

CPS

Cambridge Public Schools



2014 – 15 Upper Schools Curriculum Highlights

English Language Arts
Mathematics
Science
Social Science
Health Education

Information,
Communication &
Technology Services
Physical Education
Visual & Performing Arts
World Language



Upper School Network



School	Administration
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About the Curriculum

Fall 2014

Dear Upper School Families and Friends,

Welcome to the Cambridge Public School District's Upper School Network. Now entering year three of program implementation, our Upper Schools continue to serve students in sixth through eighth grades in a well-rounded, exciting and evolving organizational structure designed to support meaningful relationships and promote quality learning opportunities.

The Common Core State Standards and Massachusetts Curriculum Frameworks are the foundation for all instructional course offerings. District Curriculum Coordinators under the leadership of the Assistant Superintendent for Curriculum, Instruction & Assessment work with faculties at each Upper School campus to plan, design, implement, and evaluate district curriculum in each content area.

Upper School Scholars can look forward to a learning experience that is developmentally responsive, challenging, inclusive, and supportive of all in an environment that enables students to achieve positive personal growth and continuous academic progress.

Opportunities to explore, learn, create, connect, imagine, and enjoy can be experienced through our rich academic, arts and wellness offerings.

This publication is designed to provide a yearlong overview of each content area of study for grades six through eight across our Upper School Network. Please use this handbook as a guide to the curriculum in your scholar's classroom. If you have questions about the school curriculum, please feel free to contact your scholar's teacher, the campus head of school or principal, or Dr. Jessica Huizenga, the district Assistant Superintendent for Curriculum, Instruction & Assessment.

I am incredibly proud of the ongoing work of our teachers, caregivers, scholars, support staff, administrators, and School Committee members, to not only build a challenging, enriching, and flexible Upper School program but also to ensure the success of every Upper School scholar. Our collective efforts and energy remain the catalyst for high quality learning environments for all CPS students. Please feel free to contact me at cturk@cpsd.us with questions or concerns, at any time. I look forward to meeting and hearing from you, as your input is valued and appreciated.

Sincerely,

Dr. Carolyn L. Turk
Deputy Superintendent for Teaching & Learning



Supporting the Transition to Middle School

Cambridge Street Upper School

CSUS 6th Grade Introduction to Middle School Course:

The CSUS 6th Grade Introduction to Middle School Transition Program was developed by 6th grade teachers, World Language teachers, special educators and administration to provide scholars with a structured environment to explore the Habits of Scholarship and other characteristics of a successful middle schooler. The aim is to promote the successful transition of 6th grade scholars' transition to the middle school model of learning. Scholars will engage in a deep exploration of the Habits of Scholarship. The text for this class is *The Middle School Student's Guide to Ruling the World!*

7th Grade ELA Program: Amplify ELA: Write to the Core

Write to the Core is a research-proven Common Core reading and writing curriculum. The foundational writing curriculum includes lesson plans and reading for the beginning of the school year to establish the habits and routines that get students reading and responding to text right away. Each day's lesson moves students through a tight learning cycle of targeted instruction, practice, correction and revision, and daily feedback from both teachers and fellow scholars.

Each scholar will receive an electronic tablet to support his or her learning. Tablets and technology are in NO way a substitute for quality instruction, but do work to increase accessibility to a variety of leveled text in an anonymous way and create an engaging environment for learning. Amplify provides technology/infrastructure that allows us to track daily performance and measure growth. It gives teachers a quick and reliable way to collect data for conferences with individual students, small groups of students, and planning next instructional moves.





Targeted areas that will be highlighted in ELA classes are:

- Close reading of fiction and nonfiction texts, including two whole class novels, and poetry, while making connections between various genres within similar themes.
- Using strong verbs and writing in response to close reading of all texts.
- Writing to stake a claim and support that claim by finding patterns within information and developing evidence.
- Reading to develop a timeline and to identify an author's change in perspective.
- Developing independence in revising one's own work.
- Reading to find quotes to support an argument in a persuasive and/or expository essay.
- Text-based speaking and class discussion.
- Developing the academic language, vocabulary, and background knowledge.

How will *Write to the Core* help my child?

- Students will experience various learning techniques including hands-on, small groups, pairs, use of technology, and group and independent practice.
- A focus on sharing one's own reading and sharing feedback with each other about the impact of peers' writing, builds confidence, allows students to feel as if they have a voice and an audience who is excited to hear it.
- Reading a variety of texts, at a variety of levels and genres, analyzing and making connections between them, allows a student to build not only strong comprehension, but also critical thinking.

How can I help my child with his/her literacy?

- Encourage your student to read daily by modeling daily reading, providing resources to find engaging books, and discussing the texts with them.
- When your child shares an opinion or thought about a book, ask them why? What evidence have they seen to support this thought?
- When your child is working on writing at home, encourage them to focus on one moment, and use a variety of techniques to 'show' in their writing, instead of just telling, listing, or stating.





Putnam Avenue Upper School

Achieve 3000

The Putnam Avenue Upper School is committed to being a 21st century school, and the sixth grade team is seeking out ways to integrate technology into the curriculum in meaningful ways. Achieve 3000 is a program that aligns with our commitment to supporting students using educational technology designed to support their academic growth.

Through Achieve 3000, sixth graders will engage in online reading practice. Achieve 3000 is a Lexile based reading program, through which students' reading levels are consistently assessed, monitored, and pushed to a higher level. The program incorporates non-fiction articles, and reading comprehension activities designed to meet students exactly where they are as readers, and elevate students' comprehension of text. We know that no program is "one size fits all," and do not see this as a replacement for what happens in our classrooms- rather, we believe that Achieve 3000 is a valuable tool that will aid us in our mission to challenge the students of Putnam Avenue.

Feel free to peruse the Achieve 3000 website at <http://www.achieve3000.com/> and contact Blaine Yesselman, sixth grade ELA teacher, with any questions!

6th Grade Transition Class

Goal: The 6th Grade Transition Program at PAUS is designed to help students feel empowered to be more effective in school and in life as they master The 7 Habits of Highly Effective Teens.

Objectives:

To help students learn, understand, appreciate, and demonstrate the *7 Habits of Highly Effective Teens*: Be Proactive; Begin With The End In Mind; Put First Things First; Think Win-Win; Seek First to Understand Then to Be Understood; Synergize; and Sharpen the Saw.

In accordance with district expectations regarding the fifth-to-sixth grade transition, we are implementing a sixth grade transition class that will take the place of a world language class during the first trimester of this year. Based on *The 7 Habits of Highly Effective Teens*, by Sean Covey, students will explore themes of organization, study skills, and building healthy relationships.

All sixth graders will attend this class three times per six-day rotation, and it will be taught by one of the three world language teachers. Students will be graded for this class on a pass/fail basis.

Goal: The Advisory Program at PAUS will address the social and emotional needs of our students, while fostering family and community partnerships, strong teacher-student relationships, and a positive school climate. Advisory will provide an avenue for adult guidance and peer support as our students learn the skills required to meet social, emotional, behavioral, and academic expectations demanded of them.

Objectives:

- To provide an adult advisor for each student who is a mentor to, and an advocate for, the student. Advisors will support students in times of difficulty, recognize the warning signs of teen problems, and celebrate students' successes.
- To meet students' need to belong to a group, and to help students feel accepted and valued by teachers and peers.
- To foster a positive school climate as students develop positive relationships with teachers and with one another through organized team-building activities.
- To provide a forum to address topics of concern for young adolescents.
- To secure a time to address significant and unexpected events — a death in the school, violence in the community, national tragedies — in an arena with a higher level of trust and concern than is found in the average classroom.
- To prepare students for academic success by addressing study skills, organization, and time management.
- To further explore and integrate our core values of passion, pride, ownership, balance, and perseverance into everyday life at PAUS.
- To improve home/school communication and relationships.
- To promote good citizenship through community service projects.



