Cape Cod Lighthouse Charter School

Curriculum Catalog

1st Edition, January 2017

Mission Statement

Cape Cod Lighthouse Charter School seeks to provide a supportive and challenging learning environment for middle school students, where teachers foster intellectual development and academic achievement in an atmosphere that celebrates learning as a lifelong pleasure.

We appreciate and understand middle school-aged students. We enjoy the often undervalued creativity and intellectual potential of this age group. We strive to provide an emotionally safe and supportive community, encouraging students to develop their strengths and risk new growth, while pursuing an academically rigorous curriculum. Wherever possible, students learn through experience, allowing them to be engaged in the process of discovery and to see the practical applications of classroom lessons.

Looking beyond the walls of the classroom, we collaborate with local partners to utilize the unique natural and creative resources on Cape Cod, and reach out to global partners to broaden our cultural understanding and knowledge. Our graduates take with them the values of personal responsibility, consideration for others, respect for the environment, academic integrity, creative expression, and perseverance.

Key Concepts

- Intellectual Development
- Academic Achievement
- Project Based Learning
- Interdisciplinary Studies
- Community Partners
- Environmental Studies
- Global Awareness
- An Ethical Community

Curriculum Overviews

Grade 6 Curriculum Overview

LANGUAGE ARTS

Reading

Students learn tools for text analysis and comprehension skills with guided and independent reading while building awareness of literary elements during class discussions and written assignments. Students log nightly independent reading, complete journal work, and engage in group work on several novels throughout the year.

Writing

Students develop an understanding of the writing process as it applies to different purposes, with an emphasis on writing organized and textually-supported paragraphs and essays. Conferencing, peer mentoring, and solid skill anchoring are stressed as well as grammar and mechanics for clarity and the understanding of language use. Finished pieces are celebrated as the work of true writers.

- Aligned with the Common Core State Standards.
- Meets four times a week.

MATH

Students will:

- Work with whole numbers, fractions, decimals, and percents.
- Explore number theory around primes, factors, and multiples.
- Discover geometry basics involving angles, classification of shapes, and area, volume, & perimeter of regular geometric figures.
- Gain experience with word problems, problem solving activities, and “real world” applications.

- Aligned with Massachusetts/Common Core Frameworks.
- Meets every day.

SCIENCE

Units of Study:

- Hierarchy of Matter
- Ecology
- Astronomy
- Adaptation
- Earth Structure
- Cells
- Cape Cod Life

- Aligned with the Next Generation standards.
- Meets 4 times each week.

SOCIAL STUDIES

Units of Study

- World Geography
- Mapping
- Cultures
- World Issues
- Current Events

- Aligned with the MA Frameworks and National Curriculum Standards for SS
- Meets 4 times each week

ART

Students will:

- Explore two and three-dimensional media, including painting, drawing, clay, and printmaking.
- Develop an understand the visual arts in relation to world cultures.
- Use sketchbooks to encourage creative discovery and develop drawing skills.
- Meets once a week

EXPLORATIONS

Students will:

- Focus on research, technology and keyboarding / organization and study skills.
- Make connections to course work in other 6th grade classes.
- Meets 4 times each week.

HEALTH

Units of Study

- Second Step Anti-Bullying program
- Self-Esteem
- Body Systems
- Mindfulness
- Drug and Alcohol Prevention
- Meets once a week

REC (Physical Education)

Connecting with the health class, the Rec program focuses on teamwork (social well- being), supportive play (emotional health), fitness (physical health) and fun (all three).

- Meets once a week

Grade 7 Curriculum Overview

LANGUAGE ARTS

Reading:

Examination of a variety of different literature through a highly critical and analytical lens. Identify and extract literary elements and techniques from readings and put them into practice in writing. Literature often mimics history, so LA collaborates with Social Studies for two interdisciplinary units - the Holocaust and Greek Mythology. Students can expect two Independent Reading Projects.

Writing:

Build upon writing skills by viewing writing as a process rather than a singular act. Students will be given journal prompts every day, along with time to complete them.

- Aligned with the Common Core State Standards.
- Meets 4 times each week.

MATH

7th grade students are expected to achieve all of the standards in the course with an emphasis on applying their knowledge.

From pre-Algebra into Algebra, students explore problem solving in real world situations and expressing solutions in a variety of formats.

Units include:

- Ratios, Proportions, and Percents
- The Number System
- Expressions and Equations
- Geometry
- Statistics and Probability

- Aligned with the Common Core State Standards.
- Meets every day

SCIENCE

Seventh grade focuses on physical and life sciences, especially marine science, meteorology, engineering and physics.

Units of study:

- forces and motion (acceleration, momentum, Newton's Laws)
- bridges and engineering
- comparative anatomy and physiology of marine mammals and humans
- classification
- biodiversity
- genetics

- Aligned with the Next Generation standards.
- Meets 4 times each week.

SOCIAL STUDIES

Students will:

- Investigate the factors contributing to the shift from nomadic, hunting and gathering tribes to sedentary, agricultural civilizations.
- Understand the various elements that contribute to the development of cultures and civilizations (geography, religion, achievements, politics, economics and social structures).
- Explore ancient civilizations and cultures of Mesopotamia, Israel, Egypt, Greece and Rome.
- Further develop research, analytical and critical thinking skills through in-class simulations and independent project work.

- Aligned with the MA Frameworks and National Curriculum Standards for SS.
- Meets 4 times each week.

ART

Students will:

- Explore a variety of 2D and 3D art processes that comply with state and national visual arts standards.
- Develop skills in visualization and creative problem solving.

    - Study art history and the work of other artists.
    - Practice elements and principles of design.
    - Make interdisciplinary connections.
    - Use sketchbook as a tool for creative expression and independent discovery.
- Meets once a week.

FRENCH AND SPANISH

Students select one of the languages to study in 7th and 8th grades. The curriculum follows what is taught in the first level at most area high schools (Novice Level 1) and is geared towards a smooth transition into the second level in high school.

While all aspects of learning a language are addressed - reading, writing, listening, and speaking - emphasis is placed on oral/aural proficiency.

Cultural exploration is also an important part of the curriculum, with the goal of fostering an understanding and appreciation for other customs and ways of living.

- Meets 4 times each week.

HEALTH

Covers three areas of personal health - physical, emotional, and social well- being. A major objective is for students to understand that these three areas are inter-connected in achieving overall wellness. Classes are discussion-based with various activities, including role play and debate. We strive to make the health classroom a place where students feel safe to talk and learn about their own personal health.

- Meets once a week.

REC (Physical Education)

Connecting with the health class, the Rec program focuses on teamwork (social well- being), supportive play (emotional health), fitness (physical health) and fun (all three).

- Meets once a week.

Grade 8 Curriculum Overview

LANGUAGE ARTS

Writing

Students learn how to write a thesis-driven, four paragraph essay, and learn how to critically analyze short stories and write more formally and academically. Much of the first third of the year is focused on this goal and we revisit this type of writing throughout the year. Students write a short story based on the style of Edgar Allen Poe and end the year with a 1,000-word personal essay.

Reading

Students read a variety of genres of literature., with focus on critical analysis of plot, characters, and theme. Students keep journals about many of the novels and also write essays at the end of each novel.

Units of Study:

- Short Story Unit
- Much Ado About Nothing or The Tempest or Midsummer Night's Dream
- Absolute True Diary of an Indian
- The House on Mango Street
- To Kill a Mockingbird
- Edgar Allen Poe
- Poetry - reading and writing
- Other units:
- Etymology
- Grammar
- Parts of Speech
- Latin

- Aligned with the Common Core State Standards
- Meets four times each week

MATH

Placements in Math classes are determined using internal placement exams and test/quiz grades from Grades 6 & 7.

Algebra I (Accelerated Level)

- Prepares students for advanced/honors course of study in high school, starting with Honors.
- Geometry (pacing for this class is very fast)
- Focuses on deep understanding of algebraic principles, the fundamentals of geometry and data analysis.

Math 8 (College Prep)

- Prepares students for a rigorous high school Algebra I course (75% of 8th graders nationwide enroll in this course).
- Focuses on topics in number theory, developing a solid foundation in algebraic skills and concepts, the fundamentals of geometry and data analysis.
- Allows for more review to meet student needs.

Math 8 (with support)

- Prepares students for high school Algebra I course.
- Focuses on topics in number theory, developing a solid foundation in algebraic skills and concepts, the fundamentals of geometry and data analysis.
- Allows for more review and small group work and an additional teacher is in the classroom to support students' learning.

- All Math classes are aligned with Massachusetts/Common Core Frameworks.
- Meets every day.

SCIENCE

- Focuses on understanding the fundamental organization of matter in the physical and biological world.
- Prepares students for honors and college prep high school courses in physical and biological science.
- Includes projects on energy resources, the periodic table of the elements and the biology of students' own bodies.

Units include:

- energy

- electricity
- magnetism
- the phases of matter
- atomic theory
- the periodic table
- chemical reactions
- introduction to organic chemistry

- Aligned with the Next Generation standards
- Meets four times each week

SOCIAL STUDIES

- U.S. history from the American Revolution to the Civil War.
- Active participation in all phases including classroom trials, debates, reenactments.
- Variety of texts by Pulitzer Prize-winning historian Joy Hakim.
- Projects focus on local artifacts and participation in town meetings.
- Trip to Gettysburg as culminating activity.
- Final day of school reenactment of Battle of Fort Donelson (with water-based ordnance).
- Emphasis on using and interpreting primary source documents.

