Dover-Sherborn Middle School Mission Statement
The mission of the Dover-Sherborn Middle School is to meet the needs of all students through a nurturing and challenging learning environment where students, parents, and teachers embrace our core values to ensure excellence and success now and in the future.

In fulfillment of our mission, the Dover Sherborn Public Schools do not discriminate in admission to, access to, treatment in, or employment in its services, programs, activities, on the basis of race, color, or origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972: on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Titles I and II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination Act of 1974 (Age Discrimination Act). Furthermore, in accordance with M.G.L. c.76 s.5 Dover, Sherborn, and Dover Sherborn Schools do not exclude or discriminate against students in admission or in obtaining its advantages, privileges, or courses of study on the basis of race, color, sex, religion, national origin, sexual orientation or homelessness.

Core Values

\[ E = r^3 \]

Excellence = responsibility, respect, results

- **Responsibility:** do your work, be prepared; be honest; be in control of your actions; take care of your belongings; be a role model
- **Respect:** be kind to others; be prepared to help others; understand the differences between you and other people, and accept those differences; respect the property of others and the school building; behave properly at all times
- **Results:** pursue challenges in learning; set goals; always put your best effort into your work; seek new friendships; perform acts of kindness; become more self-confident; ensure student success; make a positive difference
Our handbook is divided into five sections. It will provide the reader with a clear understanding of the coursework presented to all students. It also details other services available at DSMS.

All parents and students are invited to view more information about the DSMS curriculum by going to the Dover-Sherborn website at www.doversherborn.org and clicking on the middle school link. Once on the middle school homepage, click on “academics” on the bar at the top of the page. There you will find Curriculum Roadmaps. Each curriculum is detailed by subject and grade.

**SECTION I- Expectations**

For all students by all teachers

There are a set of expectations that are common to all teachers and classrooms at Dover-Sherborn Middle School. All teachers expect the following from all students each day:

- Arrive to class on time
- Have all necessary materials (pens, pencils, paper, texts, homework, etc.) with you
- Participate in classroom discussions
- Listen to the teacher or student who is speaking
- Follow the directions given by the teacher
- Take notes when appropriate and take down all assignments

After class, all teachers expect students to:

- Study at home
- Complete all homework each night
- Be prepared for the next day in class
- Help another student if he/she asks you
- Always do your own work

High expectations lead to excellence.
HOMEWORK

Homework is an active part of learning. It helps a student to be prepared. The purposes of homework are many and may be assigned as:

- Practice of the material or concept learned in class
- Research about a topic related to the current area of study
- Preparation for a quiz, text, debate, or presentation in class
- Creation of a project that will explain a concept or enhance a presentation
- Reading chapters in a novel or text for the next day's discussion

Whatever the nature of the assignment, students at Dover-Sherborn Middle School can be sure the time spent on homework will not be wasted time. It will make them better students and better learners. Students can also be certain that they will be held accountable for any assignment given. True participation is only possible if you are prepared.

The teachers at Dover-Sherborn Middle school will outline the expectations for homework in each class early in the year. Parents will receive a copy of those homework expectations at Back to School Night.

GRADING PRACTICES

Teachers use grades A through F to express the level of work completed. Each teacher publishes the expectations for each letter grade for his/her course.

Quite often the grade received represents a number of student activities such as homework completion, test and quiz scores, writing assignments, projects, class participation, presentations, and long-term projects. In science the laboratory work and reports are another consideration.

Daily preparation leads to excellence.
SECTION II-Services

GUIDANCE

The Guidance program follows a plan of activities and services which, in an atmosphere of support and concern, serves the academic and personal needs of the students. These services may be delivered through classroom presentations, small group meetings, or individual sessions. Students will find it easy to schedule a meeting with the counselor.

While students themselves are the primary focus of guidance services, counselors seek to form a partnership with parents as well. Parents are encouraged to call the counselor to discuss family events or general adolescent related questions.

As counseling services and publications within the Dover Sherborn Public Schools are free from bias and stereotypes on the basis of race, color, sex, religion, national origin, sexual orientation, disability, and homelessness, all counselors encourage students to consider programs of study, courses, extracurricular activities, and occupational opportunities on the basis of individual interests, abilities, and skills.

SPECIAL EDUCATION

In order to meet the diverse needs and learning styles of its students, the Dover Sherborn Public Schools offer a range of specially designed instruction to enhance student progress. Through the collaboration of regular and special education staff members, most students with special needs meet success by participating fully or partially in the regular curriculum activities within the regular education classrooms where they receive their instruction. In keeping with the mandates of state and federal laws, the Dover Sherborn Public schools provides instruction and related services designed to meet the children’s needs in “the least restrictive environment”.

More information regarding Special Education services can be obtained by contacting individual Headmasters or the Administrator of Special Education.

THE LIBRARY

The Library/ Media Center is designed to meet the needs of the entire Middle School community. It has a wide variety of materials that will help you: complete assignments, find current information, develop a love of reading.

You may use the library:

- Before School: 7:20am until the beginning of the first block
- During the School Day: A teacher may send you during the day with a pass
- H Block: If you have to do research, use a computer, or check out a book, ask your H Block teacher for a pass to the library
- After School: The library is open two or three days per week after school. Please speak directly to the librarian if you wish to come
- From Home through the Library Web Site: Set your browser homepage to: http://www.doversherborn.org/index.cfm/page/Library/pid/10381
  You will gain instant access to most of our online library information. Some databases may require passwords from home. See the librarian for specific passwords
COMMUNITY EDUCATION PROGRAMS

The Dover-Sherborn Community Education Program gives residents of all ages the opportunity to explore new areas of interest, acquire a particular skill, satisfy their curiosity, or participate in recreational sports and fitness activities for fun and relaxation.

The courses are scheduled for one to two hours at the close of school or in the evenings at the high school or middle school. The brochure, listing adult courses for Fall, Winter, and Spring is mailed to Dover and Sherborn residents in September and January.

The Community Education Department is responsible for the Extended Day Programs at Chickering and Pine Hill Schools, as well as enrichment programs for children after school at those locations.

If you have any questions concerning any of these programs, please call 508-785-0722.
SECTION III- Grade Six

PROGRAM OF STUDIES

REQUIRED COURSES
Applied and Fine Arts
   Engineering, Music, Visual Art, Technology Literacy
English
Mathematics
Science
Social Studies
Physical Education
World Language
   Latin, Spanish, French

Students may be recommended for only one of the following programs:
   Small Group English
   Small Group Math

Students may choose from the following:

Music Electives
   Band, Chorus or both Band and Chorus
   (Students not participating in a Music elective will have a directed research)

Curriculum Roadmaps at www.doversherborn.org;
   click on middle school; click on academics.
ENGLISH

The Middle School English program is literature and writing-based, specifically designed for middle school students to become active participants in their own learning process. Literature serves as the starting point for integrated activity and involvement in writing and language. The books chosen for the program represent a wide variety of cultures, styles, and points of view, reflective of the department’s commitment to help students appreciate the diversity in our modern world.

This program builds upon the strengths and interests of students and they are grouped heterogeneously. Students’ individual needs are met through individualization, enrichment activities and Small Group English classes.

Literature

In sixth grade, literature serves as the starting point for integrated activities. The selections chosen help students further develop and maintain an interest in reading. They represent a wide variety of cultures, styles, and points of view to encourage students to appreciate the diversity in our modern world. While reading from the genres of short story, biography, autobiography, fantasy, historical fiction, realistic fiction, drama, and poetry, students study elements of literature including characterization, plot, setting, theme, and point of view.

Writing

Within each literature unit, students are given ample opportunity to refine listening, speaking, reading, writing and research skills. Vocabulary, spelling, grammar, mechanics and usage are integral parts of this curriculum. Vocabulary Workshop is used a companion text for our ongoing pursuit of stronger word usage in writing and speaking. Focus correction areas (FCA’s) are implemented so students pay specific attention to particular skills within each piece. These areas represent stylistic, mechanical, grammatical, and organizational features of writing. They will be asked to maintain an in-class portfolio which will be used for revision and editing purposes throughout the year.

FCA’s may include the following:

- capitalization
- sentence beginnings
- transitions
- spelling patterns
- sentence length
- paragraphing
- word choice
- paraphrasing and quoting
- parts of speech
- subjects and predicates
- other stylistic and organizational criteria specific to the unit of study.

Units of Study:

Short Story Unit:
Through reading and examining a number of short story pieces, students will begin exploration of common story elements including plot, characterization, and setting. This will culminate in students creating and drafting a short story of their own.

Research Unit featuring Dave at Night by Gail Carson Levine:
Students will be immersed in a research project focused on the Harlem Renaissance. Students will research various people and topics that span poetry, music, art, and fashion. They will use
skills in the library, expository writing techniques, source citations, and produce a formal presentation. This will be conducted in conjunction with a novel following an orphaned Jewish boy, Dave, in the 1920’s, who finds himself surrounded by the founding members of the Jazz Era.

**Drama Unit featuring various fantasy and science fiction texts:**
In small groups, students will critically examine a fantasy or science fiction novel. Elements of these genres, such as the journey, setting, character, and themes of good vs. evil, will be explored. Students will analyze decisions and the impact they have on friendships and other values in life. Student groups will then adapt a scene from their novel into script format and perform the scenes using dramatic techniques.

**Poetry Unit:**
Students will explore various forms of poetry and the use of figurative language. This will be done in numerous written assignments and a final project reporting on the events in a fiction novel.

**Interview Unit:**
Students will seek out an individual to interview that has a unique past experience. (Topics assigned may include cultural differences, taking a stand against or being a witness to injustice, foreign travel, first-hand experience in a moment of recent history, etc.) After crafting a set of pertinent questions, students will record their interview and use the various presentation skills accumulated throughout the school year in a final oral presentation.

**Small Group English**
Small Group English is an individualized program designed to support regular English class work. This course is taught by the student’s assigned English teacher in an effort to provide him/her with more time accessing the curriculum. Pre-teaching, re-teaching, and study skills are features of the program. Small Group services students who need additional time and help in reading and writing skills.
Mathematics requires a great deal of concentration and a positive attitude. The goal of the DSMS mathematics department is to help develop strong independent problem solvers who can influence and change the world around them. It is our charge to reach this goal through the collective focus on our department enduring understandings which are stated below.

