Hopkins Middle School

Curriculum Overview

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INTRODUCTION

This document has been created to demonstrate Hopkins Middle School's curriculum alignment to State and National Standards for education.

SIXTH GRADE CURRICULUM - Sixth Grade English/Language Arts

Hopkins Middle School's ELA curriculum is aligned to Common Core State Standards. For more information on each standard, click the link provided.

Standard Topic	Common Core State Standard
Vocabulary Acquisition and Usage	
Determine an understanding of the conventions of standard English grammar when writing and speaking.	ELA-Literacy.L.6.1. ELA-Literacy.L.6.2.
Demonstrates understanding of conventions of standard English (capitalization and punctuation).	L.6.2.a
Reading Literacy	
Refer to details and examples in text and when explaining what the text says, always provide evidence and close reading.	ELA-Literacy.RL.6.1
Determine the theme of a story, poem, or drama and summarize.	ELA-Literacy.RL.6.2
Describe how a plot unfolds in a series of episodes and how the character changes throughout the story towards the resolution.	ELA-Literacy.RL.6.3
Determine the structure of narrative text genres (e.g. story, poem, or drama).	RL 6.5
Identify words or phrases in the text that describe or show what the narrator/speaker is thinking or feeling.	ELA-Literacy.RL.6.6
Compare and contrast different genres (fantasy and historical fiction.)	ELA-Literacy.RL.6.9
Reading Informational Text	
Cite Textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	RI. 6.1
Determine the main idea of a passage and details or facts related to it.	RI. 6.2
Determine how the title fits the structure of the text (e.g. cause/effect, compare/contrast, sequence, etc).	RI 6.5
Writing	
Introduce a claim or argument and include: clear reasons and evidence, specific word choice, and a concluding statement that follows the argument presented.	ELA-Literacy.W.6.8 ELA-Literacy.W.6.1
Write an informative/explanatory text to examine a topic, such as compare/contrast or cause/effect graphics, specific vocabulary, and a concluding statement.	ELA-Literacy.W.6.2
Write a narrative about a real or imagined experience, introducing the experience and including two or more events	W.6.3.a
Strengthen writing as needed by planning, revising, and editing.	ELA-Literacy.W.6.5
Conduct short research projects to answer a question	ELA-Literacy.W.6.7
Use information from literary and informational text to support writing (e.g. evidence from text)	ELA-Literacy.W.6.9
Paraphrase portions of a text or information.	SL.6.2
Vary sentence patterns for meaning and reader interest.	ELA-Literacy.L.6.3.a.
Determine the meaning of words using context, Greek/Latin affixes and roots, and dictionaries/thesauruses.	ELA-Literacy.L.6.4.a.
Demonstrate understanding of figurative language, word relationships, and connotation/denotation.	ELA-Literacy.L.6.5.
Identify meaning of simple similes	ELA-Literacy.L.6.5.a
Demonstrate understanding of words by identifying other words with similar/different meanings	L.6.5.b

6th Grade Math

Hopkins Middle School's Math curriculum is aligned to Common Core State Standards. For more information on each standard, click the link provided.

Power Standard Description (Topic)	Time Frame	Common Core State Standard	"I can…" Statement
Numerical Expressions & Factors	3 Weeks	Math.Content.6.NS.B.2.	I can fluently divide whole numbers.
		Math.Content.6.NS.B.4	I can find the prime factorization of a number.
		Math.Content.6.NS.B.4	I can find the Greatest Common Factor (GCF) of two whole numbers.
Fractions & Decimals	2 Weeks	Math.Content.6.NS.A.1	I can divide fractions and mixed numbers.
		Math.Content.6.NS.B.3	I can add, subtract, multiply and divide decimals efficiently.
Algebraic Expressions & Properties	4 Weeks	Math.Content.6.EE.A.2	I can write and evaluate algebraic expressions
		Math.Content.6.EE.A.2	I can write and evaluate algebraic expressions
		Math.Content.6.EE.A.3	I apply the properties of operations to generate equivalent expressions.
		Math.Content.6.NS.B.4	I can use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor.
Areas of Polygons	3 Weeks	Math.Content.6.G.A.1.	I can find areas of triangles, special quadrilaterals and polygons.
		Math.Content.6.G.A.3	I can find the distance between points with the same x or y coordinate.
		Math.Content.6.G.A.3	I can draw polygons in the coordinate plane given vertices and find lengths of sides.
Ratios & Rates	5 Weeks	Math.Content.6.RP.A.1	I can understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
		Math.Content.6.RP.A.3	I can make tables of equivalent ratios relating quantities with whole-number measurements, find missing values and compare ratios.
		Math.Content.6.RP.A.2	I can understand the concept of a unit rate a/b associated with a ratio a:b... "b" not equal, and use rate language in the context of a ratio relationship.
		Math.Content.6.RP.A.3.c.	I can make tables of equivalent ratios relating quantities with whole-number measurements, find missing values and compare ratios, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
		Math.Content.6.RP.A.3.d.	I can use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
Integers & the Coordinate Plane	3 Weeks	Math.Content.6.NS.C.5.	I can understand that positive and negative numbers are used together to describe quantities having opposite directions or values
		Math.Content.6.NS.C.6.	I can find and position integers on a horizontal or vertical number line, diagram; find an position coordinate pairs on the coordinate plane.
		Math.Content.6.NS.C.8.	I can solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane, including absolute value.
Equations & Inequalities	5 Weeks	Math.Content.6.EE.B.6	I can use variables to represent numbers and write expressions when solving a real-world or mathematical problems.
		Math.Content.6.EE.B.7	I can solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.
		Math.Content.6.EE.C.9	I can use variables to represent two quantities in a real-world problem that change in relationship to one another; these are considered dependent and independent variables, and I can analyze graphs and tables equations.
		Math.Content.6.EE.B.5.	I can understand solving an inequality as a process of answering a question: which values from a specified set make the inequality true. Use substitution to determine whether a given number in a specified set makes an inequality true.
		Math.Content.6.EE.B.8.	I can write an inequality of the form x > c or x<c to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form x>c or x<c have infinitely many solutions; represent solutions of such inequalities on number line diagrams.
Surface Area and Volume	2 Weeks	Math.Content.6.G.A.4.	I can represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.
		Math.Content.6.G.A.2.	I can find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. I can apply the formulas V = lwh and V =bh to find the volume in real-world and mathematical problems.
Statistical Measures	2 Weeks	Math.Content.6.SP.A.1.	I can recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.
		Math.Content.6.SP.A.3.	I can recognize that a measure center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.
Data Displays	3 Weeks	Math.Content.6.SP.A.2.	I can understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread and overall shape. I can display numerical data in plots on a number line, including box plots.
		Math.Content.6.SP.B.4.	I can summarize numerical data sets in relation to their context, such as by giving quantitative measures of center and variability, as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
		Math.Content.6.SP.B.5.	