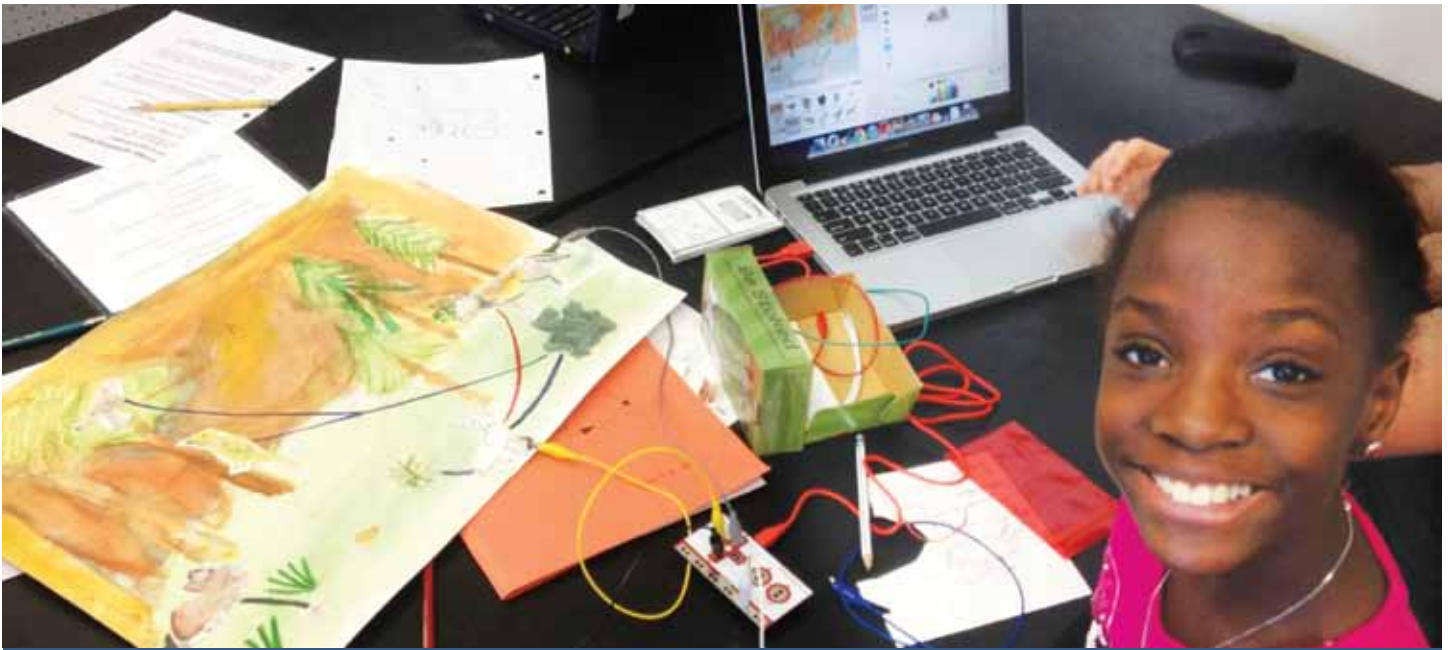
2014 – 2015 Elective Offerings

6th Grade Electives:

- Band
- Beginning Salsa
- Chinese Calligraphy
- Chorus
- Drama
- Orchestra

7th/8th Grade Electives:

- Band
- Beginning Salsa
- Chinese Calligraphy
- Chorus
- Cross Sport Fitness
- Drama
- Global Cultures
- National History Day
- Orchestra
- Yoga



Rindge Avenue Upper School

6th Grade Transition Class

Goal: The 6th Grade Transition Program at RAUC is designed to help students feel empowered to be more effective in school and think about what it means to be a Middle School student. Skills such as organization, study skills, self-advocating, and goal setting will be covered. In addition, the school adjustment counselor will work with students on the social and emotional developments of being a middle school student.

This course is offered to all grade six students during the 1st trimester in place of World Language. Students will select Spanish or French for their language to begin 2nd trimester.

Objectives:

- To provide an adult advisor for each student who is a mentor to, and an advocate for, the student. Advisors will support students in times of difficulty, recognize the warning signs of teen problems, and celebrate students' successes.
- To meet students' need to belong to a group, and to help students feel accepted and valued by teachers and peers.

Advisory

Goal: The Advisory Program at RAUC will address the social and emotional needs of our students, while fostering family and community partnerships, strong teacher-student relationships, and a positive school climate. Advisory will provide an avenue for adult guidance and peer support as our students learn the skills required to meet social, emotional, behavioral, and academic expectations demanded of them.

Objectives:

- To provide an adult advisor for each student who is a mentor to, and an advocate for, the student. Advisors will support students in times of difficulty, recognize the warning signs of teen problems, and celebrate students' successes.
- To meet students' need to belong to a group, and to help students feel accepted and valued by teachers and peers.
- To foster a positive school climate as students develop positive relationships with teachers and with one another through organized team-building activities.
- To provide a forum to address topics of concern for young adolescents.

- To secure a time to address significant and unexpected events — a death in the school, violence in the community, national tragedies — in an arena with a higher level of trust and concern than is found in the average classroom.
- To prepare students for academic success by addressing study skills, organization, and time management.
- To further explore and integrate our core values of passion, pride, ownership, balance, and perseverance into everyday life at PAUS.
- To improve home/school communication and relationships.
- To promote good citizenship through community service projects.



2014 – 2015 Elective Offerings

This is a sample of offerings of Elective classes at RAUC. Students select three options and we try to accommodate every student's request. Electives run for a trimester with different offerings each term.

Art Studio: Ms. Lee: In art studio, students can create any type of art they would like using the following techniques; drawing, painting, wire papier-mâché, sculpture, collage, printing, and mixed media. *20 students*

Cooking Techniques and Cultural Exploration: Ms. Green and Ms. Hagan: Students will learn the essential techniques for basic cooking (chopping, blending, sautéing, etc.) and explore various commonalities of foods across cultures. *15 students*

Skateboarding: Mr. O'Connell: Students will listen, watch and read about the history of skateboarding. In addition, students will practice riding skills on (school-issued) skateboards, learning safety approaches and proper riding techniques. *10 students*

Journalism: Mr. Paras: in this course we will look at different types of journalism and how stories are reported. This will include but not limited to, single point of view reporting, reporting both sides of the story and more. We will use the TV. News, social media, newspapers, and magazines. *20 students*

Word Games: Ms. Shine: Students will increase their vocabulary skills and improve spelling through playing such games as Taboo, Yahtzee, Scrabble, Apple to Apples, and others.

Speak Your Voice: Ms. Brooks and Ms. Mears: Students will develop leadership skills through community service and creating school wide events to build school community and spirit.

Relaxation and Meditative Techniques through

Yoga: Ms. Murphy and Ms. Velez: Students will learn basic Yoga Techniques, deep breathing exercises, core strength exercises, and instruction on how meditation, yoga, deep breathing can decrease stress.

Stock Market Game: Mr. Everhart: In the Stock Market Game, students will learn how the stock market works, as well as have the opportunity to buy and sell stocks and mutual funds on Wall Street. The game is a national competition with teams competing regionally for prizes.

Become a Film Critic: Ms. Radvany: Students often accept a film's stories as historical truth. This elective will provide students the opportunity to learn to question how the past is presented in the media. Students will watch different films and identify bias in story telling and historical facts.

Historical Reading Club: Mr. Trainor: Like to read? Then this course is for you. We will read and discuss historical fiction and non-fiction and talk and reflect on our reading.

Chess: Mr. Rice: Learn the basics of chess or work to improve your game if you already play. Students will play each other as well as online games. The course will end with a school-wide Chess tournament!