**Graduates from the DSMS Mathematics Program understand that...**

**Math is...**
- a **lens** through which you can look at, think about, and interact with the world
- a **language** consisting of words, diagrams and symbols used to communicate
- a **set of tools** used to solve problems

**and that strong independent problem solvers...**
- a) ask questions, acquire needed skills and are willing to start, persevere, and improve
- b) use the language of math to communicate and support their ideas, processes, errors, and solutions
- c) decide which tools are needed and apply them to problems accurately and efficiently
  
  *And as a result,*
  
  d) use their math lens, math communication skills, and math tools to influence and change the world around them

In sixth grade, math classes are grouped into two levels of Grade 6 Math. Students are assigned to the appropriate levels by an identification process in fifth and sixth grade based on criteria which includes MCAS math scores, math class term grades and homework effort, and a diagnostic test given in the spring. In addition the topics outlined below, all students will develop a foundation for note-taking habits and study skills that will be necessary for their future study of math. Common core vocabulary and standard algorithms are established to build a strong foundation for future math concepts.

Small group mathematics is also available for students needing additional help in math.

**Course Descriptions**
The two levels in sixth grade are: Grade 6 Math: Level 1 and Grade 6 Math: Level 1A. These courses are outlined below.

**Grade 6 Math: Level 1**
The course is designed to thoroughly cover fundamental math skills and is intended to prepare students for seventh grade Pre-Algebra. The course is paced to cover all topics listed below.

**Topics Covered:**
- Intro to Algebra
- Decimals
- Measurement
- Number Theory
- Fractions
- Geometry of Polygons
- Integers
- Coordinate Plane
- Ratio, Proportion, and Percent
- Solids and Measurement
Statistics

Textbook: Middle School Math Course 1 (Scott-Foresman/Addison-Wesley)

Grade 6 Math: Level 1A
The course is designed to cover many of the fundamental middle school math skills. The pace, classroom activities, and content are adjusted to meet the needs of the students placed in this course.

Topics Covered:
Intro to Algebra
Decimals
Measurement
Number Theory
Fractions
Geometry of Polygons
Integers
Coordinate Plane
Ratio, Proportion, and Percent
Solids and Measurement
Statistics

Textbook: Middle School Math Course 1 (Scott-Foresman/Addison-Wesley)

Small Group Mathematics
Small Group Math is designed for students who would benefit from an additional small, more individualized class. This class will provide support to the daily classroom lessons and, if necessary, remediation of basic skills. Students must be recommended for this course by their fifth or sixth grade mathematics teacher.

Math Leveling Criteria 6th grade → 7th grade

Grade 6 Math: Level 1 students
Upon completion of this course, students have three placement options for seventh grade; Level 1, Level 1A, and Level 2.

To be placed in Level 1 in 7th Grade students must meet at least 3 out of 4 of the following criteria:
- Earn 86% or greater math class average for first 3 terms of sixth grade
- Earn 90% or greater homework completion/on time average in sixth grade
- Earn 24/40 or greater on Sixth Grade Placement Test
- Earn 41 or greater raw score on fifth grade MCAS Mathematics test
To be placed in Level 1A in 7th Grade students must meet at least 2 out of 4 of the following criteria:

- Earn 86% or greater math class average for first 3 terms of sixth grade
- Earn 90% or greater homework completion/on time average in sixth grade
- Earn 24/40 or greater on Sixth Grade Placement Test
- Earn 41 or greater raw score on fifth grade MCAS Mathematics test

* Note: Students meeting less than 2 of the 4 criteria listed above may be recommended to take the Pre-Algebra: Level 2 course in 7th grade.

* Note: A student who meets the criteria listed above may be placed in either level “with reservations” if the teacher still has concerns about placement. Students assigned to a level “with reservations” will be contacted by the teacher to discuss a set of additional expectations that will foster greater success at the more challenging level and strengthen foundational skills.

---

**Grade 6 Math: Level 1A students**

Upon completion of this course, students have three placement options for seventh grade; Level 1, Level 1A, and Level 2.

To be placed in Level 1 in 7th Grade students must meet at least 3 out of 4 of the following criteria:

- Earn 93% or greater math class average for first 3 terms of sixth grade
- Earn 95% or greater homework completion/on time average in sixth grade
- Earn 24/40 or greater on Sixth Grade Placement Test
- Earn 41 or greater raw score on fifth grade MCAS Mathematics test

To be placed in Level 1A in 7th Grade students must meet at least 2 out of 4 of the following criteria:

- Earn 86% or greater math class average for first 3 terms of sixth grade
- Earn 90% or greater homework completion/on time average in sixth grade
- Earn 20/40 or greater on Sixth Grade Placement Test
- Earn 38 or greater raw score on fifth grade MCAS Mathematics test

Students meeting less than 2 of the 4 criteria listed above will be recommended to take the Pre-Algebra I: Level 2 course in 7th grade.

* Note: Students meeting the criteria listed in either set above may be placed “with reservations” if the teacher still has concerns about a placement. Students assigned to a level “with reservations” will be contacted by the teacher to discuss a set of additional expectations that will foster greater success at the more challenging level and strengthen foundational skills.
SCIENCE

The primary goals of the sixth grade science program are to interest the students in the field of science and to provide a strong science foundation for their future academic work. The focus of the program is on developing understanding of the processes, attitudes and goals of science through extensive usage of laboratory investigations. The course serves as preparation for the future scientist or engineer as well as providing a basic understanding and appreciation of science for any citizen in our high tech society.

Unit 1: Scientific Method
Students will learn about and use the scientific method to conduct an experiment on a consumer product. Designing the experiment, selecting appropriate equipment, developing a hypothesis and conducting the actual trials are all skills that lead up to presenting data and drawing conclusions in the form of a lab report. A study of measurement and an introduction to the use of scientific tools and equipment such as triple beam balances, graduated cylinders, beakers, and stop watches are incorporated into this unit. As a culminating activity, parents, grandparents, aunts, uncles, siblings and relatives are all invited into classrooms to see and hear the results of each experiment.

Unit 2: Earth Science
This unit enhances students’ understanding of planet Earth. Students learn about the Earth’s interior and begin to identify characteristics of each layer including the crust, mantle and core. The theory of plate tectonics, continental drift and the process of sea-floor spreading are studied. Students create models of Earth, construct maps of Earth’s lithospheric plates, and make sketches of drifting continents. In addition, students research a volcano and/or earthquake and apply what they’ve learned in a “Show What You Know” independent project.

Unit 3: Space Science
In this unit students learn about what objects make up the solar system as well as major events in the history of space exploration. The concepts of how Earth moves in space and what causes the cycle of seasons are explored. Students learn about the phases of the moon, tides and solar and lunar eclipses. Characteristics of the inner and outer planets as well as features of the sun are examined.
Textbooks: 2005 Pearson Prentice Hall:
Inside Earth
Earth’s Changing Surface
Ecology
Astronomy

SOCIAL STUDIES

The grade six Social Studies curriculum consists of a one year course on Ancient Civilizations.

The grade six Ancient Civilizations course illustrates the connections between the present and the past so that students can grasp the long continuity of human experience. The program demonstrates that history can be viewed from many perspectives, that students themselves are part of history, that ideas and material objects are dependent on the past, and that economic, geographic and political elements entwine to make history. The scope begins in the depths of time 3 million years in the past with Early Humans and moves through the birth of civilizations: Mesopotamia, Egypt, Israel, Greece, and Rome. Essential questions are used during each unit.

Archaeology and Early Humans
This unit examines our links with the past and how archaeology helps us understand ancient cultures. Early human species, as well as the development of cultures from hunters and gatherers to early farming societies are presented.

Ancient Mesopotamia
This unit will focus on the development of civilizations including the Sumerians, Akkadians, Babylonians, Chaldeans and Persians.

Ancient Egypt
This unit will examine the geography, culture and daily life of the ancient Egyptians.

Ancient Israel
This unit examines the geography, culture and daily lives of the ancient Israelites. A strong emphasis is placed on the development of the monotheistic religions of Judaism, Christianity and Islam.

Ancient Greece
This unit examines the geography, culture and daily lives of the ancient Greeks. A strong emphasis is placed on the development of democracy.

Ancient Rome
This unit examines the geography, culture and daily lives of the ancient Romans. It stretches from early Etruscan societies, to the development of the Roman Republic through the rise and fall of the Roman Empire.

PHYSICAL EDUCATION

Physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. (National Standards for Physical Education).

Students will, by repeated practice, acquire and refine a variety of manipulative, locomotor and non-locomotor movement skills. Students utilize principles of training and conditioning, and learn biomechanics and exercise physiology concepts as they go through the middle school program.

Our program is co-educational with full inclusion. We provide maximum practice opportunities, lessons that facilitate student learning, out of school assignments that support learning and practice, and formative and summative assessments to monitor and reinforce student learning are provided.