- Aligned with the MA Frameworks and National Curriculum Standards.
- Meets four times each week.

ART

- Exploration of two and three-dimensional media, including drawing, painting, printmaking and sculpture.
- Aesthetic inquiry, personal expression and skill development are emphasized through the study of the visual arts in relation to history and culture.
- Studio experiences make connections between the visual arts and other disciplines.
- Sketchbooks are used to encourage creative discovery and develop drawing skills.

- Meets once a week.

FRENCH AND SPANISH

Study of the language continues (see description in 7th grade classes).

- Meets four times each week

HEALTH

Covers three areas of personal health - physical, emotional, and social well- being. A major objective is for students to understand that these three areas are interconnected in achieving overall wellness. Classes are discussion-based with various activities, including role play and debate. We strive to make the health classroom a place where students feel safe in talking and learning about their own personal health.

- Meets once a week

REC (Physical Education)

Connecting with the health class, the Rec program focuses on teamwork (social well-being), supportive play (emotional health), fitness (physical health) and fun (all three).

- Meets once a week

Highlights For All Grades

MUSIC PROGRAM

We have a varied and rich performance-based music program at CCLCS. Well over 50% of the student body participates in at least one or more ensembles. All musical ensembles are open to all three grades.

Vocal

- Chorus - meets once a week before school. Open to everyone. Average enrollment 35 students (boys and girls).
- A cappella - meets once a week before school. Auditioned mixed choir at 14-16 singers.
- Select Chorus - meets once a week before school. Auditioned treble choir at 14-20 singers.

Instruments

- Band - meets once a week during school. Open to everyone. Average enrollment at 40 players.

- Jazz Band - meets once a week before school. Auditioned. Average enrollment at 15 players.
- Clarinet Choir - meets once a week before school.
- Percussion Ensemble - meets once a week before school.
- Strings - meets once a week before school.

Instruction

- Students who participate in band (flute, sax, clarinet, trumpet, trombone) receive a group lesson each week during school on a rotating pull-out from class.
- String players (violin, viola, cello) receive a group lesson each week. Students may begin violin or cello in 6th grade.
- We do a fully staged school musical each Spring, in partnership with Cape Repertory Theatre.

PORTVISORIES

Students meet in single-gender, single-grade "port-visory" groups several times a term to set goals, reflect on special events such as field trips, and further think about projects and assignments throughout the term that they were challenged by or are proud of.

SEA CAMPS

All students and staff spend a day and a night at Sea Camps in Brewster in early October. This is a time for the entire school to bond. Students are broken into multi-grade groups, in which they travel around to different activities throughout the day. Families join us in the evening for a student talent show at the outdoor theatre.

SEMINARS

Each term, students at CCLCS have a choice of elective courses, known as Seminars. Fifteen to 20 different Seminars, in subjects ranging from Mock Trial Competition to Forensic Science to Songwriting, are offered each term, so students are able to explore their own interests in greater depth or to try out new things that intrigue them. A list of current and past seminars are available on our website. Meets once a week; each session is 1 hour & 45 minutes.

STUDENT SUPPORT

CCLCS is committed to providing an excellent educational experience for all students. Our school psychologist and Special Education Department work closely with families and sending districts to insure incoming students with disabilities receive programming appropriate to their needs. CCLCS is required to follow the same state and federal special education laws and regulations as other public schools. The services offered at CCLCS are similar to those offered by traditional public schools. They include, but are not limited to: special education teachers and assistants; speech/language therapist; ESL instructor, occupational therapist; school psychologist; literacy instructor, and full-time school nurse.

TUTORIAL

- Tutorial is a quiet study time for students. Students are able to work on homework and get extra help from teachers.
- Tutorial meets once a week. Band meets during this tutorial period.
- Math Lab meets at the same time as Tutorial.

Departments and Course Descriptions

Art

GRADE 6	ART
GRADE 6 TERM 1	Sixth grade students will complete several projects during Term 1. They study the work of Henri Matisse and create their "Identity Banners" using the art elements of color and shape to express their unique personality with scissors and colored construction paper. Students then learn about the Mexican Folk Art tradition of painting on natural materials and created “Amate Bark Paintings" using tempera paint and ink lines on specially prepared India ink craft paper. These paintings contain images and patterns inspired by animals, plants and environments found on Cape Cod. Students then start their "Illuminated Animal Letters" after viewing the work of children's book illustrators and practicing animal abstractions in their sketchbook. They learn about the abstract animal art of Brancusi, Miro, Picasso and Lichtenstein. Their evaluation is based on participation, effort, creative problem solving, craftsmanship, studio behavior and completion of sketchbook assignments.
GRADE 6 TERM 2	Students develop their artistic skills using a variety of mediums in Term 2. Students view Vincent Van Gogh’s painting of his Bedroom in Arles and use it as inspiration for their “One-Point Perspective Bedroom Drawing”. This project introduces them to key concepts of perspective that include vanishing point, orthogonal lines and ways to create space on a 2-dimensional surface. They learn about Mexican artist, Frida Kahlo's unique approach to painting self-portraits with animals. Using graphic references and diagrams, students practice drawing self-portraits and use oil pastels and markers to create their own "Self-Portraits with Animals".
GRADE 6 TERM 3	During Term 3, students explore a variety of materials and processes in Art. They research marine life and seabirds to create their "Marine Animal Illustration" from animal life found in the the Stellwagen Bank Sanctuary. They use watercolor pencils and markers for these paintings. Students are then introduced to the traditional Native American craft of bead weaving and create "Wampum Bead Belts". Students learn how wampum belts were created to convey important messages through the use of pattern and color. Students write important information about their belts - the colors, patterns and shapes created- and what they represent and then create QR CODES in XP that can link the viewer to their artist statements. Their evaluation is based on participation and effort, creative problem solving, craftsmanship, studio behavior and completion of sketchbook assignments.

GRADE 7	ART
GRADE 7 TERM 1	Students start the first term in 7th Grade Art learning about Surrealism and express their creativity using contour line drawing practice and watercolor techniques to create "Surrealistic Watercolor Paintings". They learn about some of the Surrealist painters including René Magritte and Salvador Dali. This project requires them to use contour lines to describe everyday objects and these drawings are used to alter scale and juxtapose images that express dreamlike narratives. The next project focuses on creating value with line. They use fine point markers to experiment with cross-hatching and other texture techniques to create imaginative "Pumpkin Ink Drawings". They learn about Edward Gorey and his use of line and texture in his work. Students then learn how to describe form by blending and layering vine charcoal for the "Charcoal Still-Life" project. Their evaluation is based on participation, effort, creative problem solving, craftsmanship, studio behavior and completion of sketchbook assignments.
GRADE 7 TERM 2	During the second term of Art, 7th grade students work on studio projects that incorporate art media with a focus on the artist as a communicator of social concerns. They practice drawing hands and create "Charcoal Drawings - Remember and Honor Victims and Survivors of the Holocaust" as part of an interdisciplinary unit with Social Studies. Students contribute to a "Collaborative Banner" inspired by words from Martin Luther King's famous "I Had a Dream" speech using acrylic paint and canvas. Students then create "Egyptian Inspired Characters" applying the style and proportions of ancient Egyptian artists to characters drawn from their imagination. Students learn about careers in graphic design and illustration and participate in the Classroom Times “Create-An-Ad” program.
GRADE 7 TERM 3	During the third term in Art students are introduced to drawing the human figure in a variety of ways. Gesture and Contour drawing techniques are practiced in class from live models and then from graphic references in class. Students learn about proportions of the human figure and study the work of 19th century artist Edgar Degas and then use pastels to create “Figures in Action” drawings. Students then experimented with "Relief Block Prints" as they interpret images from their community and the environment of Cape Cod and create a limited edition of color prints using linoleum blocks, carving tools and printing techniques. They expand their understanding of 2-Point Perspective with the "Imaginary Street Drawing" project. Students’ grades are determined by active participation in class, sincere effort to complete projects and completion of sketch assignments.

GRADE 8	ART
GRADE 8 TERM 1	*COMING SOON!*
GRADE 8 TERM 2	
GRADE 8 TERM 3	

Language Arts

GRADE 6	LANGUAGE ARTS
GRADE 6 TERM 1	We open with a study of poetry, with students using field experiences recorded in their journals at Nature's Classroom to craft poems about the natural world. Our focus then shifts to memoir and story structure. Students use their new skills with precise language and description to write small moment memoirs about life experiences. We craft a three paragraph essay on Pilgrim and Wampanoag life, practicing good paragraph structure and diving into the world of nonfiction and primary source material. Reading workshop continues on a weekly basis, as students aim for 200 minutes and 300 pages clubs by consuming text at their just right levels.
GRADE 6 TERM 2	Language Arts in term 2 begins with some poetry and grammar. Students finish up Pilgrim and Wampanoag poems and illustrate their work. Next, they practice parts of speech and take a trip to Punctuation Paradise. The group novel, Seedfolks, starts the new year. Students dive into the novel and learn how to analyze character and perspective, all while creating connections for their projects. Students practice paragraph writing as we study the academic form. In our folktales unit, students will examine the literary elements of the subgenres of folktales and craft their own work. Reading work is ongoing, with self-assessed reading logs assigned weekly.
GRADE 6 TERM 3	Students engage in a variety of reading and writing activities in term 3. We finish up our study of Where the Mountain Meets the Moon and complete our analysis of compare/contrast writing. The unit culminates with a literary essay, building on their understanding of the novel and the writing genre. Next, we turn our focus to persuasive writing and the novel A Long Walk to Water, integrating this reading into the Africa unit in Social Studies. In addition to discussions of the complicated themes in this novel, students are asked to chart the emotional journeys of the protagonists. Throughout the term, independent reading continues.