6th Grade Advanced Math

Power Standard Description (Topic)	Common Core State Standard	"I can…" Statement
Numerical Expressions & Factors	Math.Content.6.NS.B.2	I can fluently divide whole numbers.
	Math.Content.6.NS.B.4	I can find the prime factorization of a number.
Fractions & Decimals	Math.Content.6.NS.A.1	I can find the Greatest Common Factor (GCF) of two whole numbers.
	Math.Content.6.NS.B.3	I can divide fractions and mixed numbers.
Algebraic Expressions & Properties	Math.Content.6.EE.A.2.c.	I can add, subtract, multiply and divide decimals efficiently.
	Math.Content.6.EE.A.2.a.	I can write and evaluate algebraic expressions
	Math.Content.6.EE.A.3.	I apply the properties of operations to generate equivalent expressions.
	Math.Content.6.NS.B.4	I can use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor.
Areas of Polygons	Math.Content.6.G.A.1	I can find areas of triangles, special quadrilaterals and polygons.
	Math.Content.6.G.A.3	I can find the distance between points with the same x or y coordinate.
Ratios & Rates	Math.Content.6.RP.A.1	I can draw polygons in the coordinate plane given vertices and find lengths of sides.
	Math.Content.6.RP.A.3.a.	I can understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
	Math.Content.6.RP.A.2.	I can make tables of equivalent ratios relating quantities with whole-number measurements, find missing values and compare ratios.
	Math.Content.6.RP.A.3.c.	I can understand the concept of a unit rate a/b associated with a ratio a:b... "b" not equal, and use rate language in the context of a ratio relationship.
	Math.Content.6.RP.A.3.d.	I can use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
Integers & the Coordinate Plane	Math.Content.6.NS.C.5	I can understand that positive and negative numbers are used together to describe quantities having opposite directions or values
	Math.Content.6.NS.C.6.c.	I can find and position integers on a horizontal or vertical number line, diagram; find an position coordinate pairs on the coordinate plane.
	Math.Content.6.NS.C.8.	I can solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane, including absolute value.
Equations & Inequalities	Math.Content.6.EE.B.6	I can use variables to represent numbers and write expressions when solving a real-world or mathematical problems.
	Math.Content.6.EE.B.7	I can solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.
	Math.Content.6.EE.C.9	I can use variables to represent two quantities in a real-world problem that change in relationship to one another; these are considered dependent and independent variables, and I can analyze graphs and tables equations.
	Math.Content.6.EE.B.5	I can understand solving an inequality as a process of answering a question: which values from a specified set make the inequality true. Use substitution to determine whether a given number in a specified set makes an inequality true.
	Math.Content.6.EE.B.8	I can write an inequality of the form x > c or x<c to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form x>c or x<c have infinitely many solutions; represent solutions of such inequalities on number line diagrams.
Surface Area and Volume	Math.Content.6.G.A.4	I can represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world an mathematical problems.
	Math.Content.6.G.A.2	I can find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. I can apply the formulas V = lwh and V =bh to find the volume in real-world and mathematical problems.
Statistical Measures	Math.Content.6.SP.A.1.	I can recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.
	Math.Content.6.SP.A.3	I can recognize that a measure center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.
Data Displays	Math.Content.6.SP.A.2	I can understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread and overall shape.
	Math.Content.6.SP.B.4	I can display numerical data in plots on a number line, including box plots.
	Math.Content.6.SP.B.5.c.	I can summarize numerical data sets in relation to their context, such as by giving quantitative measures of center and variability, as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
Integers	Math.Content.7.NS.A.1	I can add and subtract integers
	Math.Content.7.NS.A.2	I can multiply and divide integers.
	Math.Content.7.NS.A.3	I can solve problems involving integers.
Rational Numbers	Math.Content.7.NS.A.1	I can add and subtract fractions and decimals.
	Math.Content.7.NS.A.2	I can multiply and divide fractions and decimals.
	Math.Content.7.NS.A.3	I can solve problems involving fractions and decimals.
Expressions and Equations	Math.Content.7.EE.A.1	I can add, subtract, factor, and expand linear expressions.
	Math.Content.7.EE.A.2	I can rewrite an expression to simplify it.

	Math.Content.7.EE.B.4.a .	I can solve one-step equations with rational numbers. I can solve two-step equations with rational numbers.
Ratios and Proportions	Math.Content.7.RP.A.1 Math.Content.7.RP.A.2 Math.Content.7.RP.A.3	I can compute unit rates measured in like or different units. I can decide if two quantities are in a proportional relationship. I can use proportional relationships to solve ratio problems.
Percents	Math.Content.7.EE.B.3 Math.Content.7.RP.A.3	I can compare and convert between: fractions, decimals, and percents. I can use proportional relationships to solve percent problems.

6th grade Science

Hopkins Middle School's Science curriculum is aligned both to current State of Michigan Science Standards as well as Next Generation Science Standards.
For a link to an overview of the Michigan Department of Education High School Content Expectations, click here. For a link to the Next Generation Science Standards, click here.

Standard Topic	Standard Number	"I Can…" Statement
How do the structures of organisms enable life's functions?	MS-LS1-1	I can describe cell structures.
How do the structures of organisms enable life's functions?	MS-LS1-2	I can describe how cell structures are related to their functions.
How do organisms live, grow, respond to their environment, and reproduce?	MS-LS1-3	I can describe how cells, tissues, and organs form organisms.
How do organisms grow and develop? How do organisms obtain and use the matter and energy they need to live and grow? How do food and fuel provide energy?	MS-LS1-6	I can explain how organisms obtain energy.
How do organisms interact with the living and nonliving environments to obtain matter and energy? How do matter and energy move through an ecosystem?	MS-LS2-1	I can explain how matter and energy is transferred among members of an ecosystem.
How do organisms interact with the living and nonliving environments to obtain matter and energy? How do matter and energy move through an ecosystem? How and why do organisms interact with their environment and what are the effects of these interactions?	MS-LS2-3	I can explain how matter and energy is transferred among members of an ecosystem.
What happens to ecosystems when the environment changes?	MS-LS2-4	I can predict the effects of environmental changes on ecosystems.
How and why do organisms interact with their environment and what are the effects of these changes? How do organisms interact with the living and nonliving environments to obtain matter and energy?	MS-LS2-2	I can explain the interactions between living and nonliving things in an ecosystem.
What is biodiversity, how do humans affect it, and how does it affect humans/ What is the process for developing potential design solutions?	MS-LS2-5	I can generate ideas for maintaining biodiversity in ecosystems.
How do organisms grown and develop?	MS-LS1-5	I can explain how organisms grow and develop.
How are the characteristics of one generation related to the previous generation? Why do individuals of the same species vary in how they look, function, and behave?	MS-LS3-1	I can explain how traits are passed on from one generation to the next.
How do organisms grow and develop?	MS-LS3-2	I can explain the difference between sexual and asexual reproduction.
Why do individuals of the same species vary in how they look, function, and behave?	MS-LS4-5	I can explain how different genes produce different traits within the same species.
How does genetic variation among organisms affect survival and reproduction? How does the environment influence populations of organisms over multiple generations?	MS-LS4-1	I can explain how natural selection affects the survival and reproduction of a species.
What evidence shows that different species are related?	MS-LS4-2	I can explain how different species are related.
How does genetic variation among organisms affect survival and reproduction? How does the environment influence populations of organisms over multiple generations?	MS-LS4-6	I can demonstrate how genetic variation and a species ability to adapt effects survival and reproduction.

6th grade Social Studies

Hopkins Middle School's Social Studies Curriculum is aligned to the Michigan Department of Education expectations.

To download the complete standards guide for the Michigan Department of Educations Grade Level Content Expectations, please click here.

WORLD GEOGRAPHY: GRADE 6

Sixth-grade students will explore the tools and mental constructs used by geographers as they study contemporary world geography. Contemporary civics/government and economics content is integrated throughout the year. As a capstone, the students will conduct an investigation of a global issue. Using knowledge, research, and inquiry, they will analyze an issue and propose a plan for the future, including a persuasive essay.

