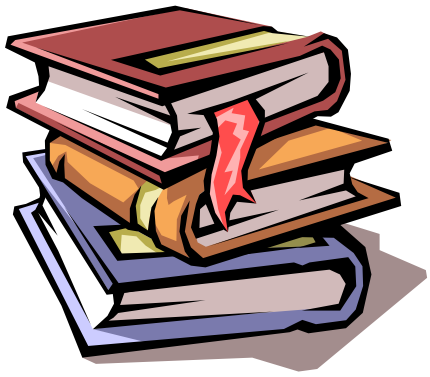
GALVIN MIDDLE SCHOOL

PROGRAM OF STUDIES



2010 - 2011

INTRODUCTION

This program of studies is designed for parents and students. It describes the general content and units covered in each subject taught at Galvin Middle School.

The Massachusetts Curriculum Frameworks outline specific content and skills to be covered in math, English/Language Arts, science and technology, social studies, world language, wellness and the arts. To meet our curriculum goal to *teach a curriculum grounded in rigorous, public academic standards for what students should know and be able to do, relevant to the concerns of adolescents and based on how students learn best*, all of the curriculum and instruction found at Galvin Middle School reflects these Frameworks. The actual Curriculum Frameworks can be obtained from the Massachusetts Department of Education website (www.doe.mass.edu/frameworks/current.html).

It should be noted that this Program of Studies is reviewed annually. As we continue to analyze our delivery of instruction, courses and course descriptions may change.

CURRICULUM DEVELOPMENT

The Director of Curriculum, Instruction, and Technology oversees the K-12 curriculum. At Galvin Middle School, subject coordinators have school responsibility for curriculum issues in grades 6-8. These Department Coordinators meet weekly with the Principal.

GROUPING FOR INSTRUCTION

Currently, students are grouped by achievement in mathematics, grades 7 & 8.. Students are heterogeneously grouped for instruction in other subjects.

HOMEWORK

Parents often ask about the amount of homework assigned to middle school students. This is a difficult topic to answer clearly. Generally, middle school students should spend 1 – 2 hours on homework each day. This amount can vary, often leading to parent confusion. However, if a child is spending more than 2 hours per evening on homework, or very little time on homework, the parent should contact the team or specific teacher with questions about homework assignments.

Parent may monitor homework assignments in two ways. First, parents can call the teachers' homework hotline (see Parent Handbook). Second, parent may check the student's Agenda assignment notebook. Regardless of the type of assignments scheduled by teachers, it is helpful if parents tell students that home expectations for assignments is 1-2 hours per evening, studying, rereading, and completing the daily assignments.

OVERVIEW OF CLASSES BY GRADE LEVEL

Grade 6

Core Courses (meets daily)	**Exploratory** (x days per cycle)*
Math**	Art 2x
Social Studies	Health/Wellness 2x (1 semester)
English	Music 2x
Reading	Computers (tba 2011)
Science	Physical Education

*Technology/Engineering 2x (1 semester) (Science curriculum)

Grade 7

Math**	Art 2x
Social Studies	Health/Wellness 2x (1semester)
English	Music 2x
Science	Computers (tba 2011)
Foreign Language	Physical Education 2x
Reading 2x	

Technology/Engineering 2x (1 semester) (Science curriculum)

Grade 8

Math**	Art 2x
Social Studies	Health/Wellness 2x (1 semester)
English	Music 2x
Science	Computers (tba 2011)
Foreign Language	Physical Education 2x

Technology/Engineering 2x (1 semester) (Science curriculum)

* There are 6 days in one cycle.

****** Some students will be assigned additional math time from special subject areas.

STUDY SKILLS

Effective middle school instruction presents the content of each class and the strategies to successfully study and learn the material for future academic development. Galvin Middle School had developed a systemic approach to teach study skills in each classroom. Specific skills are emphasized in each grade level. A description of these study skills and applicable grade levels is published at the end of this booklet.

RESEARCH SKILLS

Successful students are capable of independently discovering information. Students also need to be able to assess how well the information meets their personal and academic needs, and then be able to use the information appropriately to present reflective work of their own. Galvin Middle School has developed a systemic approach to teaching the research process throughout the middle school years in various classroom settings. A description of the teaching of research skills is found at the end of this booklet.

COURSE DESCRIPTIONS

Grade 6 – English Language Arts

Course Theme and Essential Question: Sixth grade English instruction focuses on the development of students' ability to communicate effectively within their community. Our areas of study include reading, writing, speaking, listening, and critical thinking skills. We begin the year with a comprehensive review of the writing process (brainstorming, drafting, revising, editing, and publishing). Students also learn the importance of effective organization, using transition words to connect ideas and create flow, and varying sentence structure in their writing. From here, many types of writing are explored and practiced by students. The class also learns methods for researching on the internet, deciding whether a resource is accurate and reliable, and the importance of citing all sources. Throughout the year, students also develop and enhance their vocabulary with many lessons connected to the various areas of classroom study. In their course of study students will create a variety of written products as well as creative projects to demonstrate their mastery of lessons. Instruction is differentiated to meet the needs and learning styles of individual students. Our goal is to help students develop a love of literature, reading, and writing as they answer the essential question **"What methods can I use to effectively communicate in oral and in written language?"**

Program/Text:
Prentice Hall Literature (Copper edition)
"A Christmas Carol" by Charles Dickens (in play format)
Tuck Everlasting
Teacher-created Hotlist for research project.

Topics of Study:

- Writing - Descriptive, Persuasive, Personal, Expository, Imaginative
- Poetry - Figurative Language and Types of Poetry
- Grammar – Nouns, Verbs, Adjective, Adverbs, Pronouns, Articles, Conjunctions, Run-on Sentences and Sentence Fragments
- Vocabulary building with roots, prefixes, and suffixes
- Research and Technology - Mythology Research Project; Persuasive Argument

English – Grade 7

Course Theme and Essential Question: The English/language arts course in the seventh grade is geared toward refining and complementing the students' knowledge of literature and writing. The study of literature encompasses all four literary genres: fiction, nonfiction, poetry, and drama. In writing, students will broaden their skills as they produce pieces ranging from multi-page essays to creative fiction and poetry. They will also engage in academic writing as they are asked to analyze literature and compose comprehensive essay responses in class. To complement their understanding of literature and enhance and refine their communication skills, students will also study supplementary vocabulary and review the essentials of grammar. Various creative projects and enrichment opportunities are also assigned throughout the year to inspire students to see literature through other points of view and use different forms of media to express themselves. As they continue their study of English/language arts, seventh grade students will be better equipped to answer the questions, **"How does literature inspire me and help me better understand the world?" and "How can I become an effective communicator?"**

Program/Texts:
Prentice Hall Literature (Bronze Edition)
The Giver, Treasure Island, Where the Red Fern Grows, Journey to Topaz; "A Midsummer Night's Dream"
Sadlier-Oxford Vocabulary Workshop;
Warriner's English Grammar and Composition, First Course
Write Traits and Nancie Atwell materials.

