



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

2020-2021 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 and Common Core 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 academic expectations and an overview of our course offerings for elementary and middle school 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 on 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,

Sincerely,

Cindy Wing, 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 all classes, in-person or virtually, on a regular basis and be engaged in all academic and special subject coursework. Scheduling for pull-out services is done thoughtfully to avoid academic class time disruptions if possible. It is important for students 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 most effectively. The expectations for assignment completion are adjusted to meet the individual needs and abilities of our students.

### **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. Teachers will allow students to make up missed assignments, tests, and quizzes and 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, tardiness, 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 1-2-3**

#### **Grades 1-2-3 Reading and English Language Arts**

The Reading Program in Grades 1, 2, and 3 follows the Pearson's *Reading Street Common Core* 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 1-2-3 Mathematics**

The Mathematics Program for Grades 1, 2, and 3 focuses on number sense, algebraic thinking, measurement, data collection, and geometry. Pearson's *enVision MATH Common Core* 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 1-2-3 Science**

The Science Program in Grades 1, 2, and 3 covers the strands of Life Science, Earth and Space Science, Physical Science, and Technology/Engineering. Topics investigated include the water cycle, weather, ecosystems, and forces and gravity. 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 1-2-3 Social Studies**

The Social Studies Program in Grades 1, 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.

## **Grade 4**

### **Grade 4 Reading and Language Arts**

The Reading Program in Grade 4 follows the Pearson's *Reading Street Common Core* 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.

### **Grade 4 Mathematics**

The mathematics program for Grade 4 focuses on number sense, operations, data displays, geometry and measurement. The Pearson program *enVision MATH Common Core* as well as supplemental materials to enhance instruction are utilized for this course. Math learning software is also 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 Science**

The Science Program in Grade 4 continues to elaborate on the disciplines of Life Science, Earth and Space Science, Physical Science, and Technology/Engineering. Topics investigated include erosion and deposition, animal structures, energy and waves, and the engineering design process. 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 Social Studies**

The 4th grade social studies curriculum focuses on North American geography and peoples, United States history and geography, economics, government and early exploration. Instruction is aligned with the Massachusetts curriculum frameworks. The text book utilized is Pearson's *My World: Social Studies*. 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 those 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 an understanding of the basic political and economic principles, in addition, to an understanding of the social development within the English colonies during the 17<sup>th</sup> and 18<sup>th</sup> centuries. Hands on activities, connections between units and reviews of previously taught material will be integrated throughout the units to support students learning.

## **Grade 5**

### **Grades 5 Reading and Language Arts**

The 5<sup>th</sup> grade reading program is based on the Pearson's *Reading Street Common Core* 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 program *enVision MATH Common Core* 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 Science curriculum for grade 5 expands on the strands of Life Science and Earth and Space Science, with instruction aligned with the Massachusetts Curriculum Frameworks. The textbook utilized is Pearson's *Interactive Science*. Students will be exploring the world of science by learning about concepts such as the water cycle, ecosystems, and the solar system. Lessons incorporate a balance of hands-on learning with solid content based instruction. Students will be provided with many opportunities to practice skills and demonstrate their learning in both whole group and small group settings. Students will receive content knowledge through multi-modal strategies that incorporate the use of technology. Experiments will be embedded into each unit that will enhance student learning and promote critical thinking.

### **Grades 5 Social Studies**

The Social Studies curriculum for grade 5 focuses on the United States history to the Civil War, and the modern Civil Rights Movement. Building on their knowledge of North American geography and peoples, students learn more about the history of the colonies, the American

Revolution, the development of the Constitution, Bill of Rights, the early Republic, and the westward expansion of the United States. They study the sectional conflicts over slavery that led to the Civil War and the long struggle in the 19th and 20th centuries for civil rights for all.. 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 economic principles, in addition, to an understanding of the social development within the English colonies during the 17<sup>th</sup> and 18<sup>th</sup> 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 *Percy Jackson and the Lightning Thief* by Rick Riordan. The classroom uses the Readers Workshop model which allows students to apply the tools of literary analysis to the selected texts and also to their own chosen books. 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. *Keys to Literacy* and *Empowering Writers* 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 *enVision MATH Common Core* program as well as 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 Grades 6 continues to elaborate on the disciplines of Life Science, Earth and Space Science, Physical Science, and Technology/Engineering. Topics investigated include Earth's place in the solar system, the rock cycle, cell biology, evolution, and the engineering design process. The *Discovery Education Science Techbook* will be utilized for the course along with supplementary materials. 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**

## World Geography and Ancient Civilizations I

Sixth grade students examine how the perspectives of political science, economics, geography, history, and archaeology 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, and Central America, the Caribbean Islands, and South America. The *Discovery Education Social Science Techbook* will be utilized for the course along with supplementary articles. 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 have included books such as *A Long Walk to Water* by Linda Sue Park, *Johnny Tremain* by Ester Forbes, *The Outsiders* by S.E. Hinton and *Julie of the Wolves* by George Craighead. The classroom uses the Readers Workshop model which allows students to apply the tools of literary analysis to the selected texts and also to their own chosen books. 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. *Keys to Literacy* and *Empowering Writers* 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. 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 *enVision MATH Common Core* program as well as 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**

Students will explore various concepts in the areas of life, chemical, and physical science while engaging in experiments, discussions and activities. The *Discovery Education Science Techbook* will be utilized for the course and instruction is aligned with the Massachusetts Curriculum Frameworks. Topics studied include weathering and erosion, animal and plant adaptation, transfer of energy within ecosystems, and newton's laws. Students will also learn about force, motion and different types of energy and their impact on movement and activity in the world around them as well as their impacts on the universe. Water and the atmosphere will be explored to consider cycles, processes and their effects on earth. Assessment of these concepts will be made through written assignments, teacher observations, labs, quizzes, tests, participation, and completion of projects. 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.

