 Science

The 5th grade social studies curriculum focuses on the United States History, North America's Geography, Economics, and Government. The curriculum will also cover Early Exploration through Westward Movement. Instruction will align with the Massachusetts Curriculum Frameworks. Pearson's, *My World: Social Studies* text will be utilized along with a variety of supplemental materials. Students will be engaged in a variety of group and individual projects that will foster learning and allow students many opportunities to demonstrate their understanding of core concepts. During the year, students will review Concepts and Skills relating to the geography of the world and our country. They will expand on their understanding in that areas of navigation, state boundaries, major landmarks/ landforms and reading timelines. They will study the major pre Columbian civilizations and European Exploration which led to the first North American settlements. They will study United States History, such as the earliest settlements in North America, American Revolution and the Civil War which played key roles in the development of our country. Students will participate in activities that will foster and understanding of the basic political and economical principles, in addition, to an understanding of the social development within the English colonies during the 17th and 18th centuries. Hands on activities, connections between units and reviews of previously taught material will be

integrated throughout the units to support students learning. Students will demonstrate their knowledge through role playing, creative writing, projects, reflections and unit assessments.

Grades 5 Social Studies

The Social Studies curriculum for grade 5 focuses on the United States history, North America's geography, economics, government and early exploration. Instruction is aligned with the Massachusetts curriculum frameworks. The main textbook used as a basis for this course is Pearson's *My World: Social Studies*. The students will be engaged in a variety of group and individual projects that will foster learning and allow students many opportunities to demonstrate their understanding of core concepts. During the year, students will study the major pre Columbian civilizations and European Exploration which lead to the first North American settlements. They will expand their understanding of the geography of our country, including state boundaries, major landmarks and landforms. They will study United States History, such as the earliest settlements in North America, American Revolution and the Civil War which played key roles in the development of our country. They will participate in activities to teach them basic political and economical principles, in addition, to an understanding of the social development within the English colonies during the 17th and 18th centuries. Hands on activities, connections between units and reviews of previously taught material will be integrated throughout the units to support students learning. Students will demonstrate their knowledge through role playing, creative writing, projects, reflections and unit assessments.

Grade 6

Grade 6 Reading and English Language Arts

The Reading and English Language Arts Program in Grade 6 uses the *Prentice Hall Literature: Common Core* curriculum. The units of study will include: fiction and different types of non-fiction, short stories, poetry, drama, and themes in folk literature. Students will be exposed to core reading, spelling and vocabulary skills. Students will read selected novels to complement the material presented in the text book. Novels include *Maniac Magee* by Jerry Spinelli, *Hatchet* by Gary Paulsen, *A Wrinkle in Time* by Madeline L'Engle and *Walk Two Moons* by Sharon Creech. Students will take part in literature circles with assigned roles to practice and apply learned skills. Students will work on both literal and inferential comprehension skills as they experience the different texts. They will take part in multi-modal activities that allow them to demonstrate their understanding. Students will use critical thinking skills to analyze and compare character perspectives and author's purpose. Students will explore literary elements. Students will be introduced to new vocabulary words throughout each unit. They will identify parts of speech, definitions and multiple meanings through the use of dictionaries, word hunts and games.

English Language Arts instruction will focus on enhancing written language skills through both direct instruction and learning opportunities. Writer's Workshop will allow students to apply learned skills in context. Students will be introduced to and refine their grammar and spelling skills in order to improve their overall writing and presentation of written work. Correct spelling

and the proper use of grammar along with word meanings will be taught through direct instruction, written exercises, personal journals, narrative and expository writing. Students will work on expanding written work with details. To promote independence and self-monitoring, students will work with check-lists to self-edit work prior to conferencing with staff for editing and revision purposes. The students will engage in the stages of the writing process in order to create original writing samples including but not limited to expository, compare/contrast and persuasive essays, as well as poetry and book reviews. Students will work on catering essays to meet specific audiences and follow assigned topics. Students will be assessed on their ability to engage in the writing process based upon teacher created rubrics, observations, hands-on learning opportunities and unit projects. Technology will be incorporated throughout the units.

Grade 6 Mathematics

The grade 6 Mathematics curriculum focuses on developing a skill set from number sense, algebra beginning skills, geometry formulas, beginning statistics, and data displays. Students will utilize the *Mathematics Common Core* book series to develop their skills throughout the year. Work will be geared towards basic operations of addition, subtraction, multiplication, and division of whole numbers, decimals, fractions, and integers. These skills will be applied to solving order of operations, variable expressions, and basic equations and formulas. Students will also explore probability and data displays. The curriculum will be presented through a variety of methods, including hands-on activities, games, projects, and practice assignments.