GRADE	LANGUAGE ARTS
GRADE 7 TERM 1	We begin the year by examining what makes a person "normal" in Wonder, and learn about differences during our "Choose Kind" presentations. We examine where utopian societies in literature go wrong and what happens when conformity takes hold of society in The Giver and Harrison Bergeron. Students complete short writing assessments, and a longer compare and contrast essay. We have some healthy debate over Shakespeare and practice writing sonnets. Reading and writing are the cornerstones of this first term.
GRADE 7 TERM 2	This term begins with Milkweed, by Jerry Spinelli. Students meet a boy with no name, family, or past as they journey through the Warsaw Ghetto of Poland. Students engage in several writing exercises, which culminate in thesis essay writing. After Milkweed students focus their attention on thesis writing and the "Identity of a Nobody." We then travel to the rough and tumble streets of 1960s Tulsa, Oklahoma. Ponyboy and the Greasers teach us that there is more to a person than his outward appearance and social class. The Outsiders provides one more crack at thesis writing before we switch gears and really focus on what it is going to take to ace the MCAS.

GRADE	LANGUAGE ARTS
GRADE 7 TERM 3	The final term of seventh grade English focuses on projects, essays, MCAS, Greek Mythology, and the novel, Roll of Thunder, Hear My Cry. After MCAS we turn back the hands of time to Ancient Greece. We examine the strange and captivating world of its mythology. From Medusa to Perseus, Zeus to Heracles, we use their stories to better understand the people and the culture they represent. From pop culture references to modern literature and language, Greek mythology is all around us. Our culminating project is the creation of a modern day myth and a comic book style project where the students identify their 12 labors, modeled after Heracles's own struggles. We end the year in a book club fashion, reading Roll of Thunder, Hear My Cry- a great lead into next year's curriculum.

GRADE	LANGUAGE ARTS
GRADE 8 TERM 1	We start the year with a burst of personal writing. Students write a response to their summer reading assignment and a “Mind Map” essay, a creative writing piece. We read many short stories this term, such as Ernest Hemingway's "Indian Camp,” and Gish Jen’s “The White Umbrella.” The short stories we read help us to create thesis statements and to write the standard four paragraph essay. This four paragraph essay is the focus of much of our curriculum this term. The essays are graded on a 5 point scale, with a 4.0 as the benchmark goal. During this term we also read Shakespeare’s The Tempest. Students read the play in class, create caricatures of a character from the play and perform scenes from the play. The term ends with students taking their benchmark essay test.
GRADE 8 TERM 2	We begin Term 2 in the midst of To Kill A Mockingbird. We continue to write in our journals, analyze text and learn about the historical connections to the novel. We end the unit with a literary essay and a digital storytelling project. We also have a brief Parts of Speech unit. We spend the rest of the term reading House on Mango Street and delving into figurative language and elements of literature. We end that novel right at the end of the term, with a quote analysis test, a quilt square project, and a creative piece of writing. We also begin prepping for MCAS.
GRADE 8 TERM 3	We begin the term by finishing House on Mango Street by Sandra Cisneros. We study her poetic vignettes and create quilt squares based on those vignettes. Students also answer questions in their journals about each vignette. We end that unit with writing our own vignettes in the style of Cisneros. After that, we read The Absolutely True Diary of a Part Time Indian by Sherman Alexie. We learn a lot about Native American culture, past and present. We also write our last academic thesis essay. Then we take a brief trip into the Romantic Era of literature in which we read many of Edgar Allan Poe's short stories. Students then have the opportunity to write "Poevian" short stories of their own. We also finish up our Latin unit, learning the basics of Latin and Latin roots. We finish the year with our personal essays, which really show how far students have come as writers and as young women and men.

Math

MATH	
GRADE 6 TERM 1	In the first term, students work on their understanding of the Number System, including the relevance and real world applications of factors and factorization, common and least common multiples, arithmetic operations with decimals and powers of ten, and use their understanding of the inverse relationship of multiplication and division to divide fractions. Students expand their understanding of the number line, absolute values, and distances on the coordinate plane. Students use Khan Academy to practice and challenge their understanding of concepts in each unit, and the interconnectedness of skills. The level of abstraction required of students continues to grow as we enter our exploration of exponents and expressions with variables in Unit 3.
GRADE 6 TERM 2	The second term of math covers the core ideas of algebraic thinking, including using variables to represent unknowns, or values which can change, and isolating variables to solve equations and inequalities by using inverse operations. We expand our data literacy by identifying independent and dependent variables in word problems, then entering them in a table, then plotting them on a coordinate plane. We compare numbers to create ratios, then give them labels to form rates, then find equivalent rates as a useful way to extrapolate values with unit rates.
GRADE 6 TERM 3	The sixth grade ended with the Data Collection Project, in which students in all groups chose a statistical question which they could analyze with an experiment. All students collected data, and were participants in each others' experiments, such as paper airplane folding, jumping rope, archery, surveying, cup stacking, and running. The data were analyzed with statistical tools, then graphed, to discover what is typical of students in their class, showing that data can be used to set expectations and make the kinds of predictions which are essential to good research. Leading up to the Data Collection project was a unit on statistics, to provide the tools for the project, such as finding measures of center like mean, median, and mode, and measures of variability, such as interquartile range, and mean absolute deviation. Prior to the Data Collection and Statistics unit was our Geometry unit. Students worked creating 3D shapes from 2D nets, and finding areas and perimeters of triangles, parallelograms, rhombuses, and trapezoids, as well as finding and comparing volumes of 3D shapes with and without unknown values, with and without fractional edge lengths.

MATH	TRACK	ACCELERATED
GRADE 7 TERM 1	During the first term of 7th grade math, students expand their understanding of operations with rational numbers. Students develop a unified understanding of numbers; recognizing fractions, decimals, and percents as different representations of rational numbers. Students extend operations to all rational numbers, maintaining the properties and the relationships between them. In Unit 2 students extend their understanding of ratios and develop understanding of proportionality to solve single and multi-step problems. Students use their understanding of ratios and proportionality to solve a wide variety of percent problems. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line. They distinguish proportional relationships from other relationships. The work in 7th grade math involves applying and extending our skills to solve problems that occur in the real world. This makes a connection to the practical uses of math, prepares students to tackle challenges they will encounter in life, and sharpen problem-solving skills.	During the first term of 7th grade math, students expand their understanding of operations with rational numbers. Students develop a unified understanding of numbers; recognizing fractions, decimals, and percents as different representations of rational numbers. Students extend operations to all rational numbers, maintaining the properties and the relationships between them. In Unit 2, students extend their understanding of ratios and develop understanding of proportionality to solve single and multi-step problems. Students use their understanding of ratios and proportionality to solve a wide variety of percent problems. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line. They distinguish proportional relationships from other relationships. Students apply understanding of rational numbers as they formulate expressions and equations in one variable and use these equations to solve problems. Students use these properties of operations to generate equivalent expressions. The work in 7th grade math involves applying and extending our skills to solve problems that occur in the real world. This makes a connection to the practical uses of math, prepares students to tackle challenges they will encounter in life, and sharpen problem- solving skills.

MATH	TRACK	ACCELERATED
GRADE 7 TERM 2	During the second term of 7th grade math, students continue their development of proportional reasoning. Proportional reasoning serves as a foundation to support connections between mathematical ideas and coherence across grades. For instance, drawing on the rate and ratio reasoning from the previous course, students apply proportional reasoning concretely with scale drawings. Students create a scale drawing using proportion, incorporate their artistic abilities, and connect to real world problem solving. Their geometric experiences lead them into analyzing and representing proportional relationships between quantities, computing unit rates, and solving multistep ratio and percent problems using tables, graphs, and equations. In addition to solving equations that represent proportional relationships, students also solve equations and inequalities with up to two-steps.	During the second term of 7th grade math, students continue their development of proportional reasoning. Proportional reasoning serves as a foundation to support connections between mathematical ideas and coherence across grades. In addition students use linear equations to represent, analyze, and solve a variety of problems. Students recognize equations for proportions ($y/x = m$ or $y = mx$) as special linear equations ($y = mx + b$). They will understand that the constant of proportionality (m) is the slope, and the graphs are lines through the origin. They also understand that the slope (m) of a line is a constant rate of change. Students analyze one variable statistics and use random sampling to think about data sets and used mathematical tools to compare two data sets.
TRADE 7 TERM 3	Geometric shapes are all around us. The world is built with them. Students become familiar with Euclidean geometry and terms like segments, scale drawings, parts of a circle, area, volume, angles, and geometric figures. During the last term of 7th grade math students draw, construct, and describe geometric figures. They use their knowledge of angles and writing equations to describe relationships between figures and to solve problems. Students are introduced to probability. They investigate chance processes and develop, use, and evaluate probability models. Students continue to analyze one variable statistics and use random sampling to think about data sets and use mathematical tools to compare two data sets.	Geometric shapes are all around us. The world is built with them. Students become familiar with Euclidean geometry and terms like segments, scale drawings, parts of a circle, area, volume, angles, and geometric figures. During the last term of 7th grade math students draw, construct, and describe geometric figures. They use their knowledge of angles and writing equations to describe relationships between figures and to solve problems. In addition students learn about the Pythagorean Theorem. Named after the Greek philosopher who lived nearly 2600 years ago, the Pythagorean Theorem is as good as math theorems get . Students are introduced to its simplicity, beauty, and power. They are also introduced to geometric transformations! Students translate, rotated, reflect, dilate, and find congruence in transformations.