### **Grade 7 Social Studies**

World Geography and Ancient Civilizations II.

Seventh Grade students examine the physical and political geography and ancient societies of South and East Asia, Oceania, and Europe and concludes with a study of government in Greece and Rome, which serves as a prelude to the study of civics in grade 8. The *Discovery Education Social Science Techbook* will be utilized for the course along with supplementary articles. 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 Reading and English Language Arts Program in Grade 8 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 *As Brave As You* by Jason Reynolds, *Echo* by Pam Munoz Ryan, and *The Truth as Told by Mason Buttle* by Leslie Conner. The classroom uses the Readers Workshop model which allows students to apply the tools of literary analysis to the selected texts and also to their own chosen books. 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. The students will participate in conferencing with staff to discuss literary elements, comprehension strategies being used and vocabulary. Students will work on making connections, applying learned comprehension strategies and building critical thinking skills through discussions, open responses, projects and essays.

English Language Arts instruction will focus on enhancing written language skills through both direct instruction and learning opportunities. *Keys to Literacy* and *Empowering Writers* 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. Assignments will consist of various types of writing including argumentative essays, narratives and research assignments and will go through stages of the writing process. Through direct instruction and learning opportunities, students will learn to strengthen topic sentences, vary word choices and sentence types and include transitional phrases. Students will work on catering essays to meet specific audiences and follow assigned topics. Through direct instruction and learning opportunities, students will learn to strengthen topic sentences, vary word choices and sentence types and include transitional phrases. Students will work on catering essays to meet specific audiences and follow assigned topics.

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 8 Mathematics**

The Grade 8 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 *enVision MATH Common Core* program as well as the *Mathematics Common Core* book series to develop their skills throughout the year. *Carnegie Learning Middle School Math Solutions* and *Mathia* are also utilized, both of which are aligned to the Massachusetts Curriculum Frameworks. 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 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 Grade 8 science curriculum will cover the Earth Science, Life Science and Physical Science strands. The *Discovery Education Science Techbook* will be utilized for the course and instruction is aligned with the Massachusetts Curriculum Frameworks. The Earth Science unit will focus on investigating the four Earth Systems (Atmosphere, Biosphere, Geosphere, and the Hydrosphere), Earth's Interior, rocks and minerals, plate tectonics with a focus on earthquakes and volcanoes, changes in Earth's surface, mapping Earth's surface, erosion and deposition and the geologic time scale. The Life Science unit will cover the concepts around diversity of life including an introduction to plants and animals, kingdoms and classification systems, movement, obtaining energy, adaptations and behaviors. The Physical Science unit will cover an introduction to chemistry and will explore Matter, Study of solids, liquids, and gasses, elements of the Periodic Table, chemical reactions, compounds and mixtures and the study of acids, bases and solutions.

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

## **Grade 8 Social Studies**

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

Students study the roots and foundations of democratic government through primary documents, such as the United States and Massachusetts Constitutions; how and why government institutions developed; how government evolves through legislation and court decisions; and how individuals exercise their rights and civic responsibilities to maintain a healthy democracy in the nation and the Commonwealth. The *Discovery Education Social Science Techbook* will be utilized for the course along with supplementary articles. Through class discussions, PowerPoint presentations

and Smart Board presentations, students will develop and improve their 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.

Basic programming skills are also taught through visual programming languages such as Scratch and Tynker. Learning commands, troubleshooting and solving problems 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. More intermediate programming skills are also reinforced through visual programming languages such as Scratch and Tynker.

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 multiples 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.

## **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.

## **STUDENT ASSESSMENTS OVERVIEW**

### **Formative Assessment**

Education at Perkins is a highly individualized process. For this reason, formative assessment techniques are embedded into instruction to constantly gauge student progress and make real-time adjustments to instruction as necessary. This approach assures that each student makes optimal progress in the curriculum. Some common formative assessments utilized include:

- Self-evaluation
- Targeted questioning
- Summaries/Quick-writes
- Think-Pair-Share/Peer Evaluation
- Observation
- Portfolio checks
- Writing frames
- Exit tickets

### **Summative Assessment**

In addition to state mandated and curricular summative and cumulative assessments, students are also assessed to support a comprehensive understanding of their ability to prepare for transitions, college and career readiness. The following outline identifies the current assessments:

#### **Year-round Assessments for Grades 1<sup>st</sup>-8<sup>th</sup>:**

- NWEA MAPS Reading and Math Assessments in the fall and spring
- DRA – Diagnostic Reading Assessment
- Brigance Math Assessment
- Brigance Vocabulary and Writing Assessment
- Wilson vocabulary assessments TOSWRF, WIST and Dolche
- DIBELS Next comprehension and fluency