Topics of Study:

- Elements of fiction - plot, setting, character, theme, point of view, and conflict.

- Nonfiction - essays, articles, speeches, and editorials, biographies, and memoirs. Analysis of voice, point of view, audience, and persuasive techniques.
- Poetry - lyric and narrative poems; imagery, figures of speech, use of sound devices, form, and meaning.
- Drama - stage directions, special effects, setting, mood, characterization, and effective dramatic reading.
- Parts of speech, parts of the sentence, types of sentences, prepositional phrases, pronoun case
- Non-fiction writing (the essay and the memoir) and creative writing (the short story and poetry) using the five step process: pre-writing (brainstorming, notes, outlining, webbing); writing a rough draft; revising the rough draft by making changes in content, organization, and style; editing (proofreading) for errors in grammar, mechanics, and usage; finally, publishing (final copy).

Grade 8 – English Language Arts

Course Theme & Essential Questions: Grade 8 English emphasizes developing critical thinking, writing, and reading skills. Students begin with short story analysis before moving onto novels, dramas, and poetry. Students learn to activate prior knowledge, to ask questions, to take notes, to interpret the text, and to explore deeper levels of meaning. They are challenged to make connection between texts, between the text and themselves, and between the texts and their world. As they progress through different genres, the students are introduced to various literary terms and techniques. The course also focuses on teaching students the process of writing (developing ideas, drafting, revising, editing, and publishing) and helping the student to develop a clear idea of what good writing looks like. Placement for freshman English honors will be based on the following: average of A- or higher, demonstrated writing and reading skills, consistence and quality of homework, and enthusiasms for subject. As they continue their study of English/language arts, seventh grade students will be better equipped to answer the following questions: **"How does language influence the way we think, act, and perceive the world?" "Where does the meaning of a text reside? Within the text, within the reader, or in the transaction that occurs between them?"**

Program/Texts:
Prentice Hall Literature (Silver Edition)
The Outsiders, The Call of the Wild, "The Diary of Anne Frank," "12 Angry Men"
Vocabulary Workshop (level C)
Write Traits

Topics of Study

- Elements of a Short Story (exposition, conflict, rising action, climax, falling action, resolution)

- Novels (theme, character, plot, conflict, setting)
- Types of writing (persuasive, memoirs, journals, compare & contrast essay)
- Parts of speech, clauses, verbs, types of sentences
- Vocabulary building with classical roots, prefixes, suffixes
- Poetic forms, figurative language, sound devices, and imagery
- Research & Technology – PowerPoint Presentation, on-line interactive vocabulary workshop.

Grade 6--Reading

Course Theme: Sixth grade reading students are engaged in meaningful experiences learning how to reason and use language for comprehending, making connections, and communicating ideas about the text in a reading workshop setting. Students are encouraged to use active reading strategies before, during, and after reading to deepen their understanding of the text. Vocabulary instruction is embedded in each genre study. Students begin the year with a study of nonfiction, including biography, newspaper, text books, reference books, and media. Later in the year other genres are studied including historical fiction and mystery. Independent home reading and independent classroom reading is differentiated as students practice with required genre and self-selected genre. Throughout the year students are encouraged to be critical readers and thinkers by questioning the text and the author's purpose demonstrating that reading is thinking.

Program/Text:

Trade books; Content area textbooks
Mysterious Circumstances-Perfection Learning Publisher
Selected titles from Massachusetts Frameworks
Teacher created materials

Topics of Study:

- Understanding main idea/detail
- Coding the text
- Text structure
- Note taking; Dictionary skills
- T.H.I.E.V.E.S. pre-reading strategy
- Outlining/Graphic organizers
- Fact/Opinion
- Using context clues for vocabulary
- Summarizing
- Fact/opinion
- Word parts
- Inference

LITERACY - Grades 6, 7, & 8

Course Theme: Literacy class will provide additional, remedial instruction that will focus on the student's ability to read, write, listen, and speak. A continuum of learning enables the student to address individual weaknesses and build upon his/her strengths. Incorporating research-based teaching, multi-sensory techniques, and a smaller class size, a variety of reading strategies is utilized in order to improve and refine the student's literacy and reach his/her individual potential. Students will be identified for literacy class based on a grade level reading assessment, MCAS scores, and teacher recommendations.

Program/Texts:

- Fluent Reading Trainer software (FLRT)
- Project Read- Report Form
- Goodman's Five-Star Stories series: *After-Shocks, Sudden Twists*
- The Wild Side Series- *Weird Science, Beyond Belief*
- Jamestown *Reading Fluency* series
- *Words Their Way, MegaWords*
- Self-chosen trade books at student's independent reading level

Topics of Study/Strategies:

- Identifying topic, main idea, supporting details, author's purpose
- Fluency- timed drills, choral reading, repeated readings, FLRT software
- THIEVES (non-fiction pre-reading strategy)
- QAR
- Think-alouds, Skimming and scanning
- Inferencing, drawing conclusions, predicting, retelling
- ACTIVE reading strategies (questioning, visualizing, summarizing, outlining, clarifying)
- Making connections, building schema
- Vocabulary development- word analysis, context clues
- Text structures
- Fact vs. opinion
- Writing- open response and personal journal entries based on independent reading

Additional Assessments/Monitoring:
QRI (Qualitative Reading Inventory)
San Diego Quick
AGS Reading Level Indicator
Fluent Reading Trainer software

SOCIAL STUDIES

The three-year program in social studies focuses on ancient history in grade 6; world geography in grade 7; and American history in grade 8. Our program is guided by the

belief in personal and civic responsibility, devotion to human dignity, and respect for diversity. It is designed to help students to acquire a broad base of content knowledge; to develop fundamental skills; and to build problem solving and critical thinking techniques. The goal of the program is to produce independent learners who will explore their talents and interests; appreciate and value cultural diversity through global awareness; and become active participants in their community and civic life.

Grade Six: Ancient World History

Course Theme and Essential Question: Ancient history is the study of the human origins and historical development of ancient and classical civilizations. Students examine the people, places, ideas, and patterns of life that have shaped the course of history. By examining and comparing the geography; religions; governments; economies; philosophies; and cultural and scientific contributions of these ancient civilizations students gain an appreciation for and an understanding of how these civilizations have contributed to our lives. The study of ancient history allows students to answer the question, "How has the development of early civilization shaped our history and impacted our lives?"

Program/Text: *A Message of Ancient Days*, Houghton Mifflin Co., 1997.

