

If you believe, like we do, that public education should be innovative and engaging, that all children should be challenged and held to high expectations, and that they should be happy throughout the process, please support our important work by making a tax-deductible donation to the Marblehead Charter Education Fund. Go to: [marbleheadcharter.org/development](http://marbleheadcharter.org/development).

Thank you.



**MCCPS**

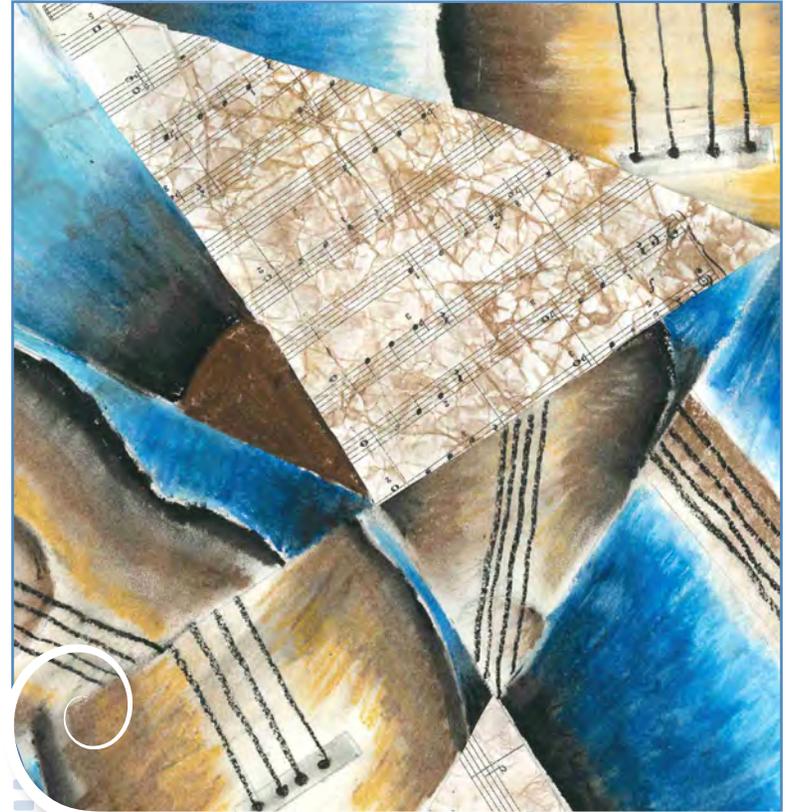
17 Lime Street, Marblehead, MA 01945

781-631-0777

[www.marbleheadcharter.org](http://www.marbleheadcharter.org)

Please turn off all cell phones or other electronic devices.

They could distract from, or interrupt,  
the students' performances. Thank you.



**MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL**

PRESENTS

## *A Public Exhibition of Student Work*

Thursday March 9, 2017 6:00 pm - 8:00 pm

# Opening Ceremonies

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## **Welcome in Spanish, French, & English**

Emma Lawler, Caroline Johnson, and Liam Conley

## **Jazz Band - Directed by Adria Smith**

*Feeling Good* by Anthony Newley

*Leslie Bricusse* arranged by the MCCPS Jazz Band

## **Romeo & Juliet**

Enjoy a scene from this classic play.

## **Guest Speaker**

George Sabin, MCCPS Class of 2013

## **Closing Remarks**

Nina Cullen-Hamzeh, Head of School

## **Student Exhibitions**

Visit your child's grade level from 6:30-7:15.

Then explore the other grades from 7:15-8:00.

The students will be dismissed  
by their Advisory Teachers at 8:00.

# *Founding Faculty Award*

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**2016**

*Dominique Dart*

**2015**

*Matt Young*

**2014**

*Robert E. Erbetta*

**2013**

*Carol McEnaney*

**2012**

*Pamela Haley & Eileen Perry*

**2011**

*Adria Smith*

**2010**

*Jeffrey Barry*

**2009**

*Rebecca Perry*

**2008**

*Randy Sigler*

**2007**

*Ann Chandler*

**2006**

*Matt Cronin*

**2005**

*Francine Rinfret-Cronin*

**2004**

*Molly Wright*

**2003**

*Deb Galiel*

**2002**

*Kay O'Dwyer*

**2001**

*Felice Koslen & Nina Cullen-Hamzeh*

**2000**

*Katie Sullivan*

**1999**

*Pam Miller*

# *Message from the Head of School*

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Dear Marblehead Charter Families and Friends,

Welcome to Exhibition! Tonight is a celebration of the children's collective and individual learning, and I am pleased that you are here with us to witness their accomplishments. Exhibition is always an extraordinary night, but it is not simply a celebration. From an educational perspective, our three Exhibitions each year represent so much more. Research shows, and our practice affirms, that performance assessments inspire high levels of student achievement by making the learning engaging, rigorous, meaningful, and collaborative. Additionally, the students' understanding that an audience will view, inspect, and likely question what was learned and is presented provides an effective motivator for most children to do their very best work.