Students are expected to bring a change of clothes for class suitable for physical activity (sneakers, socks, t-shirt/sweatshirt, shorts/sweatpants). Lockers with inset locks are provided.
<table>
<thead>
<tr>
<th>Month</th>
<th>Sixth</th>
<th>Seventh</th>
<th>Eighth</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>Teambuilding Activities</td>
<td>Outdoor Pursuits- RB, skateboarding</td>
<td>Sport Education- football or field hockey</td>
</tr>
<tr>
<td>October</td>
<td>Strategies and Skills of Sport</td>
<td>CV Fitness</td>
<td>Alternative Sports: ultimate, rugby, cross country</td>
</tr>
<tr>
<td>December</td>
<td>Net sports/Fitness Challenge</td>
<td>Net Sports/8 minute challenge</td>
<td>Advanced Net Sports: / CV Fitness</td>
</tr>
<tr>
<td>January</td>
<td>Line Dancing</td>
<td>Square Dancing</td>
<td>Line Dancing: Turbo, Cupid, Sun</td>
</tr>
<tr>
<td>February</td>
<td>Sport Education- winter sports</td>
<td>Muscle Fitness/Team Sports</td>
<td>Winter Team Sports/CV Fitness- monitors</td>
</tr>
<tr>
<td>March</td>
<td>Sport Education- winter sports</td>
<td>Outdoor Winter Workouts</td>
<td>Fitness Program Planning</td>
</tr>
<tr>
<td>April</td>
<td>Adventure Based Programming</td>
<td>Adventure Based Programming</td>
<td>Adventure Based Programming</td>
</tr>
<tr>
<td>May</td>
<td>Outdoor Pursuits- rollerblading</td>
<td>Personal Performance-track/field</td>
<td>Evaluating and Analyzing Physical Activity</td>
</tr>
<tr>
<td>June</td>
<td>Sport Education- Spring sports.</td>
<td>Personal Performance-track/field</td>
<td>Evaluating and Analyzing Physical Activity</td>
</tr>
</tbody>
</table>
The World Language Department offers courses in French, Spanish and Latin. Our primary goal is to provide students with an enriched and stimulating learning experience. In all language courses students study the respective culture, an essential first step for an authentic understanding of the country's language and people. The basic skills of the second language, listening, speaking, reading and writing, are practiced extensively. Speaking is stressed in the French and Spanish courses, while reading is stressed in the Latin courses. The cultural focus is an integral part of language study and deals with a wide range of peoples in the French and Spanish speaking worlds as well as in the ancient Roman culture. An additional goal of our program is to help students develop good study habits in order to facilitate successful learning of the second language.

French
The 6th grade language course meets on a daily basis allowing the student to develop the basic skills of listening, speaking, reading, and writing. The classroom presentation is primarily in the target language facilitating students' understanding and pronunciation of the spoken language.

At the end of 6th grade students should be able to imitate and pronounce correctly, to understand and use learned vocabulary, as well as express themselves in simple conversations in French.

Students will be able to:
- greet people, both adults and peers
- express numbers 1-60
- alphabet
- time
- seasons
- weather
- date
- order food and drink in a café
- express daily activities using "er" verb conjugations
- invite friends to do activities
- accept and politely turn down invitations
- describe yourself: your personality and what you look like
- describe your room and the objects that you own or use
- ask questions and express activities using "faire"
- describe people, places and possessions using the verb être
- use adjectives accurately with proper placement and agreement
- ask information questions
- use the verb avoir in idiomatic expressions

Cultural topics include daily student life in France, famous places in the francophone world and food in a French café and in francophone countries.

Text
Discovering French with ancillary materials.
Discovering French Nouveau with ancillary materials.
Spanish
The 6th grade language course meets on a daily basis allowing the student to develop the basic skills of listening, speaking, reading and writing. The classroom presentation is primarily in the target language facilitating student’s understanding and pronunciation of the spoken language. At the end of 6th grade students should be able to express themselves in simple conversations in Spanish incorporating the themes of meeting people, spending time with friends, going to school, food and meals, family, going shopping and clothing.
They should be able to:
- greet people and introduce themselves and others
- use the alphabet to ask and say how to spell names and words
- use numbers 1-60 to exchange phone numbers, give ages, say dates and tell time
- describe the weather and seasons including what clothes to buy and wear for each
- respond to classroom instructions
- express activities they like to do and food and beverages they like and don’t like using the verb tell where they are from and describe themselves and others using the verb say what they have and have to do using the verb
- say what they do using the verb hacer and the present tense of –ar, -er and –ir verbs (including some basic stem-changing verbs (e / ie; o/ue, e/i)
- describe their class schedule and classroom objects and say where things are located including using expressions of frequency
- talk about how they feel using the verb estar
- talk about family, express possession and make comparisons;
- describe places and events in town, types of transportation,
- say where they are going and what they are going to do using the verb Ir and the near future with ir a + infinitive

Cultural studies will focus on:
- Hispanics in the United States – specifically Miami and San Antonio
- Mexico
- Puerto Rico
- Spain

The music, art, food, holidays, geography, politics, history and famous people of each culture will be explored. Comparisons will be drawn between those practiced in the focus countries, the United States and select Spanish-speaking cultures throughout the world.

Text: ¡Avancemos! 1a including text and ancillary materials (McDougal Littell)

Latin
The sixth grade Latin course meets every day to allow for continuity in learning vocabulary, grammar and reading skills. Vocabulary study emphasizes the English derivatives that come from Latin. The structure of Latin grammar reinforces what sixth graders are learning in English. There is a strong emphasis on learning about the life of the ancient Romans by reading about the Cornelians, a typical Roman family of the first century A.D.
At the end of sixth grade the students are able to:
- read simple Latin stories
use the vocabulary learned and the derivatives taught in each of the chapters  
have a clear understanding of the different cases of Latin nouns in the first  
three declensions  
use the present tense of all four conjugations of verbs  
use the imperative  
use the imperfect tense of regular and irregular verbs  
use the 4 principal parts of verbs  
use and understand all 3 genders  
know the four principle parts of all verbs learned  

Cultural topics include numbers, Roman family terms, dress, rooms in the Roman house, slavery, Olympian gods and goddesses and accompanying myths.  

Textbook Ecce Romani I and ancillary materials  

Applied and Fine Arts  

Engineering  
Engineering and Technology Education is a three-year exploration that seeks to answer the questions, "How does the human made world come into being?" and "How do engineers use and create new technologies?".  

The sixth grade course is focused on learning the engineering process with a focus on drafting, planning and using the tools and materials most commonly used by middle school engineers.  

In all grades there is an emphasis on design and construction techniques and safety.  

Music  
Learning to play piano and guitar  
The music program offers students a means for the understanding of the skills necessary for self-expression. The major goals of the department are to provide experiences leading to  

- Improved ability as a musical performer  
- Improved ability as a discriminating listener of music  
- Increased understanding through study and performance  
- Increased understanding and appreciation of the aesthetic value of music and its relevance to everyday life  
- The establishment of cooperative social interaction, as it pertains to the peer group through ensemble rehearsals and performance  

This course is designed to offer the students an opportunity to learn the basics of music theory. Students will use a variety of tools to practice their knowledge of notes, pitch, symbols, time signature, etc. Students will practice the skills learned through the use of the piano and guitar and perform in front of their peers at the end of the term.
Visual Art
The sixth grade art program provides students the opportunity for exploration of a variety of methods and materials while building upon the skills learned at the elementary level. Ceramics, printmaking, observation drawing, and mixed media are a focus in the 6th grade curriculum. In addition, students are introduced to artwork from a variety of artists and cultures while learning methods to critique their own work.

Technology Literacy
Technology Literacy is a 2-year course that focuses on how technology influences our daily lives and how it effects students learning beyond the classroom while preparing for 21st Century skills. Technology Literacy supports students understanding, organizing and collecting individualized electronic portfolio of course work.

The sixth grade Technology Literacy program develops communication, email, keyboarding and word processing skills. Students develop and understand the importance of internet safety when using a variety of digital equipment at home and at school. They also practice troubleshooting basic strategies for navigating hardware, software, network and online tools. Students learn how technology and applications support research of topics while collaboratively creating multimedia presentations, spreadsheets and graphs when using appropriate tools, formulas and charts. They understand and use credible internet based data to locate and research the importance of nutrition in our everyday lives.

ELECTIVE PROGRAM
Students may choose to have a study hall or to participate in a music elective that stresses performance as part of a group. These courses meet every other day for the entire year.

Chorus and Band
Three school music electives are offered: band, chorus, and band/chorus. Chorus and band provide opportunities for students to improve music skills and to perform as a group. Emphasis is placed on fundamentals of music reading, tone production, and interpretive skills.

Students who elect to participate in Band and Chorus are required to be present at all performances (see NOTE below). The students in both Band and Chorus follow a rotation schedule to allow equal rehearsal time in both ensembles. These students are required to participate in all DSMS evening concerts listed below. There may be legitimate excuses for missing a concert, and these should be discussed with the Director.

There is a two week drop period at the beginning of the school year. The parent/guardian and Director must have had a conversation regarding the reason(s) for dropping the ensemble. After this two week grace period has passed, students are expected to remain in the performing group for the remainder of the school year.
NOTE: Chorus and Band concerts take place throughout the year. All concerts are in the Mudge Auditorium and start at 7:30 p.m.

Directed Research
Students will be expected to quietly read or do homework. Students may also sign out for extra help, library use or to do additional work in various areas. This class meets every other day.
SECTION IV- Grade Seven

PROGRAM OF STUDIES

REQUIRED COURSES
- Applied and Fine Arts
  - Engineering, Music, Visual Art, Media Studies
- English
- Mathematics
- Science
- Social Studies
- Physical Education
- Health/Technology Literacy (semester each)
- World Language
  - Latin, Spanish, French

Students may be recommended for Small Group Mathematics, or Small Group English.

Students may choose one of the following:
- Music Electives
  - Band, Chorus, or both Band and Chorus
  - (Students not participating in a music elective will be in a directed study)

Curriculum Roadmaps at [www.doversherborn.org](http://www.doversherborn.org);
click on middle school; click on academics.
The Middle School English program is based on literature and writing, specifically designed for middle school students to become active participants in their own learning process. Literature serves as the starting point for integrated activity and involvement in writing and language. The books chosen for the program represent a wide variety of cultures, styles and points of view, reflective of the Department's commitment to helping students appreciate the diversity in our modern world.

The Middle School English curriculum is a comprehensive program that builds upon the strengths and interests of each student. Students are grouped heterogeneously. Students’ needs are met through individualization, enrichment activities, and Small Group English.

**Literature**

The seventh grade literature program encompasses age-appropriate selections from the genres of the novel, short story, poetry and drama. The selections feature works by critically acclaimed young adult writers which foster appreciation and respect for diversity. Told through the eyes of young-adult protagonists, the books deal with such themes as the search for identity, prejudice and discrimination, and personal growth and change.

**Seventh Grade Curriculum Description**

The theme for the seventh grade literature strand is identity, focusing on the self, peer group, family and society. Within this theme, students will investigate answers to related questions in the units with readings from novels, plays, poems, and short stories.