Topics of Study:

- Archaeology and Its Importance in Studying Human Origins
- Human Origins and the Rise of Settled Communities
- The Ancient River Civilizations of Mesopotamia and Ancient Egypt
- Early Western Civilization of Israel
- The Classical Civilizations of Greece and Rome

Grade Seven: World Geography

Course Theme and Essential Question: Students study modern world geography to gain a better perspective and understanding of their responsibility in the world as individuals and as global neighbors. Students go beyond the study of physical geography to explore the diversity of our global community. Using the tools of the geographer, students learn to think logically and to critically examine the connections, conflicts, and problems that exist around the world. Studying geography helps students answer the question, "How can geography help us gain the knowledge we need to solve problems and effect change in an interconnected world?"

Program/Text: *World Cultures: A Global Mosaic*, Prentice Hall, 2001.

Topics of Study:

- The Tools of the Geographer
- Africa

- The Middle East
- Central and South Asia
- Southeast Asia and Oceania
- North and East Asia
- Europe
- South America
-

Grade Eight: The Formative Years of the Republic from Colonization through Revolution

Course Theme and Essential Question: Grade 8 American history is a companion curriculum for Grade 10. Students study the people, places, events, and ideas that characterize the United States during the formative years of the Republic from its settlement through our nation's independence. Particular emphasis will be given to the basic concepts, principles, and framework of American democracy. Students enhance their commitment to our democratic ideals by expanding their course of study to include the program, *Facing History and Ourselves*. As a result of this program, students will begin to develop a deep and lasting loyalty to the principles of life, liberty, and equality that defines us as a nation. This program allows students to begin formulating an answer to the lifelong question, "What makes a good leader and how can I be a good leader in my own life?"

Program/Text: *American Nation,* Prentice Hall, 1994.

Topics of Study

- Exploration, Settlement, and Colonization in the Americas: A European Perspective
- The Origins of American Democracy and the Founding Documents
- Prelude to Independence, the Revolutionary War, and the Creation of the Republic
- *Facing History and Ourselves*: Understanding Intolerance, Prejudice, Stereotyping, and Discrimination in Our History and in Ourselve

MATHEMATICS

Galvin Middle School Math Department

The Galvin Middle School math department is comprised of highly qualified teachers committed to providing every student with a rigorous mathematical experience. Our standards-based curriculum is comprised from the frameworks established by the Massachusetts Department of Elementary and Secondary Education. The math department has made a strong commitment to the integration of technology into our instruction as well as adoption of a state of the art textbook series that is designed to challenge and engage students.

GRADE SIX MATHEMATICS COURSE DESCRIPTIONS

There are two options for students entering Grade Six. If a student is enrolled in Math Extension, see the course description.

1) Accelerated Grade Six Math
2) Grade Six Math

ACCELERATED GRADE SIX MATH

This standards-based, rigorous course is designed for the highly motivated student who has demonstrated high mathematical achievement in elementary school. To be successful in this class, students are expected to exhibit independence and personal responsibility for learning beyond the classroom. This means that students accept challenge as part of the learning process, can recognize that if one method does not work for them, a new strategy should be used, and the student is willing to ask questions and seek additional teacher assistance, independently, when needed. Students progress from concrete to more abstract operations that challenge their high level of cognitive development at this time. They are frequently presented with challenges that test their higher order thinking skills. Such skills include analyzing, predicting, learning through discovery, and making sound conclusions based on mathematics. Advanced work in all strands of mathematics will be done and students are expected spend 30 – 40 minutes on math per night. Due to the accelerated pace, students will be expected to become proficient in the concepts and skills more quickly than students in the Grade Six Math course. Additionally, students will have the opportunity to apply these skills by working with more advanced problems.

CRITERIA FOR PLACEMENT

- Advanced score on the most recent MCAS test.
- Term 1 and Term 2 grade of at least 90% in Grade 5 Math (A average).
- Post Assessment exam given at the end of grade 5 with grade of at least 90%.
- Recommendation from Grade 5 teacher

- Exhibits independence and personal responsibility for learning beyond the classroom. This means that students accept challenge as part of the learning process, can recognize that if one method does not work for them, a new strategy should be used, and the student is willing to ask questions and seek additional teacher assistance, independently, when needed.

GRADE SIX MATH

This is a standards-based course defined by the Massachusetts Department of Education. Essential standards that are taught include the essentials of Number Sense, Patterns, Relations, and Algebra, Geometry, Measurement, and Data Analysis, Statistics, and

Probability. Students progress from concrete to more abstract operations that challenge their cognitive development at this time. They are presented with math content which tests thinking skills. Such skills include analyzing, predicting, learning through discovery, and making sound conclusions based on mathematics. Students are expected to have a conceptual understanding of the curriculum along with knowing the procedures for solving problems. This course is designed to prepare students to perform at a proficient level on the sixth grade MCAS exam, and to prepare students for Grade 7 Mathematics. Students will spend approximately 25 minutes on homework daily. Students who excel in this level will receive full consideration and encouragement for advanced math in grade 7.

GRADE SIX MATH EXTENSION

This course is for students concurrently enrolled in Grade Six Math who need additional mathematics instruction to succeed. It is designed to reinforce concepts from Grade Six Math and will address skill weaknesses, focus on number sense, and prepare students for upcoming levels in mathematics. Grade Six Extension meets 3 times per cycle; the course has no required homework.

Program/Text:

McDougal Littell Middle School Math, Course 1 or 2
Impact Mathematics: Algebra and more for the Middle Grades, Course 1
Supplementary Resources (ex. workbooks, edHelper, math websites)

GRADE SEVEN MATHEMATICS COURSE DESCRIPTIONS

There are two options for students entering Grade Seven. If a student is enrolled in Math Extension, see the course description.

1) Pre-Algebra Grade Seven
2) Grade Seven Math

TEXT: *Connected Mathematics 2: Grade 7* Pearson/Prentice Hall

PRE-ALGEBRA GRADE 7

This fast-paced, rigorous course is designed for the highly motivated student who has demonstrated exceptional mathematical achievement in grade 6 and focuses on algebraic concepts. Due to the accelerated pace, students will be expected to become proficient in concepts and skills more quickly than students in Grade 7 Mathematics. The course is standards-based as defined by the Massachusetts Department of Education with an emphasis on Patterns, Relations, and Algebra while addressing essentials of Geometry, Measurement, and Data Analysis, Statistics, and Probability. This course is for motivated independent learners that require minimal outside support. Students will be expected to spend 30 to 45 minutes on homework daily.

CRITERIA FOR PLACEMENT

- Term 1 and Term 2 grade of at least 90% in Grade 6 Math **(A average).**
- Recommendation from Grade 6 teacher
- Exhibits independence and personal responsibility for learning beyond the classroom.
- Achieved High Proficient or Advanced (250 and above) on the most recent MCAS test. In addition the student must maintain an A each Term in Grade 6 and earn an A on the unit assessments.