As you tour the building, please note that all projects are grounded in the state's curriculum frameworks/common core. Most of the projects require complex thinking and the application of content and skills that go beyond traditional tests, and academic rigor is ensured via four performance levels. You should also see evidence of collaboration between the teachers and students.

If you're unable to experience everything that each grade level has to offer tonight, please come back tomorrow morning at 8:45 for Exhibition part 2 when we will do it all again for ourselves. Thank you for supporting our important work.

Sincerely,  
Nina Cullen-Hamzeh  
Head of School

# *Message from the MCCPS Board*

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Dear MCCPS Families and Community,

On behalf of the MCCPS Board, welcome to the second Exhibition of the 2016 - 2017 academic year. We are thrilled to have you join with us to celebrate our children's accomplishments.

The MCCPS Board fully supports the mission of our school to empower our children to become capable, self-determining, fully engaged individuals who are critical and creative thinkers, committed to achieving their highest intellectual, artistic, social, emotional, and physical potential. The Exhibition is one example of how MCCPS achieves this mission.

In our efforts to support MCCPS and its mission, the Board is continually working with the school administrators, staff, parents, and the community in order to provide MCCPS with the tools to achieve its mission. For example, the Board recently participated in a site visit that was conducted by the Department of Elementary and Secondary Education. The initial feedback from the team was that the site visit was a success and that all participants, students, teachers, administrators and Board members gave a positive impression of MCCPS. Another example of Board's support of the school is the recent appointment of Tony Palladino's to the Board as a teacher representative. With Ellen Lodgen, Tony will contribute staff perspective to the Board's work and decisions.

In our efforts to serve the MCCPS community, the Board is continually looking for new members from the MCCPS community and the community at large. The Board meets on the last Tuesday of every month, and we encourage all to attend in hopes that you may consider joining the Board or one of our committees.

We hope that you enjoy tonight's program and we hope to see you at a future Board meeting.

Sincerely,  
Bill Bowden  
MCCPS Board Chair

# *Members of the MCCPS Board of Trustees*

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Board Chair:	Bill Bowden
Board Vice-Chair & Personnel Chair:	John Stickevers
Board Clerk & Governance Committee:	Paul Baker
Board Treasurer & Finance Chair:	Karl Smith
Academic Excellence Chair:	Sean Killeen
Community Relations Chair:	Paul McCarthy
Teacher Representative & Development Chair:	Ellen Lodgen
Finance Committee:	Jen Jewell
Teacher Representative:	Tony Palladino
Communications Chair:	Katie Hope
Head of School:	Nina Cullen-Hamzeh

## Board & Committee Meetings

- The Board of Trustees meets monthly.
- Most committees of the board meet monthly.
- The dates and times of board and committee meetings can be found on the school's website at <http://marbleheadcharter.org/calendar/>.

## Communicating with the Board

- To send a message to the board, write to [board@marbleheadcharter.com](mailto:board@marbleheadcharter.com).
- Each regular board meeting includes time for public comment.

# *Volunteers to Date 2016-17*

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*Aly Anesbansley, Judy Arnold, Mike Auerbach, Paul Baker, Fiona Barrett, Judith Black, AnneMette Bontaites, Bill Bowden, Jeremy Bumagin, Bryan Burns, Dawn Buxbaum, Cynthia Canavan, Heather Cerar, Star Connor, Roj Cowles, Matt Christensen, Nina Cullen-Hamzeh, Michelle Doran, Maria Duggan, Christine Durkin, Peter Easterlind, Bob Erbetta, Fred Ferris, Lisa Fowler, Ed Harvey, Humphrey Gardner, Sara Garibotto, Paula Gold, Elina Goldina, Sebastian Hamzeh, David Hausler, Tanya Hawley, Beth Hoffman, Katie Hope, Breck Hostetter, Kim Hutchinson, Amy Imboff, Kim Indresano, Lianne Ivers, Crissy and Richie Jache, Alexandra and Peter Jaffe, Peter Jalbert, Jen Jewell, Maureen Kay, Therese Kelleber, Courtney Kelly, Becca Kenneally, Vickie Kenneally, Jody Kerble, Julie Kiernan, Carrie and Sean Killeen, Paul Korins, Suzanne LaBrie, Amy and Chas Leveroni, Melanie Lloyd, Matthew Lloyd, Brian Lucas, Steve MacCallum, Paul McCarthy, Meghan McGowan, Mike Mele, Jessica Merriam, David Moore, Shira Moss, Andi Oberlander, Ashley Offret, Anna Ortiz, Kari Pike, Paula Poss, Helen and Christopher Riegle, Francesco and Patricia Rietti, Lena Robinson, Laurie-Sue Rodrigues, Renilda Rodrigues, Samantha Rosato, Rachel Rowe, Erin Rule, Amy and Bryan Ruocco, Drew Russo, Nikki Sabin, Carrie Schluter, Barbara Schneider, Lisa Schneider, Susan Schrader, Stephanie Scola, Liz Scroope, Rosie Segil, Tim & Jean Sheehy, Lori Sherf, Ervina Shehaj, Maria Sibella, Jeanne and Karl Smith, Jeffrey Snell, Melissa Stacey, John Steinberg, John Stickevers, Jen Stoddard, Laurie Stolarz, John Sullivan, Katie Sullivan, Naomi Takata, Nichole Thompson, Tiffany Uttam, Heather Wager, Anathea Waitekus, Emily Westhoven, Robin Windom, Ben Yellin*