**Titles May Include:**

- **Short Story:** Edgar Allan Poe, Walter Dean Myers, Robert Cormier, Rosa Guy, Gary Soto, Ray Bradbury and Teresa Foley
- **Drama:** *The Mousetrap* or *The Diary of Anne Frank*
- **Novel:** *A Christmas Carol*, Daniel’s Story
- **Poetry:** Works from: Robert Frost, Carl Sandburg, Nikki Giovanni, Langston Hughes and other published adolescent authors.

**Writing**

Through direct, explicit instruction in writing, students explore their ideas about literature and learn to meet the multiple demands of writing. Students write argument, informative/explanatory, and narrative pieces. Focus correction areas guide the teaching and grading of students' papers. Focus correction areas are selected to represent style, mechanics, grammar, and organization.
Vocabulary Workshop
Book lessons contain logically organized word lists, and exercises based on words frequently found on standardized tests. Review units reinforce and extend skills with additional exercises for identifying synonyms, and antonyms, using analogies, and completing sentences. Vocabulary lessons are individualized to meet student needs.

Vocabulary study also includes concepts such as prejudice, courage, heroism, stereotype, diversity, culture, discrimination, racism and equality. Literary concepts include plot, setting, characterization, theme, mood, irony, point of view, conflict, climax, foreshadowing, symbolism and flashback.

Independent Reading
Students read additional books selected by the teacher and books of their own choosing. Student-selected reading is guided by book talks, book lists, and individual conferences. Students engage in a variety of activities to think about and share their individualized reading. These activities include small group discussions, journal writing, oral and written book reviews, and dramatic and artistic projects.

Small Group English
Small Group English is an individualized program designed to support the regular English class. This course is taught by the student’s assigned English teacher in an effort to provide him/her with more time with the curriculum. Pre-teaching, re-teaching, and study skills are features of the program. It services students who need additional time and help in reading and writing skills.

MATHEMATICS
Mathematics requires a great deal of concentration and a positive attitude. The goal of the DSMS mathematics department is to help develop strong independent problem solvers who can influence and change the world around them. It is our charge to reach this goal through the collective focus on our department enduring understandings which are stated below.

Graduates from the DSMS Mathematics Program understand that...
Math is...
   a) a lens through which you can look at, think about, and interact with the world
   b) a language consisting of words, diagrams and symbols used to communicate
c) a set of tools used to solve problems

and that strong independent problem solvers…

a) ask questions, acquire needed skills and are willing to start, persevere, and improve
b) use the language of math to communicate and support their ideas, processes, errors, and solutions
c) decide which tools are needed and apply them to problems accurately and efficiently

And as a result,
d) use their math lens, math communication skills, and math tools to influence and change the world
around them

In seventh grade, math classes are grouped into three levels of pre-algebra. Students are assigned to the appropriate levels by an identification process in sixth grade based on criteria which includes MCAS math scores, math class term grades and homework effort, and a diagnostic test given in the spring. Students assigned to a level “with reservations” will be contacted by the teacher to discuss a set of additional expectations that will help foster greater success at the more challenging level and strengthen foundational skills. Placement at any particular level will be reviewed and reflected upon throughout the year and adjusted as needed.

Small group mathematics is also available for students in Level 2.

All seventh grade mathematics courses will have a cumulative final exam.

Course Descriptions
The three levels in seventh grade are: Pre-Algebra: Level 1, Pre-Algebra: Level 1A and Pre-Algebra: Level 2. These course are outlined below.

Pre-Algebra: Level 1
The course is an accelerated approach designed to extend student knowledge of the rational number system, its related operations and methods of problem solving, and to develop an understanding of the frameworks of algebra, geometry, and proportional reasoning.

Topics Covered:
The Language of Pre-Algebra
Negative Numbers
Rational Numbers
Solving Linear Equations and Inequalities
Geometry and Measurement
Ratio, Proportion and Percent
Area and Volume
Pythagorean Theorem and Square Roots
Statistics and Probability
Textbook: Pre-Algebra and Accelerated Course (Houghton Mifflin)

Pre-Algebra: Level 1A
The course is designed to extend student knowledge of the rational number system, its related operations and methods of problem solving, and to develop a basic understanding of the frameworks of algebra, geometry, and proportional reasoning.

Topics Covered:
Decimal and Fraction Review
The Language of Pre-Algebra
Negative Numbers
Rational Numbers
Solving Linear Equations and Word Problems
Measurement
Plane Geometry
Proportional Reasoning
Pythagorean Theorem and Square Roots
Statistics and Probability

Textbook: Pre-Algebra an Accelerated Course (Houghton Mifflin)

Pre-Algebra: Level 2
This course is designed to review knowledge of the rational number system, its related operations and methods of problem solving, and to develop a basic understanding of the frameworks of algebra, geometry, and proportional reasoning.

Topics Covered:
Integers
Decimals
Fractions
Geometry and Measurement
Ratio, Proportion and Percents
Solids and Measurement
Solving Equations
Statistics and Probability

Textbook: Middle School Math Course 2 (Scott-Foresman/Addison-Wesley)

Small Group Mathematics
Small Group Math is designed for students who would benefit from an additional small, more individualized class. This class will provide support to the daily classroom lessons and, if necessary, remediation of basic skills. Students must be recommended for this course by their sixth grade mathematics teacher.

Math Leveling Criteria 7th grade → 8th grade

Pre-Algebra: Level 1 students
Students mastering the material taught in the Pre-Algebra: Level 1 course will be recommended to take the Algebra I: Level 1 course in 8th grade unless they meet the criteria below as well, in which case they may be eligible to move up to the Algebra I: Honors course.
• The student earns 88% or greater math class average for first 3 terms of seventh grade
• The student earns 95% or greater homework completion/on time average in seventh grade
• The student earns 22/36 or greater on seventh grade Level 1 Placement Test
• The student earns 47 or greater raw score on sixth grade MCAS Mathematics test

* Note: Students meeting 3 of the 4 criteria listed above may be placed in Algebra I: Honors “with reservations” if the teacher has concerns about an Honors placement. Students assigned to a level “with reservations” will be contacted by the teacher to discuss a set of additional expectations that will help foster greater success at the more challenging level and strengthen foundational skills.

*Note : Students earning below a D average in the Pre-Algebra: Level 1 course may be recommended to take the Algebra IA: Level 2 course in 8th grade.

---

**Pre-Algebra: Level 1A students**

Students mastering the material taught in the Pre-Algebra: Level 1A course have three options for placement in eighth grade; Honors, Level 1 and Level 2.

To move up to the Honors level in 7th Grade students must meet 3 of the following 4 criteria:
• Earn 93% or greater math class average for first 3 terms of seventh grade
• Earn 95% or greater homework completion/on time average in seventh grade
• Earn 24/36 or greater on seventh grade Level 1A Placement Test
• Earn 47 or greater raw score on sixth grade MCAS Mathematics test

To move up to Level 1 in 7th Grade students must meet 3 of the following 4 criteria:
• Earn 80% or greater math class average for first 3 terms of seventh grade
• Earn 90% or greater homework completion/on time average in seventh grade
• Earn 18/36 or greater on seventh grade Level 1A Placement Test
• Earn 35 or greater raw score on sixth grade MCAS Mathematics test

Students meeting less than 3 of the 4 Level 1 criteria above will be recommended to take the Algebra IA: Level 2 course in 8th grade.

* Note: Students meeting 3 of the 4 criteria listed in either set above may be placed “with reservations” if the teacher has concerns about a placement. Students assigned to a level “with reservations” will be contacted by the teacher to discuss a set of additional expectations that will help foster greater success at the more challenging level and strengthen foundational skills.
**Pre-Algebra: Level 2 students**

Students mastering the material taught in the Pre-Algebra: Level 2 course will be recommended to take the Algebra IA: Level 2 course in 8th grade unless they meet the criteria below as well, in which case they may be recommended to move up to the Algebra I: Level 1 course.

To move up to Level 1 students must meet 3 out of 4 of the following criteria:

- Earn 88% or greater math class average for first 3 terms of seventh grade
- Earn 90% or greater homework completion/on time average in seventh grade
- Earn 22/40 or greater on seventh grade Level 2 Placement Test
- Earn 33 or greater raw score on sixth grade MCAS Mathematics test

*Note: Students meeting 3 of the 4 criteria listed above may be placed “with reservations” if the teacher still has concerns about a placement. Students assigned to a level “with reservations” will be contacted by the teacher to discuss a set of additional expectations that will help foster greater success at the more challenging level and strengthen foundational skills.*

---

**SCIENCE**

The seventh grade course in science is designed to provide a strong foundation for the future life scientist as well as a basic understanding and appreciation of science for the future citizen in our highly technological society. The primary focus of the program is for the students to develop an understanding of life requirements, processes, and replications. This is accomplished through laboratory investigations, which are supplemented by teacher demonstrations, lecture, discussion, home assignments, independent projects and the use of audio-visual aids.

**Unit 1 - The Work of Cells**

By observing cells, constructing cell models and performing laboratory investigations, students develop an understanding of cell structure, metabolism and the cell as a unit in multicellular organisms. Students investigate the processes of photosynthesis, cellular respiration, mitosis, meiosis and cellular transport. Microscopes and laboratory exercises are used to reinforce these lessons pertaining to cells.

**Unit 2 - Genetics**

The field of genetics is introduced in this unit beginning with a review of meiosis, leading into further explorations of DNA and chromosome structure and function. Simple Mendelian Genetics and patterns of heredity such as dominant and recessive alleles, Punnett Squares and probability are introduced and explored in this unit. A brief introduction into current topics in biotechnology and genetics are highlighted.

**Unit 3 - A Survey of Taxonomy and Ecology**

Students will study an overview of the six kingdoms all living things. The science of Taxonomy along with a review of the various mechanisms that living things use in order to adapt to their environment is the primary focus of this unit. While reviewing ecology students will discuss food chains, food webs, trophic levels and other relationships between organisms and their environments.
Unit 4 - Human Anatomy & Physiology
The skeletal, nervous, circulatory, respiratory and digestive systems are the primary focus of this unit. While studying these systems, students are asked to identify the various body parts associated with each system, how the body system functions and how individual body systems work together to sustain life. Smaller explorations of the integumentary, excretory, muscular, and immune systems are discussed.