GRADE SEVEN MATH

The course is standards-based as defined by the Massachusetts Department of Education addressing essentials of Number Sense, Patterns, Relations, and Algebra, Geometry, Measurement, and Data Analysis, Statistics, and Probability. Students progress from concrete to more abstract operations that challenge their cognitive development at this time. They are presented with math content which tests thinking skills. Such skills include analyzing, predicting, learning through discovery, and making sound conclusions based on mathematics. Students are expected to have a conceptual understanding of the curriculum along with knowing the procedures for solving problems. This course is designed to prepare students to perform at a proficient level on the seventh grade MCAS exam, and to prepare students for Grade 8 Mathematics. Students will spend approximately 25 minutes on homework daily.

MATH EXTENSION

Math Extension courses are for students concurrently enrolled in grade level math who need additional mathematics instruction to be successful. The course is designed to reinforce concepts from the grade level curriculum as well as to strengthen students' mathematical reasoning and problem solving skills, improve their ability to communicate mathematically, and make use of recognized test taking strategies. Math Extension meets 3 times per cycle and will therefore be graded by semester. Nightly homework is to be expected on scheduled class days. This course is not an elective. Space is limited and enrollment is based on students' prior efforts and achievements in math, MCAS scores, and teacher recommendations.

GRADE EIGHT MATHEMATICS COURSE DESCRIPTIONS

There are two options for students entering Grade Eight.

1) Algebra I
2) Pre-Algebra

ALGEBRA I

TEXT: *Discovering Algebra* Key Curriculum Press

This fast paced, rigorous course is an equivalent to a high school level introduction to Algebra. The topics covered include, but are not limited to: Linear Relationships, Graphs and Functions, Systems of Equations, Quadratics, Laws of Exponents, and Factoring Binomial and Polynomial Expressions. This is a standards based Algebra I course which follows the frameworks set forth by the Department of Elementary and Secondary Education. Students must exhibit self-motivated and previous high achievement in mathematics to be successful in this class. Students will be expected to spend 30 to 45 minutes on homework daily.

Criteria for Placement:

- Recommendation from Gr. 7 Math Teacher
- Term 1 and Term 2 grade of at least an 80% in current Gr. 7 Pre-Algebra course
- Advanced/Proficient on most recent MCAS test
- Exhibits independence and personal responsibility for learning beyond the classroom

PRE-ALGEBRA
TEXT: *Connected Mathematics 2: Grade 8* Pearson/Prentice Hall

This course is designed to provide students with the continued opportunity to develop an understanding of algebraic concepts, leading to taking Algebra I in high school. Emphasis is placed on operations with rational numbers, solving algebraic equations, and understanding linear, exponential, and quadratic relationships through tables, graphs, and equations. Within the designation of the Massachusetts Curriculum Frameworks the course will also address focal points in geometry, measurement, data analysis, statistics, and probability, with the application of these skills and concepts in a problem-solving context. The curriculum is designed to assist all students in reaching proficiency on the Grade 8 MCAS Exam. Students should expect about 25 minutes of homework per night.

MATH EXTENSION
Math Extension courses are for students concurrently enrolled in grade level math who need additional mathematics instruction to be successful. The course is designed to reinforce concepts from the grade level curriculum as well as to strengthen students' mathematical reasoning and problem solving skills, improve their ability to communicate mathematically, and make use of recognized test taking strategies. Math Extension meets 3 times per cycle and will therefore be graded by semester. Nightly homework is to be expected on scheduled class days. This course is not an elective. Space is limited and enrollment is based on students' prior efforts and achievements in math, MCAS scores, and teacher recommendations.

Program/Texts:

McDougal Littell Middle School Math, Course 3
Impact Mathematics: Algebra and more for the Middle Grades, Course 3
Supplementary Resources (ex. workbooks, edHelper, math websites)

Assessments/Monitoring at All Grade Levels:

Instructional Strategies	Assessments
Direct Instruction	Grade Level Common Assessments
Guided Instruction	Tests/Quizzes
Individualized Instruction	Binders
Facilitated Discussions	Dry Erase Board Activites
Collaborative Group Activities	Projects/Presentations
Use of Assorted Concrete Materials	Rubrics
Use of technology (Smartboard)	Open Response Writing Samples
Drill and Practice	Midterm Exam
Learning Centers	Final Exam
Plato Lab	

Foreign Language Department Philosophy and Overview

The four skills of language learning, listening, speaking, reading, and writing, will be integrated in the foreign language classroom. Learning a foreign language will be guided by the principles of the Massachusetts State Frameworks, Connections, Communication, Culture, Comparisons and Communities.

Every effort will be made to use the target language. Students will be encouraged to respond to the target language by performing specific commands and by actively participating in the daily routines. Students are expected to speak in situational dialogues, in conversations and in a presentational format. Focus is on practical and authentic everyday vocabulary.

Grade 7 – Spanish

Course Theme& Essential Question: The study of Spanish introduces students to the fundamentals of speaking Spanish in a real world with common everyday topics. This study integrates the four language skills: listening, reading, writing, and speaking and emphasizes oral as well as written activities. Through language communication, students are also connected to the diverse cultures of the Hispanic world. By speaking Spanish and by developing awareness of the Spanish-speaking community, students begin to answer this question: "How will I connect to a culture other than my own by speaking the Spanish language?"

Text: *Paso a Paso1A,* Prentice Hall, 2000. Supplementary audiovisual materials, web site activities – www.pasoapso.com

Topics of Study:

- introducing oneself

- autobiographical information (birthday, age, personality,etc.)
- school, classes, and schedule
- favorite activities and pastimes, likes and dislikes
- foods
- family
- culture (current events in the Spanish-speaking world and research on Spanish-speaking countries)
- grammar (present tense of regular -ar,-er and ir verbs and irregular verbs, adjective formation and placement, immediate future)

Grade 8 Spanish

Text: *Paso a Paso 1*
(same as grade 7 but will cover additional topics)

Additional Topics of Study:
- clothing and shopping
- weather
- travel and vacation
- city
- house
- grammar (stem-changing verbs, past tense of regular –ar verbs)
- culture (quinceañera tradition and research on famous Hispanics)

Grade 7 – French

Course Theme and Essential Question:

The study of French introduces students to the fundamentals of speaking French and appreciating French and francophone cultures. This study integrates the four language skills: speaking, listening, writing, and reading with emphasis on both oral communication and written activities. Through their language study, students make connections to the diverse cultures of the Francophone world. Students studying French will begin to answer this question: "How will I connect to a culture other than my own by speaking the French language?"