GEOGRAPHY

- G1 The World in Spatial Terms: Geographical Habits of Mind (Foundational for Grade 7)
  - 1.1 Spatial Thinking
  - 1.2 Geographical Inquiry and Analysis
  - 1.3 Geographical Understanding
- G2 Places and Regions
  - 2.1 Physical Characteristics of Place
  - 2.2 Human Characteristics of Place
- G3 Physical Systems
  - 3.1 Physical Processes
  - 3.2 Ecosystems
- G4 Human Systems
  - 4.1 Cultural Mosaic
  - 4.2 Technology Patterns and Networks
  - 4.3 Patterns of Human Settlement
  - 4.4 Forces of Cooperation and Conflict
- G5 Environment and Society
  - 5.1 Humans and the Environment
  - 5.2 Physical and Human Systems
- G6 Global Issues
  - 6.1 Global Topic Investigation and Issue Analysis

CIVICS AND GOVERNMENT

- C1 Purposes of Government
  - 1.1 Nature of Civic Life, Politics, and Government
- C3 Structure and Functions of Government
  - 3.6 Characteristics of Nation-States
- C4 Relationship of United States to Other Nations and World Affairs
  - 4.3 Conflict and Cooperation Between and Among Nations

ECONOMICS

- E1 The Market Economy
  - 1.1 Individual, Business, and Government Choices
- E2 The National Economy
  - 2.3 Role of Government
- E3 The International Economy
  - 3.1 Economic Systems
  - 3.3 Economic Interdependence

PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION

Sample World Geography Compelling and Supporting Question		
6th	How do diffusion, trade, and migration affect people in different places?	1) How have cultural ideas diffused among different places? 2) Why do people engage in trade? 3) Why do people migrate among different countries? **Standards Connection:** 6 – G1.2.3, 6 – G1.3.1, 6 – G2.2.1, 6 – G2.2.2, 6 – G4.1.1, 6 – G4.1.3, 6 – G4.1.4, 6 – G4.2.1, 6 – G4.3.3, 6 – G4.4.1

6th Grade Health and Physical Education

Hopkins Middle School Physical Education courses are aligned to the Michigan Department of Education Standards for Physical Education. To download the complete document, please click here.

Health Topics	MDE Standard
Social and Emotional Health	4.1 4.11 4.5 4.6 4.2 4.9
Personal Health and Wellness	5.6 5.1 5.12 5.7

Physical Education Topics	MDE Standard
MOTOR SKILLS	1.2.4 1.3.1 1.4.1 1.6.1
PHYSICAL FITNESS	2.1.1 2.1.2 2.2.1 2.2.2 2.3.1 2.3.2 2.3.3
COGNITIVE SKILLS	3.2.1 3.3.1 3.3.2 3.4.1 3.4.2 3.4.3 3.4.4

6th Grade Enrichment Opportunities *(See Page 26)*

Band

Choir

Art

SEVENTH GRADE CURRICULUM

English/Language Arts

Hopkins Middle School's ELA curriculum is aligned to Common Core State Standards. For more information on each standard, click the link provided.

Standard Topic	Common Core State Standard
Writing	
Students will write arguments to support claims with clear reasons and relevant evidence.	ELA-Literacy.W.7.1.
Students will write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	ELA-Literacy.W.7.2.
Students will write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	ELA-Literacy.W.7.3.
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.7.4
Students will use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.	ELA-Literacy.W.7.6.
Students will conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	ELA-Literacy.W.7.7.
Students will gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	ELA-Literacy.W.7.8.
Reading Informational Text	
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.7.1
Analyze the interactions between individuals, events, and ideas in a text (eg. how ideas influence individuals or events, or how individuals influence ideas or events.)	RI.7.3
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.	RI.7.4
Students will analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	ELA-Literacy.RI.7.5.
Students will determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	ELA-Literacy.RI.7.6.
Students will analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	ELA-Literacy.RI.7.9.
Reading Literature	
Students will place phrases and clauses within a sentence.	ELA-Literacy.L.7.1.a.
Students will determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	ELA-Literacy.RL.7.2.

Students will analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	ELA-Literacy.RL.7.4.
Students will compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	ELA-Literacy.RL.7.7.
Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	RL.7.9
Language	
Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	SL.7.1
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.7.2
Students will use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	ELA-Literacy.L.7.4.a.
Students will choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	ELA-Literacy.L.7.1.b.
Students will consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	ELA-Literacy.L.7.4.c.

7th grade Math

Hopkins Middle School's Math curriculum is aligned to Common Core State Standards. For more information on each standard, click the link provided.

Standard Description	Common Core State Standard	"I can…" Statement
Integers	Math.Content.7.NS.A.1. Math.Content.7.NS.A.2. Math.Content.7.NS.A.3.	I can add and subtract integers I can multiply and divide integers. I can solve problems involving integers.
Rational Numbers	Math.Content.7.NS.A.1. Math.Content.7.NS.A.1. Math.Content.7.NS.A.3.	I can add and subtract fractions and decimals. I can multiply and divide fractions and decimals. I can solve problems involving fractions and decimals.
Expressions and Equations	Math.Content.7.EE.A.1. Math.Content.7.EE.A.2. Math.Content.7.EE.B.4.a.	I can add, subtract, factor, and expand linear expressions. I can rewrite an expression to simplify it. I can solve one-step equations with rational numbers. I can solve two-step equations with rational numbers.
Inequalities	Math.Content.7.EE.B.4.b.	I can solve one-step inequalities with rational numbers. I can solve two-step inequalities with rational numbers.
Ratios and Proportions	Math.Content.7.RP.A.1. Math.Content.7.RP.A.2. Math.Content.7.RP.A.3.	I can compute unit rates measured in like or different units. I can decide if two quantities are in a proportional relationship. I can use proportional relationships to solve ratio problems.
Percents	Math.Content.7.EE.B.3. Math.Content.7.RP.A.3	I can compare and convert between: fractions, decimals, and percents. I can use proportional relationships to solve percent problems.
Constructions and Scale Drawings	Math.Content.7.G.A.1. Math.Content.7.G.A.2. Math.Content.7.G.B.5	I can solve problems involving scale drawings of geometric figures including finding actual lengths and areas from a scale drawing. I can draw triangles from three measures of angles or sides, noticing when unique triangles are formed. I can use facts about vertical and adjacent angles to write and solve simple equations for an unknown angle in a figure.
Circles and Area	Math.Content.7.G.B.4 Math.Content.7.G.B.6	I can use the formulas for the area and circumference of a circle and use them to solve problems. I can solve real-world problems involving area, volume, and surface area of prisms, pyramids, and cylinders.
Surface Area and Volume	Math.Content.7.G.A.3 Math.Content.7.G.B.4	I can describe the cross sections that result from slicing threee-dimensional objects. I can use the formulas for the area and circumference of a circle and use them to solve problems.

	Math.Content.7.G.B.6	I can solve real-world problems involving area, volume, and surface area of prisms, pyramids, and cylinders.
Probability and Statistics	Math.Content.7.SP.A.1. Math.Content.7.SP.A.2. Math.Content.7.SP.B.3. Math.Content.7.SP.B.4 Math.Content.7.SP.C.5 Math.Content.7.SP.C.6 Math.Content.7.SP.C.7 Math.Content.7.SP.C.8	I can understand representative samples (random sampling) and populations. I can use samples to draw inferences about populations. I can find the difference in the mean or median of two different data sets. I can compare two populations from random samples using measures of central tendency. I can understand that probability is the likelihood of an event occurring, expressed as a number from 0 to 1. I can approximate the probability of a chance event by collecting data and producing a relative frequency. I can develop probability models and use them to find probabilities. I can find the probability of compound events.