Unit 5 – Evolution
Major topics of evolution such as the geologic timescale, history of Charles Darwin, natural selection and patterns of inheritance.
Textbook: Prentice Hall: Cells and Heredity
Human Biology and Health

SOCIAL STUDIES
The Social Studies curriculum for seventh grade consists of a one-year course in World Geography.

Economic, technological, environmental and cultural forces have combined to make the world more interconnected than ever before. Our study of geography will go beyond memorizing names of places on the map to explore what those places and their people are like and what our connections are to them. The Five Fundamental Themes of Geography, as developed by the National Geographic Society will provide the framework for our regional studies. As the study of geography is interdisciplinary by nature, connections will be made with English, Science, and World Language in emphasizing the importance of open-mindedness, appreciation of differences, global interdependence, and concern for the environment.


Prepare to Travel
Geography is a journey of discovery. This unit will introduce students to the skills, attitudes and knowledge needed for our journey around the world. Some of the important things we learn are: the five themes of geography, latitude and longitude, the seasons, developing vs. developed countries, the ways in which countries depend on one another, and how the physical geography of a place affects the people who live there.

The Middle East
Particular emphasis in this unit focuses on the physical geography of the Middle East, Arab culture, the religion of Islam and the role of water and oil as important natural resources.

Africa
Topics discussed include life in Saharan Africa, European colonialism and the many ways it has shaped African countries today. We also discuss the history of apartheid in South Africa.

Latin America
This short unit looks at several important issues in Latin America and the world today: migration and immigration, and the deforestation of the Amazon and other rainforests.

East Asia
China, the world’s oldest continuous civilization and its most rapidly emerging power, is the
focus of this unit, which also includes an exploration of Japan and the Koreas.

**South Asia**
Students will discover in this unit that the contrasts of South Asia’s physical geography are as striking as its culture – a mix of traditional and modern. Focus areas: overpopulation, monsoon climate, Mahatma Gandhi, the caste system, and the power of civil disobedience.

**Europe**
This unit focuses on a combination of class activities and an independent self-study packet that includes maps, readings, and other assessments. We focus on the formation and purpose of the European Union and look at various issues facing Europe and Northern Eurasia today.

**World Wrap Up**
During the last two weeks of school, we conclude our journey around the world by preparing for a world map quiz that features approximately 175 countries, major landforms and bodies of water that we have learned along the way.

**PHYSICAL EDUCATION**
Physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. (National Standards for Physical Education).

Students will, by repeated practice, acquire and refine a variety of manipulative, locomotor and non-locomotor movement skills. Students utilize principles of training and conditioning, and learn biomechanics and exercise physiology concepts as they go through the middle school program.

Our program is co-educational with full inclusion. We provide maximum practice opportunities, lessons that facilitate student learning, out of school assignments that support learning and practice, and formative and summative assessments to monitor and reinforce student learning are provided.

Students are expected to bring a change of clothes for class suitable for physical activity (sneakers, socks, t-shirt/sweatshirt, shorts/sweatpants). Lockers with inset locks are provided.

<table>
<thead>
<tr>
<th>Month</th>
<th>Sixth</th>
<th>Seventh</th>
<th>Eighth</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>Teambuilding Activities</td>
<td>Outdoor Pursuits- RB, skateboarding</td>
<td>Sport Education- football or field hockey</td>
</tr>
<tr>
<td>October</td>
<td>Strategies and Skills of Sport</td>
<td>CV Fitness</td>
<td>Alternative Sports: ultimate, rugby, country</td>
</tr>
<tr>
<td>December</td>
<td>Net sports/Fitness Challenge</td>
<td>Net Sports/8 minute challenge</td>
<td>Advanced Net Sports: CV Fitness</td>
</tr>
<tr>
<td>January</td>
<td>Line Dancing</td>
<td>Square Dancing</td>
<td>Line Dancing: Turbo, Cupid, Sun</td>
</tr>
<tr>
<td>February</td>
<td>Sport Education- winter sports</td>
<td>Muscle Fitness/Team Sports</td>
<td>Winter Team Sports/CV Fitness- mon</td>
</tr>
<tr>
<td>March</td>
<td>Sport Education- winter sports</td>
<td>Outdoor Winter Workouts</td>
<td>Fitness Program Planning</td>
</tr>
</tbody>
</table>
HEALTH EDUCATION
The middle school health curriculum is aligned with the 1999 Massachusetts Health Education Curriculum Frameworks and the 2006 CCSSO – SCASS Health Education Assessment Project. The Health teacher covers a variety of content topics and also teaches skills to promote health and reduce risk-taking or unhealthy behavior. Activities are planned that ask students to apply health skills to real-life situations. Some performance-based assessments are used to gauge student mastery of health skills. The health teacher makes an effort to involve parents in health education and works with other school staff on the development and implementation of health education standards. Students enrolled in health learn and practice skills including: Decision-making, Interpersonal Communication, Self-Management, Advocacy, Goal-Setting, and Accessing Information.

Grade 7 students are scheduled for health class for 1 semester. Class meets on a rotating schedule for approximately 36 classes over the semester. The following health topics are covered:

- PHYSICAL, EMOTIONAL, and SOCIAL HEALTH
- PERSONAL HEALTH PROJECT
- UNDER AGE ALCOHOL USE/ PREVENTION
- SOS – Signs of Suicide, a prevention program related to depression
- RELAXATION/STRESS MANAGEMENT SKILLS
- CONFLICT RESOLUTION
- PUBERTY

Materials: Power points, worksheets and study guides are teacher developed. Booklets, pamphlets, and videos related to the health curriculum may also be used. Health teacher invites a local police officer to speak with the students about underage drinking and Junior Operator Licenses.

Agency Resources:
MARC Program, anti-bullying program, Bridgewater State College

TECHNOLOGY LITERACY
The seventh grade Technology Literacy program reinforces communication and keyboarding skills to use as a tool for collaboration beyond the classroom. Students evaluate and understand characteristics for locating credible resources by examining domain names, organizations, contact information and current data. They also develop a stronger understanding of what it
means to be a respectful Digital Citizen, the importance of cyberbullying prevention and the copyright/fair use guidelines when using digital media at home and in school. Students also build multimedia, hyperlinking and spreadsheet skills when collecting, analyzing, collaborating and communicating global data and research.

**WORLD LANGUAGE**

The World Language Department offers courses in French, Spanish and Latin. Our primary goal is to provide students with an enriched and stimulating learning experience. In all language courses students study the respective culture, an essential first step for an authentic understanding of the country's language and people. The basic skills of the second language, listening, speaking, reading and writing, are practiced extensively. Speaking is stressed in the French and Spanish courses while reading is stressed in the Latin courses. The cultural focus is an integral part of language study and deals with a wide range of peoples in the French and Spanish speaking worlds as well as in the ancient Roman culture. An additional goal of our program is to help students develop good study habits in order to facilitate successful learning of the second language.

**French**

The 7th grade program continues to develop the four basic skills of listening, speaking, reading and writing. Through numerous activities including Totally Physical Response (TPR), interactive dialogues, cooperative learning groups and individual oral presentations, students strengthen their language skills. Their vocabulary base and linguistic skills are broadened.

Students will be able to:

- Describe people, places and possessions using the verb “être”
- Use adjectives accurately with proper placement and agreement
- Ask information questions
- Express possession using “avoir”
- Use the verb “aller” and the preposition forms to express “going to …”
- Use the verb “venir” and the preposition forms to express “coming to…”
- Express ownership of items with possessive adjectives
- Ask questions about clothing styles and purchasing clothes
- Use comparison
- Express activities using “ir” and “re” verb conjugations
- Express past tense of regular verbs (er, ir, re)
- Express activities that happened in the past, using all regular verb conjugations (er, ir, re)
- Use various negations (ne..jamais, rien, personne)
- Express food preferences
- Order a meal, using irregular verbs vouloir, prendre
- Ask for a quantity
- Use direct object pronouns (3 rd person)

Cultural topics include: studying sites in France, spending habits of teenagers, shopping, leisure time activities, sports, and holidays.
Spanish

IN SPANISH, students will be able to:

- Describe a house and household items using *house vocabulary*
- Indicate the order of things using *ordinal numbers*
- Describe people and locations using the verbs *ser* and *estar* with adjectives and/or prepositions
- Plan a party using *party vocabulary*
- Talk about chores and responsibilities using *chore vocabulary*
- Tell someone what to do using *affirmative “tu” commands of regular and irregular verbs*
- Say what they just did using *acaba de…*
- Talk about sports using *sports vocabulary* and the verb *jugar*
- Talk about whom they know using the verb *conocer* and the *personal a*
- Talk about what they know using the verb *saber*
- Talk about parts of the body using *body vocabulary*
- Make excuses
- Say what they did using *the preterite tense of –ar verbs and –car, -gar, -zar verbs.*
- Talk about staying healthy
- Say what hurts them using the verb *doler*
- Talk about technology
- Talk about a series of events using *sequencing words*
- Say what they did using *preterite tense of regular –er and –ir verbs*
- Talk about indefinite or negative situations using *affirmative and negative words*
- Talk on the phone using appropriate and polite *phone vocabulary*
- Say where they went, with whom, how it was, what they did using *the preterite tense of ir, ser, and hacer, as well as pronouns after prepositions*
- Extend invitations
- Talk about a typical day and their daily routines using *reflexive verbs*
- Talk about what they and others are doing right at this moment using *present progressive*
- Barter and talk about buying souvenirs on vacation using *indirect object pronouns and demonstrative adjectives*
- Talk about vacation activities using *vacation vocabulary*

IN ENGLISH, students will be able to:

- Locate Ecuador, Dominican Republic, Argentina, and Costa Rica on a map
- Compare the customs and dialects of the above-mentioned countries with other Latin American countries
- Compare the foods and typical dishes of these countries
- Identify the different sounds/types of music and dance styles of each country
- Compare the foods and customs of each country
- Appreciate what each country has to offer
- Compare the syntax / sentence structure within the Spanish language to English syntax / sentence
**Latin**

The seventh grade Latin program meets every day and continues where the sixth grade program ends. The seventh grade course is more accelerated and completes Ecce Romani I and begins Ecce Romani II. There is a continued emphasis on vocabulary acquisition and word derivatives. Constant practice strengthens the ability to translate Latin to English as well as English to Latin. Cultural topics provide many insights into the life of the Romans.