*We want to be sure to acknowledge everyone who has supported Charter via volunteering and/or donating, so if we've missed you/anyone, please let us know right away by emailing [kboles@marblebeadcharter.com](mailto:kboles@marblebeadcharter.com). Thank you!*

# *Donors to Date 2016-17*

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Kimberly Atkins, Catherine Brown, Paul Baker, Susan Benua, Neringa Bryant, Alicia Churchill, Clifford Electric Company, Susan Conlin, Roger Cowles, Joseph Cronin, Friends of Marblehead Public School, Julia Glass, Patricia Green, Paula and Bruce Gold, Katherine Hempel, Katherine Howe, Phoebe Hoyt, Anna Irving, Peter Jalbert, Dom Jorge, Deirdre James, L & D Financial Services, Kathy Lombard, Suzanne LaBrie, MCCPS Foundation, Lynn and Ron Myrick, John Nardizzi, Patricia and John Patti, James Pert, Willie Soon and Julia Pham, Paula Poss, Brian Romer, Seung Cheol Ryu, Joan and Jeffrey Sachs, Lena Samperi, Sapient Corporation, Dale Seamans, Lisa Schneider and John Stickevers, Barbara Schneider, Jean and Tim Sheehy, Alanna Shone, Maria and Marc Sibella, Jennifer Stoddard, Felice Stubbs Bill Sullivan, The Beverly Community Impact Fund, Tom & Erin Underwood, Tiffany Uttman, Emily and Ulf Westhoven, Alison Williams, Mitch Wondolowski.

A Travola, American Repertory Theatre, Anderson Street Auto Body, A-1 Lighting, Alison Trick, Arnould Gallery, Aviation American Gin, Art Supply, A Street Frames, Atlantic Importers, Barrelman, Bayshore Resort, Bayside Resort, Benevento Insurance Agency, Bent Water Brewery, Bernstein Law Group, Bill Sullivan, Bin 26 Enoteca, Blue Ox, Bobbles & Lace, British Wholesale Imports, Boston College Athletic Department, Boston Children's Theatre, Bully Boy Distillery, Bus Stop, Cafe Vesuvius, Charles River Wine Company, Cheesecake Factory, Chestnut Sweet, Cinquecento Roman Trattoria, Christine D'Anjou, Classic Wines, Coffey Ice Cream, Cowan Insurance Company, Cressy Real Estate, Dandee Donuts, Dave Somerset, IT, Deacon Giles Distillery, Discovery Museum, Down the Road Brewery, Essex River Cruises, Equal Exchange Coffee, Far from the Tree Cider, Fireplace Restaurant, French & Italian, Gaslight Lynnfield, Global Wine Company, Glover's Marblehead Regiment, Grafton Street, Grace Oliver, Haley's Wine and Spirits, Hamzeh Mystique Films, Harvard Art Museum, Hawthorne Hotel, Healey Bus Inc, Hestia Creations, Hawthorne Hotel, Henniker Brewery, Hip Baby Gear, Holistic Heart, Horizon Liquors, Howling Wolf Express, Huntington Theatre, Ipswich Ale, Jambu Jewelry, Kagan Family, Kappy's, ICA Museum, Iggy's Bread, Isabella Stewart Gardner Museum, Jillian's Lucky Strike Lanes, Kings Bowling, La La Rokh, Laser Quest, Lausier and Lauseir LLC, Laser Quest, Leap Fitness, Maddie's Sail Loft, Management Design Associated, Marblehead Children's Center, Marblehead Village Market, Marblehead Collision, Marblehead Bank, Marblehead Flower House, Marblehead Little Theatre, Marblehead Opticians, Marblehead Outfitters, Massachusetts Museum of Contemporary Art, Merrimac Liquors, Michael Stone Portraits, Mise Wines, Mo's Massage, Moore and Moore Hairdressing, Mount Sunapee Ski Resort, Mud Puddle Toys, National Grand Bank, Nature's Classroom, Newburyport Brewing, North Shore Music Theatre, Notch Brewery, North Shore Music Theatre, Oceanview Glass, Oz Wines, Pavlo Orthodontics, Peabody Essex Museum, Pico Mountain Ski Resort, Portland Sea Dogs, Prime Motor Group, Privateer Rum, Puppet Showplace Theatre, Roger Williams Park Zoo, RN Esthetics & Laser Co., Rumson's Rum, Sagan Realty, Rockport Music Theatre, Salem Five Bank, Salem Waterfront Hotel, Salem Witch Museum, Scribe Paper & Gift, Seaboard Luke Beer, She, Stony Creek Brewery, Taberna de Haro, Naomi Takata, Tamazcal Tequila Cantina, Dr. Keith Taylor, Tides Restaurant, Tory's Jewelers, Travola Ristorante, Warwick Theatre, Wachusett Mountain Ski Resort, United Liquors, Weaver Orthodontics, Yoga Loft