7th grade Advanced Math

Standard Description	Common Core State Standard	
Integers	Math.Content.7.NS.A.1. Math.Content.7.NS.A.2. Math.Content.7.NS.A.3.	
Rational Numbers	Math.Content.7.NS.A.1. Math.Content.7.NS.A.1. Math.Content.7.NS.A.3.	
Expressions and Equations	Math.Content.7.EE.A.1. Math.Content.7.EE.A.2. Math.Content.7.EE.B.4.a.	
Inequalities	Math.Content.7.EE.B.4.b.	
Ratios and Proportions	Math.Content.7.RP.A.1. Math.Content.7.RP.A.2. Math.Content.7.RP.A.3.	
Percents	Math.Content.7.EE.B.3. Math.Content.7.RP.A.3	
Constructions and Scale Drawings	Math.Content.7.G.A.1. Math.Content.7.G.A.2. Math.Content.7.G.B.5	
Circles and Area	Math.Content.7.G.B.4 Math.Content.7.G.B.6	
Surface Area and Volume	Math.Content.7.G.A.3 Math.Content.7.G.B.4 Math.Content.7.G.B.6	
Probability and Statistics	Math.Content.7.SP.A.1. Math.Content.7.SP.A.2. Math.Content.7.SP.B.3. Math.Content.7.SP.B.4 Math.Content.7.SP.C.5 Math.Content.7.SP.C.6 Math.Content.7.SP.C.7 Math.Content.7.SP.C.8	

7th grade Science

Hopkins Middle School's Science curriculum is aligned to Next Generation Science Standards. For a link to the Next Generation Science Standards, click here.

Standard Topic	Next Generation Standard	"I can…" Statement
How can one predict an object's continued motion, changes in motion, or stability?	MS-PS2-1 MS-PS2-2 MS-PS2-3	Describe the motion of the object by the position of the object in relation to a reference point. Identify the two factors that determine speed. Describe forces, and explain how forces act on objects. Determine the net force when more than one force is acting on an object. Compare balanced and unbalanced forces. Describe ways that unbalanced forces cause changes in motion. Identify Newton's Laws. Build and Identify strength of electric and magnetic forces.
How do particles combine to form the variety of matter one observes?	MS-PS1-1 MS-PS1-2 MS-PS1-4 MS-PS1-6	Identify Chemical and Physical properties of matter. Identify Elements, Compounds, and Mixtures. Describe parts of an atom. Model chemical bonding. Identify acids and bases.
What is energy? How is energy transferred and conserved?	MS-PS3-2	Identify Kinetic and potential energy. Describe transformations in everyday situations.
What is meant by conservation of energy? How is energy transferred between objects or systems?	MS-PS3-2 MS-PS3-3	Temperature. Describe the differences in Conduction, Convection, and Radiation. Create a device to prevent heat transfer. Identify Kinetic and potential energy. Describe transformations in everyday situations.
What are the characteristic properties and behaviors of waves?	MS-PS4-1	Identify parts and properties of waves. Explain the difference between Transverse and longitudinal waves and how they are used. Explain how frequency and wavelength are related. Explain how sound is transmitted through medium. Explain how the ear works. Explain Frequency and pitch along with amplitude and loudness.
What is light? How can one explain the varied effects that involve light? What other forms of electromagnetic radiation are there?	MS-PS4-2	Describe EM radiation and interactions of Light. Describe reflection, refraction, and diffraction. Identify how EM waves differ from each other. Describe how reflection allows you to see things. Describe how refraction separates white light into colors.

7th Grade Social Studies

Hopkins Middle School's Social Studies Curriculum is aligned to the Michigan Department of Education expectations.

To download the complete standards guide for the Michigan Department of Education's Grade Level Content Expectations, please click here.

WORLD HISTORY AND GEOGRAPHY: GRADE 7

Seventh-grade students will review the tools and mental constructs used by historians and geographers. They will develop an understanding of World History, Eras 1–4. Geography, Civics/Government, and Economics content is integrated throughout the year. As a capstone, the students will conduct investigations about past and present global issues. Using significant content knowledge, research, and inquiry, they will analyze the issue and propose a plan for the future. As part of the inquiry, they will compose civic, persuasive essays using reasoned argument.

HISTORY

H1 The World in Temporal Terms: Historical Habits of Mind
- 1.1 Temporal Thinking
- 1.2 Historical Inquiry and Analysis
- 1.4 Historical Understanding

W1 WHG Era 1 – The Beginnings of Human Society
- 1.1 Peopling of Earth
- 1.2 Agricultural Revolution

W2 WHG Era 2 – Early Civilizations and Cultures and the Emergence of Pastoral Peoples
- 2.1 Early Civilizations and Early Pastoral Societies

W3 WHG Era 3 – Classical Traditions, World Religions, and Major Empires
- 3.1 Classical Traditions in Regions of the Eastern and Western Hemispheres
- 3.2 Growth and Development of World Religions

W4 WHG Era 4 – Bridge to Era 4: Case Studies From Three Continents
- 4.1 Crisis in the Classical World
- 4.2 Africa to 1500 CE
- 4.3 North America to 1500 CE

GEOGRAPHY

G1 The World in Spatial Terms: Geographical Habits of Mind (Foundational Expectations Addressed in Grade 6)
- G1.2 Geographical Inquiry and Analysis

G4 Human Systems
- G4.1 Cultural Mosaic
- G4.2 Technology Patterns and Networks
- G4.3 Patterns of Human Settlement
- G4.4 Forces of Conflict and Cooperation

G5 Environment and Society
- G5.1 Humans and the Environment

G6 Global Issues
- G6.1 Inquiry and Analysis

PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT

P3 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement

P4 Civic Participation

Sample World History and Geography Compelling and Supporting Question		
7th	How does historical thinking help us understand our world?	1) How do we learn about the past? 2) Does thinking about the world with historical habits of mind help to make a better world? 3) What steps and tools do historians use to do their job? 4) How do historians collect and analyze evidence? 5) How do historians use evidence to construct theories, perspectives and hypotheses (claims), and accounts about the past? **Standards Connection:** 7 – H1.1.1, 7 – H1.2.1, 7 – H1.2.2, 7 – H1.2.3, 7 – H1.2.4, 7 – H1.2.5, 7 – H1.2.6

7th Grade Health and Physical Education

Hopkins Middle School Physical Education courses are aligned to the Michigan Department of Education Standards for Physical Education. To download the complete document, please click here.

Health Topics	MDE Standard
HIV and other STI's Prevention	6.7 6.2 6.5 6.3
Sexuality Education	7.6 7.7 7.2 7.5

Physical Education Topics	MDE Standard
MOTOR SKILLS	1.2.4 1.3.1 1.4.1 1.6.1
PHYSICAL FITNESS	2.1.1 2.1.2 2.2.1 2.2.2 2.3.1 2.3.2 2.3.3
COGNITIVE SKILLS	3.2.1 3.3.1 3.3.2 3.4.1 3.4.2 3.4.3 3.4.4

7th Grade Enrichment Opportunities *(See Page 26)*

Band, Choir, Art

EIGHTH GRADE CURRICULUM

English/Language Arts

Hopkins Middle School's ELA curriculum is aligned to Common Core State Standards. For more information on each standard, click the link provided.