Grade 6 Science

The Science Program in Grade 6 focuses on the strands of Life, Earth and Physical Science. The textbooks used for this course are a combination of Houghton Mifflin's *Science: Discovery Works* and Pearson's *Interactive Science*. The major units include: Cells and Processes, Living Things and their Environments, the Changing Earth and Motion. For the Life Science units, students will learn about how all living things are comprised of cells. They will explore the parts and functions of plant and animal cells to better understand different processes. They will learn to classify living things (i.e. the animal kingdoms) explore different plants and animals in order to recognize adaptations that allow them to survive in different environments. They will then explore how living things coexist in ecosystems and what roles they play in the interactions.

For the Earth Science units, students will shift gears and learn about the theory of plate tectonics. They will be introduced to the different layers and qualities of the Earth, types of plate movements, and the impact of movement through landforms, earthquakes, and tsunamis.

During Physical Science, students will learn to define and describe motion. They will learn about the relationships between speed, velocity and acceleration and will learn to use this information to graph data.

Students will use science process skills (e.g. observation, classification, measurement, inference, prediction, and experimentation) and they will have the opportunity to demonstrate their learning through in-class activities and experiments. Technology will be incorporated into the units.

Student assessment will include teacher observations of these activities as well as tests and quizzes.

Grade 6 Social Studies

The Social Studies Program in Grade 6 focuses world geography. Houghton Mifflin's *Social Studies: World Cultures and Geography* and Pearson's *My World Geography* will be utilized as the textbooks used for the course along with supplementary articles. The units of study include: Introduction to World Cultures and Geography, The United States and Canada, South America, Europe and Russia, Africa, Asia and Australia and the Pacific. Throughout the year, the students will learn more about their world and the people who inhabit it. They will explore who people may be impacted by, as well as influence, where they live. The students will learn and practice map skills to explore geographic regions. The students will investigate continents and countries, democratic principles, cultural complexity, the foundation of democracy, patterns in history, cultural transmission, change and continuity, economic performance, and how these issues affect and influence countries around the world. The students will employ critical thinking skills to compare and contrast different areas around the world. Technology will be incorporated into in-class activities.

Grade 7

Grade 7 Reading and English Language Arts

The Reading and English Language Arts Program in Grade 7 uses the *Prentice Hall Literature: Common Core* curriculum. The units of study will include: fiction and different types of non-fiction, poetry, drama, fantasy, mystery, and themes in oral tradition. Students will read selected novels to complement the text book. Novels include *The Cay* by Theodore Taylor, *Johnny Tremain* by Ester Forbes, *Call of the Wild* by Jack London and *Julie of the Wolves* by George Craighead. Students will take part in literature circles with assigned roles to practice and apply learned skills. Students will work on both literal and inferential comprehension skills as they experience the different texts. They will take part in multi-modal activities that allow them to demonstrate their understanding. Students will use critical thinking skills to analyze and compare character perspectives and author's purpose. Students will explore literary elements. Students will be introduced to new vocabulary words throughout each unit. They will identify parts of speech, definitions and multiple meanings through the use of dictionaries, word hunts and games.

English Language Arts instruction will focus on enhancing written language skills through both direct instruction and learning opportunities. Writer's Workshop will allow students to apply learned skills on context. Students will be introduced to and refine their grammar and spelling

skills in order to improve their overall writing and presentation of written work. Correct spelling and the proper use of grammar along with word meanings will be taught through direct instruction, written exercises, personal journals, narrative and expository writing. To promote independence and self-monitoring, students will work with check-lists to self-edit work prior to conferencing with staff for editing and revision purposes. The students will engage in the stages of the writing process in order to create original writing samples including but not limited to expository, compare/contrast and persuasive essays, as well as poetry and book reviews. Students will work on catering essays to meet specific audiences and follow assigned topics. Students will be assessed on their ability to engage in the writing process based upon teacher created rubrics, observations, hands-on learning opportunities and unit projects. Technology will be incorporated throughout the units.

Grade 7 Mathematics

The grade 7 Mathematics curriculum focuses on developing a skill set from number sense, algebra beginning skills, geometry formulas, beginning statistics, and data displays. Students will utilize the *Mathematics Common Core* book series to develop their skills throughout the year. Work will be geared towards basic operations of addition, subtraction, multiplication, and division of whole numbers, decimals, fractions, and integers. These skills will be applied to solving order of operations, variable expressions, and basic equations and formulas. Students will also explore probability and data displays. The curriculum will be presented through a variety of methods, including hands-on activities, games, projects, and practice assignments.