Vassal Lane Upper School

The needs at Vassal Lane necessitate a different schedule to accommodate the three programs of General Education, Special Education, and Sheltered English, and to provide maximum opportunities for inclusion among the cohorts.

We went to a five day schedule. Our world language offerings of Spanish and French are offered four times a week for approximately one hour each class. We scheduled core academic classes for one hour four times a week (English language arts, math, science, and social studies) so that teachers have more instructional time. Our specials (music, physical education, art, health, and drama) are offered twice a week to all students in 45 minute periods. Chorus is offered within two of our music sections. Drama will have a grade specific focus:

- Grade 6 focuses on improvisation, physical and vocal expression, and storytelling.
- Grade 7 will focus on strong communication and collaboration skills and media making.
- 9 • Grade 8 will focus on the play creation process.

2013 – 2014 Elective Offerings

Our elective offerings thus far are:

- Fun and Fit
- Chess
- Lego Robotics
- Orchestra
- Band
- Mock Trial
- Yoga (in progress)
- Community Service
- Journalism

Last year Vassal Lane Upper School unofficially developed a reputation for having really good Visual and Performing Arts programming. We plan to build on that momentum, as well as strengthen our elective and afterschool offerings around STEM.



Amigos School

The Amigos Upper School, grades 6 – 8, is an integral part of the Upper School Network of Cambridge Public Schools. Students at the Amigos Upper School receive a 21st century education in five content areas, Math, Science, English Language Arts, Social Studies/History, and Spanish Language Arts.

Amigos Upper School students continue their middle school education with a rigorous course of Spanish Language Arts, which focuses on high levels of communicative competency and literacy. Drama is embedded into the Spanish Language Arts class and all students are expected to write and perform in a Spanish play at the end of each school year. The school endorses a 40/60 Spanish/English program design at the Upper School, which means that students spend 40% of their day in Spanish, 60% in English.

Transitioning to the Amigos Upper School

The transition from grade 5 to the 6th grade Upper School at Amigos is carefully planned through discussions between teams of elementary and upper school 6th grade teachers. Students from across the district, with intermediate levels of Spanish are also eligible for enrollment at the Amigos Upper School, beginning in grade 6.

Upper School Goals

- To implement a rigorous academic program in a small and nurturing learning community;
- To create a responsive and positive climate in which all students are valued and the following socio-emotional skills are strengthened: Self-awareness, Self-management, Social awareness, Relationships, and Decision-making;
- To develop high levels of bilingualism for all students oral language skills and literacy in English and Spanish;

- To develop high levels of cultural competencies, in which students develop the ability to respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, disabilities, religions, genders, sexual orientation, and other diversity factors in a manner that recognizes, affirms and values the worth of those individuals, families and communities and protects and preserves the dignity of each.
- To provide music, art, drama, physical education, and intramural team sports through the Amigos school and the Amigos/Cambridgeport after school community program.

Benefits of Two-Way Immersion in the Amigos Upper School

Benefits shared with the K – 5 students	Additional benefits of the Upper School
Lower likelihood of tracking or other practices that might be detrimental to language minority students	Small learning communities of young adolescents
Development of bilingualism and biculturalism	Continued development and solidification of second language skills (Spanish or English).
Development of cross-cultural attitudes and friendships	Preparation to enter advanced language courses in high school or college
Development of cognitive flexibility	Introduction to French as a ‘World Language’, giving students additional preparation for languages in high school
	Continued development of cross-cultural attitudes and friendships

a listening ear & keeps secrets ^{Nai-Nai}
friend JA
likes to hear what you have to say ^{Nai-Nai}
Helps o
EG A.C.S

good friend never

you down ^{E.P.} Spread rumors
Break a secret
Name calls ^{Camilla}
lies you ^{T.R.D.} be mean to you ^{D.M.}
laughs at you ^{Kimmyly}
never trases ^{EG} Brags/rubs things in ^{Eric.P.} your face
A.C.S
Kills ^{Amie}
AJ kicks of th

FRIENDSHIP means
cooperative & supportive to the

Grade 6

What your Upper School Scholar will learn...

- To develop his/her analytical reading practices.
- Strategies to build a solid foundation for reading and interpreting nonfiction
- To analyze characters in short stories and translate that analysis into a formal essay.
- To capture his/her opinions and beliefs and develop them into a well-crafted essay.
- To reflect on his/her personal experiences relating to fairness, equity, and justice and to create characters and stories through which these issues are explored.
- To blend the skills of research and informational writing to compose a feature article.
- Content specific vocabulary

What your Upper School Scholar will do...

- Get to know him/herself as a reader and a writer, set reading and writing goals and reflect on his/her learning in reading and writing
- Participate in class discussions and book clubs
- Read and analyze *The Giver* by Lois Lowry as part of a unit of study on the elements of fiction
- Independently read a wide range of authors and genres
- Keep a reader's and a writer's notebook
- Study mentor texts (published pieces of writing) in various genres to understand the writing he/she is expected to do
- Explore various fictional genres (realistic fiction, historical fiction, science fiction and fantasy)
- Analyze various genres and styles of nonfiction and literary texts
- Write a wide variety of texts including literary analysis, personal and persuasive essays, fiction and feature articles
- Share his or her writing electronically

What families will see...

- Literary essays and extended written responses to reading
- Readers' and writers' notebook entries
- Reading logs
- Daily homework in reading and/or writing
- Online postings
- Independent reading and analysis of challenging texts
- Class collections of published stories
- Multimedia projects

How families can help...

- Encourage reading at home
- Read online publications
- Attend public celebrations
- Read and comment on writing
- Participate in book groups

The *Math in Focus* program has been adopted for all Upper Schools at CPS. There is a two-year adoption plan in place so by the 2015 – 2016 school year, *Math in Focus* will be fully implemented in all schools, grades K – 8.

What your Upper School Scholar will learn...

In Grade 6, instruction will focus on four critical areas:

- Connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems;
- Completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers;
- Writing, interpreting, and using expressions and equations; and
- Developing understanding of statistical thinking.

What your Upper School Scholar will do...

- Students will engage in mathematically rich investigations in the classroom, guided by the *Math in Focus* curriculum.
- Students will have clear opportunities for enrichment and support in each unit of instruction.
- Students will have the opportunity to participate in one of two extra-curricular math clubs at the Upper Campus: one club will be focused on supporting students with foundational content, and another club will be focused on offering students enrichment opportunities focused on problem solving and mathematical connections.
- Students will engage in online activities, inside and outside of the classroom, which will deepen their understanding of mathematics.

What families will see...

- Families should expect nightly homework, which will vary from practice to projects.
- Families can learn more about the mathematics program at the district website: http://www.cpsd.us/departments/departments_of_stem/math. The website will give them suggestions for more learning opportunities outside of the classroom.

How families can help...

- Families can help students in pursuing support or challenge opportunities outside of the school day, either through the Math Clubs at each school or through outside opportunities.
- Families can set up a study area for their child to study and complete homework.
- Families can help by checking in with their child's math teacher to find more ways they can help support their child at home.

Grade 6 is a transitional year for most of our students as they move from their JrK – 5 buildings into their new Upper Schools. The 6th grade curriculum reflects this transition and is the first year of the Upper School curriculum: “Making Global Citizens.” Sixth grade is seen as a year of building blocks and the content addressed reflects that.

What your Upper School Scholar will learn...

- Foundational content in physical; earth and space; and life science
- How scientists collect, use, and evaluate evidence to make scientific claims
- How to use and evaluate models as tools to understand complex scientific phenomena
- How to read, write, and argue in science

What your Upper School Scholar will do...

- Hands-on science activities and investigations
- Collect data and develop models
- Participate in two district supported field experiences – Harvard Museum of Natural History and Maynard Ecology Center.
- Use technology such as Voice Thread and EcoMUVE

What families will see...