Text:

Allez, Viens! En Avant! Level 1 A, Holt, Rinehart and Winston, 2004. Supplementary audiovisual materials. Text website: go.hrw.com

Topics of Study:

- French speaking countries

- Introducing oneself (name, age)
- Greetings
- Asking how someone is / telling how you are
- Expressing likes, dislikes, and preferences about activities
- School subjects and supplies
- Time, calendar information
- Showing courtesy when getting someone's atttention, asking for information, expressing thanks
- Expressing likes and dislikes regarding sports, hobbies and foods
- Making, accepting, and turning down invitations
- Expressing likes and dislikes regarding food and beverages

- *Cultural topics include exploration of French-speaking countries, project on Paris monuments, Mardi Gras celebrations in French-speaking countries, study of a French film and several French songs

*Grammar topics include present tense of regular –er verbs, avoir, faire, être, aller. Subject pronouns, definite and indefinite articles, negation.

Grade 8 – French

Course Theme and Essential Question:

The study of French introduces students to the fundamentals of speaking French and appreciating French and francophone cultures. This study integrates the four language skills: speaking, listening, writing, and reading with emphasis on both oral communication and written activities. Through their language study, students make connections to the diverse cultures of the Francophone world. Students studying French will begin to answer this question: "How will I connect to a culture other than my own by speaking the French language?"

Text:

Allez, Viens! Level 1, Holt, Rinehart and Winston, 2006, Chapters 7-12. Supplementary audiovisual materials. Text website: go.hrw.com

Topics of Study:

- Identifying and introducing people and family members
- Describing people with adjectives
- Expressing need
- Offering, accepting, and refusing food
- inquiring about and relating past events

- asking opinions, expressing hesitation when making a decision, making a final decision
- asking for and giving advice regarding clothing
- vacation places and activities
- travel items
- things to do or buy in town
- asking for and giving direction

*Grammar topics include adjective agreement, possessive adjectives, partitive, conjugation of -re verbs, -ir verbs, object pronouns, prepositions, passé composé with avoir, present tense of irregular verbs including vouloir, pouvoir, partir, sortir, and dormir

*Culture of French speaking countries will be taught throughout the year with special emphasis on music.

Grade 7 – German

Course Theme& Essential Question:

The study of German introduces students to the fundamentals of speaking German in a real world with common everyday topics. This study integrates the four language skills: listening, reading, writing, and speaking and emphasizes oral as well as written activities. Through language communication, students are also connected to the diverse Germanic cultures. By speaking German and by developing an awareness of the German-speaking community, students begin to answer this question: "How will I connect to a culture other than my own by speaking the German language?"

Text:

Deutsch Aktuell, Kraft, EMC Paradigm, 2004, Chapters 1-6. Supplementary audiovisual materials, web site activities – www.emcp.com

Topics of Study:

- introducing oneself
- greeting and identifying people, German names
- numbers and the alphabet
- asking and telling where a person lives
- time of day, weekdays, months
- school, classes, and schedule
- favorite activities and pastimes, likes and dislikes
- weather
- foods

- family

- culture is interwoven throughout the year

- grammar topics include familiar and formal forms, sentence and question formation, negation, present tense verb forms, irregular verbs (to be and to have), singular and plural nouns, personal pronouns, definite and indefinite articles, nominative and accusative cases, modal auxiliaries, future tense

Grade 8 German

Course Theme& Essential Question:

The study of German introduces students to the fundamentals of speaking German in a real world with common everyday topics. This study integrates the four language skills: listening, reading, writing, and speaking and emphasizes oral as well as written activities. Through language communication, students are also connected to the diverse Germanic cultures. By speaking German and by developing an awareness of the German-speaking community, students begin to answer this question: "How will I connect to a culture other than my own by speaking the German language?"

Text:

Deutsch Aktuell, Kraft, EMC Paradigm, 2004, Chapters 7-12. Supplementary audiovisual materials, web site activities – www.emcp.com

Topics of Study:

- clothing and shopping, colors
- gift ideas and special occasions
- the house and chores
- hobbies and leisure time activities, sports
- travel and vacation, transportation, directions
- city
- parts of the body
- culture is interwoven throughout the year
- grammar topics include verbs with stem vowel changes, irregular verbs, words used for emphasis, possessive adjectives, personal pronouns, accusative prepositions, verbs with separable prefixes, compound nouns, command forms, dative (indirect object) and dative prepositions, verbs followed by the dative, present perfect tense

SCIENCE AND TECHNOLOGY

Grade 6 Physical Science

Course Theme & Essential Question: Physical science (physics and chemistry) is the examination of the physical world around us. The focus of the course is on the composition, structure, properties, and reactions of matter. It also brings together the relationships between matter and the various forms of energy. The study of physical science will allow the student to learn about the materials, forces, and energies of their world. This helps students answer the question, "How does the physical world we live in work?'

Program/Text:
Forces, Motion and Energy and *Introduction to Matter*; Holt, Rinehart and Winston.

Topics of Study
- properties of matter
- the 4 states of matter
- elements, compounds, and mixtures
- motion of objects
- forms of energy
- heat energy

Grade 7 - Earth and Space Science

Course Theme & Essential Question: Earth and Space Science is the study of the origin, structure, and physical phenomena of the earth and the universe. This course, encompassing concepts in geology, meteorology, oceanography, and astronomy, allows students to learn about the nature and interactions of oceans and the atmosphere, earth's processes including plate tectonics, changes in topography over time, and the place of the Earth in our universe. In so doing, Earth Science helps students integrate understandings in Physical and Life Science, from their previous two years of study, with their awareness of the physical environment to answer the question, "How does the interconnectedness of the biological and physical systems affect my place in the world?"

Program/Text: *Earth Science*, Holt, Reinhart, and Winston, 2003. On-line student resources, such as **www.hrw.com**, which is the web adjunct to the basic textbook, and other links including **www.scilinks.org** , **www.nasa.gov**.

Topics of Study
- heat transfer and the causes of weather
- how movement and shifting of the earth's crustal plates relate to physical catastrophes on earth
- how the oceans affect earth's climate
- understanding the earth's role and place in our solar system

Grade 8 - Life Science

Course Theme & Essential Question: Life Science is the study of the origins, diversity, and complexities of living organisms. This course encourages students to investigate what distinguishes living things, what they need to stay alive, and how various living organisms accomplish this task. It also enables them to understand the interconnectedness of living things within our physical environment, the areas of study in both Grades 6 and 8. In enhancing students' appreciation of themselves and their well-being, Life Science helps them answer the questions, "How are we similar to and different from other life that exists on our living planet, our biosphere?"

Programs/Text: *Life Science*; Holt, Reinhart, and Winston, 2003. On-line student resources, such as **www.hrw.com**, which is the web adjunct to the basic textbook and other links such as: **www.hrw.com**, **www.scilinks.org**, **www.cdc.gov**.