Grade 7 Science

The Grade 7 Science Program focuses on the study of Life Science. McDougal Littell's *Life Science* is the textbook used for the course. Students will explore various concepts of life science while engaging in experiments, discussions and activities. When conducting experiments, students will participate in the scientific process (Asking Questions, Determining What is Known, Investigating, Interpreting Results, and Sharing Results) to seek answers to questions about the world.

Students will explore the interactions between ecosystems and apply this knowledge to make logical connections to the interdependence and evolution of living things. Students will also determine what factors contribute to the biodiversity on Earth as they study the evolution of species and the landscape over time. Assessment of these concepts will be made through written assignments, teacher observations, quizzes, tests, participation, and completion of projects.

Grade 7 Social Studies

The Grade 7 Social Studies Program focuses on the study of Ancient Civilizations. Glencoe's *Journey Across Time* is the primary textbook used for the course and the instruction is aligned with the Massachusetts Curriculum Frameworks. Students will be studying the ancient worlds of Mesopotamia, Egypt, Israel, Greece, and Rome and the units of study will include Early Civilizations, The Ancient World, and New Empires and New Faiths. Students will compare and

contrast the similarities and differences between groups of people by studying the beliefs, values, and traditions of each culture and how these points have influenced human behavior over time.

Students will also understand that time, continuity, and change involve being knowledgeable about what things were like in the past and how things change and develop over time. The study of people, places and environments will help students as they create their spatial view and geographic perspective of the world. Furthermore, students will investigate how structures of power, authority and governance and their functions in the United States and around the world are important for developing a notion of civic responsibility. Application of these concepts will be assessed through written assignments, teacher observations of class work and dialogue, projects, quizzes, and tests.

Grade 8

Grade 8 Reading and English Language Arts

The Grade 8 Reading and English Language Arts course will focus on units of Fiction and Non-Fiction, Types of Non-Fiction, Short Stories, Poetry, Drama, and Themes in American Stories. Prentice Hall's *Literature- Common Core Edition* is the primary textbook and several novels will serve as supplemental resources. Unit themes will include finding inner strength and the power of hope and forgiveness through *Across Five Aprils* by Irene Hunt; compassion, friendship, and the American dream through *Treasure Island* by Robert Louis Stephenson; coming of age, friendship and integrity, and utopia versus reality in *The Giver* by Lois Lowry. Teachers will build an understanding of self as it relates to the topic theme in each novel. Other novels may be selected to differentiate lessons at the teacher's discretion.

With each selected reading, vocabulary, grammar, and topic development exercises are integrated through the Readers and Writers Notebook activities. Teachers will work to enhance student "voice" skills in their writing assignments and the open response question format will be used for the writing structure. The use of the open response writing format serves as practice for MCAS, but the structure is also utilized to build critical thinking skills. Assessments for this course include reading comprehension essays, open response essays, unit tests, and homework.

Grade 8 Mathematics

The Grade 8 Mathematics curriculum is a continuation of the Grade 7 Mathematics curriculum. The program focuses on number sense, algebra skills, geometric formulas, beginning statistics, and data displays. The *Pearson Common Core Mathematics* program is aligned to the Massachusetts Curriculum Frameworks and units are geared towards basic operations of addition, subtraction, multiplication, and division of whole numbers, decimals, fractions, and integers. These skills will be applied to solving order of operations, variable expressions, and equations and formulas. Students will also explore probability and data displays. The 8th grade Mathematics curriculum further explores many of the topics from 6th and 7th grade Mathematics. The goal of continuing these applications is that the students will gain a better mathematical

understanding of the concepts. This understanding will allow the students to apply the previously taught concepts to the new related concepts. The curriculum will be presented through a variety of methods, including hands-on activities, games, projects, and practice assignments.

Grade 8 Science

The Earth Science Program and Introduction to Chemistry in Grade 8 focuses on the four Earth Systems, which are the Atmosphere, Biosphere, Geosphere, and the Hydrosphere as well as properties of matter, elements, compounds, and mixtures. McDougal Littell's *Earth Science and Physical Science* are the textbooks used for the course. The following units will be presented over the course of the year.