MATH	TRACK	ACCELERATED
GRADE 8 TERM 1	We start out the year building on the equation-solving skills that are learned in 6th and 7th grades. Students work to develop strategies for solving a variety of single-variable equations, including equations with rational number coefficients, equations with distributive property and combine like terms, equations with no solution, and equations with infinite solutions. Students show proficiency in this skill on the final test, the final test retake, and the equations portfolio piece. After completing the equations unit, we start the Unit 2: Relations and Functions. Students work to use multiple representations to represent real world relationships, translating between tables, graphs, ordered pairs, equations, and written stories. They then learn to determine which relations are functions and which are not. After understanding the definition of function, they work to classify functions as linear or non- linear and to find and interpret the rate of change of linear functions. Students show proficiency with these skills in the final unit test and the relations portfolio.	Unit 1: Expressions, Equations, Inequalities, focuses on the building block skills that we will use throughout the year. Students work to write, simplify, and identify equivalent algebraic expressions. After mastering this, they move on to developing strategies for solving a variety of single-variable equations and inequalities. Types of equations and inequalities include rational number coefficients, variable coefficients, distributive property and combine like terms, equations and inequalities with no solutions, equations and inequalities with infinite solutions. We apply these skills by writing and solving equations and inequalities that represent real world situations. Students show proficiency with this skill on the final test and the test corrections. In Unit 2: Functions, students work to use multiple representations to represent real-world relationships, translating between graphs, equations, tables, ordered pairs and written stories. They then learn to determine which relations are functions and which are not. They use function notation to represent, interpret, and evaluate functions. After understanding the concept of a function, they work to classify functions as linear or non-linear and to find and interpret the rate of change of linear functions. Students show proficiency with these skills in the final unit test and the relations portfolio.

MATH	TRACK	ACCELERATED
GRADE 8 TERM 2	This term focuses on the study of linear functions. We start working to represent linear functions using tables, graphs, ordered pairs, equations, and function notation. We then focus on writing linear functions to model real- world situations, including analyzing bivariate data. After linear functions, we work on systems of linear equations. We learn to solve them using several different methods, and then apply those methods to the modeling and solution of real-world problems.	This term focuses on the study of linear functions. We start working to represent linear functions using tables, graphs, ordered pairs, equations, and function notation. We then focus on writing linear functions to model real- world situations, including analyzing bivariate data. After linear functions, we work on systems of linear equations. We learn to solve them using several different methods, and then apply those methods to the modeling and solution of real-world problems. The end of the term finds us working to build skills that we need to work with exponential and quadratic functions in third term.
GRADE 8 TERM 3	The term starts with the completion of the powers and roots unit. In this unit, students work with rules of exponents, scientific notation, and irrational numbers. Following powers and roots, we complete two geometry units. The first geometry unit covers angle relationships; similar triangles; volume of cylinders, cones, and spheres; and Pythagorean Theorem. The second geometry unit covers transformations on the coordinate plane. Students finish this unit with an interdisciplinary art/math project. We then work on the data analysis portion of the Body Biology project, analyzing data to answer the questions, "Did the data support my hypothesis? How do I know?"	This term we study exponential and quadratic functions. We focus on the algebraic skills needed to work with these functions, making multiple representations of the functions, and using the functions to model real-world problems. Algebraic skills include rules of exponents, operations with polynomial expressions, irrational expressions, and factoring polynomials. Multiple representations include tables, graphs, equations, and written descriptions. Real-world problems include problems with exponential growth, exponential decay, and vertical motion of a projected object.

Science

GRADE 6	SCIENCE
GRADE 6 TERM 1	During this term of sixth grade science, we focus on Biology. The beginning of the term is dedicated to the Hierarchy of Matter, which explains the relationship and building process for organic and inorganic matter. The Scientific Method is also incorporated into the curriculum to give the basic fundamental skills needed to study and observe our scientific world. The second half of the term is dedicated to pond life and the microscope. Students are introduced to the wonder of the microscope through simple labs which give them the basic knowledge needed to explore a pond's ecosystem. The next three weeks are dedicated to lab work and lectures, with a hands-on approach to discovering and observing microscopic life in our local waters. Students are given two major projects in the first term. Each project incorporates science, creativity, and self-expression as a way to demonstrate their understanding of the material.
GRADE 6 TERM 2	The second term of Science class takes the 6th graders on a fantastic voyage covering a broad base of science, ranging from the vastness of the universe to how life developed on our planet. The beginning of the term wraps up the pond unit with a final project and unit exam. The next part of the term is dedicated to learning the six common traits of life that all living organisms in the world share. After looking at life cycles and traits of life, we study the process of adaptation and natural selection. Through lectures, movies, and lab work, students are exposed to how and why life on our planet has been constantly changing over a period of 3.5 billion years. A major exam and project are used to assess students' knowledge on this topic. Students create organisms that have to adapt to one of five newly discovered planets. During the last couple of weeks of the term, we board a rocket ship that propels us out into space. Students spend these weeks learning about the Earth, Moon and Sun cycles, and their relationships to each other. Students are required to know the different lunar cycles, as well as the revolution and rotation rates of the Earth and Moon.
GRADE 6 TERM 3	The last term in science as broken down into three large units. We start by finishing up the Astronomy Unit. There are two major tests in Astronomy. The first covers the cycles of the moon, sun and earth. The second focuses on objects outside our own solar system. The second unit was Earth Science, where we focus on plate tectonics and earthquakes. The classes construct earthquake proof homes and then test them by applying weights to the roofs of their homes. The last unit is the Cell Unit. Students are required to take on two projects with this unit. The first is Organelle Idol. The second project is the "Child's Guide to the Cell." Students learn about the structure and function of cells and the cell parts that make them up.

GRADE 7	SCIENCE
GRADE 7 TERM 1	Term 1 begins with an introduction to Earth's four systems: hydrosphere, atmosphere, lithosphere and biosphere. The interactions of these four systems create a complex fabric of dynamic interdependence that makes the Earth hospitable. In the hydrosphere we examine water on Earth at various levels, from the deep oceans to the drops of dew on a leaf. Condensation, evaporation, transpiration and precipitation make up the hydrologic cycle. In studying the atmosphere students learn how heat is transferred through conduction, convection and radiation. Heat, air pressure, the greenhouse effect and global climate change are studied intensively through discussion, writing and film. As the term closes we were investigate the dynamics of the lithosphere: plate tectonics, earthquakes faults, and volcanoes.
GRADE 7 TERM 2	We continue in term 2 with called Earth's Systems. Hydrosphere, Lithosphere, Atmosphere and the Biosphere. We study the last of the Earth's systems with a detailed study of the Biosphere, focusing on Biomes, but including all aspects of the Biosphere...down to habitats and niches. Students produce a conference quality poster on a particular organism. Students watch videos related to the subject matter and discuss all aspects of the Biosphere.
GRADE 7 TERM 3	As we move into term 3 we continue and complete our unit on Forces and Motion - An Introduction to Physics. We cover momentum, finishing up with a study of Sir Isaac Newton and his three laws of motion. Upon completion of this unit we begin to study Taxonomy and Classification. Our Classification and Taxonomy unit commence as we studied the History of Classification beginning with Aristotle, and continuing through the work of Carrolus Linnaeus and binomial nomenclature. We continue with the six Kingdoms of Life on Earth and and dedicate the remainder of the term to Biology: specifically the comparative anatomy of Humans and Cetaceans. Both baleen whales and toothed whales were studied. Students compare the Digestive, Respiratory and Skeletal systems in whales and humans, learning the features and roles of each system. Through videos and handouts, students learn behavioral traits and characteristics of whales as well as their Natural History related to migration, calving and feeding behaviors.

GRADE 8	SCIENCE
GRADE 8 TERM 1	The main focus in eighth grade science this term is on understanding the fundamental properties used to describe matter. Through experiments, readings, lectures, demonstrations and project work, students learn about measurement, volume, mass, phase theory, the molecular structure of the water molecule, chemical bonding, chemical reactions and the Laws of Conservation of Mass and Energy. The term concludes with a series of experiments focusing on energy flow in chemical reactions. Special attention is paid to learning key aspects of the scientific process as students plan and carry out investigations designed to uncover the fundamental rules that explain how things work in the world around us.
GRADE 8 TERM 2	We begin this trimester by concluding our unit on the history of atomic theory. Students learn how atoms are constructed and how to interpret information from an element's placement on the periodic table. From there students learn how quantum leaps in atoms generate electromagnetic radiation and how an understanding of this process allows scientists to identify glowing elements. Students learn how this analytical technique allows scientists to discover that the universe is expanding, leading to the Big Bang Theory of the origin of the universe. We then complete a unit on wave theory, which centers around an experiment comparing the reliability and characteristics of analog and digital systems. Finally, students complete an engineering design project where they define a problem, create a solution and build and test a prototype to solve the problem.