Students will be able to:

- form and use the future tense, as well as the perfect, pluperfect and future perfect tenses of all four conjugation verbs and irregulars
- use and decline all nouns of all five declensions, including the neuters
- match adjectives of all three declensions to nouns
- uses all noun cases effectively in both Latin readings and composition
- use infinitives
- write comparisons of adjectives and adverbs

**Textbook:** Ecce Romani 1A and 1B

**Discovering French**

In this introductory class to French, students progress quickly through the material in a small class setting. The class meets on a daily basis allowing the student to develop the basic skills of listening, speaking, reading and writing. The classroom presentation is primarily in the target language facilitating the students’ understanding and pronunciation of the spoken language.

At the end of the 7th grade small group program, students should be able to imitate and pronounce correctly, to understand and use learned vocabulary, as well as express themselves in simple conversations in French.

Students will be able to:

- greet people, both adults and peers
- express numbers 1-60, alphabet, time, seasons, weather, date
- order food and drink in a café
- express daily activities using "er" verb conjugations
- invite friends to do activities
- accept and politely turn down invitations
- describe yourself: your personality and what you look like
- describe your room and the objects that you own or use
- ask questions and express activities using "faire"
- describe people, places and possessions using the verb être
- use adjectives accurately with proper placement and agreement
- ask information questions
- use the verb avoir in idiomatic expressions
Use the verb “aller” and the preposition forms to express “going to…”
Use the verb “venir” and the preposition forms to express “coming to…”
Express ownership of items with possessive adjectives
Ask questions about clothing styles and purchasing clothes
Use comparison
Express activities using “ir” and “re” verb conjugations
Express activities that happened in the past, using all regular verb conjugations (er, ir, re)

Cultural Topics include daily student life in France, famous places in the francophone world, food, shopping and leisure time activities.

Text: Discovering French Bleu Nouveau and ancillary materials

APPLIED & FINE ARTS PROGRAM

The courses offered are Art, Music, Engineering and Media Studies. Each of these quarterly courses is required in the seventh grade program. These courses are exploratory in nature and are designed to meet the needs of the early adolescent for activity-centered learning experiences.

Visual Arts
The seventh grade art program focuses on exploring different styles of art from a variety of master artists and time periods throughout the world. Focus areas include surrealism, advertising and design, abstraction, and Sumi brush painting. Students learn to identify their own unique style through the exploration of a variety of media including paint, ceramics, and mixed media techniques. An emphasis is placed on self-reflection as students continue to critique their own art work.

Media Studies
How does the media influence our values, beliefs and choices? How can we be more mindful when using various forms of media to make the best individual choices? These questions and others are explored in this course, as students are asked to read, write and think critically about the media world that is constantly bombarding them. Students will learn skills and carry out steps involved in creating various forms of media. They will also learn about how media can enhance their life, yet how they can remain independent thinkers. We will look at advertising, television and print news, as well as the entertainment industry, and discuss how these media outlets work to reach target audiences.

Music
Blues: 3 Chords and the Truth
This course consists of units on musical composition and theory through their use of the piano, computer and guitar. Students continue to develop and refine their skills on the guitar and
keyboard as they read the notes on the musical page. Students continue to expand their basic knowledge of the keyboard and guitar including chords and chord progressions. The study of the Blues styles of music, its form, chord progression and history is a large part of what we explore in the 7th grade music class. For the final project, students are placed in groups of 5 – 6 and each group practices and perform a piece that they have composed or one designated by the teacher. Everyone performs in the choral room for a varied type of audience.

Engineering
The seventh grade course seeks to build on these skills through explorations of structural engineering and mass production techniques.

**ELECTIVE PROGRAM**

Students may choose to have a study hall or to participate in a music elective that stresses performance as part of a group. These courses meet every other day for the entire year.

**Chorus and Band**
Three school music electives are offered: band, chorus, and band/chorus. Chorus and band provide opportunities for students to improve music skills and to perform as a group. Emphasis is placed on fundamentals of music reading, tone production, and interpretive skills.

Students who elect to participate in Band and Chorus are required to be present at all performances (see NOTE below). The students in both Band and Chorus follow a rotation schedule to allow equal rehearsal time in both ensembles. These students are required to participate in all DSMS evening concerts listed below. There may be legitimate excuses for missing a concert, and these should be discussed with the Director.

*There is a two week drop period at the beginning of the school year. The parent/guardian and Director must have had a conversation regarding the reason(s) for dropping the ensemble. After this two week grace period has passed, students are expected to remain in the performing group for the remainder of the school year.*

NOTE: Chorus and Band concerts take place throughout the year. All concerts are in the Mudge Auditorium and start at 7:30 p.m.

**Directed Research**
Students will be expected to quietly read or do homework. Students may also sign out for extra help, library use or to do additional work in various areas. This class meets every other day.
SECTION V: Grade Eight

PROGRAM OF STUDIES

REQUIRED COURSES
  Applied and Fine Arts
  Engineering, Music, Visual Art, Speech & Drama
  English
  Mathematics
  Science
  Social Studies
  Physical Education
  Health/Math Connections
  World Language
    Latin, Spanish, French

Students must be recommended for the following courses:
  Small Group English

Students may elect to take:
  Band, Chorus or Band and Chorus
  (Students not participating in a music elective will be in a directed study)

Curriculum Roadmaps at www.doversherborn.org;
  click on middle school; click on academics.
The Middle School English program is literature and writing based, specifically designed for middle school students to become active participants in their own learning process. Literature serves as the starting point for integrated activity and involvement in writing and language. The books chosen for the program represent a wide variety of cultures, styles and points of view, reflective of the Department's commitment to help students appreciate the diversity in our modern world.

The Middle School English program is a total program that builds upon the strengths and interests of each student. Students are grouped heterogeneously. Student needs are met through individualization, enrichment activities and small group English.

Literature
The eighth grade literature program allows students the opportunity to read in many different genres. A core book is read in class to discuss theme, character, literary techniques and the genre itself. Each unit also includes writing assignments. Units may include the following:

**Short Story**
Texts: *Characters in Conflict* (short stories)  
*Connections* (short stories)  
Writing: individual short stories  
literary analysis

**Drama**
Texts: *A Raisin in the Sun*  
Writing: individual plays or scenes  
literary analysis

**Memoir**
Text: *Going Where I'm Coming From*  
Writing: student memoirs

**Novel**
Texts: *To Kill A Mockingbird*  
*Of Mice and Men*  
Writing: literary analysis (paragraphs and essays)

Writing
The eighth grade writing program builds on the focus correction areas emphasized in the seventh grade. Eighth grade focus correction areas include:

- **Mechanics/grammar**
- Simple, compound & complex sentences  
- Fragments, run-ons
- **Style**
- Sentence variety  
- Word choice
- Concrete detail
- **Organization**
- Essay form  
- Thesis statements  
- Use of transition
Pronoun use
Grammar concepts are taught and later included as focus correction areas in writing assignments.

Independent Reading

Studies show that American students spend more time watching TV than reading for pleasure; therefore, we have developed an outside reading program that encourages students to read widely and for entertainment. Choices are made from an extensive in-class library, and students respond through writing and discussion. Students are challenged to read at or above their reading levels.

Vocabulary

The eighth grade vocabulary program is a continuation of the seventh grade program. All students complete Level "C" in Vocabulary Workshop. While this program is important, it is intended to supplement, not replace, vocabulary acquired through reading widely.

Small Group English

Small Group English is an individualized program designed to support regular English class work. This course is taught by the student’s assigned English teacher in an effort to provide him/her with more time with the curriculum. Pre-teaching, re-teaching, and study skills are features of the program. It services students who need additional time and help in reading and writing skills.

MATHEMATICS

Mathematics requires a great deal of concentration and a positive attitude. The goal of the DSMS mathematics department is to help develop strong independent problem solvers who can influence and change the world around them. It is our charge to reach this goal through a collective focus on our department enduring understandings which are stated below.

Graduates from the DSMS Mathematics Program understand that...

Math is...
  a) a lens through which you can look at, think about, and interact with the world
  b) a language consisting of words, diagrams and symbols used to communicate
  c) a set of tools used to solve problems

and that strong independent problem solvers...
  a) ask questions, acquire needed skills and are willing to start, persevere, and improve
  b) use the language of math to communicate and support their ideas, processes, errors, and solutions
  c) decide which tools are needed and apply them to problems accurately and efficiently

And as a result,
  d) use their math lens, math communication skills, and math tools to influence and change the world around them

In eighth grade, math classes are grouped into three levels of first year algebra. Students are assigned to the appropriate levels by an identification process in seventh grade based on criteria which includes MCAS math scores, math class term grades and homework effort, and a diagnostic test given in the spring. Students assigned to a level “with reservations” will be contacted by the teacher to discuss a set of additional expectations that will help foster greater
success at the more challenging level and strengthen foundational skills. Placement at any particular level will be reviewed and reflected upon throughout the year and adjusted as needed.

All eighth grade mathematics courses will have cumulative mid-year and final exams.

Course Descriptions
The three levels in eighth grade are: Algebra I: Honors, Algebra I: Level 1 and Algebra I: Level 2. These courses are outlined below.

Algebra I: Honors
The course is an accelerated, rigorous approach designed to develop a thorough understanding of the frameworks of algebra, the real number system and related operations and methods of problem solving.

Topics Covered:
Representing Algebraic Situations
Reading and Simplifying Algebraic Expressions
Solving Linear Equations and Inequalities
Solving Linear Word Problems
Linear Functions
Solving Linear Systems of Equations
Solving Absolute Value Equations and Inequalities
Exponents
Algebraic Factoring
Solving Quadratic Equations
Solving Fractional Equations
Statistics and Probability

Textbook: Algebra Structure and Method, Book 1 (Houghton Mifflin)

Algebra I: Level 1
This course is designed to develop a thorough understanding of the frameworks of algebra, the real numbers system and related operations and methods of problem solving.