Standard Description	Common Core State Standard	"I can…" Statement
Reading Literature		
Identify and analyze various literary elements (theme, point of view, dialogue, irony, suspense, conflict) within a fictional text.	ELA-Literacy.RL.8.1 ELA-Literacy.RL.8.2 ELA-Literacy.RL.8.3 ELA-Literacy.RL.8.6	I can identify various literary elements in a fictional text.
Use textual evidence to explain how a literary element (such as theme) is developed and how it shapes a text.	ELA-Literacy.RL.8.2 ELA-Literacy.RL.8.6	I can use textual evidence to support how a literary element is developed in a story. I can use evidence to explain how a literary element shapes a story's plot.
Use strategies to determine the meaning of unknown words.	ELA-Literacy.RL.8.4	
Analyze whether a filmed version of a story ext remains faithful to or departs from a written text.	ELA-Literacy.RL.8.7	I can cite how a filmed version of a story compares/contrasts with the written text.
Reading Informational Text		
Use evidence to support a conclusion drawn from a text.	ELA-Literacy.RI.8.1 ELA-Literacy.RI.8.2	I can use evidence to support conclusion or claim from a text.
Analyze how different parts of a text relate to each other.	ELA-Literacy.RI.8.2	I can analyze how the arts of an informational piece connect. I can identify an author's purpose, text pattern, and texts features and explain how it contributes to the text.
Evaluate the effectiveness of an argument.	ELA-Literacy.RI.8.5 ELA-Literacy.RI.8.6	
Determine the central idea in a text and write an objective summary.	ELA-Literacy.RI.8.6	I can determine the central idea of an informational text. I can write an objective summary.
Analyze how an author uses factual and anecdotal evidence to strengthen an argument.	ELA-Literacy.RI.8.6.	
Compare and contrast how two or more texts communicate a topic.	ELA-Literacy.RL.8.9	I can recognize when two texts (on the same topic) disagree on the matter, and cite examples to support it.
Writing		
Write arguments to support a claim using relevant and multiple types of evidence.	ELA-Literacy.W.8.1. ELA-Literacy.W.8.1.a. ELA-Literacy.W.8.1.b. ELA-Literacy.W.8.1.c. ELA-Literacy.W.8.1.d. ELA-Literacy.W.8.1.e. ELA-Literacy.W.8.9	I can write an argumentative piece that contains a debatable claim, supporting evidence, and a commentary.
Write informative/explanatory texts that examine a topic and develop it with well selected ideas.	ELA-Literacy.W.8.2. ELA-Literacy.W.8.2.a.	I can write an explanatory piece that presents a topic and develops it with supporting ideas.

	ELA-Literacy.W.8.2.b. ELA-Literacy.W.8.2.c. ELA-Literacy.W.8.2.d. ELA-Literacy.W.8.2.e. ELA-Literacy.W.8.2.f. ELA-Literacy.W.8.9	
Write a narrative about real or fictional events.	ELA-Literacy.W.8.3. ELA-Literacy.W.8.3.a. ELA-Literacy.W.8.3.b. ELA-Literacy.W.8.3.c. ELA-Literacy.W.8.3.d. ELA-Literacy.W.8.3.e.	I can write a narrative piece that includes dialogue.
Produce writing that is clear, developed, organized, and uses a style that matches the topic and purpose.	ELA-Literacy.W.8.4.	I can produce writing that is clear, well developed, and uses a style that matches the text's purpose (argue, explain, narrate, etc).
Develop and strengthen the use of the writing process.	ELA-Literacy.W.8.5.	I can use the steps of the writing process (brainstorming, drafting, revising, editing, and publishing) with guidance and on my own.
Conduct research (both small and large) in order to gather information from a variety of sources.	ELA-Literacy.W.8.7.	I can conduct research in order to gather evidence from multiple sources (that support my claim or develop my topic).
Evaluate the credibility and reliability of internet based sources.	ELA-Literacy.W.8.8.	I can evaluate whether a website it credible and reliable to academic research (based on author, currency, location, content, and purpose).
Integrate researched information into writing while avoiding plagiarism.	ELA-Literacy.W.8.8. ELA-Literacy.W.8.9.	I can integrate information found through research into my personal writing. I know what plagiarism is and how to avoid it (through in-text citations and a Works Cited page).
Speaking & Listening		
Evaluate information presented in a variety of formats.	ELA-Literacy.SL.8.2	I can analyze the information presented in a variety of structures (compare/contrast, sequence, problem/solution) and formats (charts, tables, websites).
Integrate multimedia and visual displays into presentations to clarify information, strengthen claims, or add interests.	ELA-Literacy.SL.8.5	I can integrate multimedia and visual displays into presentations to clarify information, strengthen claims, or add interests.
Language		
Use grammar concepts and conventions (capitalization, punctuation, and spelling) correctly while writing.	ELA-Literacy.L.8.1 ELA-Literacy.L.8.2 ELA-Literacy.L.8.3	I can use a comma, semi-colon, colon, and ellipse correctly. I can determine when to capitalize a word. I can indentify misspelled words and use resources to correct them. I can recognize verbs (such as infinitives or participles). I can tell the difference between active and passive verbs.
Identify the meanings of unknown words using multiple strategies.	ELA-Literacy.L.8.4	I can use context clues to determine the meanings of unknown words.
Recognize figurative language, word relationships, and nuances in word meanings.	ELA-Literacy.L.8.5. ELA-Literacy.L.8.5.a. ELA-Literacy.L.8.5.b. ELA-Literacy.L.8.5.c.	I can define and identify various elements of figurative language in context.I can recognize the difference between denotative meanings and connotative meanings.

8th grade Math (Pre-Algebra)

Hopkins Middle School's Math curriculum is aligned to Common Core State Standards. For more information on each standard, click the link provided.

Standard Description	Common Core State Standard
Solving Linear Equations	Math.Content.8.EE.C.7
Transformations	Math.Content.8.G.A.1 Math.Content.8.G.A.2 Math.Content.8.G.A.3 Math.Content.8.G.A.4
Angles and Triangles	Math.Content.8.G.A.5 Math.Content.8.EE.C.7 Math.Content.8.G.A.5
Graphing and Writing Linear Equations	Math.Content.8.EE.B.5 Math.Content.8.EE.B.6 Math.Content.8.F.B.4
Systems of Linear Equations	Math.Content.8.EE.C.8 Math.Content.8.EE.C.7
Relations and Functions	Math.Content.8.F.A.1 Math.Content.8.F.A.2 Math.Content.8.F.A.3 Math.Content.8.F.B.4 Math.Content.8.F.B.5
Real Numbers and Pythagorean Theorem	Math.Content.8.EE.A.2 Math.Content.8.G.B.6 Math.Content.8.G.B.7 Math.Content.8.G.B.8 Math.Content.8.NS.A.1 Math.Content.8.NS.A.2
Volumes and Similar Solids	Math.Content.8.G.C.9
Data Analysis and Scatter plots	Math/Content/8/SP/A/1/ Math/Content/8/SP/A/2/ Math/Content/8/SP/A/3/ Math.Content.8.SP.A.4
Exponents and Scientific Notation	Math.Content.8.EE.A.1 Math.Content.8.EE.A.3 Math.Content.8.EE.A.4

8th grade Advanced Math (Algebra I)