- Science writing (reflections, responses to prompts, conclusions, research projects)
- Models (both as teaching and learning tools as well as assessments)
- Curriculum Embedded Performance Assessments in each unit that require students to problem solve and use content knowledge to show deep understanding.

How families can help...

- Read your child’s lab binder.
- Visit local museums (Museum of Science, Harvard Museum of Natural History) in order to build background knowledge.
- Provide your child opportunities to observe how the moon and stars change over a month.

What your Upper School Scholar will learn...

Students will explore the following units of study:

- World Geography,
- Human origins,
- Ancient Mesopotamia,
- Ancient Egypt,
- Ancient Greece.

What your Upper School Scholar will do...

- Explain how geography impacts human societies
- Describe the origins of humanity and the characteristics of the first civilizations, including Mesopotamia, Egypt, and Greece.
- Explore primary and secondary sources
- Discuss essential questions, such as “Why does where matter?” and “How are ancient cultures similar to and different from cultures today?”

What families will see...

- Engaging readings in geography, anthropology, and history.
- Short-term and long-term writing assignments, including Document Based Question (DBQ) essays.
- Evidence-based research projects
- Connections to contemporary civics and current issues
- Emphasis on collaboration and cooperation as a community of learners

How families can help...

- Encourage your child to read for pleasure.
- Explore your child’s writing assignments.
- Visit museums, such as the MFA and Harvard’s Peabody Museum, and historical sites.
- Discuss current issues with your child.
- Keep open communication with your child’s teachers.

What your Upper School Scholar will learn...

Myself and Others

- How can I express feelings in healthy ways?
- What is mental and emotional health?
- How can I prevent & manage stress?

Bullies and Bystanders

- What is bullying?
- What can I do if bullying happens to me or someone else?
- How can I stand up for myself and others?

What should we eat?

- How healthful is my eating?
- What are healthful snacks to choose?
- What are nutrients and how do they help us?

What your Upper School Scholar will do...

Students will practice the following health life skills: Decision-making, Goal Setting, Communication Skills, Resisting Peer Pressure, Assertiveness, Knowing, Recognizing & Managing Emotions, Anger & Stress Management, Relationship Skills, Social Awareness & Empathy, Appreciating Diversity, Using Resources, Analyzing Influences, and Health Advocacy.

What families will see...

From time to time the students will bring you instructional materials to be used at home to reinforce the skills learned in the classroom. Watch for these materials and talk with your adolescent about them. Conversations you have with your child about health will place the information they are receiving in class in the context of your family values.

How families can help...

- Talk with your child about your values about bullying, sexuality, alcohol and drug use. Let them know what you believe.
- Practice being a good listener.
- Talk with your child and with other parents about where your children will be after school; help your child get involved in a supervised after school activity.
- Set guidelines for TV, internet, cell phone, and IM use.
- Help your child get the sleep that they need, which is between 8.5 and 9.5 hours a night.
- For information on health topics, check out <http://kidshealth.org/parent/>.

What your Upper School Scholar will learn...

- Students will learn and utilize tactical approaches while participating in invasion games.
- Students will learn and implement group strategies that can be applied to in team building and problem solving activities.
- Students will participate in a wide variety of activities that are focused around the five components of fitness.
- Students will participate in a variety of net games that focus on striking with a racquet or paddle.
- Students will apply math, reading and writing in movement lessons and assessments.
- Students will learn and participate in a variety of games common to other countries and cultures.
- Students will learn the Healthy Eating Plate by participating in a variety of activities that promote the understanding and identification of different foods.

What your Upper School Scholar will do...

- Each grade will follow a scope and sequence. The unit names are categories. The specific activities in each unit may vary (ex. Creative movement could include jump rope, dance, etc.).

Scope and Sequence Grade 6
Rules/Expectations
Urban Modification of Project Adventure
Team Sports
Creative Movement
Fitness Healthy Heart/Fit Body
Net Games
Field Games
World Games

What families will see...

- A heightened awareness of healthy vs. unhealthy habits and lifestyle choices.
- Authentic assessments that follow the Physical Education curriculum guidelines based on each individual students' progress.
- Through games and activities families will see an appreciation for other cultures and countries.

How families can help...

- Be a good example of leadership and sportsmanship at home.
- Practice healthy habits at home and be a positive role model.
- Stay in contact with your child's physical education teacher.

Library & Technology Services Highlights

Grade 6, 7, 8

What your Upper School Scholar will learn...

- **Literature Appreciation** – Continue to grow as life-long readers and build their repertoire of reading strategies.
- **Online Literacy** – How to communicate and collaborate in an online community safely and appropriately.
- **Information Literacy** – How to think critically to find, evaluate, use, and share information for a purpose.

What your Upper School Scholar will do...

- **Collaborate** and communicate with students and teachers using GoogleDocs.
- **Access** current technology tools to interact and learn from the global community.
- **Utilize** a variety of devices and platforms to accomplish tasks.
- **Explore** library resources in new media formats 24/7.

What families will see...

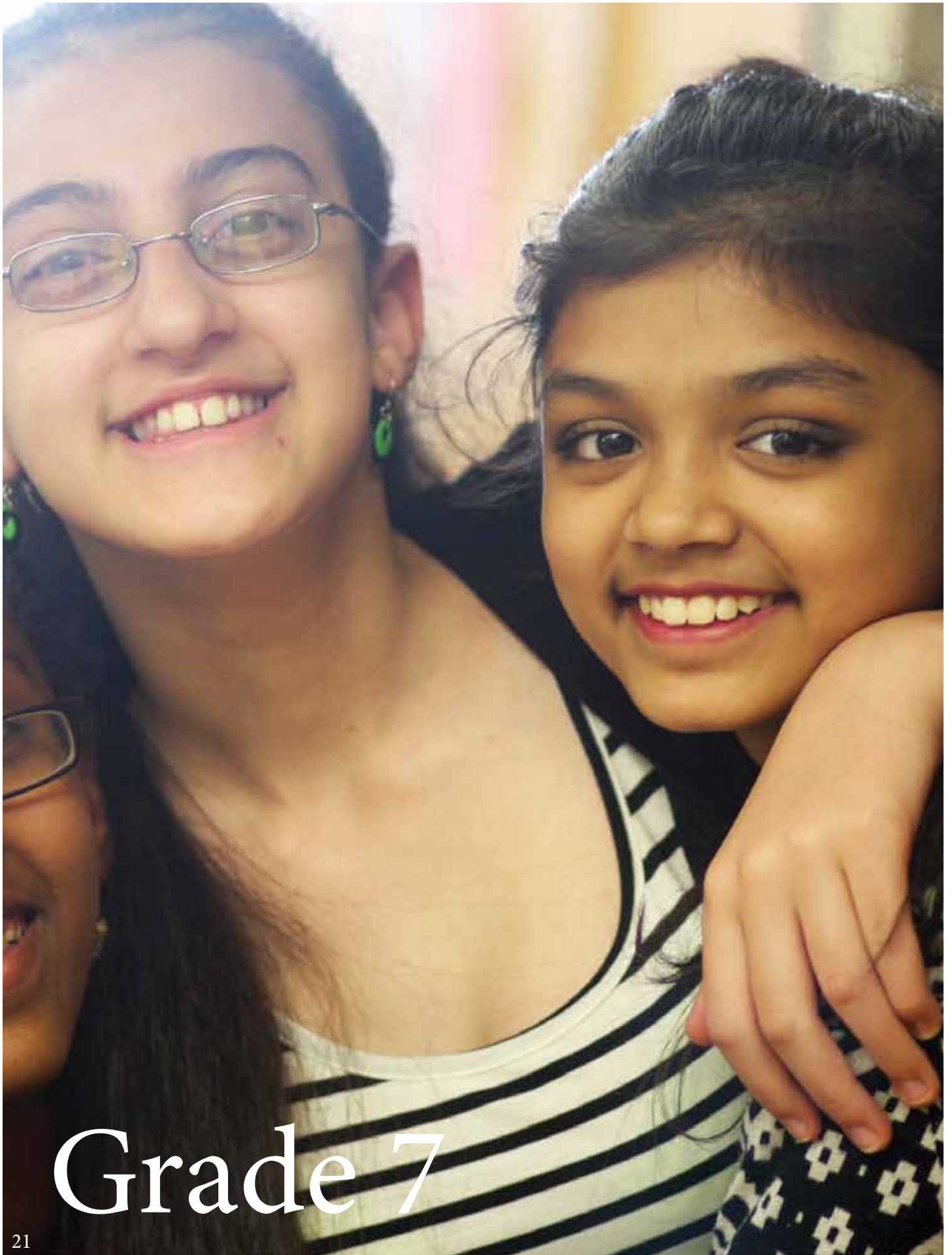
- **Library Information Technology Centers (LITC)** – A transformed library space to facilitate developmental and curricular needs of middle school students, including designated Young Adult and Nonfiction literature sections.
- **Information, Communication, Technology Services Team** – A building-based Library Technology Specialist and a Technology Support Technician working together and with teachers to deliver services.
- **Student Devices** – A laptop cart for every two classrooms and additional media-making tools (desktops, video cameras, audio systems) in the LITC.
- **Classroom Suite** – An interactive whiteboard, teacher desktop, document camera, and audio system to support 21st Century teaching and learning.