The Introduction to Chemistry unit includes: an Introduction to Matter, Study of Solids, Liquids, and Gases, Elements of the Periodic Table, Chemical Reactions, and the Study of Acids Bases and Solutions. The following Unit includes: Investigating the Earth's Spheres, the Study of Earth's Matter and Energy, and the overview of Earth's Lands, Oceans, and Atmosphere. The following unit includes an in depth examination of the Earth's Changing Surface: The action of wind and waves; Atmosphere and Weather: How the processes of weather change present and future climates; Additional units include the examination of Space: What We Know About the Universe and Looking at the Earth's History to Make Future Predictions.

Student evaluation of skill acquisition will involve the teacher's formative assessments in how students employ the Scientific Method (observe, classify, measure, infer, predict, and experiment) when participating in classroom activities. Tests, quizzes, and individual projects and reports will be included as assessments.

Grade 8 Social Studies

The Social Studies Program in Grade 8 introduces students to World History from ancient times (500 – 1800) to the 19th century. McGraw Hill's *World History, Journey Across Time* is the textbook used for the course. Units include: New Empires and New Faiths, The Middle Ages, and A Changing World. Students will study the history of the major empires and political entities of the Ottoman Empire, The Moghul Empire, The Chinese dynasties, the Byzantine Empire, and the major Pre-Columbian civilizations that existed in Central and South America. Students will examine the important political economic and religious development for this period, including Christianity and Islam, the conflicts between them in different parts of the world and the beginning of European influence on the Western Hemisphere.

Students will study the origins and development of major civilizations of Africa, India, and East Asia. Through class discussions, PowerPoint presentations and Smart Board presentations, students will develop and improve their mapping, critical thinking, and research skills. Assessments will include a combination of projects, research papers, quizzes, and homework.

SPECIAL SUBJECTS

Art

Grades 1-3 Visual Arts

Over the year, we will be studying a combination of Visual Arts and Art History. We will learn important art concepts such as Cutting and Pasting, Measuring, Change, Tracing, and Symmetry. As we master these concepts we will explore a range of media such as black and white charcoal, chalk pastel, oil pastel, watercolor, color pencil, marker, clay, and acrylic paint.

Grades 4 Visual Arts

Over the year, we will be studying a combination of Visual Arts and Art History. We will continue to focus on important art concepts such as Cutting and Pasting, Symmetry, Color Theory, Tracing, and Shapes. As we master these concepts, we will explore a range of media such as black and white charcoal, chalk pastel, oil pastel, watercolor, color pencil, marker, clay, and acrylic paint.

Grade 5 Visual Arts

Over the year, we will be studying a combination of Visual Arts and Art History. We will learn important art concepts such as Patterns, Mono-prints, Color Theory, Tracing, Measuring, and Reversal. As we master these concepts we will explore a range of media such as black and white charcoal, chalk pastel, oil pastel, watercolor, color pencil, marker, clay, and acrylic paint.

Grade 6

Over the year, we will be studying a combination of Visual Arts and Art History. We will learn important art concepts such as Patterns, Positive and Negative Space, Reversal, Tracing, and Overlapping. As we master these concepts we will explore a range of media such as black and white charcoal, chalk pastel, oil pastel, watercolor, color pencil, marker, clay, and acrylic paint.

Grade 7

Over the year, we will be studying a combination of Visual Arts and Art History. We will learn important art concepts such as Themes, Patterns, Measuring and Geometry, and Positive vs Negative Space. As we master these concepts we will explore a range of media such as black and white charcoal, oil pastel, watercolor, color pencil, marker, clay, and acrylic paint.

Grade 8

Over the year, we will be studying a combination of Visual Arts and Art History. We will learn important art concepts such as Observation Drawing, Composition, Value Development, and

Color Theory. As we master these concepts we will explore a range of media such as black and white charcoal, oil pastel, watercolor, color pencil, marker, clay, and acrylic paint.

Music

Grades 1-3 General Music

The General Music Program in Grades K-3 is a yearlong course that focuses on the concepts of tone, rhythm, melody, harmony, form, texture, and tonality. Lessons are correlated to the Massachusetts Arts Curriculum Frameworks as well as the Music Educators' Association National Music Standards. Overall grades are based on attendance and class participation.

Grades 4-6 General Music

The General Music Program in Grades 4-6 focuses on helping students to better their understanding of music and what it means to be a musician. Students will experience music through the following: singing, playing instruments, movement, theory, listening, creating and composing and preparing for music performances. In this course, students will learn the significance of becoming a life-long musician. Overall grades are based on attendance and class participation.