Standard Description	Common Core State Standard	"I can…" Statement
Solving Linear Equations with a Single Variable	Math.Content.HSA.REI.A.1 Math.Content.HSA.REI.B.3	I can solve multi-step linear equations using inverse operations. I can use unit analysis to model real-life problems. I can solve linear equations that have variables on both sides. I can identify when an equation has one solution, infinitely many solutions, or no solution. I can solve an absolute value equation. I can rewrite literal equations for a given variable. I can rewrite and use formulas.
Rearrange Formulas and Equation for a specified Variable	Math.Content.HSA.CED.A.4	
Create Equations to Represent and Solve Problems	Math.Content.HSA.CED.A.1	I can use linear equations to solve real-life problems.
Solving Linear Inequalities	Math.Content.HSA.REI.A.1 Math.Content.HSA.REI.B.3	I can write linear inequalities from a statement. I can sketch graphs of linear inequalities. I can write linear inequalities from graphs. I can solve multi-step inequalities. I can write and graph compound inequalities from statements. I can solve compound inequalities.
Creating Inequalities to Represent and Solve Problems	Math.Content.HSA.CED.A.1	I can write linear inequalities to represent real-life problems. I can use linear inequalities to solve multi-step problems.
Understanding Functions and Function Notation	Math.Content.HSF.IF.A.1 Math.Content.HSF.IF.A.2	I can determine whether relations are functions. I can find the domain and range of a function. I can identify the independent and dependent variables of functions. I can use function notation to evaluate and interpret functions. I can solve problems using function notation. I can identify linear functions using graphs, tables, and equations. I can graph linear function using discrete and continuous data. I can graph equations of horizontal and vertical lines. I can graph linear equations in standard form using intercepts. I can find the slope of a line. I can use slope-intercept form of a linear equation. I can use slopes and y-intercepts to solve real-life problems.
Understanding and Graphing Linear Functions	Math.Content.HSF.IF.C.7	
Graphing Absolute Value Functions	Math.Content.HSF.IF.C.7	I can translate graphs of absolute value functions. I can stretch, shrink, and reflect graphs of absolute value functions. I can combine transformations of graphs of absolute value functions
Writing Equations for Linear Functions	Math.Content.HSF.LE.A.2 Math.Content.HSA.CED.A.2	I can write equations in slope intercept form. I can write equations in point-slope form. I can identify parallel and perpendicular lines. I can write equations for parallel lines. I can write equations for perpendicular lines.
Analyzing Scatterplots and Lines of Best Fit	Math.Content.HSS.ID.B.6 Math.Content.HSS.ID.C.7 Math.Content.HSS.ID.C.8 Math.Content.HSS.ID.C.9	I can identify correlations between data sets using scatter plots I can use lines of fit to model data I can find residuals and use them to determine how well lines of fit model data I can distinguish between correlation and causation.
Recognizing Arithmetic Sequences, Writing Equations to Model Arithmetic Sequences, and Finding a Specific Term in a Sequence	Math.Content.HSF.IF.A.3 Math.Content.HSF.BF.A.2	I can determine whether a pattern can be modeled by an arithmetic sequence. I can extend an arithmetic sequence and find a specific term in a sequence. I can write arithmetic sequences as functions.
Graphing Piecewise Functions	Math.Content.HSF.IF.C.7	I can evaluate piecewise functions. I can graph piecewise functions.
Solve Systems of Linear Equations Graphically	Math.Content.HSA.CED.A.4 Math.Content.HSA.REI.C.6	I can determine whether an ordered pair will be a solution of a system of equations. I can solve systems of linear equations by graphing.
Solve Systems of Linear Equations Algebraically	Math.Content.HSA.CED.A.3 Math.Content.HSA.REI.C.6	I can solve systems of linear equations using substitution. I can solve systems of linear equations using elimination. I can use systems of linear equations to solve real life problems.
Solving Linear Inequalities and Systems of Linear Inequalities	Math.Content.HSA.CED.A.3 Math.Content.HSA.REI.D.12	I can determine whether a coordinate is a solution of an inequality or system of inequalities. I can graph linear inequalities (in two variables). I can graph systems of linear inequalities. I can use systems of linear inequalities to solve real life problems.

Using Properties of Exponents to Rewrite, Simplify, and Evaluate Expressions (Including Rational Exponents and Radicals)	Math.Content.HSN.RN.A.1 Math.Content.HSN.RN.A.2	I can use zero and negative exponents. I can use properties of exponents to rewrite expressions. I can find nth roots. I can evaluate expressions with rational exponents.
Identifying, Graphing, and Using Exponential Functions	Math.Content.HSF.BF.A.1 Math.Content.HSF.BF.B.3 Math.Content.HSF.LE.A.1 Math.Content.HSF.LE.A.2 Math.Content.HSF.LE.A.3 Math.Content.HSA.SSE.A.1 Math.Content.HSA.SSE.B.3 Math.Content.HSF.IF.B.4 Math.Content.HSF.IF.C.7 Math.Content.HSF.IF.C.9	I can identify exponential functions. I can graph exponential functions. I can use and identify exponential growth and decay functions. I can interpret and rewrite exponential growth and decay functions. I can solve real life problems involving exponential growth and decay.
Solving Exponential Equations Using the Property of Equality for Exponential Equations	Math.Content.HSA.CED.A.1 Math.Content.HSA.REI.A.1 Math.Content.HSA.REI.D.11	I can solve exponential equations with the same base. I can solve exponential equations with unlike bases. I can solve exponential equations by graphing.
Recognizing Geometric Sequences, Writing Equations to Model Geometric Sequences and Finding a Specific Term in a Sequence	Math.Content.HSF.BF.A.1 Math.Content.HSF.BF.A.2 Math.Content.HSF.LE.A.2 Math.Content.HSF.IF.A.3	I can identify geometric sequences. I can extend geometric sequences. I can write geometric sequences as functions.
Operating with Polynomials	Math.Content.HSA.APR.A.1	I can find degrees of polynomials. I can classify polynomials. I can add and subtract polynomials. I can multiply polynomials. I can recognize special products (difference of square, perfect square trinomials)
Factoring Polynomials	Math.Content.HSA.SSE.A.2 Math.Content.HSA.SSE.B.3	I can factor polynomials using GCF. I can factor quadratic trinomials. I can factor difference of square binomials. I can factor perfect square trinomials. I can factor polynomials completely using all of the above
Solving Polynomial Equations	Math.Content.HSA.SSE.B.3 Math.Content.HSA.REI.B.4	I can solve polynomial equations by factoring and using the zero product property.
Graphing Quadratic Functions (in all forms)	Math.Content.HSA.CED.A.2 Math.Content.HSF.BF.B.3 Math.Content.HSF.IF.B.4 Math.Content.HSF.IF.C.7 Math.Content.HSF.IF.C.9 Math.Content.HSF.BF.A.1	I can identify characterisitcs of quadratic functions (vertex, axis of symmetry, y-intercept, opening up or down, domain, and range) I can graph quadratic functions of the form f(x)=ax^2
Writing Quadratic Functions	Math.Content.HSF.IF.C.8 Math.Content.HSF.BF.A.1	I can graph quadratic functions of the form f(x)=a(x-p(x-q). I can use intercept form to find zeros of functions. I can use characteristics of graphs to write quadratic functions
Comparing Linear, Exponential, and Quadratic Functions	Math.Content.HSF.IF.B.6 Math.Content.HSF.BF.A.1 Math.Content.HSF.LE.A.3	I can choose functions to model data. I can write functions to model data. I can compare functions using average rates of change.
Solving Quadratic Equations by Graphing	Math.Content.HSA.REI.D.11	I can solve quadratic equations by graphing. I can use graphs to approximate the zeros of a function
Solving Quadratic Equations (square roots, completing square, quadratic formula)	Math.Content.HSA.REI.B.4	I can solve quadratic equations by using square roots. I can solve quadratic equations by completing the square. I know the quadratic formula. I can solve quadratic equations by using the quadratic formula

Solving Nonlinear Systems of Equations	Math.Content.HSA.REI.C.7 Math.Content.HSA.REI.D.11	I can solve systems of nonlinear equations by graphing. I can solve systems of nonlinear equations algebraically. I can approximate solutions of nonlinear systems and equations

8th grade Science

Hopkins Middle School's Science curriculum is aligned to Next Generation Science Standards. For a link to the Next Generation Science Standards, click here.