How families can help...

- **Talk** to your child about their online activities and behavior, and model for them ethical and appropriate use.
- **Encourage** your child to pursue independent reading for personal and intellectual growth.
- **Explore** community resources, such as the Cambridge Public Library and the CRLS Media Arts Studio, that support your child's interests.

<p>What your Upper School Scholar will learn...</p>	<ul style="list-style-type: none"> • Theater – All students will take drama. The students learn the fundamentals of theater, develop confidence in front of others, and become part of an ensemble. • General Music – All students take general music. They explore diverse genres of music by singing, playing, and composing. Through Study and investigation they develop an appreciation of music on the world stage. • Visual Art – All students take art. They learn to experiment with a variety of media and techniques, observe their world in new ways by finding art in the everyday, and explore the elements of art and principles of design. • Instrumental Music – Is offered to all students who elect to continue playing their instruments. They receive one small group lesson per week, as well as developing ensemble playing by being part of a band or string orchestra.
<p>What your Upper School Scholar will do...</p>	<ul style="list-style-type: none"> • Performance – Students have the opportunity to perform in a band, string orchestra, chorus, or theater production. • Develop a portfolio of art pieces. Each school exhibits selected pieces.
<p>What families will see...</p>	<ul style="list-style-type: none"> • Concerts • Theater Performances • Visual Arts Exhibits, works of art brought home.
<p>How families can help...</p>	<ul style="list-style-type: none"> • Encourage your child to continue playing his/her instrument or singing. Make sure your child practices his/her instrument. • Come to events and productions. • Offer to help with costume, ushering, and other behind-the-scenes work.

<p>What your Upper School Scholar will learn...</p>	<ul style="list-style-type: none"> • Culture of another land – Spanish, French, and Chinese (at Putnam Ave Campus only). Exploratory classes in grade 6 – one trimester for each language , students will choose one language and begin an in-depth study during their middle school career; • During the first trimester of grade six, all students will participate in a study skills class that will support the development of good study habits to thrive during their upper school experience. The study skills class will incorporate examples from all disciplines, including introductory World Language. By the conclusion of the first trimester, students will have selected their preferred World Language to study for the remainder of their Upper School career, and their World Language course will start at the beginning of the second semester and will continue for the remainder of the school year.”
<p>What your Upper School Scholar will do...</p>	<ul style="list-style-type: none"> • Prepare dialogues and make oral presentations with the content provided by the teacher; Play games and use computer websites to practice the language; • Access and use proficiently computer technology to research data about oral and written projects.
<p>What families will see...</p>	<ul style="list-style-type: none"> • A modern classroom with an ENO Board and a Document Camera; Technology that will show examples of the target language in action; • CDs and DVDs that will enhance the students’ speaking and listening skills; document cameras that will enable the students to record and see their oral presentations and dialogues instantly; • Active use of the target language in different situations, including whole group and paired activities; Speaking and practicing the target language as much as possible; • Continuous practice of all four basic skills: listening, speaking, reading, and writing. • New French textbooks.
<p>How families can help...</p>	<ul style="list-style-type: none"> • Practice vocabulary, verb conjugations, and dialogues with your child; View childrens’ television shows in the target language through cable; • Ensure that students practice at home the computer exercises and practice activities that are available; • Check out and read childrens’ story books in the public library in the target language; Practice with the Rosetta Stone from the public library; • Encourage your child to use the second language as much as possible.



Grade 7

What your Upper School Scholar will learn...

- To develop his/her analytical reading skills
- To analyze theme and the interaction of literary elements including conflict, setting, symbolism and figurative language and translate that analysis into a formal essay
- How literary nonfiction informs readers about a topic in an entertaining and interesting way
- About the art of memoir
- How to take task, purpose and audience into consideration when writing to a prompt
- Content specific vocabulary

What your Upper School Scholar will do...

- Get to know him/herself as a reader and a writer, set reading and writing goals and reflect on his/her learning in reading and writing
- Participate in class discussions and book clubs
- Read and analyze *The Outsiders* by S. E. Hinton as part of a unit of study on the elements of fiction
- Read and analyze *Animal Farm* by George Orwell
- Independently read a wide range of authors and genres
- Keep a reader's and a writer's notebook
- Study mentor texts (published pieces of writing) in various genres to understand the writing he/she is expected to do
- Immerse him/herself in reading and understanding the scope of literary nonfiction
- Analyze various genres and styles of nonfiction and literary texts (literary nonfiction, novels, etc.)
- Write a wide variety of texts including literary analysis, memoir, prompted essays and written responses to reading
- Share his or her writing electronically
- Submit a letter essay to The Massachusetts Letters about Literature competition

What families will see...

- Literary essays and extended written responses to reading
- Readers' and writers' notebook entries
- Reading logs
- Daily homework in reading and/or writing
- Online postings
- Independent reading and analysis of challenging texts
- Contest entry essay: Letters about Literature

How families can help...

- Encourage reading at home
- Read online publications
- Attend public celebrations
- Read and comment on writing
- Participate in book groups

Beginning in the 2014 - 15 school year, each of the Upper Campuses and the Amigos School will implement two new mathematics courses in 7th and 8th grades. The addition of these new courses will give middle school students the opportunity to complete Algebra 1 by the end of 8th grade.

What your Upper School Scholar will learn...

In Grade 7, instruction will focus on four critical areas:

- Developing understanding of and applying proportional relationships;
- Developing understanding of operations with rational numbers and working with expressions and linear equations;
- Solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and
- Drawing inferences about populations based on samples.

What your Upper School Scholar will do...

- Students will engage in mathematically rich investigations in the classroom, guided by the *Math in Focus* curriculum.
- Students will have clear opportunities for enrichment and support in each unit of instruction.
- Students will have the opportunity to participate in one of two extra-curricular math clubs at the Upper Campus: one club will be focused on supporting students with foundational content, and another club will be focused on offering students enrichment opportunities focused on problem solving and mathematical connections.
- Students will engage in online activities, inside and outside of the classroom, which will deepen their understanding of mathematics.

What families will see...

- Families should expect nightly homework, which will vary from practice to projects.
- Families can learn more about the mathematics program at the district website:
http://www.cpsd.us/departments/department_of_stem/math.
The website will give them suggestions for more learning opportunities outside of the classroom.