GRADE 8	SCIENCE
GRADE 8 TERM 3	The focus of the final trimester revolves around studies of evolution and human body systems. Students complete a project in which they learn the lines of evidence supporting the theory of evolution by natural selection. In the Body Biology Project, students design an investigation of some aspect of their own body's functioning and collect data for six weeks. Students analyze their data, make conclusions and research body systems in order to explain their results. The term also includes a two week review of all of science in preparation for the MCAS test.

Social Studies

GRADE 6	SOCIAL STUDIES
GRADE 6 TERM 1	World Geography is the focus for Social Studies this year. We travel around the world visiting the different continents while learning about the different political, physical, human and cultural, and environmental geography of each area. We start off first term with the world unit, learning the major physical and political features, and how to work with lines of latitude and longitude. To introduce students to our world population and key terms, students work on the World Population project. Students create infographic posters which help them graphically represent data and other information. Students have an end-of-the-unit test that cover all of the above. They additionally have a quiz specific to latitude and longitude. After this introduction, we move on to Latin America. Students have a political map quiz on Middle America and South America, and the Latin America Country Project is introduced. This unit continues into term two.
GRADE 6 TERM 2	This term we finish up our study on Latin America and then travel over to Asia. As a culmination of our Latin America unit, every student focuses on one country of the region for the project. In this multistep project, students become experts on the physical and human geography of their countries. 3-D maps, flags, research, and paragraphs are all a part of this project. Then, we head to Asia to learn about this incredibly diverse continent. Students make a Big Map of the continent in which they label the major political and physical features. We then study the continent by region, starting out with Southwest Asia. We look at the major religion of the area, Islam, and we also learn about the history, conflict, and peace process of Palestine and Israel. We then move east to South Asia, looking at India, Hinduism, Gandhi, and girls' education. We finish up the Asia unit at the beginning of the third term, and then move onto Africa.
GRADE 6 TERM 3	We start the third and final term off by wrapping up our unit on Asia. The next unit then focuses on Africa. Students learn about the history of Africa and the many issues that millions are facing today. The Giraffe project is one that centers around finding people and groups who stand up and help others. The students pick a giraffe, research his/her life and work, and then create a Google presentation that displays all of this information. Time is set aside in XP class to work on this, and there also is an expectation that work is being done at home, as well. To be a part of the solution and to be giraffes ourselves, the year ends with the sixth grade participating in the Walk for Water. It is one of the highlights of the year. Students raise money, which goes towards building a well in South Sudan. Lives in a needy community will forever be changed because of this group of children. Huzzah! We very briefly have a chance to look at Europe. In seventh grade Ancient Civilizations and later on in World History, the geography and history of this continent will be explored much further.

GRADE 7	SOCIAL STUDIES
GRADE 7 TERM 1	Seventh graders begin the year by exploring the elements necessary for a civilization to survive and thrive, as well as that which leads to the rise and fall of civilizations. They become acquainted with PRIMEST, an acronym that is used to assess each civilization we cover. Students study the Paleolithic and Neolithic eras, focusing on the importance of the shift from a nomadic to a sedentary lifestyle and from hunting and gathering to agriculture. We then begin our exploration of ancient Mesopotamia. In addition to learning about the Mesopotamians, students gain knowledge about the world's major monotheistic religions and how they remain in conflict in the modern Middle East. The major project this term is the creation of a gallery guide to five Mesopotamian artifacts. Students also write an analytical, thesis-driven essay about Stone Age technology.

GRADE 7	SOCIAL STUDIES
GRADE 7 TERM 2	This term students further develop their critical thinking and analytical skills as we continue our journey through ancient history. The first part of the term is dedicated to our interdisciplinary study of the Holocaust. Throughout this unit, students participate in meaningful class discussions, read excerpts from a number of primary and secondary sources and see several films. The roles of victims, perpetrators, bystanders and resisters are carefully examined. The main focus of our unit is the power of one: how individuals can make a difference. The second part of the term is dedicated to our study of ancient Egypt. Students explore the scientific, mathematical, and cultural contributions of the Egyptians.
GRADE 7 TERM 3	This term, seventh graders complete their study of the ancient world. The majority of the term is dedicated to studying ancient Greece and Rome, their governments, technology, expansion and cultures. The focus of the Greece unit is the birth of democracy. Emphasis is placed on developing an understanding of the differences between direct and representative democracies. Much time is dedicated to learning about Greek culture and the countless legacies left by this highly advanced civilization. We then segue into our study of Rome beginning with the monarchy and then learning about the republic and finally the empire. Students closely examine the myriad factors in the decline of the once great Roman empire including barbarian invasions, an unstable economy, corrupt leaders, a weak military and the loss of citizens' morale. This study culminates in an essay for which students have to develop and support a thesis about the fall of Rome.

GRADE 8	SOCIAL STUDIES
GRADE 8 TERM 1	Eighth graders begin their look at United States History this term. We start the term by exploring the lead up to the American Revolution. What is a revolution? How and why did the relationship between the British and the colonists change? What motivated the colonists to seek independence from Britain? Through readings, lectures, videos and authoring a children’s book, students begin to understand how and why we won independence. During the second half of the term, we explore how our “founding fathers” chose to structure (and re-structure) our early government. We look at why the Articles of Confederation were written and why they contained many unexpected weaknesses. Students step inside the shoes of Madison, Washington, Franklin and the like by acting out a portion of the Constitutional Convention, and learn their words by memorizing and visually representing the preamble to the US Constitution. The term ends with an independent research project exploring the ways the Constitution continues to influence us today.
GRADE 8 TERM 2	Eighth graders continue their look at the history of the US this term, focusing on the events and developments that happened between the American Revolution and the American Civil War. We begin the term with a brief look at American government today. How is our government structured? Why is it structured this way? Who holds these positions today? After the holidays students study for and complete a mid-year exam. We then move on to look at the important decisions and changes made during the Early Republic period, studying our founding fathers, early government and the birth of political parties. During this time students complete their artifact project, finding an artifact that remains on Cape Cod today from before the 1800s. By the end of the term we jump ahead to the 1830s-1850s, and begin to look towards the events and changes that lead to the division of our country and the American Civil War.

GRADE 8	SOCIAL STUDIES
GRADE 8 TERM 3	Eighth graders march steadily towards the start of the American Civil War during the third term. How is it that our new country became so divided that a war pitting American against American resulted? We begin the term looking at our move west, and what happened in order for the United States to gain the territory that makes up the continental US today. We then shift east, looking at the growth of industry in the north as compared to the booming cotton industry in the south. Did these two regions seem like the same country anymore? How did immigrants in the north and black slaves in the south fuel these economies? We look more deeply at slavery, reading the book NightJohn to bring alive the atrocities of owning people as property. Lastly, we look at the war itself- government action that led to the creation of the Confederate States of America, battles such as Bull Run and Gettysburg, and important people such as Abraham Lincoln, Robert E Lee and Ulysses S Grant. Our year culminates with a wonderful trip to the Gettysburg battlefields and Washington, DC!

World Language

French

GRADE 7	FRENCH
GRADE 7 TERM 1	Starting to learn French is a big challenge. Our curriculum is based on developing communication proficiency and understanding syntax, grammar and vocabulary, within the context of French culture. Along with the textbook Allez, Viens!, students develop these skills in the context of a year long global simulation project, an imaginary year living with a host family in France. Students present research on three regions of France, chose a French town, find an actual house to 'live' in, and a real school to 'attend'. They learn to introduce themselves, interact socially, discuss their likes and dislikes, apply for a French visa, and conjugate and use regular ER verbs. For their first French film, we watch and discuss Jean Cocteau's 1946 masterpiece, "La Belle et La Bête". Students are encouraged to practice/ study at least 15 minutes a night, and to share what they are learning with the family.
GRADE 7 TERM 2	We start the term talking and learning about school schedules, telling time, and expressing opinions about school subjects, comparing life at CCLCS with online information about their school in France. Students act out buying school supplies in a Libraire/papetrie after pretending to order online from French department stores. Students learn to use the important irregular verbs avoir and faire. "Le Vieillard et l'Enfant', Claude Berri's memoir of his childhood hiding from the Nazis with an old French couple, is a film we watch in connection with their Holocaust unit in Social Studies. For their Global Simulation Project, students fill out visa forms for their séjour en France, find plane and train tickets, check out the weather in their French towns, prepare for an interview (verbal benchmark) with Madame playing the role of a local French TV host. They review the first term material by creating activities and kahoots to re-teach their classmates.
GRADE 7 TERM 3	We learn how to talk about the seasons, the weather and our favorite activities, use the four irregular super verbs, faire, aller, être and avoir. Students master the futur proche with aller & an infinitive, and try telling each other's fortunes with French cootie catchers. Ordering food in a Parisian café, acting out scenes as serveur and client, and cooking a traditional Parisian "croque monsieur" accompanied by "citron pressé, are popular assignments. Culturally, we watch the two films based on the life of Marcel Pagnol, "My Father's Glory' and My Mother's Castle". For the scrap books of their 'year spent in France', they write letters to and from their host families, create French report cards, imaginary families with descriptions and made photos of themselves at their favorite cafe and in front of famous places .