Standard Description	MDE Standard
What is the universe, and what is Earth's place in it?	MS-ESS1-2 MS-ESS1-3
What are the predictable patterns caused by Earth's movement in the solar system?	MS-ESS1-1
How do people reconstruct and date events in Earth's planetary history?	MS-ESS1-4
How and why is Earth constantly changing?	MS-ESS2-2 MS-ESS2-3
How do Earth's major systems interact?	MS-ESS2-1
How do the properties and movements of water shape Earth's surface and affect its systems?	MS-ESS2-4 MS-ESS3-1
What regulates weather and climate?	MS-ESS2-5 MS-ESS2-6
How do people model and predict the effects of human activities on Earth's climate?	MS-ESS3-5 MS-ESS3-2
How do humans depend on Earth's resources?	MS-ESS3-3 MS-ESS3-4

8th grade History

Hopkins Middle School's Social Studies Curriculum is aligned to the Michigan Department of Education expectations. *To download the complete standards guide for the Michigan Department of Educations Grade Level Content Expectations, please click here.*

Standards Description	MDE Standard	
Political and Intellectual Transformations Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence	F1F1.1 (C2)	I can understand where colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights) came from and how they began experiments with self-government (e.g., House of Burgesses and town meetings) thus changing their interactions with the royal government of Great Britain after the French and Indian War
Using the Declaration of Independence, including the grievances at the end of the document, describe the role of this document in the American Revolution and The U.S. Constitution	F1F1.1(C2)	I can analyze the reasons why the colonists' core democratic values and their changing views of government led to separating from Great Britain.
Revolution and the New Nation and Describe the consequences of the American Revolution	F1.2 (C2)	I can determine how the birth of an independent republican government, creation of the Articles of Confederation, changing views on freedom and equality, and concerns over distribution of power within governments, concerns over relations between government and the governed, led to the Constitution of the United States of America
Creating New Government(s) and a New Constitution	F1.3 (C2) U3 USHG ERA 3	I can examine the challenges faced by the new nation and analyze the development of the Constitution as a new plan for governing. Judge the reasons for the adoption and subsequent failure of the Articles of Confederation (e.g., why its drafters created a weak central government, challenges the nation faced under the Articles, Shays' Rebellion, disputes over western lands). Identify economic and political questions facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention. Compare and contrast the major issues debated at the Constitutional Convention including the distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue. Justify how the new constitution resolved (or compromised) the major issues including sharing, separating, and checking of power among federal government institutions, dual sovereignty (state-federal power), rights of individuals, the Electoral College, the Three-Fifths Compromise, and the Great Compromise. Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution. Examine how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government. Using important primary documents (e.g., Mayflower Compact, Iroquois Confederacy, Common Sense, Declaration of Independence, Northwest Ordinance, Federalist Papers), examine the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.

Challenges to an Emerging Nation - Washington's Farewell - Establishing America's Place in the World - Challenge of Political Conflict - Establishing a National Judiciary and Its Power	(C2) (C3)3.3 U3.3.4 U3,3.5 U3.3.6 U3.3.7 U3.3.3 U3.3.2 U3.3.1	I can use Washington's Farewell Address to analyze the most significant challenges the new nation faced and the extent to which subsequent Presidents heeded Washington's advice. Judge the changes in America's relationships with other nations by analyzing treaties with American Indian nations, Jay's Treaty (1795), French Revolution, Pinckney's Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine. Compare and Contrast the political parties that emerged out of the competing ideas, experiences, and fears of Thomas Jefferson and Alexander Hamilton (and their followers), despite the worries the Founders had concerning the dangers of political division, by analyzing disagreements over power of the national government (e.g., Whiskey Rebellion, Alien and Sedition Acts) and of the executive branch (e.g., during the Jacksonian era, FDR era and the Obama era) • foreign relations (e.g., French Revolution, relations with Great Britain) • economic policy (e.g., the creation of a national bank, assumption of revolutionary debt) Justify the development of the power of the Supreme Court through the doctrine of judicial review as manifested in Marbury v. Madison (1803) and the role of Chief Justice John Marshall and the Supreme Court in interpreting the power of the national government (e.g., McCullouch v. Maryland, Dartmouth College v. Woodward, Gibbons v. Ogden, Worchester v. Georgia).
Regional and Economic Growth - Comparing Northeast and the South	(C4) U4.1 U4.1.2 U4.1.3 U4.1.4 U4.1.1 (C3, E1.4, 2.2)	I can examine and analyze the nature and impact of the territorial, demographic, and economic growth in the first three decades of the new nation I can compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of • agriculture, including changes in productivity, technology, supply and demand, and price • industry, including entrepreneurial development of new industries, such as textiles (E1.1) I can the labor force including labor incentives and changes in labor forces • transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices • immigration and the growth of nativism • race relations • class relations
Regional and Economic Growth * The Institution of Slavery * Westward Expansion * Consequences of Expansion	U4.2 (E1.3,1.4) (E1.1) (E1.2,1.3) U4.2.1	I can interpret the ideology of the institution of slavery, its policies, and consequences. Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears - by Andrew Jackson) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny I can generate an argument based on evidence about the positive and negative consequences of territorial and economic expansion on immigration, American Indians, the institution of slavery, and the relations between free and slaveholding states.
Reform Movements	U4.2.2 U4.2.4 (C2) (E2.1) U4.2.3	I can analyze the growth of antebellum American reform movements. I can explain the origins of the American education system and Horace Mann's campaign for free compulsory public education. I can escribe the formation and development of the abolitionist movement by judging the roles of key abolitionist leaders (e.g., John Brown and the armed resistance (Chp. 15), Harriet Tubman and the Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass), and the response of southerners and northerners to the abolitionist movement. I can analyze the antebellum women's rights (and suffrage) movement by discussing the goals of its leaders (e.g., Susan B. Anthony and Elizabeth Cady Stanton) and comparing the Seneca Falls Resolution with the Declaration of

							Independence I can analyze the goals and effects of the antebellum temperance movement. I can evaluate the role of religion in shaping antebellum reform movements.
Civil War and Reconstruction (1850-1877) The Coming of the Civil War	U4.3	U4.3.1	U4.3.2	U4.3.3	U4.3.4	U4.3.5 (C2)	I can analyze and evaluate the early attempts to abolish or contain slavery and to fully realize the ideals of the Declaration of Independence. I can compare and Contrast the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples. I can determine the role of the Northwest Ordinance and its effect on the banning of slavery (e.g., the establishment of Michigan as a free state). I can compare and contrast the competing views of Calhoun, Webster, and Clay on the nature of the union among the states (e.g., sectionalism, nationalism, federalism, state rights). I can conclude how the following increased sectional tensions • the Missouri Compromise (1820) • the Wilmot Proviso (1846) • the Compromise of 1850 including the Fugitive Slave Act • the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas • the Dred Scott v. Sandford decision (1857) • changes in the party system (e.g., the death of the Whig party, rise of the Republican party and stance of the Democrat party) I can examine the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan's role in the Underground Railroad) and effects of their actions before and during the Civil War. I can judge whether major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery help justify the Civil War.
Civil War	U5 USHG ERA 5 U5.1 U5.1.5 U5.1.6 (C2;C3)		U5.1.1	U5.1.2	U5.1.3	U5.1.4	I can evaluate the multiple causes, key events, and complex consequences of the Civil War. I can explain the reasons (political, economic, and social) why Southern states seceded and explain the differences in the timing of secession in the Upper and Lower South. I can make an argument to explain the reasons why the North won the Civil War by considering the • critical events and battles in the war • the political and military leadership of the North and South • the respective advantages and disadvantages, including geographic, demographic, economic and technological I can examine Abraham Lincoln's presidency with respect to • his military and political leadership • the evolution of his emancipation policy (including the Emancipation Proclamation) • and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence I can describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved peoples. I can construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments.

Reconstruction and its Aftermath	U5.2.1 U5.2.2 U5.2.3 U5.2.4 U5.2.5 (C2,C3, E1.2,E1.4) U5.3 U5.3.1 U5.3.2 U5.3.3 U5.3.4 U5.3.5 (C2,C5) (E2.2)	I can use evidence, develop an argument regarding the character and consequences of Reconstruction. I can describe the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, and African Americans. Describe the early responses to the end of the Civil War by describing the • policies of the Freedmen's Bureau • restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes I can describe the new role of African Americans in local, state and federal government in the years after the Civil War and the resistance of Southern whites to this change, including the Ku Klux Klan. I can analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution. I can explain the decision to remove Union troops in 1877 and describe its impact on Americans

Hopkins Middle School Physical Education courses are aligned to the Michigan Department of Education Standards for Physical Education. To download the complete document, please click here.