Topics of Study

- characteristics of living things
- structure and function of cells
- major body systems
- reproduction and heredity
- evolution and biodiversity
- organisms and their environments
- energy and living things
- changes in ecosystems over time

TECHNOLOGY/ENGINEERING

Course Theme: Technology is the result of engineered designs created to solve society's needs and desires. Science, too, often needs new tools to help discover answers. The goal of engineering is to solve practical problems through the development or use of technologies. Engineers use scientific discoveries to design products that meet these needs. The Technology/Engineering course works in conjunction with the three years of classroom science to expand the students' capacity to answer the question, "How do technology and engineering affect my world?"

Note: This course is offered two times in a six day cycle, and is considered a "special" course offering. Students take the course every year in order to build a cumulative understanding of some of the processes in place for engineering technology.

Program/Text: *Experiencing Technology*, Glencoe, 1997

Topics of Study: Students will explore several engineering concepts during their three year study of this subject.

- how and why certain materials are chosen to solve problems
- how technology assists the physically challenged
- how the earth's natural factors influence construction technology
- the ways in which design, engineering and technology are directly connected
- how items are designed, manufactured, and marketed
- that manufacturing is the process of converting raw materials into a finished product that has undergone multiple industrial processes

Grade 6:

- steps to take in identifying the need or problem
- descriptions of the basic tools and machines necessary for bridge construction
- the basic materials necessary for bridge construction
- the explanation for why these materials are the best choices for the job
- the four types of bridges and where they would best be used
- descriptions of the oldest types of bridges

Grade 7:

- three examples of adaptive devices for the physically challenged
- how these devices improve the conditions for the user
- the technologies that go into the creation of these devices
- why the materials used in the manufacture of this product are chosen

Grade 8:

- five natural factors that affect design and technology of construction
- how these factors may be addressed in the construction process
- why certain materials are selected for use in specific construction

EXPLORATORY SUBJECTS

VISUAL ART

Overview

Students in grades 6-8 art classes will generate artwork in our "hands on" program. Students will engage in a variety of art-making experiences through drawing, painting, printmaking, sculpture, crafts and technology as the foundation for their 2D and 3D studio assignments. The formal Elements of Art such as line, shape, color, texture, form, value and space as well as the formal Principles of Design such as balance, unity, contrast, emphasis, pattern, rhythm, and movement are the foundations for our creative art-making and studio experiences. Composition is a key component used in all creative thinking and visual communication problem-solving activities. Our units are designed to incorporate cultural imagery and concepts, reflect cross curricular contextual richness in many subject areas, to deepen understanding, and to promote individual expression.
(See grade specific information below)

Essential questions:

- How can I further develop my skills as an artist and utilize ideas, materials and tools effectively with the Elements of Art and the Principles of Design to express who I am?
- What does my art express about me and how do I communicate that to viewers?
- How can I use self-reflection and feedback to influence my learning?
- How do we interpret what we know about the world around us into invented visual imagery with personal meaning?
- How can I use concepts of narrative and invented imagery to create artwork expressing an idea?
- How do I invent interpretations of the natural and environmental sciences, mythology, ancient civilizations, math, U.S. History, ancient cultures, and modern art to depict these topics in a variety of compositions using my knowledge?
- How do I invent interpretations of my ideas and feelings to depict in a variety of compositions using my knowledge?
- How can I apply my knowledge in other subjects to effectively communicate my ideas?
- How do I manage my work space while implementing visual ideas with multiple processes?
- How do I manage myself in an open studio setting?
- How and why do artists use their knowledge base to communicate their ideas using different art media?
- How and why do artists use their knowledge about cultures and styles to communicate their ideas using different art media?

6th

- Students will transform concepts regarding natural and environmental sciences, mythological themes, world cultures, and ancient antiquity into works of art.
- Students will create personal narratives in visual formats, into both two-dimensional and three-dimensional artworks
- Students will develop their compositions using depth, congested and spacious formats, horizontal & vertical symmetry, asymmetrical balance, intuitive visual order, and creative thinking strategies in their artworks
- Students will create personalized imagery expressing emotions through form and color theory
- Students will explore and improve imaginative and observational drawing skills.
- Students will construct 3-dimensional artworks and objects from recycled / found objects

7th

- Students will transform concepts from life science, earth science, and geology, mathematics, world cultures and contemporary artists into works of art
- Students will explore artworks through period exemplars, books, internet sites, and reproductions as they relate to individual artworks

- Students will effectively use the Elements of Art and the Principles of Design, and creative thinking strategies in their artworks
- Students will discuss and create artworks in a stylistic context
- Students will apply a variety of sculptural, painterly, printmaking, illustrative, and crafts methods when producing artworks
- Students will apply a variety of observational, memory and inventive drawing formats in their artwork
- Students will explore architectural styles from ancient antiquity to post modernism in their artwork

8th

- Students will transform concepts from life science, and earth science, ancient cultures, modern and post modern art and US History into works of art
- Students will explore artworks through period exemplars, books, internet sites, and reproductions as they relate to the creation of individual visual imagery
- Students will create visual narrative and invented imagery by applying the Elements of Art and Principles of Design and creative thinking strategies in their artworks
- Students will create artworks using visual communication concepts with meaning to their artwork.
- Students will experience transforming the essence of a visual experience from one media to another
- Students will investigate traditional methods of observational, memory, and abstract drawing
- Students will investigate traditional three-dimensional artworks
- Students will use the fundamentals of color theory in their artworks

Grading

Students are graded twice per school year: second and fourth term. Each student receives a project evaluation sheet for each lesson / project that they complete. This grading rubric clearly illustrates the areas in which they are evaluated. The design of this grading rubric is based on the Massachusetts Curriculum Frameworks for the Visual Arts.

MUSIC

The music program is quite diverse and offers a wide range of choices that can accommodate the needs and interests of all students.

Electronic Music is a music composition course that meets twice every six school days. In this class students learn to create music using MIDI piano type keyboards, computers, and other electronic equipment. Students also learn to record and make music with digital audio. Projects include original compositions, arrangements of non original music, jingles, multimedia presentations as well as digital electronic music.

Select Chorus is a performance oriented class that meets two times every six school days. Admission is by audition and is dependent upon the ability to correctly match singing pitches. Emphasis is placed on singing technique and development of repertoire. Students are expected to attend all performances throughout the year.

Instrumental Music students are required to attend three classes per six day cycle. One session is called Instrumental class where students improve their proficiency on their instrument. Students use the Standard of Excellence Series as well as other ensemble and solo materials. The exercises given in instrumental methods books ensure a gradual but steady progression in the ability to play an instrument. Students also meet twice per cycle for Band. All Band students are required to attend all performances.