GRADE 8	FRENCH
GRADE 8 TERM 1	Students review last year's material and develop new skills in the global simulation project of an imaginary trip in a professional role, ten years in the future, to three Francophone countries in Africa. Students present information on three African Francophone countries, and research their own family background, in connection with the importance of ancestors, clans and families in African culture. New skills include: describing themselves and other people using the irregular verb être, using adjective agreement and syntax, and family vocabulary. Students create projects of a family tree, scrap book or slide presentation to be shared after Thanksgiving. They choose a job or role to launch the project. In class, to practice family terms, we read a scene from Ionesco's "La Cantatrice Chauve," (The Bald Soprano) about an absurd family named Bobby Watson, and watch videos of the scene.

GRADE 8	FRENCH
GRADE 8 TERM 2	This term students continue to prepare for their trip to three Francophone African countries, which includes planning plane and train trips with new vocabulary, shopping for professional equipment and clothing online and in store skits. We continue to review verbs and rules from last year and students prepare a variety of activities to re-teach material to their classmates. Each student passes a benchmark interview sharing their personal information and plans for a project in Africa. Students write the first installment of the report of their trip to Africa, describing the journey in the passe compose and imparfait tenses. New activities include using Duolingo and Quizlet for daily practice.
GRADE 8 TERM 3	Students learn to buy plane and train tickets, write in the past tense about their adventurous journey and their 'stay' in a Francophone African country. In skits, students shop in an African marché greeting each other in D'joula and using French to bargain prices as well as the usual exchange of foods, amounts and courtesies. They also use actual 'Carrefour' supermarché flyers, to plan the menu for a special meal and create a shopping list within a budget. Speaking on the phone politely and taking messages for friends is a new and useful skill. Researching dishes from an African country, they prepare a 'grande fête', bringing in food made to a Francophone African recipe to share with each other. Finally, students write a resume and business letter in French and prepare a challenging report or artifact of their 'professional' activities in their African countries, during the year. These range from fashion shows, sports tournaments, music festivals, legal projects, to photography exhibits.

Spanish

GRADE 7	SPANISH
GRADE 7 TERM 1	Term I focuses on introducing students to the Spanish language, exploring the relationship between Spanish and English by studying cognates, singing the alphabet in Spanish, and learning correct pronunciation in Spanish. We go on to greetings and introductions, numbers 0 to 39, days of the week and months of the year, and items found in a classroom. The students learn how to talk about themselves in Spanish, focusing on activities that they like/don't like to do, and learning various adjectives to describe themselves and others. To practice all of this new vocabulary and grammar throughout the year, we play many games (such as charades, bingo, tic-tac-toe, battleship, and fly swatter), and we sing many songs, some authentically Hispanic and others that are quite silly! On a cultural note, we identify which 20 countries from around the world have Spanish as their official language, where they are located geographically, and what the capital cities are. We observe Hispanic Heritage month (9/15 to 10/15), and celebrated "El dia de los muertos" ("The Day of the Dead," 11/1). Finally, the students embark on their new 'adventure': a yearlong global simulation project of a Latin American homestay! Each student chooses a Latin-American country to which he or she is taking an imaginary trip, staying with a family, and going to a school throughout the school year. This will allow for a real-life approach to learning the basics of the Spanish language.

GRADE 7	SPANISH
GRADE 7 TERM 2	In Term 2, students learn how to talk about what they plan/want/need/are going to do -- in other words, to talk about their futures in Spanish! Then the students take the first step in conjugating (changing) verbs, which is a very important concept to master when learning another language. They also learn how to tell time and how to say at what time their classes and other events take place. Culturally, the students continue on their global simulation project of an imaginary stay in a Latin American country. They write letters to their home-stay families, and journal entries describing what they are planning to do in their new surroundings. Both of these writing exercises are completely in Spanish. They learn about schools in their countries, along with school-related vocabulary. In addition to hard-copy homework, students do more online assignments both in class and at home; duolingo. com and studyspanish.com are both useful sites that allow the students to go beyond the limited vocabulary and grammar usually taught in beginning-level language.
GRADE 7 TERM 3	In Term 3, the students continue learning Spanish through their Global Simulation Project (GSP). They research food and drink from their particular Latin American country, and add that to their knowledge of the school system and the various places of interest in the country. They also learn how to invite someone to do something with them, and how to either accept or decline those invitations. They pair up to write original scripts in Spanish in which they "call" one another from their Latin American countries and ask for details about the various aspects of their home stay experience: family, food and drink, school, clothing, weather, pastimes, etc. In this way, they make use of much of the Spanish vocabulary and grammatical structures that they had been learning throughout the year. All of the writings from throughout the year, along with images and drawings, are then gathered together and arranged as a final product for this first portion of the Global Simulation Project, which takes the form this year of a poster.

GRADE 8	SPANISH
GRADE 8 TERM 1	Eighth graders begin this year before classes even meet by doing summer work to keep their brains engaged in Spanish (workbook and Duolingo). Classes then begin with an in-depth review of the material studied during the previous school year, culminating in a challenging review test. Also, on a cultural note, the students observe Hispanic Heritage Month (9/15-10/15) by learning about many Hispanic-Americans who have made contributions to our country. They choose a Hispanic American to 'interview' in Spanish, and to write about in English. And as always, the students add to their knowledge of the Spanish language and Hispanic culture through the myriad of music that filled the Spanish classroom on a daily basis during this past term. Students in the 8th-grade Spanish classroom then embark on a new adventure: a yearlong global simulation trip to Spain! They learn the real-life vocabulary and grammar that they will need to someday travel to the 20 Spanish-speaking countries of the world. They research places of interest in Madrid, which is the first stop on their journey, and write their first journal entry in Spanish on getting ready for their travels.

GRADE 8	SPANISH
GRADE 8 TERM 2	Students spend much the second term learning travel activities and places in Spanish, as they continue with their global simulation project of traveling in Spain. They "arrive" in Madrid all together, and learned about important tourist sites in the capital of the country, as well as some places of interest to journey to by train on day trips outside of the city. In addition to new material, students are constantly being asked to review and incorporate old vocabulary and grammar concepts. To this end, they go "shopping" in Madrid at a well-known department store, El Corte Ingles, in order to review the clothing unit from last year. This spiraling of the old and the new is a constant one, and very necessary when learning a new language. Towards the end of the term, each student is assigned a different region of Spain that they will begin to research. They will journey there next term and will chose a community and a house to live in. Along with hard-copy work, the students do more online, especially at duolingo.com and studyspanish. com. This allows beginning-level students more opportunity to enrich their vocabulary and grammar. Together with the knowledge and experience they are accruing in the classroom, these sites are giving the students the wings they need to really take off with their Spanish acquisition!
GRADE 8 TERM 3	In Term 3, the students "left" Madrid to travel virtually to other parts of Spain. Each student researches one of the Spanish regions, discovering places of interest to visit. They then pair up to write original scripts in Spanish in which they called one another during their train rides to their new destinations. These dialogues are acted out and recorded in class. Once they arrive, the students find apartments to live in and jobs to earn their keep. The final product of the GSP comes in the form of a travel scrapbook, compiled individually by each student. It contains the steps of the journey taken on this Global Simulation trip, and is a wonderful memento of their time spent at CCLCS in Spanish class.

Benchmarks

Language Arts

	6th Grade	7th Grade	8th Grade
	COMING SOON!		

Math

	6th Grade	7th Grade	8th Grade
Benchmark 1: Ratio and Proportions	Students will understand and solve problems with ratios	Students will analyze proportional relationships	Students will use ratios and proportions to understand and analyze lines and linear equations
Benchmark 2: Number System	Students will finalize fluency in positive rational number computation	Students will extend fluency to negative rational numbers	Students will understand and use irrational numbers
Benchmark 3: Expressions and Equations	Students will extend arithmetic understanding to algebraic expressions; write, manipulate and solve algebraic expressions, inequalities and one-step equations	Students will write equivalent expressions and solve multi-step equations and inequalities	Students will They will write and solve a variety of single-variable equations and solve systems of linear equations, write equivalent expressions using rules of exponents and solve simple equations with powers and roots.
Benchmark 4: Functions	Students will use multiple representations to quantitatively analyze relationships between two variables	Students will use and analyze multiple representations to represent proportional relationships	Students will use a formal definition of function and use functions to model relationships between quantities

	6th Grade	7th Grade	8th Grade
Benchmark 5: Geometry	Students will develop a comprehensive suite of measurement techniques including area, volume, and surface area of polygons, circles, right prisms, cylinders, pyramids, cones, spheres. Students will analyze geometric figures including cross-sections, similarity, congruence, angle relationships	Students will develop a comprehensive suite of measurement techniques including area, volume, and surface area of polygons, circles, right prisms, cylinders, pyramids, cones, spheres. Students will analyze geometric figures including cross-sections, similarity, congruence, angle relationships	Students will develop a comprehensive suite of measurement techniques including area, volume, and surface area of polygons, circles, right prisms, cylinders, pyramids, cones, spheres. Students will analyze geometric figures including cross-sections, similarity, congruence, angle relationships
Benchmark 6: Statistics and Probability	Students will understand variability and summarize and describe distributions	Students will understand and use populations to create probability simulations and compare populations	Students will analyze bivariate data

Science

	6th Grade	7th Grade	8th Grade
Asking questions (for science) and defining problems (for engineering)	COMING SOON!		
Developing and using models.			
Planning and carrying out investigations			
Analyzing and interpreting data			
Using mathematics and computational thinking			
Constructing explanations (for science) and designing solutions (for engineering)			
Engaging in argument from evidence.			