Topics Covered:
Representing Algebraic Situations
Reading and Simplifying Algebraic Expressions
Solving Linear Equations and Inequalities
Solving Linear Word Problems
Linear Functions
Solving Linear Systems of Equations
Exponents
Solving More Word Problems
Algebraic Factoring
Solving Quadratic Equations
Statistics and Probability

Textbook: Algebra Structure and Method, Book 1 (Houghton Mifflin)

Algebra 1A: Level 2
This course is designed to develop a basic understanding of the frameworks of algebra, the real number system and related operations and methods of problem solving. The course is paced to
cover the full algebra curriculum over two years with the topics below covered this year and the remaining topics covered in the Algebra 1B Level 2 course in 9th grade.

**Topics Covered:**
Integers
Fractions
Decimals
Order of Operations
Mean, Median, Mode and Range
Percents
Representing Algebraic Situations
Simplifying Algebraic Expressions
Solving Linear Equations
Graphing on the Coordinate Plane
Linear Functions
Solving Linear Word Problems
Statistics and Probability

** Additional time will be spent focusing on formulating responses to Open Response Questions

**Textbook:** Algebra Structure and Method, Book 1 (Houghton Mifflin)

---

**Math Leveling Criteria 8th grade → 9th grade**

**Algebra I: Honors → Geometry: Honors**
Students earning at least an overall B average in the Algebra I: Honors course will be recommended to take the Geometry: Honors course in 9th grade.

* Note: Algebra I: Honors students who do not meet this criteria will be recommended for Geometry College Prep (CP)

**Algebra I: Level 1 → Geometry: College Prep**
Students mastering the material taught in the Algebra I: Level 1 course will be recommended to take the Geometry: College Prep (CP) course in 9th grade unless they meet the criteria below as well, in which case they may be recommended to move up to the Geometry: Honors course.

- The student maintains at least an A average for each marking period, as well as on the Mid-Year and Final Exams
- The student opts to take the “Gold” level unit assessments at least 75% of the time
- The student maintains at least a B- average on “Gold” level unit assessments taken (raw score without scaling).

* Note: Students earning below a D average may be considered ineligible to stay in the Level
1/CP level and may then be recommended to take the Algebra IB: Level 2 course in 9th grade or to repeat the Algebra I: Level 1/CP course.

**Algebra 1A: Level 2 to Algebra IB: Level 2 College Prep**

Students mastering the material taught in the Algebra IA: Level 2 course will be recommended to take the Algebra IB: Level 2 College Prep (CP) course in 9th grade unless they meet the criteria below as well, in which case they may be recommended to move up to the Algebra I: Level 1/CP course.

- The student maintains at least an A average for each marking period, as well as on the Mid-Year and Final Exam
- The student opts to take the “Gold” level unit assessments at least 75% of the time.
- The student maintains at least an A- average on “Gold” level unit assessments taken (raw score without scaling).

*Note: The Algebra I: Level 1/CP course is not always offered at the High School, it depends upon enrollment. If such is the case this year, your child will be recommended for the Algebra IB: Level 2 course and then moved up to CP during 10th grade, if his/her 9th grade teacher agrees with that recommendation.

**SCIENCE**

The eighth grade science program is designed to provide a strong foundation in the basic principles of physical science. The focus is in developing an understanding of the processes, attitudes and goals of science with heavy emphasis on laboratory investigations. Because experimentation, inquiry and hands-on investigations are the primary pedagogical activity students gain experience in observing, recording and critically analyzing data. Teacher demonstrations, lecture-discussion, home assignments, independent projects and the use of audiovisual aids supplement these investigations. Approximately, half the year will be spent on physics topics specifically force, motion and energy. The other half of the year will be spent on topics in chemistry with emphasis on the characteristics of matter leading to a basic understanding of atomic theory.

Physics

**Unit 1 - Motion and Forces**

In this unit students develop a basic understanding of the nature of forces that govern our planet. Newton's Laws of Motion and Gravity are major topics covered. The simple mathematics application of these laws of physics is also incorporated into the curriculum.

**Unit 2 - Energy, Energy and Changes**

The concept of energy is one of the most important topics studied in science. Kinetic and potential energy and the conservation of energy and its transformation from one form to another are important topics covered in this unit.

**Unit 3 – Heat**

Temperature, and heat transfer through conduction, convection and radiation are the focus of this unit. The effect of heat on changes of states of matter may also be included.

Chemistry
Unit 4 – Conservation of Mass
Students learn to accurately use a triple beam balance and measure the mass of substances before and after chemical and physical changes have take place. All of these activities lead the students to develop an understanding of one of the most basic laws of chemistry – the Law of Conservation of Mass.

Unit 5 – Mixtures, Compounds and elements
Classification of matter into mixtures compounds or elements is a prime focus of this unit. The electrical decomposition of water into hydrogen and oxygen is the basis for understanding the 41 difference between an element and a compound. The unit concludes with balancing of simple chemical equations.

Unit 6 – Characteristic properties of Matter
Students perform experiments to discover properties of substances which are independent of the amount of the material present. Students learn to recognize the characteristics of a chemical and a physical change. The concepts of volume, mass and density are explored in this unit.

Unit 7 – States of Matter
The characteristics of the three different states of matter are reviewed with an emphasis on how heat affects the motion of particles and the change of state from solid to liquid to gas. Boiling points and freezing points of “mystery substances” are determined.

Textbooks:
Forces, Motion and Energy – Holt, Rinehart and Winston
Introduction to Matter - Holt, Rinehart and Winston

SOCIAL STUDIES
The goal of the 8th grade social studies curriculum is to encourage independent thinking, thoughtful writing and civic responsibility. Following the Massachusetts State Frameworks, the 8th grade program focuses on the history and development of the United States in the early years of its existence-- United States History, Revolution to Reconstruction. The course takes a “chrono-topical” approach in order to manage content and identify connections between different time periods and events. In each unit, we return to the impact of class, race, and the struggle for rights in American society- and the relevance of these conflicts in today’s world.

In 8th grade, the year before high school, students assume a higher level of intellectual responsibility. Experiencing debates, presentations, simulations, internet and library research, they will continue to develop organization, speaking and writing skills. In addition, students will learn to analyze and evaluate a wide variety of primary documents related to historical events. In the spring, students will use the skills and content gained from a year of work to construct their first major research paper.


Overarching Essential Questions:
How does our past help us understand our present?
What skills do we gain from studying history? Why do we need them?
Who are “we” in “We the People”?

Revolt and Revolution (1754-1783)
Using the events of the American Revolution, we examine the rights and responsibilities of
governments and individuals and conflict resolution. We focus on the social and political causes of discontent in the colonies, the methods of protest employed by the patriots and the military strengths and weaknesses of the united colonies.

The Constitution and the Bill of Rights (1787-1790)
In this unit, we study the structure of our national government and the document itself in order to discover the protections of individual liberties and the influences that shaped the Constitution.

Growing Nation (1790-1848)
In this unit, we study early U.S. presidents and the emergence of political parties as well as the internal and external factors that influenced the development of America’s democracy. We look at the symbols and features of American culture. We also chart the physical expansion of the country and investigate the motives for western migration and its effects on Native Americans and the environment.

Sectionalism and Civil War (1830s-1860s)
The Civil War remains a tragic milestone in American History, fusing race, constitutional rights, economy and government. We will examine the rise of sectionalism, the nature of slavery and the fundamental causes of the Civil War, including the early Industrial Revolution and the reform movements that grew out of it. We will also focus on the course of the conflict as it turned to war, investigating and assessing military and political tactics for victory.

Reconstruction (1865-1877)
Peace and reconciliation are particularly difficult goals after internal conflict. We will investigate and evaluate different plans for rebuilding the country--especially the South--after the war. The cultural and economic challenges presented by the end of war have great resonance in today’s world.

PHYSICAL EDUCATION

Physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. (National Standards for Physical Education).

Students will, by repeated practice, acquire and refine a variety of manipulative, locomotor and non-locomotor movement skills. Students utilize principles of training and conditioning, and learn biomechanics and exercise physiology concepts as they go through the middle school program.

Our program is co-educational with full inclusion. We provide maximum practice opportunities, lessons that facilitate student learning, out of school assignments that support learning and practice, and formative and summative assessments to monitor and reinforce student learning are provided.

Students are expected to bring a change of clothes for class suitable for physical activity (sneakers, socks, t-shirt/sweatshirt, shorts/sweatpants). Lockers with inset locks are provided.
<table>
<thead>
<tr>
<th>Month</th>
<th>Sixth</th>
<th>Seventh</th>
<th>Eighth</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>Teambuilding Activities</td>
<td>Outdoor Pursuits- RB, skateboarding</td>
<td>Sport Education- football or field hockey</td>
</tr>
<tr>
<td>October</td>
<td>Strategies and Skills of Sport</td>
<td>CV Fitness</td>
<td>Alternative Sports: ultimate, rugby, cross country</td>
</tr>
<tr>
<td>December</td>
<td>Net sports/Fitness Challenge</td>
<td>Net Sports/8 minute challenge</td>
<td>Advanced Net Sports: / CV Fitness</td>
</tr>
<tr>
<td>January</td>
<td>Line Dancing</td>
<td>Square Dancing</td>
<td>Line Dancing: Turbo, Cupid, Sun</td>
</tr>
<tr>
<td>February</td>
<td>Sport Education- winter sports</td>
<td>Muscle Fitness/Team Sports</td>
<td>Winter Team Sports/CV Fitness- monitors</td>
</tr>
<tr>
<td>March</td>
<td>Sport Education- winter sports</td>
<td>Outdoor Winter Workouts</td>
<td>Fitness Program Planning</td>
</tr>
<tr>
<td>April</td>
<td>Adventure Based Programming</td>
<td>Adventure Based Programming</td>
<td>Adventure Based Programming</td>
</tr>
<tr>
<td>May</td>
<td>Outdoor Pursuits- rollerblading</td>
<td>Personal Performance- track/field</td>
<td>Evaluating and Analyzing Physical Activity</td>
</tr>
<tr>
<td>June</td>
<td>Sport Education- Spring sports.</td>
<td>Personal Performance- track/field</td>
<td>Evaluating and Analyzing Physical Activity</td>
</tr>
</tbody>
</table>

**HEALTH EDUCATION**

The middle school health curriculum is aligned with the 1999 Massachusetts Health Education Curriculum Frameworks and the 2006 CCSSO – SCASS Health Education Assessment Project. The Health teacher covers a variety of content topics and also teaches skills to promote health and reduce risk-taking or unhealthy behavior. Activities are planned that ask students to apply health skills to real-life situations. Some performance-based assessments are used to gauge student mastery of health skills. The health teacher makes an effort to involve parents in health education and works with other school staff on the development and implementation of health education standards. Students enrolled in health learn and practice skills including: Decision-making, Interpersonal Communication, Self-Management, Advocacy, Goal-Setting, and Accessing Information.