Intro to Performing Arts is a class which meets twice per six day cycle. In this class, students learn to appreciate and create various aspects of the Performing Arts such as singing, playing of instruments, dance and drama. Playing of rhythm instruments, listening, appreciation, music theory and the composition of melody and/or lyrics are skills used in this course.

COMPUTERS

The GMS computer program strives to assist teachers with the integration of technology into the classroom to enhance instruction and learning, to promote independence and comfort among our middle school students, and to prepare them for success with technology beyond the classroom.

The computer curriculum includes the following applications;

- Microsoft Word
- Microsoft PowerPoint
- Microsoft Excel
- Microsoft Publisher
- Microsoft FrontPage
- Tabletop Database

The Internet is presented as a research tool. Using search engines and evaluating web sites are taught. Students also use World Book online and online databases. Citing of sources and preparation of webographies/bibliographies is covered. Cyber safety is continually reinforced.

WELLNESS

"Achieving Wellness can add years to your life and life to your years!"

The Wellness curriculum provides students with the opportunity to develop their physical, intellectual, spiritual, mental and social well being. Learning experiences are dynamic and will promote activity, respect, resiliency, positive attitudes, sound decision-

making skills, and appropriate behaviors that enhance the quality of life to maximize personal potential. Classes are designed to be fun, dynamic, and educational every day.

The Wellness department is the fusion of Health Education and Physical Education. Students will be exposed to a variety of learning experiences in the classroom and a multitude of physical initiatives that promote and encourage an active and healthy lifestyle. Concepts in Wellness will be explored in each curriculum to help students understand the importance of being a healthy and productive member of society.

Because the multiple components of the Canton community supports the pursuit of lifetime Wellness, participation in Wellness programming is required during all three years of Middle School. "A healthy mind in a healthy body' is a GREAT concept!

HEALTH EDUCATION

Grade 6

The grade 6 Health curriculum is designed to assist and encourage children as they transition from childhood and enter into adolescence. Friendships, making good decisions, and handling stress is discussed to build resiliency and self-esteem. The dangers of smoking are emphasized to prevent the start of addictive behaviors. Safety and violence prevention are also covered with visits from the School Resource Officer and Administration. In addition, anger management, conflict resolution and bullying are discussed. As time and scheduling permit, other pertinent topics will be addressed.

Grade 7

The 7th grade curriculum helps students recognize the positive character traits that contribute to their personality and citizenship. Discussions and activities regarding ethical behavior, tolerance, honesty, self-discipline, respect and kindness will be conducted to support positive behaviors. Substance abuse prevention will continue with the study of marijuana, inhalants, and alcohol misuse and abuse. Consumerism will also be covered through discussions on advertising, the media and quackery. As time and scheduling permit, other pertinent topics will be addressed.

Grade 8

The grade 8 program challenges students through mature discussions on diversity, harassment, bullying, hazing, eating disorders, alcoholism, relationships, communication and the potential hazards of narcotics. Grade 8 Health concludes with a unit discussing the potential stress associated with the transition to the high school. When possible, high school students will visit classes to answer questions, defuse rumors, and highlight the positives of joining the high school community. As time and scheduling permit, other pertinent topics will be addressed.

PHYSICAL EDUCATION

Grade 6

The sixth grade Physical Education curriculum emphasizes skill development and positive social interactions in all units of study and practice. Skill instruction, lead-up games, and rhythm activities are provided to achieve these objectives. Fitness is encouraged and provided through warm-up activities which may involve curl ups, push ups and jogging. A variety of team games and activities are engaged, along with additional activities which might include locomotor skill practice, tumbling, cooperative games, and dance. Enjoying being active is a focus of this grade-level!

Grade 7

Leading an active lifestyle and skill development continues in the seventh grade curriculum through participation in non-traditional and traditional activities. Fitness concepts are emphasized through cardiovascular, strength, flexibility, agility, and balance exercises. These important learning components are woven into fun and challenging activities such as, but not limited to: ultimate frisbee, sideline basketball, partner activities, problem solving initiatives, gymnastics, and folk dance. Many traditional sports and activities are also utilized to promote "Fitness, Fundamentals, and Fun!"

Grade 8

The eighth grade Physical Education curriculum continues to promote active lifestyles and skill acquisition via more advanced and age-appropriate activities. These actions and skills will increase their level of competency and confidence. Fitness strategies are also encouraged through participation in a variety of activities such as team handball, lacrosse, volleyball, speedball and gymnastics. "Fitness, Fundamentals, and Fun!" continue to be the theme of every class whether it is a traditional or non-traditional game or activity.

LIBRARY MEDIA PROGRAM

The mission of the Nancy J. Mulry Library Media Center is to guide students toward becoming independent, information fluent individuals, able to access, evaluate, and utilize pertinent data from a variety of appropriate sources, both print and electronic. Simultaneously, students in the library are immersed in outstanding literature to foster a love for books and reading.

Instruction is aided by technology. The GMS library is fully automated using *Spectrum* throughout the school. Twenty networked computer search stations provide high-speed Internet access and a small variety of on-line database subscriptions whose uses are taught in computer classes and/or the library.

The library curriculum includes the following competencies:

- location and access of materials
- information and technological literacy
- literature and genre
- responsible citizenship in the use of information

The middle school library program offers the *GMS Researcher*, a sequential, problem-solving research model that helps students gather, interpret, and organize information for curricular projects. Standardized systems for citing sources are also taught.

The teaching of information and technology objectives is the joint responsibility of the librarians and subject area teachers who plan together to develop and deliver lessons.

Middle school students visit the library with their classroom teachers on a flexible basis to conduct research and to select leisure reading materials.

Students also have daily opportunities to visit the library to pursue individual needs and interests.

Galvin Middle School Study Skills Initiative

Introduction

What are study skills?