How families can help...

- Families can help students in pursuing support or challenge opportunities outside of the school day, either through the Math Clubs at each school or through outside opportunities.
- Families can set up a study area for their child to study and complete homework.
- Families can help by checking in with their child's math teacher to find more ways they can help support their child at home.

The seventh grade year focuses on matter cycles and energy in physical, earth and life systems.

What your Upper School Scholar will learn...

- The basic laws of motion and apply them in simple contexts, culminating in a design challenge in which the understanding of those laws will help them improve their solutions.
- How the particle model of matter can explain chemical and physical changes.
- To use universal laws to explain and predict the world around them.

What your Upper School Scholar will do...

- Hands-on science activities and investigations
- Use and manipulate Lego Mindstorms Robots
- Collect data and develop models
- Problem solve

What families will see...

- Science writing (reflections, responses to prompts, conclusions, and research projects)
- The use of technology to enhance instruction
- Multiple Curriculum Embedded Performance Assessments including a design challenge in which students take the role of an engineer.

How families can help...

- Read your child's lab notebook and binder.
- Visit local museums (Museum of Science, Harvard Museum of Natural History) in order to build background knowledge.
- Converse with your child around what they are doing in class.

What your Upper School Scholar will learn...

Students will explore the following units of study:

- Ancient Israel and Judaism
- Ancient Rome, Byzantine Empire and Christianity
- Islam to 1500
- West Africa and the Swahili Coast
- Indian Civilizations, Hinduism, and Buddhism
- Chinese Civilizations, Confucianism, Legalism, and Daoism

What your Upper School Scholar will do...

- Understand the contributions of a range of global civilizations
- Explain the impact of religion and philosophy on history and culture.
- Analyze primary and secondary sources to understand the author's purpose.
- Write essays with clear arguments and ample historical evidence.
- Conduct historical research projects that draw on several sources.

What families will see...

- Engaging readings in world history, religion, and philosophy.
- Short-term and long-term writing assignments, including Document Based Question (DBQ) essays.
- A formal research paper with citations
- Connections to contemporary civics and current issues
- Emphasis on collaboration and cooperation as a community of learners

How families can help...

- Encourage your child to read for pleasure.
- Encourage your child to write independently and to edit and revise essays.
- Visit museums, such as the MFA, and historical sites.
- Discuss current issues with your child.
- Keep open communication with your child's teachers.

What your Upper School Scholar will learn...

Feelings and Life Skills

- How can we deal with feelings and stressful social situations?
- How can I get help for myself or a friend?
- What can I do when I'm angry?

Resolving Conflicts and Preventing Bullying

- How can we resolve conflicts in school?
- When is it bullying/sexual harassment and when is it just fooling around?
- How can we handle bullying and sexual harassment?

Understanding Substances

- What harm is there in using tobacco, alcohol or marijuana?
- Why do some teens use substances and others don't?
- How do advertisers manipulate teens?

What your Upper School Scholar will do...

Students will practice the following health life skills: Decision-making, Goal Setting, Communication Skills, Resisting Peer Pressure, Assertiveness, Knowing, Recognizing & Managing Emotions, Anger & Stress Management, Relationship Skills, Social Awareness & Empathy, Appreciating Diversity, Using Resources, Analyzing Influences, and Health Advocacy.

What families will see...

From time to time the students will bring you instructional materials to be used at home to reinforce the skills learned in the classroom. Watch for these materials and talk with your adolescent about them. Conversations you have with your child about health will place the information they are receiving in class in the context of your family values.

How families can help...

- Talk with your child about your values about bullying, sexuality, alcohol and drug use. Let them know what you believe.
- Practice being a good listener.
- Talk with your child and with other parents about where your children will be after school; help your child get involved in a supervised after school activity.
- Set guidelines for TV, internet, cell phone, and IM use.
- Help your child get the sleep that they need, which is between 8.5 and 9.5 hours a night. For information on health topics, check out <http://kidshealth.org/parent/>.

What your Upper School Scholar will learn...

- Students will apply tactical strategies while participating in a variety of invasion games and sports.
- Students will analyze and assess how the five components of fitness affect the body in different ways.
- In small groups, students will develop and perform creative movement sequences.
- Students will participate in a variety of individual and dual activities.
- Students will apply math, reading and writing in movement lessons and assessments.
- Students will demonstrate an understanding of the Healthy Eating Plate while participating in a variety of food-based games.

What your Upper School Scholar will do...

Each grade will follow a scope and sequence. The unit names are categories. The specific activities in each unit may vary (ex. Creative movement could include jump rope, dance, etc.).

Scope and Sequence Grade 7
Rules/Expectations
U.M.P.A.: Cooperative Games
Team Sports
Creative Movement
Fitness Healthy Heart/Fit Body
Individual/Dual Activities
Field Games: Team Sports 2

What families will see...

- A heightened awareness of healthy vs. unhealthy habits and lifestyle choices.
- Authentic assessments that follow the Physical Education curriculum guidelines based on each individual students' progress.

How families can help...

- Be a good example of leadership and sportsmanship at home.
- Practice healthy habits at home and be a positive role model.
- Stay in contact with your child's physical education teacher.

<p>What your Upper School Scholar will learn...</p>	<ul style="list-style-type: none"> • Literature Appreciation – Continue to grow as life-long readers and build their repertoire of reading strategies. • Online Literacy – How to communicate and collaborate in an online community safely and appropriately. • Information Literacy – How to think critically to find, evaluate, use, and share information for a purpose.
<p>What your Upper School Scholar will do...</p>	<ul style="list-style-type: none"> • Collaborate and communicate with students and teachers using GoogleDocs. • Access current technology tools to interact and learn from the global community. • Utilize a variety of devices and platforms to accomplish tasks. • Explore library resources in new media formats 24/7.
<p>What families will see...</p>	<ul style="list-style-type: none"> • Library Information Technology Centers (LITC) – A transformed library space to facilitate developmental and curricular needs of middle school students, including designated Young Adult and Nonfiction literature sections. • Information, Communication, Technology Services Team – A building-based Library Media Specialist, Library Assistant, Technology Support Technician and a .5 Upper School Instructional Technology Specialist working together and with teachers to deliver services. • Student Devices – A laptop cart for every two classrooms and additional media-making tools (desktops, video cameras, audio systems) in the LITC. • Classroom Suite – An interactive whiteboard, teacher desktop, document camera, and audio system to support 21st Century teaching and learning.
<p>How families can help...</p>	<ul style="list-style-type: none"> • Talk to your child about their online activities and behavior, and model for them ethical and appropriate use. • Encourage your child to pursue independent reading for personal and intellectual growth. • Explore community resources, such as the Cambridge Public Library and the CRLS Media Arts Studio, that support your child's interests.

What your Upper School Scholar will learn...

- **General Music** – All students take general music. They learn to listen to and respond critically to different styles and genres of music.
- **Visual Art** – All students take Art. They learn to understand art in its historical and cultural contexts, identify stereotypes, construct new meanings through art, and critique their own art and the work of others.
- **Instrumental Music** – Is offered to all students who elect to continue playing their instruments. They receive one small group lesson per week, as well as developing ensemble playing by being part of a band or string orchestra.
- **Theater** – Students will have the opportunity to audition for productions or learn technical theater.

What your Upper School Scholar will do...

- **Performance** – Students have the opportunity to perform in a band, string orchestra, chorus, or theater production.
- Develop a portfolio of art pieces. Each school exhibits selected pieces.
- Explore and experiment in different genres of music discovering them through singing, playing, listening, and composing.

What families will see...

- Concerts
- Theater Performances
- Visual Arts Exhibits, works of art brought home.

How families can help...

- Encourage your child to continue playing his/her instrument or singing.
- Make sure your child practices his/her instrument.
- Come to events and productions.
- Offer to help with costume, ushering, and other behind-the-scenes work.