Grade 8 students are scheduled for health class for 1 semester. Class meets on a rotating schedule for approximately 36 classes over the semester. The following health topics are covered:

- SAFETY, INJURY PREVENTION AND DISEASE CONTROL
- CPR/AED/CHOKING RESCUE SKILLS
- IDENTITY/MENTAL AND EMOTIONAL HEALTH
- SUBSTANCE USE AND ABUSE/MARIJUANA
- SEXUALITY ISSUES – HIV/STD PREVENTION
- BIRTH
- HEALTHY SOCIAL RELATIONSHIPS

**Materials:** Power points, worksheets and study guides are teacher developed. Booklets, pamphlets, and videos related to the health curriculum may also be used. Health teacher invites a local police officer to speak with the students about underage drinking, Junior Operator Licenses, and the new marijuana laws.
MATH CONNECTIONS

All 8th graders take Math Connections every other day for one semester. The course is taught in the computer lab so that online resources can be utilized. There are two main objectives of this course.

1) Students will explore math topics that are not part of the regular math curriculum
   Topics may include:
   • Plantonic Solids
   • Probability
   • Transformations on the Coordinate Plane
   • Pythagorean Theorem
2) Students will review 6th and 7th grade math concepts in preparation for the MCAS test

WORLD LANGUAGE

French
The 8th grade program focuses on students expressing their own ideas in the target language. To achieve this goal, the presentation of vocabulary and linguistic points are done in French. Students will continue to broaden their vocabulary and strengthen their linguistic base.

Students will be able to:
   ask questions about clothing styles and purchasing of clothes
   compare items using adjectives
   express activities using "ir" verb conjugations
   express activities using "re" verb conjugations
   express past activities (passé composé)
   use the verb voir (to see)
   boire (to drink)
   prendre (to take)
   pouvoir (can, to be able)
   devoir (ought, should do..)
   connaître (to know people)
   use a wide range of irregular verbs in the present and past tense to talk about their daily lives in depth (voir, boire, lire, dire, écrire, prendre, mettre, pouvoir, vouloir, devoir, connaître, savoir)
   express the partitive when ordering food in a restaurant or supermarket
   use direct and indirect object pronouns
   express health, using parts of the body
   describe a home and various household chores
   use telephone etiquette for a conversation on the telephone
   speak with no written notes for oral projects:
       create their own country, with geography, activities, and food
       describe a virtual trip to Paris, including a description of a famous place, using the metro, and travel plans
prepare a francophone dish, and describe the measurements, ingredients, and preparation in French

Cultural topics will include traveling and shopping in France, weekend and vacation activities, meals and food in France, housing in francophone countries, and health issues.

**Text** - Discovering French – Blanc 2 with ancillary materials  
**Images** - a cultural reader  
**Un Souvenir d’Egypte** - a reader

**Spanish**  
The 8th grade program focuses on students expressing their own ideas and to talk about their daily lives in the target language. To achieve the goal, the presentation of vocabulary and linguistic points are done in Spanish as much as possible. Students will continue to broaden their vocabulary and strengthen their linguistic base.

Students will be able to:
- describe their school life, using vocabulary related to school supplies, daily schedule and the people and places within a school building.  
- compare their classes using comparative and superlative.  
- use direct object pronouns  
- use a wide range of useful irregular verbs that will help them talk about their daily lives in more depth.  
- talk about what they do every morning and evening using reflexive verbs, some of which are stem-changing verbs.  
- talk about their extracurricular activities  
- describe clothing in depth (fabric, size, pattern, etc…).  
- have a conversation with a sales clerk in a clothing store to communicate what they are looking to purchase.  
- use demonstrative adjectives to help the listener understand which object is being discussed.  
- talk about what they do for fun (sports, clubs, hobbies, etc…)  
- use the preterite tense of the verb “ser” to describe how an event was.  
- use the verbs “saber” and “conocer” to talk about things, people and places that they know.  
- use the imperfect tense of regular and irregular verbs to talk about their childhoods.  
- to talk about family reunions and holidays.

Cultural topics include the differences between Latin American schools and U.S. schools, the dynamics of a Hispanic family, fashion in the Spanish-speaking world, art and movies from Spanish-speaking countries. The cultures, geography, demographics and history of South American countries will also be discussed.

**Text** – Paso a Paso 2 and ancillary materials

**Latin**
The eighth grade class meets daily and builds on vocabulary and grammar skills learned in seventh grade. This course begins with the Ecce Romani book II and uses the accompanying workbooks. At this level students gain comfort in reading more complex Latin texts and at times use teacher supplied text from Latin authors of the Golden Age. The eighth grade is a crucial year since success at this level determines if a student will be able to continue with Latin at the high school. Since there is currently no offering of Latin I at the high school, there is not opportunity to repeat and the student must have a C or better to continue and a B or better to enter honors Latin II.

By the completion of eighth grade students will be comfortable with:

- All tenses of all four conjugations of verbs
- Both active and passive voice
- Deponent verbs
- Comparison of adjectives and adverbs
- Pronouns of all types
- Participles of all tenses, active and passive
- Indirect statements
- Ablatives absolute
- Subjunctive in limited contexts

Cultural topics include: Roman urban life, foods and banquets, several Roman authors and their historical context.

Textbook(s): Ecce Romani II and ancillary materials

Additional teacher-prepared unedited selections from Roman authors

**ELECTIVE PROGRAM**

Students may choose to participate in a music elective that stresses performance as part of a group or to have a study hall. These courses meet every other day for the entire year.

**Chorus and Band**

Three school music electives are offered: band, chorus, and band/chorus. Chorus and band provide opportunities for students to improve music skills and to perform as a group. Emphasis is placed on fundamentals of music reading, tone production, and interpretive skills.

Students who elect to participate in Band and Chorus are required to be present at all performances (see NOTE below). The students in both Band and Chorus follow a rotation schedule to allow equal rehearsal time in both ensembles. These students are required to participate in all DSMS evening concerts listed below. There may be legitimate excuses for missing a concert, and these should be discussed with the Director.

**There is a two week drop period at the beginning of the school year. The parent/guardian and Director must have had a conversation regarding the reason(s) for dropping the ensemble. After this two week grace period has passed, students are expected to remain in the performing group for the remainder of the school year.**

**NOTE:** Chorus and Band concerts take place throughout the year. All concerts are in the Mudge Auditorium and start at 7:30 p.m.
Directed Research
Students will be expected to quietly read or do homework. Students may also sign out for extra help, library use or to do additional work in various areas. This class meets every other day.

APPLIED & FINE ARTS PROGRAM

Visual Arts
The **eighth grade** art program prepares students for further study of the visual arts at the highschool level. Focus is placed on advancing skills including observation drawing, acrylic painting, and architectural design. Choice in subject matter helps students continue to develop their own unique style by encouraging them to create art that holds personal meaning. A continued emphasis is placed on critique and refection of their work and the artwork of others.

Music
American Music in Social Context: Then & Now
Students will study the development of popular music within complex American social contexts, from the perspectives of “giants” whose artistry and style have stood, or promise to stand, the test of time. The music will be studied within the context of racial and societal issues that affected, and that continue to impact, the music profession, individual musicians and society in general.

During the second unit, students will form “bands” and, using musical knowledge and skills from prior grades, arrange songs from the repertoire studied and learned in unit one. The students will use “arranging tools” involving instrumentation, lyrics, vocal style, solos, riffs and musical style to make their musical selection their own. The 10 weeks will culminate in performances of these arrangements.

Speech and Drama
In many surveys, people list public speaking as their greatest fear after dying! Speaking to other people doesn’t have to be *that* scary—not if you know how. This course is designed to explore the techniques that will enable our students to speak confidently, powerfully, and persuasively in public.

Students will begin the course by evaluating different types of public speech and analyzing which elements are most effective. They will then write and perform their own speeches. The second half of the course will focus on drama as a type of public performance. The instruction is geared toward practicing the techniques of the theater, such as improvisation, voice, and body work, to further develop comfort and skill in delivering ideas and feelings to an audience.

Engineering
In the **eighth grade** students learn the basics of electricity and how it can be used to communicate and solve transportation problems.
Dover-Sherborn Middle School has an academic rating significantly above the average for Massachusetts middle schools based on its high test performance. It is ranked 14th in the best public middle schools in Massachusetts. Demographics. Race. The Dover-Sherborn Regional Middle School student body is mostly White with a small Asian Pacific population and has very low racial diversity. Race. Percent. By this measure, Dover-Sherborn Regional Middle School students are largely wealthy and rank 20th in Massachusetts for middle school student family income. Enrollment by Grade. Grade. Dover-Sherborn Regional Middle School is a top rated, public school located in Dover, MA. It has 523 students in grades 6-8 with a student-teacher ratio of 10 to 1. According to state test scores, 83% of students are at least proficient in math and 86% in reading. About Dover-Sherborn Regional Middle School Middle School. School District. Dover-Sherborn Regional School District. View Nearby Homes. Address. Claim your free account to keep your school's data up-to-date and get insights on user activity for your profile.