	6th Grade	7th Grade	8th Grade
Obtaining, evaluating, and communicating information			

Social Studies

	6th Grade	7th Grade	8th Grade
Benchmark 1: Research-Based Writing *Research-based writing is being able to search for reliable information, identify important information and main points, and then summarize in your own words what you have learned.*	In 6th grade Social Studies, you will be doing a lot of research and informative writing. During every unit, you will conduct research on specific topics, synthesis, and write up the information. This type of research-based writing will take place during class activities, as well as unit projects.	Research-based writing is being able to identify reliable sources, identify important information and main points and then summarize in your own words what you have learned. It is important In 6th grade social studies, you did a lot of informative writing. Remember The World is a Village, the Latin America country project and the Giraffe project? This year you are going to continue that kind of writing in some of your projects but you will also be writing thesis essays. A thesis is a statement that someone can argue with. For example, I would say that dogs make the best pets but maybe you think cats make the best pets. To support your statement, you will use textual evidence. That means you will be quoting from text.	In 7th grade social studies, you built on the informative writing that you did in 6th grade and did a lot of persuasive and analytical writing. Remember the Fall of Rome essay? That was persuasive. And your Mesopotamian Museum project? That was analytical. In 8th grade you'll practice a little bit of everything. Your three major research projects (the Constitution Project, Artifact Project, and Town Meeting Project) will contain narrative, informative, persuasive and analytical writing. You will also have opportunities to present research by giving in class presentations, crafting visual displays and authoring historical fiction.

	6th Grade	7th Grade	8th Grade
Benchmark 2: Citing and Evaluating Sources *Citing and evaluating sources is an important and necessary part of research. Students need to understand what sources are reliable and purposeful. They also need to be able to give credit to the source where they gathered their information, and be able to cite it in the proper format.*	This year you will learn to find reliable sources for your research. You will also learn about the importance and need to cite sources. And, finally, you will learn how to create a bibliography. At CCLCS, we follow the MLA format, and we will use www.easybib.com to help format bibliographies. This site can be easily accessed through Google Docs.	Last year, you did some research and had to determine if a source was reliable or not. Then you had to cite (list) them in a bibliography. You will be doing this for all of your projects this year. We will use www.easybib.com which you can access through Google docs. Something we will spend a lot of time working on this year is putting things in your own words. Unless you are specifically quoting a source, you always, always need to put things in your own words.	In the 6th grade, you did some research to determine if a source was reliable or not. Then you had to cite (list) your sources in a bibliography. In 7th grade, you did this again as you conducted research for your Mesopotamia, Egypt, Greece and Holocaust projects. We also evaluated non-fiction articles. You will continue to this for all of your projects in 8th grade, but will add non-traditional sources such as interviews and experiences. You will use and analyze textual evidence in your writing, and will cite your work through easybib.com

	6th Grade	7th Grade	8th Grade
Benchmark 3: Text Analysis *Text analysis is the process of gathering information, analyzing it, and then communicating it.*	This year in 6th grade you will be identifying, summarizing, and directly quoting key points in non-fiction reading. We will focus on writing this information in our own words, as well as pulling out direct text evidence.	Last year you spent a lot of time gathering information and summarizing main points. This year, we will read many primary and secondary sources and will use them to draw conclusions. The big question we will spend a lot of time answering is SO WHAT? Why does a specific text matter? What does it tell us about the people or the civilization we are studying?	In the 6th grade, you spent a lot of time gathering information and summarizing main points. In 7th grade, you read many primary sources (like the Code of Hammurabi) and secondary sources (like the nightly homework reading) and used them to draw conclusions. In 8th grade, you will be asked to read, think and write critically. Both in and out of class you will practice identifying the purpose and building your own opinions about different pieces of writing- from current events articles, historical fiction, primary sources and informational texts. You'll be asked to express and defend your opinions through writing, speaking, debating and project work.

World Language

	By the end of 8th Grade:	
Benchmark 1: Communication	Interpersonal (spoken communication)	Students understand and interpret… • greetings and responses • introductions and responses • ask/answer questions • make and respond to requests • exchange information and knowledge • accept and decline invitations • express likes and dislikes • needs and emotions

	By the end of 8th Grade:	
	Interpretive (written/spoken communication)	Students understand and interpret… • following directions • understand big ideas and familiar details • obtain information and knowledge • read, listen to & interpret signs, simple stories, poems and informational texts
	Presentational (written/spoken communication)	Students understand and interpret…. • opinions and ideas • needs and emotions • agreement and disagreement • describe people, places and things • write lists, short notes • present information in a brief report
Benchmark 2: Culture (History, Literature, Performing Arts, Visual Arts Traditions, perspectives, practices, products, commonalities of target cultures studied)	Students will: • Use appropriate words, phrases, gestures and expressions in a cultural context • Interact appropriately in group cultured activities • Identify specific cultural aspects in: stories, photos, dramas, films, videos, commercials • Identify products from: crafts, games, currencies, foods, clothes, instruments • Identify contributions from other cultures • Demonstrate knowledge and artistic expression by performing: songs, dances, poems, art • Demonstrate knowledge of geography in certain target countries •	
Benchmark 3: Comparisons	Linguistic	• Origins of language • Phonetic system • Cognates
	Cultural	• Concept of culture - what is culture? • Cultural communication - signs, symbols, displays, inscriptions • Patterns of behavior - celebrations • Cultural beliefs - family, school, play • Cultural characteristics

	By the end of 8th Grade:
Benchmark 4: Connections	Opportunities for use of target language in other subjects regarding: • geography • reading (fiction & non-fiction) • graphs
Benchmark 5: Community (Applying the use of language within and beyond the school community.)	Students will: • Exchange emails • Exchange photos • Compose letters • Participate in field trips • “Bravos”

Curriculum Maps

Art

	SEPTEMBER	OCTOBER	NOVEMBER
6	Matisse Identity Banner	Amate Bark Painting	Illuminated Animal Letter
7	Surrealist Watercolor Contour Line Shoe Drawing Rene Magritte	Line Creates Form - pumpkin Edward Gorey Drawings	Charcoal Still Life Morandi
8			

	DECEMBER	JANUARY	FEBRUARY
6	One-Point Perspective Bedroom Drawing	Self-Portrait With Animal Frida Kahlo	Nature Abstraction
7	Mesopotamian Animal Drinking Vessel	Issues of Social Concern Collage Dr. Martin Luther King	Personal Profile Mixed Media Romare Bearden
8			

	MARCH	APRIL	MAY	JUNE
6	Marine Animal Illustration	Kente Cloth Woven Bags	Social Concern Comic Book	Art of Text Portfolios
7	2- Point Perspective Renaissance Art	Islamic Art Escher Tesselations	Relief Block Prints	Art of Text
8				

Language Arts

	SEPTEMBER	OCTOBER	NOVEMBER
6	-summer reading project presentations -begin independent reading program -figurative language -nature journaling	-Adventures in Memoir -elements of story -figurative language -showing not telling -memoir toolbox -continue independent reading program	-Our Story, Our History -nonfiction text analysis -3 paragraph research writing -paragraph toolbox -continue independent reading program

7	-writing review - fundamentals, parts of speech, capitalization -paragraph writing -Wonder & The Julian Chapter	-lit analysis -literary elements -narrative writing -bio assessment -Ch. 24 Storyboard Narrative -The Giver -Dystopian short stories	-IRP #1 (Flag, Bag, Snag & Gab) -character comparison
8	-review summer reading - Chains and Forge -mind map creative writing -begin short story unit -quick parts of speech unit	-short story unit -begin thesis essay unit -Shakespeare play	-more short stories and thesis essays -Benchmark thesis exam -Shakespeare project and skit presentations -Begin reading Pigman

	DECEMBER	**JANUARY**	**FEBRUARY**
6	-Our Story, Our History -conflict analysis -Burying Beliefs Poetry Project -literature circles using Sign of the Beaver -continue independent reading program	-Many Voices -begin Seedfolks -using text evidence -character analysis -character writing and paragraph benchmark -paragraph toolbox -continue independent reading program	-finish Many Voices -Seedfolks Character Connections Project -benchmark completion -begin Where the Mountain Meets the Moon -continue independent reading program
7	-figurative vs. literal language -reading comprehension -non-fiction analysis -thesis writing - Identity of a Nobody -poetry -Milkweed	-figurative language -thesis writing -bolstering your argument -extension of utilizing text to prove a point -characterization -The Outsiders	-The Greatest Essay Ever Written -Grammar Monsters -MCAS prep (Hero essay, Favorite Day essay)
8	-To Kill a Mockingbird with analytical essay and digital storytelling project	-Start Grammar Unit -To Kill A Mockingbird	Finish up To Kill a Mockingbird - More grammar -House on Mango Street -Poetry (with House on Mango) -essay and art project with Mango