Grades 7-8 Introduction to Music: An Insight to Listening

In this course, students will study American popular music since 1950. Students will have the opportunity to perform beginning piano, guitar and percussion parts as well as gain an understanding into the lyric and musical aspects of the compositions. Important social, political and cultural elements of popular music will be studied and analyzed. Some of the elements include: What is Music? , Rhythm and Beat, Melody and Harmony, Text, Tonality, Form in Music, Solo and the Art of Improvisation. Overall grades are based on attendance and class participation.

Computer Education

Grades 1 -5

Students in Grades 1 – 5 are exposed to a variety of software packages at the elementary levels in order to familiarize them with commonly used programs that they will be using throughout the years. Following an introduction on policies and procedures, students do basic Word Processing with Microsoft Word (advertisement flyers, a small newsletter, etc), then move on to Microsoft Excel where basic spreadsheets and charting are utilized. Small presentations in PowerPoint, such as “All About Me” and “The Scientific Revolution” teach the skills of importing images and organizing slides into coherent presentations.

A very basic programming segment is also taught, using a free BASIC app on the iPad. Learning commands, troubleshooting and compiling is the goal of this segment.

Basic drawing, layering, fill and photo editing skills are taught using Photoshop Elements. Premiere Elements is used for basic video editing; students edit a downloaded movie and form it into a structured video.

Typing/keyboarding is being reintroduced to the elementary level using both Microsoft Word and a commercial typing program.

Using Microsoft Word and Internet Explorer as an Internet Research Project has students looking up information on the Internet and placing the answers and sources onto a form.

Students are assessed on the following criteria: Attendance and participation, visual and electronic monitoring of projects by the instructor and completed projects within the parameters of assigned requirements.

Grades 6 – 8

Students in Grades 6 – 8 utilize many of the same software programs as 1 – 5, but at an intermediate level. Following an introduction on “user” policies and procedures, Word Processing with Microsoft Word teaches students the use of columns, tabs, tab leaders and form manipulation. Spreadsheets with Microsoft Excel cover the use of advanced charts, conditional formatting, functions and use of live material.

PowerPoint presentations involve more animations, transitions and importation of video. Photoshop Elements is used to teach basic photo editing and manipulation. Adobe Premiere Elements is used to expand on previous projects; videos are edited with soundtracks, titles and commercials inserted. A very basic programming segment is also taught, using a free BASIC app on the iPad. Learning commands, troubleshooting and compiling is the goal of this segment.

Students are assessed on the following criteria: Attendance and participation, visual and electronic monitoring of projects by the instructor and completed projects within the parameters of assigned requirements.

Swimming

Grades 1-3 Swimming

This course is an introduction to water exploration. The lessons are structured in a way to help students feel comfortable in and around the aquatic environment, while enjoying basic water exploration skills and activities. The classes include water instruction at a developmental level of swimming. Participating in underwater exploration games such as treasure hunts, aquatic tic-tac-toe, and individual and group blast off competitions are just some of the activities that the class provides. As the students’ progress and develop independent swim skills, they will have an opportunity to learn proper stroke technique, including the front crawl and backstroke.

Grades 4-5 Swimming

This modified course of the American Red Cross, “Learn How to Swim” program, includes improving student’s aquatic skills, building strength and endurance, and emphasizes fundamental stroke progression. Advanced strokes, such as the butterfly and the breaststroke, will be taught only when appropriate. Student swim ability is evaluated on an individual basis. The students will also participate in group activity games such as water soccer, relay races, and water basketball, as well as other creative activities. These activities reinforce group play and participation, and are typically conducted after the swim skill portion of the class.

Health/Fitness

Grade 6 Health - Body Wellness

The main focus of 6th grade health emphasizes proper nutrition and making healthy food choices. Students will learn how to read food labels and make informed decisions about portion sizes for both meals and snacks. They will research the most up to date dietary recommendations set by the United States Department of Agriculture. The class will also include ways to prevent food borne illnesses and how to keep food safe.

Assessments will include worksheets, quizzes, participation in group or individualized activities, and rubrics. Grades are entered as letter grades based on the Doctor Franklin Perkins School grading scale.

Grade 7 Health - Drugs, Alcohol, and Tobacco

The major focus of 7th grade health emphasizes the effects of drugs on the human body systems. The class is fact based driven. The students spend significant research time uncovering the harmful effects of smoking and tobacco use, and they also participate in anti-smoking campaign activities. Character development and understanding peer pressure is also a major emphasis of the class to help prevent early teenage drug use, and help students develop drug avoidance skills.