The term "Study Skills" is a general term to refer to the skills a student needs to acquire knowledge, to communicate effectively with others, and to become a successful learner. These skills include, but are not limited to:

I. Effective Classroom Habits

II. **Good Communication Skills**
Reading, writing, oral speaking, and Integration of technology

III. Effective Test Taking Strategies
On-Demand and Performance-Based Assessments

IV. **Effective Homework Strategies**
Effective, at- home study habits

Skill Areas Addressed at the Galvin Middle School

I. Effective Classroom Habits

A. Classroom Organization Strategies
B. Taking Notes in Class
C. Active Listening Skills
D. Developing Learning Skills

II. Good Communication Skills: Reading, Writing, Oral Speaking, Technology Integration

A. Reading Skills:
   1. General Reading Comprehension Skills
   2. Flexible Reading Strategies
   3. Strategies for Reading Textbooks
   4. Strategies for Reading Literature
   5. Strategies for Reading Reference Materials
   6. Strategies for Reading Math Word Problems (Test-Taking Strategies)

B. Writing Strategies:
   1. General Writing Techniques:
      Audience, Purpose, Format, Process, and Mechanics
   2. Writing Strategies for:
      Essays
      Book Reports
      Research Papers
      Open Response Questions (Test-Taking Strategies)

C. Oral Speaking Skills
   1. Note Cards
   2. Visuals
   3. Communication Skills

D. Technology Integration
   1. Microsoft Office Suite
   2. WWW
      Access and Acceptable Usage
      Copyright and Plagiarism
      FrontPage
      Webography

III. Effective Test Taking Strategies:

A. On-Demand Assessments
   1. Strategies for Multiple Choice Questions
      Pre-Reading Strategies
      Eliminating Distractors
   2. Strategies for Open Response Writing
      Cue Words
   3. Strategies for Solving Word Problems in Math

B. Performance Based Assessments
   1. Understanding and Using Rubrics

IV. Effective Homework Strategies:

A. Time Management
B. Study Location
C. Routine Study Strategies

STUDY SKILLS BY GRADE LEVEL

GRADE 6

Successful Student Skills

Develop personal organizational system – locker; notebooks; use of Agenda; homework folder (2 pockets); test-taking strategies; note-taking and outlining strategies; 2 column notes using graphic organizers; use of flash cards for vocabulary; skills including use of Inspiration software.

Reading

THIEVES pre-reading strategy

A.C.T.I.V.E reading strategies to promote deep understanding of text

- **A**sking questions
- **C**reating connections
- **I**dentifying important information by marking or highlighting
- **M**aking inferences and predictions
- **V**isualization
- **S**ynthesizing
- Summarizing
- Use of graphic organizers
- Rereading for clarification

Writing

Student writing will include rephrasing the question within responses and use of proper paragraph structure in all classes.

GRADE 7

Successful Student Skills

Continue to develop, with greater competency, those skills listed in grade 6.

Reading

THIEVES reading strategies

A.C.T.I.V.E reading strategies (see grade 6). Add clarifying techniques.

Writing

Open-response questions and strategies; Essay questions using complete sentences; restate the question in answers in homework and class work exercises good use of good grammar, punctuation, and spelling; multi-paragraph essays with increased sophistication.

GRADE 8

Successful Student Skills

Develop a personal organizational system for outside readings, class notes, long-term projects. See grade 6/7.

Reinforcement of personal responsibility to complete homework assignments and make up work.

Taking good notes of class assignments, outside readings, organizing and maintaining notes.

Use of separate notebooks/binders for different subjects.

Class expectation to write down anything written on the board/overhead without teacher reminder.

Reading

Use of Active Reading notes

THIEVES reading strategies

A.C.T.I.V.E. Reading strategies (see grades 6/7)

Use of context clues for vocabulary.

Writing

Students will use the *5 paragraph* essay format in essays/writing responses in all classes. Students will complete at least one multi-page research paper with appropriate, parenthetical citations.

RESEARCH – ALL GRADES

Understands and utilizes the research process laid out in the GMS Researcher.

Uses the GMS Spectrum to find reading and research materials.

Information Literacy Skills

#1 Student recognizes the need for information and defines the task.
- Asks essential questions
- Connects to prior knowledge

#2 Student constructs strategies for locating information and managing time
- Brainstorms resources
- Formulates key words

#3 Student locates and accesses relevant information
- Uses online card catalog, Internet, etc.
- Can locate hard copies on shelf
- Sorting and sifting of information

#4 Synthesizing
- Organizes information
- Records and stores
- Cites sources

#5 Student applies information in a product

#6 Student evaluates the process and product

Additional ELA Study Skills

Reading

Using elements from textbooks including index, glossary, table of contents, appendix, captions, graphs, headings, titles, maps, photos and illustrations, and boldface terms.

Building Vocabulary Skills

- Using context clues to grasp new vocabulary
- Learning prefixes, roots, and suffixes to increase understanding and increase vocabulary knowledge.

Using Key Reading Strategies to Improve Comprehension.

- Annotating text
- Analysis of text structure to take notes and use appropriate graphic organizer
- Outlining
- Paraphrasing
- Skimming and scanning

Writing

Distinguish between informal and formal writing

Distinguish between expository, persuasive, narrative, and descriptive writing

Use of detail from text to support answers

Use of writing process to develop excellence is final product

Development of a well-written paragraph

Uses new vocabulary in writing.

Use language in the question to develop a response

Use of cue words.

APPENDIX

A.C.T.I.V.E. Reading Strategies

A.C.T.I.V.E. reading strategies promote deeper comprehension because

The student is focused and engaged in the text focusing on higher-level thinking.

A Ask questions

- Who/What/Where/When/Why/How?-----Literal recall
- Higher level critical thinking---Evaluative and interpretive thinking

C Create connections
- Text to self
- Text to text
- Text to the world

T Track down important information
- Pull out main ideas and details

I Infer
- Use text evidence to predict the outcome

V Visualize
- Make a mental picture in you mind about the story
- If the picture gets fuzzy STOP and reread

E Eureka! Make a discovery by putting the pieces together
- The message finally makes sense
- Everything clicks in to place

T.H.I.E.V.E.S. Prereading Strategy

T.H.I.E.V.E.S. is a prereading textbook strategy. T.H.I.E.V.E.S. is an acronym for the steps of the strategy. Using T.H.I.E.V.E.S increases comprehension and vocabulary by 75% because it allows students to link new information to their prior knowledge.

Title
- What is the title?
- What do I already know about this topic?
- What does this topic have to do with the preceding chapter?
- Does the title express a point of view?
- What do I think I will be reading about?

Headings
- What does this heading tell me I will be reading about?
- What is the topic of the paragraph beneath it?
- How can I turn this heading into a question that is likely to be answered in the text?

Introduction
- Is there an opening paragraph, perhaps italicized?
- Does the first paragraph introduce the chapter?
- What does the introduction tell me I will be reading about?
- Do I know anything about this topic already?

Every first sentence in a paragraph

- What do I think this chapter is going to be about based on the first sentence in each paragraph?

Visuals and vocabulary

- Does the chapter include photographs, drawings, maps, charts, or
- graphs?
- What can I learn from the visuals in a chapter?
- How do captions help me better understand the meaning?
- Is there a list of key vocabulary terms and definitions?
- Are there important words in boldface type throughout the chapter?
- Do I know what the boldfaced words mean?
- Can I tell the meaning of the boldfaced words from the sentences in which they are embedded?

End-of-chapter questions

- What do the questions ask?
- What information do they earmark as important?
- What information do I learn from the questions?
- Let me keep in mind the end-of-chapter questions so that I may annotate my text where pertinent information is located.

Summary

- What do I understand and recall about the topics covered in the summary?

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