	MARCH	APRIL	MAY	JUNE
6	-Around the World in Story -folktale analysis -folktale writing -Great Folktales Project -continue independent reading program	-MCAS prep -test-taking toolbox -Around the World in Story -compare /contrast essay -continue independent reading program	-finish Where the Mountain Meets the Moon -active reading strategies -reader's response questions and story analysis -legend skit -extra credit Dragon Project -start A Long Walk to Water -continue independent reading program	-Continue A Long Walk to Water -text analysis and author's purpose: charting characters, conflicts, emotional journey -persuasive writing project and presentation -persuasive writing toolbox -continue independent reading program -independent reading challenge work
7	MCAS prep	-Greek mythology -monomyth (narrative story telling) -IRP #2 (trailer, action figure, soundtrack)	-narrative story telling -the purpose of mythology -Shakespeare -recitations -sonnets	-Shakespeare
8	-True Diary of Part Time Indian -MCAS prep	Finish up True Diary -American Romanticism (Irving, Poe) - Latin	Latin Poe short story writing Personal Essay	-Personal essay

Math

	SEPTEMBER	OCTOBER	NOVEMBER
6	Statistics	The Number System: Operations	The Number System: Operations
7	Operations with integers	Operations with rational numbers	Ratios and proportional relationships
8	Equations	Introduction to functions	Linear functions

	DECEMBER	JANUARY	FEBRUARY
6	The Number System: Negative Numbers	Expressions	Equations & Inequalities
7	Percents	Expressions & equations	Inequalities
8	Linear functions	Systems of linear equations	Rational and irrational numbers

	MARCH	APRIL	MAY	JUNE
6	Rates & Ratios	Percents	Geometry	Statistics
7	Geometry	Statistics & sampling	Probability & simulation	Binary system
8	Rules of exponents and scientific notation	Geometry	Transformations of the coordinate plane	Body Biology project

Science

	SEPTEMBER	OCTOBER	NOVEMBER
6	Hierarchy of Matter	Pond Unit / Food Webs/ Interactions in Ecosystems (MS LS 2-1-MS LS 2-7)	Fossils/ Adaptations (LS 4-1. LS 4-2)
7	Energy (MS PS 3-1-MS ps 3-5)	Earth's Systems (MS ESS 2-4-2-6)	Earth's Climate (MS ESS 3-5)
8	Matter and Its Interactions (MS PS 1-1-MS PS 1-9)	Matter and Its Interactions (MS PS 1-1-MS PS 1-9)	Matter and Its Interactions (MS PS 1-1-MS PS 1-9)

	DECEMBER	JANUARY	FEBRUARY
6	Astronomy (MS ESS 1-1a,1-1b, 1-2, 14, 1-5)	Cells (MS LS 1-1, 1-2)	Cells (MS LS 1-1, 1-2)
7	Ecosystems: Interactions, Energy and Dynamics (MS LS 2-1- MS LS 2-7)	Ecosystems: Interactions, Energy and Dynamics (MS LS 2-1- MS LS 2-7)	Motion and Stability: Forces and Interactions (MS PS 2-1 - MS PS 2-5)
8	Big Bang/Waves (MS PS 4-1-MS PS 4-3)	Materials, Tools and Manufacturing (MS-ETS 2-1-MS-ETS 2-4)	Materials, Tools and Manufacturing (MS-ETS 2-1-MS-ETS 2-4)

	MARCH	APRIL	MAY	JUNE
6	Earth and Human Activity (MS ESS 3-1-MS ESS 3-4)	Engineering Design (MS ETS1-7)	Engineering Design (MS ETS1-7) Plate Tectonics	Plate Tectonics (MS ESS 2-1,2-3, MS ESS 3-1, 3-2,3-4)
7	Motion and Stability: Forces and Interactions (MS PS 2-1 - MS PS 2-5)	Taxonomy and Body Systems	Organisms and Classification MS-LS1-3 Taxonomy and Body Systems	Organisms and Classification MS-LS1-3 Taxonomy and Body Systems
8	Heredity, Inheritance and Variation (MS LS 3-1-MS LS 3-4)	Biological Evolution: Unity and Diversity (MS LS 4-4-MS LS 4-5)	Body Biology Project MCAS Prep	Body Biology Project

Social Studies

	SEPTEMBER	OCTOBER	NOVEMBER
6	World Unit	World Unit	Latin America
7	Intro to cultures and civilizations Archaeology	Mesopotamia Israel	Mesopotamia Israel
8	Causes of the American Revolution	Impact of the American Revolution	Constitution / Structure of the US Government

	DECEMBER	JANUARY	FEBRUARY
6	Latin America	Asia	Asia
7	Holocaust	Egypt	Egypt Greece
8	Constitution / Structure of the US Government	Leadership during the Early Republic Period	Antebellum America: Geographic Social and Technological Growth and Change from 1800 – 1850

	MARCH	APRIL	MAY	JUNE
6	Asia & Africa	Africa	Africa	Europe Australia Oceania
7	Greece	Greece Rome	Rome	Rome

8	Antebellum America: Geographic Social and Technological Growth and Change from 1800 – 1850	American Civil War	American Civil War	American Civil War

World Language

	SEPTEMBER	OCTOBER	NOVEMBER
7	French: -Intro to language/greetings/ Francophone world, -likes & dislikes Spanish: -Intro/greetings/ Hispanic World -Culture	French: -Self-description/ interaction -school -time/calendar Spanish: -Description of self/Interaction with others -Culture	French: -sports, -seasons/weather -school -basic clothing, shopping & packing -calendar Spanish: -Family -Culture
8	French: -Review 7th -Francophone Africa Spanish: -Review of Hispanic World (geography, Famous Hispanics) -Culture	French: -Family/Family History -African culture/ poetry -La Toussaint: story & description Spanish: -Travel Planning -Culture	French: -Project starts -Clothing -descriptions Spanish: -Packing (review of clothing, shopping) -Culture

	DECEMBER	JANUARY	FEBRUARY
7	French: -family -house -descriptions of others Spanish: -Shopping (Clothing) -Vacation vocab -Culture	French: -Planning a trip, travel Spanish: -House/School -Culture	French: -cafe food -cafe skits Spanish: -Food and Drink -Culture

8	French: -Travel (Planes & trains, planning, review times) Spanish: -Around the city (places of interest in Madrid) -Culture	French: -Food, shopping skits & cooking celebrations Spanish: -Travelling by car, train, boat to various regions in Spain -Culture	French: -Telling stories, Spanish: -Review of tourist activities, places of interest -Culture

	MARCH	APRIL	MAY	JUNE
7	French: -Making plans -socializing Spanish: -Around Town (places of interest in their host countries) -Culture	French: -Going places Spanish: -Daily activities/ routines -Culture	French: -Project -City & town Spanish: -Weather/Seasons/ Environment -Culture	French: -Letters, projects, descriptions Spanish: -Invitations to a party! -Culture
8	French: -Vacations, trips -Writing stories Spanish: -Body parts and illnesses (getting medical attention) -Culture	French: Spanish: -The media (films and television programs) -Culture	French: -Event planning -artifacts -re-visit places, directions, Spanish: -Coming back to Madrid -- reunion time, fiesta! -Culture	French: -Finish putting project together, presentations Spanish: -project finalizations -Culture

Health / Rec

	SEPTEMBER	OCTOBER	NOVEMBER
6	Intro to 4 “healths”, Classroom contract, Inner vs. outer self	Intro to “Second Step”, Violence survey, 3 components of empathy	Communication, I-messages, anger management
7	Review 4 “healths”, classroom contract, Systems/body systems	Nutrition/ Dietary guidelines	Nutrition/ Dietary guidelines cont., anti bullying

8	Review 4 “healths”, classroom contracts, Intro to Maslow’s Hierarchy,	Maslow cont., Internet safety,	Setting goals, Life cycle, relationships

	DECEMBER	JANUARY	FEBRUARY
6	Ms. Allie-intro to Mindfilness Mrs. G-P-Intro to World health	Ms. Allie -Mindfulness Mrs. G-P -World Health	Ms. Allie -Mindfulness Mrs. G-P -World Health
7	grouping #1- nutrition, food groups, presentation work grouping #2- Intro to fitness	grouping #1- nutrition continued grouping #2- fitness continued	grouping #1- nutrition continued/ final presentations grouping #2- fitness continued
8	grouping #1- relationships continued grouping #2- intro to fitness	grouping #1- cliques grouping #2- fitness continued	grouping #1- addiction/ Chris Herron movie grouping #2- Fitness Lab

	MARCH	APRIL	MAY	JUNE
6	Ms. Allie- Sex ed Mrs. G-P -World Health	Rec 2/x week	Rec 2/x week	Rec 2/x week
7	grouping #1 self image, addiction, sex ed grouping #2- fitness continued/wrap up	Rec 2/x week	Rec 2/x week	Rec 2/x week
8	grouping #1 addiction sex ed grouping #2- Fitness Lab	Rec 2/x week	Rec 2/x week	Rec 2/x week