Health Topics	MDE Standard
Nutrition and Physical Activity	1.9 1.1 1.10 1.2
Alcohol, Tobacco, and other Drugs	2.1 2.5 2.8 2.6

Physical Education Topics	MDE Standard
MOTOR SKILLS	1.2.4 1.3.1 1.4.1 1.6.1
PHYSICAL FITNESS	2.1.1 2.1.2 2.2.1 2.2.2 2.3.1 2.3.2 2.3.3
COGNITIVE SKILLS	3.2.1 3.3.1 3.3.2 3.4.1 3.4.2 3.4.3 3.4.4

8th Grade Enrichment Opportunities *(See Page 26)*

Band

Choir

Art

Spanish

ENRICHMENT COURSES

ART *(All Grades)*

Hopkins High School Art courses are aligned to the National Visual Arts Standards. To download a PDF of the overview, please click here.

Standards Description	NVA Standards
Student will create artwork from direct observation, inspirational photos and the imagination.	Cr1.1 Cr1.2 Cr2.1 Cr2.2 Cr2.3
Student will experiment with a variety of materials, including drawing, painting, printmaking, sculpture & clay.	Cr1.1 Cr1.2
Student will generate ideas for projects by completing worksheets - learning basics, creating study sketches (mini-versions of final projects) and doing research about materials or artists.	Cr3.1
Student will present an artwork in a trimester art show and write a statement explaining their work.	Pr4.1 Pr4.2 Pr5.1 Pr6.1
Student will share artwork with peers and participate in peer critiques to provide constructive criticism.	Re7.1 Re7.2 Re8.1 Re9.1
Student will respond to both historical and contemporary artwork and interpret intention (what the artist was trying to do) and meaning.	Re7.1 Re7.2 Re8.1 Re9.1
Student will connect their artworks to ideas from culture, society, history or from experiences in their own personal lives.	Cn10.1 Cn11

MUSIC

Hopkins Middle School Music Department classes are aligned with the National Association for Music Education Standards. For a complete list of these standards and more information, please click here.

BAND *(All Grades)*

Standards Description	National Standard
Performing on instruments, alone and with others, a varied repertoire of music.	2
Improvising melodies, variations, and accompaniments.	3
Composing and arranging music within specific guidelines.	4
Reading and notating music.	5
Listening to, analyzing, and describing music.	6
Evaluating music and music performances.	7
Understanding relationships between music, the other arts, and disciplines outside the arts.	8
Understanding music in relation to history and culture.	9

CHOIR *(All Grades)*

Standards Description	National Standard
Singing, alone and with others, a varied repertoire of music.	1
Improvising melodies, variations, and accompaniments.	3
Composing and arranging music within specific guidelines.	4
Reading and notating music.	5
Listening to, analyzing, and describing music.	6
Evaluating music and music performances.	7
Understanding relationships between music, the other arts, and disciplines outside the arts.	8
Understanding music in relation to history and culture.	9

SPANISH *(8th grade only)*

Hopkins Public Schools' Foreign Language courses are aligned to standards published by the American Council on the Teaching of Foreign Languages. To see a full overview of these standards, please click here.

Skills Description	ACTFL Standard
basic vocabulary- colors, shapes, introductions conversational skills	1.2
compare/contrast English/Spanish while learning vocabulary	4.1
Name, age, origin, emotion-basic conversation	1.1
language/cultural topics that are interdisciplinary	3.1
writing skills and basic conversations	1.1 3
cultural topics-Mexico, Spain, Guatemala, Chile, and Immigration	2.1 2 3.2 4.2
Readings on vocabulary	1.2

EXPLORATORY COURSES

Hopkins Middle School Exploratory Courses are taught by our core teachers. Each teacher was asked to teach a 12 week course over some academic or life skill they are passionate about. The courses are listed below.

6th	***Description***	***7th***	***Description***	***8th***	***Description***
Intro to Spanish	*Introduction to Spanish culture, conversation, and composition.*	***Tech Trends***	*Program and Build Robots using Lego EV3 Robotics, Learn about 3D Printing and Design, Basic Bock Programming (Scratch, Code.org), Digital Music (Band Lab), Investigate some of the challenges we will face as we advance technology, Read a Science Fiction novel.*	***Kitchen Sink***	*Everything you need for young adult life. Basic cooking, budgeting, organization and more!*
Basic Botany	*Introductory botany class exploring how to grow simple plants and how various aspects affect the ecosystem, along with learning about native Michigan flora and how to identify them.*	***Current Events***	*Investigate, Analyze, and Discuss current national and international issues.*	***Greek Gods and Goddesses***	*Students will learn about Ancient Greece. We will study Mythology, Sparta, Athens, and the Hoplite soldier, the Agora, Olympics, and the Arts and Culture of the time.*
Puzzles, Problems, Spaces and Places	*Cover visual-spatial learning in math problem-solving, chess, cryptography, pentomino puzzles and tangrams (and maybe ukuleles)*	***Movies and More***	*Students will view movies they have probably not seen before and create reports demonstrating their understanding*	***Around the World in 52 Days***	*Students will explore different cultures from around the world, including essential history, culture, language, and modern life.*
Survival	*Surviving in a variety of situations (wilderness, computer/tech organization, school, the digital world, dealing with stress, etc.)*	***Art of Diversity***	*Students will learn about different cultures, history, and art from all over the world.*	***Pop Culture History***	*Students investigate the evolution, impact, and significance of pop culture through historical contexts and multimedia exploration.*
Advanced Sports and Fitness	*Students will learn strategy and game situations in different sports. They will also learn about and perform fitness activities.*	***Music Appreciation (Music in Context)***	*Students will learn about different genres and styles of music, students will be introduced to and listen to different musical pieces,*	***Socialization Through Card Playing***	*Students will develop motor, cognitive, and emotional skills, as well as social skills while learning to play different card*

			students will choose a musician and create a project on them.		*games such as rummy, and hearts.*
Art of Diversity	*Students will learn about different cultures, history, and art from all over the world.*	***Digital Design***	*Students will use online graphic design tools to create a variety of digital designs such as; posters, cards, presentations, photo books, etc.*	***Art of Diversity***	*Students will learn about different cultures, history, and art from all over the world.*
Exploring Poetry	*Students will explore and create various types of poems such as Haiku, Acrostic, Bio, Quatrain, etc.*	***Advanced Sports and Fitness***	*Students will learn strategy and game situations in different sports. They will also learn about and perform fitness activities.*	***First Aid Skills***	*Students will learn to recognize an emergency situation, appropriately respond within their capability, and provide initial bystander assistance until help arrives.*
Zoology	*Study and classification of animals- to include taxonomy and dissection.*	***Spanish 2***	*A follow-up course to an Introduction to Spanish (6th grade). Students will develop their understanding and knowledge of Spanish.*	***Logic and Reasoning***	*This course covers an introduction to formal and informal reasoning and includes instruction on logical fallacies, the premise and rationale of an argument, inductive and deductive reasoning and even fun logic puzzles such as sudoku! We will analyze the thinking and arguments of others and create our own reasoning using the principles of logic.*
Novel Study	*Students will read a novel and complete a project(s) about it.*	***More Tech Trends***	*Advanced EV3 Project and Lego Contraptions, Basic Block Programing, Animation and Game Design (Scratch, Code.org). Read and discuss the book Spare Parts.*	***Communication Skills***	*Students will learn how to communicate in a number of different ways. Students will practice presentation skills and also learn Morse Code, American Sign Language, Semaphore (flag signals) and many many more skills! Students will practice some of*

					their engineering skills through building and using some of the communication equipment (building telegraphs, flags, and maybe even a radio)!
BioFun!	*Students will study various biology projects in-depth from the science curriculum.*	***Musicals, Movies, & More!***	*Students will learn about plays, musicals, screenplays, and movies with a focus on the art of storytelling. Students will produce written works that reflect on each of the pieces we explore.*	***Law Enforcement***	*Students will learn about the history of law enforcement, detective work, ethics and illegal substances.*