What your Upper School Scholar will learn...

- An in-depth study about the use of articles, adjectives, verbs, negative expressions, and idiomatic phrases;
- Short dialogues in context situations;
- Oral and written communication skills in the target language
Computer links and internet sites for audio/oral practice;
- Thematic units concerning family, school, travel, hobbies, food, and restaurants.

What your Upper School Scholar will do...

- Collaborate and communicate with classmates and the teacher in the target language; Create projects that integrate the study of grammar and vocabulary into oral presentations;
- Work in groups and in pairs to practice the language structures and vocabulary;
- Prepare dialogues and make oral presentations with the content provided by the teacher;
- Play games and use computer websites to practice the language;
- Access and use proficiently computer technology to research data about oral and written projects.

What families will see...

- A modern classroom with an ENO Board and a Document Camera; Technology that will show examples of the target language in action;
- CDs and DVDs that will enhance the students' speaking and listening skills; document cameras that will enable the students to record and see their oral presentations and dialogues instantly;
- Active use of the target language in different situations- whole group and paired activities;
- Speaking and practicing the target language as much as possible;
- Continuous practice of all 4 basic skills: listening, speaking, reading, and writing.
- New French textbooks.

How families can help...

- Practice vocabulary, verb conjugations, and dialogues with your child;
- View childrens' television shows in the target language through cable;
- Ensure that students practice at home the computer exercises and practice activities that are available;
- Check out and read childrens' story books in the public library in the target language;
- Practice with the Rosetta Stone from the public library;
- Encourage your child to use the second language as much as possible.



Grade 8

What your Upper School Scholar will learn...

- To develop his/her analytical reading skills
- How to analyze author's craft and the specific craft techniques used to convey meaning
- How to translate his/her analysis of author's craft into a formal essay
- How to use persuasive techniques while writing powerful editorials
- How to analyze and use craft techniques for writing short stories of various genres
- How to analyze poetry and write literary analysis of poetic devices
- Content specific vocabulary

What your Upper School Scholar will do...

- Get to know him/herself as a reader and a writer, set reading and writing goals and reflect on his/her learning in reading and writing
- Prepare for and engage in student-led discussions such as Socratic Circles and fishbowls
- Read and analyze *The House on Mango Street* by Sandra Cisneros as part of a unit of study on the elements of fiction
- Read and analyze *Of Mice and Men* by John Steinbeck
- Independently read a wide range of authors and genres
- Keep a reader's and a writer's notebook
- Study mentor texts (published pieces of writing) in various genres to understand the writing he/she is expected to do
- Analyze various genres and styles of nonfiction and literary texts (prose and poetry)
- Write a wide variety of texts including literary analysis, editorials, short stories and written responses to reading
- Share his or her writing electronically
- Submit writing for online publication

What families will see...

- Literary essays and extended written responses to reading
- Readers' and writers' notebook entries
- Reading logs
- Daily homework in reading and/or writing
- Online postings and publications
- Independent reading and analysis of challenging texts

How families can help...

- Encourage reading at home
- Read online publications
- Read and comment on writing
- Participate in book groups

Beginning in the 2014 - 15 school year, each of the Upper Campuses and the Amigos School will implement two new mathematics courses in 7th and 8th grades. The addition of these new courses will give middle school students the opportunity to complete Algebra 1 by the end of 8th grade.

What your Upper School Scholar will learn...

In Grade 8 Algebra, instruction will focus on three critical areas:

- Formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations;
- Grasping the concept of a function and using functions to describe quantitative relationships;
- Analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

What your Upper School Scholar will do...

- Students will engage in mathematically rich investigations in the classroom, guided by the *Math in Focus* curriculum.
- Students will have clear opportunities for enrichment and support in each unit of instruction.
- Students will have the opportunity to participate in one of two extra-curricular math clubs at the Upper Campus: one club will be focused on supporting students with foundational content, and another club will be focused on offering students enrichment opportunities focused on problem solving and mathematical connections.

What families will see...

- Families should expect nightly homework, which will vary from practice to projects.
- Families can learn more about the mathematics program at the district website:

http://www.cpsd.us/departments/department_of_stem/math.

The website will give them suggestions for more learning opportunities outside of the classroom.

How families can help...

- Families can help students in pursuing support or challenge opportunities outside of the school day, either through the Math Clubs at each school or through outside opportunities.
- Families can set up a study area for their child to study and complete homework.
- Families can help by checking in with their child's math teacher to find more ways they can help support their child at home.

Science Highlights (2014 - 15 School Year) Grade 8

What your Upper School Scholar will learn...

- The role electrical, magnetic, and gravitational forces play in our every day lives.
- How energy from the sun and gravity together affect conditions on Earth through the processes of radiation, differential heating, and convection.

What your Upper School Scholar will do...

- How genetics and evolution act as forces of change on populations.
- Hands on science activities and investigations.
- Collect data, read grade level appropriate texts, and use models.
- Showcase their work at Harvard University in the Spring.
- Attend a field experience at Biogen Idec and participate in a new partnership with the Broad Institute of MIT and Harvard.

What families will see...

- Science writing (reflections, responses to prompts, conclusions, and research projects)
- The use of technology to enhance instruction.
- Multiple Curriculum Embedded Performance Assessments including an opportunity to explore the physics behind every day magic tricks.

How families can help...

- Engage with your son or daughter by conversing about current events in the scientific community.
- Visit local museums (MIT Museum, Museum of Science, Harvard Museum of Natural History) in order to build background knowledge.
- Attend the Student Science and Engineering Showcase at Harvard University.

Science Highlights (2014 - 15 School Year) Grade 8

In development for the 2014-2015 school year, the eighth grade year will focus on forces of change.

What your Upper School Scholar will learn...

- About forces at a distance focusing on magnetism, gravitational forces, and electrical forces
- About forces in Earth Systems including seasons, weather and climate, and plate tectonics
- About evolution as a force of change linking genetics and natural selection
- About humans as a force of change and our impact on the Earth past, present and future

What your Upper School Scholar will do...

- Hands on science experiences
- Research that allows students to connect their science knowledge from sixth, seventh, and eighth grade
- Analyze complex systems
- Participate in a field experience connected to the curriculum.
- Show their science learning at the Student Science and Engineering Showcase at Harvard University.

What families will see...

- Science writing (reflections, responses to prompts, conclusions, and research projects)
- The use of technology to enhance instruction
- Curriculum Embedded Performance Assessments that require students synthesize their understanding.
- Long term projects developed by your child in preparation for the Student Science and Engineering Showcase at Harvard University.

How families can help...

- Explore new content together and learn something new with your child.
- Visit local museums (MIT Museum, Museum of Science, Harvard Museum of Natural History) or read with your child in order to build background knowledge.
- Attend the Student Science and Engineering Showcase at Harvard University.

What your Upper School Scholar will learn...

Students will explore the following units of study:

- Japan to 1800
- Europe to 1500 and the Crusades
- An Age of Ideas in Europe: Renaissance, Reformation and Scientific Revolution
- Meso-American Civilizations: Maya, Aztec, and Inca
- Encounters in the Atlantic World: Exploration and Resistance
- Civics and Power: The Individual and Society

What your Upper School Scholar will do...

- Describe the development of government and the meaning of citizenship in Japan, Europe, Meso-America, and the United States,
- Understand the effects of cross-cultural contact by analyzing the Crusades and by exploring the impact the “Age of Exploration” on the Americas, Africa, and Europe
- Investigate the power of individual citizens in creating change in society
- Analyze primary and secondary sources to evaluate the author’s bias
- Research and write well-crafted historical essays using evidence from multiple sources

What families will see...