Assessments will include worksheets, quizzes, participation in group or individualized activities, and rubrics (see example rubrics in this binder). Grades are entered as letter grades based on the Doctor Franklin Perkins School grading scale (see item 2B-1 in curriculum binder).

Grade 8 Health - Body Works

The major focus of 8th grade health emphasizes how the human body systems interrelate. Students will devote multiple lessons to each body system (example: muscular, skeletal system, etc) until all the major body systems are covered. The class will also emphasize how to keep the body systems healthy as a specific body system and as a whole. Other lesson units will include: Digestive System, Circulatory System, Respiratory System, Central and Peripheral Nervous System, along with a unit on understanding the basics of growing and changing.

Assessments will include worksheets, quizzes, participation in group or individualized activities, and rubrics. Grades are entered as letter grades based on the Doctor Franklin Perkins School grading scale.

Grades 6 – 8 - Physical Activity and Fitness

The main focus of fitness class for grades 6-8 is to promote active lifestyles, and teach kids about new exercise alternatives. The class emphasizes cardiovascular endurance with moderate intensity principles. The focus of the class is NOT weight loss, but rather maintaining a healthy heart via improved fitness. Cardiovascular equipment (treadmills, stationary bikes, elliptical, and stair steppers) is utilized to improve fitness levels and are a major focus for grades 6-7 along with outdoor games and activities. Swimming is also offered as a fitness class option to add diversity to the class. Fitness challenges are offered to motivate students to achieve their fitness goals. A modified exercise log is maintained by each student to track their progress. Strength endurance concepts are discussed with grades 6-7, but are not introduced fully until 8th grade fitness class.

Students will also be able to utilize their iPads for fitness apps that are approved by the fitness teacher. Students will log the name of the fitness app used on their workout log.

Assessments will include Tic-Tac-Toe rubrics, fitness grading rubric, workout logs (attendance/progression), and fitness challenge charts.

IPAD TECHNOLOGY SUPPORTS

iPads

iPads will be incorporated into the learning environment to help with fostering student success. They will be used as a resource to increase access to literature through the IBook application, as research tools for students to access the Internet, given clearly outlined expectations, and investigate facts or information for various assigned topics across the content areas. They will also be used for review games and apps to work on building and enhancing learned skills in all core subject areas. The iPads will also be utilized as writing tablets for students to record notes or other information to allow them to affectively participate in classroom activities.

ACADEMIC AND THERAPEUTIC SUPPORTS

“Character Counts”

“Character Counts” is a nationally recognized character education program that addresses the six pillars of character education. This includes Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. Bullying Prevention is also a critical component of this program and is

incorporated into all aspects of our curriculum. One class period each week is dedicated to discussing a monthly, school-wide theme. Incentives are promoted school wide, which promote students' participation in fun and interactive activities surrounding the monthly theme. An extensive curriculum is provided as a guide for each classroom and includes discussion starters, multimedia materials, visual aides, roll-play activities, projects, and exercises that support increased understanding shared values by each participant.

Occupational Therapy Class

Occupational Therapists work alongside teachers in each classroom to adapt the classroom environment to meet the needs of individual students. The collaboration of teachers, therapists, and students helps to develop students' awareness of sensory stimulation and strategies for modulation, such as incorporating the use of weighted blankets, body socks, thera-putty, thera-bands, stress balls, and seat cushions. Occupational Therapists create a series of exercises that promote students' understanding of what internal or external stimulus supports their ability to be successful. By obtaining that information, therapists can create individual sensory plans for students to increase their success throughout the entire day.

Academic Support

Academic Support time incorporates 15-minute blocks in the morning and 30-minute blocks at the end of each day. Support is individualized for each student and incorporates various educational supports specific to his or her needs. Students can receive individualized instruction in Study Skills or content tutoring in Math, Science, ELA, or History. These blocks can also be utilized for benchmarking and tracking student progress in reading literacy as needed.

Students will also be scheduled into the "Perkins Computer Learning Lab" for one block each week. The software programs include: *Symphony Math*, which is devoted to enhancing students' ability to understand math concepts; *Lexia*, which supports students' increased phonics, decoding, word attack strategies, and application skills; *Read Naturally*, which is a reading program specifically focused on comprehension and fluency; and *Kidspiration/Inspiration*, which is focused on providing students with a strong foundation in creating graphic organizers and mind maps.