- Engaging readings in world history and civics
- Short-term and long-term writing assignments, including Document Based Question (DBQ) essays.
- A formal research paper with citations
- Connections to contemporary civics, current issues, and social justice
- Emphasis on collaboration and cooperation as a community of learners

How families can help...

- Encourage your child to read for pleasure.
- Encourage your child to write independently and to edit and revise essays.
- Visit museums, such as the MFA, and historical sites.
- Discuss current issues with your child
- Keep open communication with your child’s teachers

What your Upper School Scholar will learn...

Health and the Media

- Can you find healthy and unhealthy messages in the media?

Healthy Relationships

- What are the signs of an unhealthy relationship?
- How can I handle bullying and sexual harassment?
- How can I help a friend?

Alcohol, Tobacco and Other Drugs

- How many teens really use drugs?
- What are the risks to using drugs?
- What can teens do instead of drugs?

Know Your Body

- What do I need to know to be sexually healthy?
- How can I say no to risky sexual behavior?
- What questions do I have about dating?

What your Upper School Scholar will do...

Students will practice the following health life skills: Decision-making, Goal Setting, Communication Skills, Resisting Peer Pressure, Assertiveness, Knowing, Recognizing & Managing Emotions, Anger & Stress Management, Relationship Skills, Social Awareness & Empathy, Appreciating Diversity, Using Resources, Analyzing Influences and Health Advocacy.

What families will see...

From time to time the students will bring you instructional materials to be used at home to reinforce the skills learned in the classroom. Watch for these materials and talk with your adolescent about them. Conversations you have with your child about health will place the information they are receiving in class in the context of your family values

How families can help...

- Talk with your child about your values about bullying, sexuality, alcohol and drug use. Let them know what you believe.
- Practice being a good listener.
- Talk with your child and with other parents about where your children will be after school; help your child get involved in a supervised after school activity.
- Set guidelines for TV, internet, cell phone, and IM use.
- Help your child get the sleep that they need, which is between 8.5 and 9.5 hours a night.
- For information on health topics, check out <http://kidshealth.org/parent/>.

What your Upper School Scholar will learn...

- Students will apply tactical strategies while participating in a variety of invasion games and sports.
- Students will participate in a variety of individual and dual activities.
- Students will create personalized fitness goals based on the five components of fitness.
- Students will utilize technology (heart rate monitors, fitness apps) to track personal progress and set goals.
- In small groups, students will develop and teach creative movement sequences to other students.
- Students will apply math, reading and writing in movement lessons and assessments.
- Students will demonstrate an understanding of the Healthy Eating Plate while participating in a variety of food-based games.

What your Upper School Scholar will do...

Each grade will follow a scope and sequence. The unit names are categories. The specific activities in each unit may vary (ex. Creative movement could include jump rope, dance, etc.)

Scope and Sequence Grade 8
Rules/Expectations
Urban Modification of Project Adventure
Team Sports
Creative Movement
Fitness
Individual/Dual Activities
Field Games
Leisure Games

What families will see...

- A heightened awareness of healthy vs. unhealthy habits and lifestyle choices.
- Authentic assessments that follow the Physical Education curriculum guidelines based on each individual students' progress.

How families can help...

- Be a good example of leadership and sportsmanship at home.
- Practice healthy habits at home and be a positive role model.
- Stay in contact with your child's physical education teacher.

<p>What your Upper School Scholar will learn...</p>	<ul style="list-style-type: none"> • Literature Appreciation – Continue to grow as life-long readers and build their repertoire of reading strategies. • Online Literacy – How to communicate and collaborate in an online community safely and appropriately. • Information Literacy – How to think critically to find, evaluate, use, and share information for a purpose.
<p>What your Upper School Scholar will do...</p>	<ul style="list-style-type: none"> • Collaborate and communicate with students and teachers using GoogleDocs. • Access current technology tools to interact and learn from the global community • Utilize a variety of devices and platforms to accomplish tasks. • Explore library resources in new media formats 24/7.
<p>What families will see...</p>	<ul style="list-style-type: none"> • Library Information Technology Centers (LITC) – A transformed library space to facilitate developmental and curricular needs of middle school students, including designated Young Adult and Nonfiction literature sections. • Information, Communication, Technology Services Team – A building-based Library Media Specialist, Library Assistant, Technology Support Technician and a .5 Upper School Instructional Technology Specialist working together and with teachers to deliver services. • Student Devices – A laptop cart for every two classrooms and additional media-making tools (desktops, video cameras, audio systems) in the LITC. • Classroom Suite – An interactive whiteboard, teacher desktop, document camera, and audio system to support 21st Century teaching and learning.
<p>How families can help...</p>	<ul style="list-style-type: none"> • Talk to your child about their online activities and behavior, and model for them ethical and appropriate use. • Encourage your child to pursue independent reading for personal and intellectual growth. • Explore community resources, such as the Cambridge Public Library and the CRLS Media Arts Studio, that support your child's interests.

<p>What your Upper School Scholar will learn...</p>	<ul style="list-style-type: none"> • General Music – All students take general music. They learn to listen to and respond critically to different styles and genres of music. • Visual Art – All students take Art. They will learn to understand art in its historical and cultural contexts, identify stereotypes, and construct new meanings through art, and critique their own art and the work of others. • Instrumental Music – Is offered to all students who elect to continue playing their instruments. They receive one small group lesson per week, as well as developing ensemble playing by being part of a band or string orchestra. • Theater – Students will have the opportunity to audition for productions or learn technical theater.
<p>What your Upper School Scholar will do...</p>	<ul style="list-style-type: none"> • Performance – Students have the opportunity to perform in a band, string orchestra, chorus, or theater production. • Develop a portfolio of art pieces. Each school exhibits selected pieces. • Explore and experiment in different genres of music discovering them through singing, playing, listening, and composing.
<p>What families will see...</p>	<ul style="list-style-type: none"> • Concerts • Theater Performances • Visual Arts Exhibits, works of art brought home.
<p>How families can help...</p>	<ul style="list-style-type: none"> • Encourage your child to continue playing his/her instrument or singing. • Make sure your child practices his/her instrument. • Come to events and productions. • Offer to help with costume, ushering, and other behind-the-scenes work.

What your Upper School Scholar will learn...

- The grade eight curriculum builds on the skills and concepts learned in grades 6 and 7. By the end of grade eight, students will have completed a level 1 Spanish course in preparation for entrance into a level 2CP or Honors high school class.”
- New opportunities to practice the four essential language skills: listening, speaking, reading, and writing.
- Reinforcement in the development of cultural awareness; Stem-changing verbs and common irregular verbs in context; The past tense for regular, irregular, and stem-changing verbs; Oral and written communication skills in the target language

What your Upper School Scholar will do...

- Collaborate and communicate with classmates and the teacher in the target language; Create projects that integrate the study of grammar and vocabulary into oral presentations;
- Work in groups and in pairs to practice the language structures and vocabulary;
- Prepare dialogues and make oral presentations with the content provided by the teacher;
- Play games and use computer websites to practice the language;
- Access and use proficiently computer technology to research data about oral and written projects.

What families will see...

- A modern classroom with an ENO Board and a Document Camera; Technology that will show examples of the target language in action;
- CD's and DVD's that will enhance the students' speaking and listening skills; document cameras that will enable the students to record and see their oral presentations and dialogues instantly;
- Active use of the target language in different situations- whole group and paired activities; Speaking and practicing the target language as much as possible;
- Continuous practice of all 4 basic skills: listening, speaking, reading, and writing.
- New French textbooks

How families can help...

- Practice vocabulary, verb conjugations, and dialogues with your child; View childrens' television shows in the target language through cable;
- Ensure that students practice at home the computer exercises and practice activities that are available with the new text;
- Check out and read childrens' story books in the public library in the target language; Practice with the Rosetta Stone from the public library;
- Encourage your child to use the second language as much as possible.

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