# 4th Grade

## Global Theme: Communities and Individuals

### What makes a community?

#### Students will understand...

How communities develop and evolve

That there are similarities and differences  
within and among communities

That diversity enhances a community

How needs are met within a community

The interdependence of communities

### What is my role as a community member?

#### Students will understand...

The privileges, rights, and responsibilities of  
community membership

How people shape and are shaped by groups

# 4th Grade

## Our Journey to Ancient Egypt and Ancient China ~ Students as Readers and Writers

### Essential Questions

How does geography and climate affect the development and sustainability of an ancient civilization?

How are class systems structured in Ancient Egypt? What do these social classes tell us about this civilization?

What can we learn about ancient civilizations from the artifacts they leave behind?

### Fictional Narratives

What are the traits of high-quality fiction?

How can descriptive writing tools such as dialogue, sensory details, and complex sentences and word choices enhance my writing and “create imagery” for my audience?

Using the present tense, students wrote a three paragraph narrative that described the life of an Egyptian pharaoh. The first paragraph focused on the life and achievements of the pharaoh. The second paragraph focused on the pharaoh’s palace and a banquet with attention paid to the foods that were served. The third and final paragraph focused on the pharaoh’s plans for the afterlife including a description of mummification.

Students constructed a clay mummy and decorated a sarcophagus. Students paid close attention to the steps of mummification including placing a Wadjet eye over the abdominal incision and a vulture amulet over the throat. Students carefully wrapped mummies with linen strips and created a face mask. Additionally, students made and included four canopic jars to hold the internal organs. Students wrote a mummification process to describe the steps that went into creating their individual projects.

# 4th Grade

Students created an interactive notebook which included a map of China and focused on geography and life along the northern Huang He River (Yellow River) and southern Yangtze River (Long River). Students studied contributions from China such as kites, cannons, gunpowder, fireworks, the compass, silk, the lunar calendar and bronze. Additionally, students included pages about Chinese Emperors, dynasties, religions, and architecture.

In Art, students created authentic reproductions of a pharaoh's tomb. After learning about some of the traditions and celebrations associated with Chinese New Year, they created Chinese dragon puppets.

In Music, students have composed, notated and performed Egyptian and Chinese inspired original compositions.

## Performance Times

The work will be displayed in the 4th grade classroom

Music performances will be ongoing in the advisories from 7:00-8:00.

## Questions to Ask the Students

*Who is the Egyptian pharaoh you researched?*

*What were his/her greatest achievements?*

*What interesting facts can you explain about mummification?*

*What types of food were served at Egyptian banquet?*

*How is Egyptian class structure organized?*

*What are some contributions from Ancient China that are still used today?*

*Why were rivers so important to the location of cities?*

# 4th Grade

## The Number Project

Student “mathematicians” selected and explored a number of their choice (1-100) and designed a creative poster representation along with an informational composition. Each presentation included interesting and significant facts such as: even or odd, factors, multiples, and symbols in other number systems.

The students expanded their understanding of number theory and expressed numbers in a variety of ways. As a cross curricular integrated activity, they demonstrated their ability to write an informational essay about math.

## Questions to Ask the Students

*Is the number prime or composite? How do you know?*

*Is the number even or odd? How do you know?*

*What is the complete factor set?*

*What are some multiples of your number?*

*What are some interesting facts about the number?*

*Is there a reason your chose this number?*

# 4th Grade

## Salt Dough Nile River Maps

Student “geologists” studied the landforms near the Nile River. Students integrated math in their project as they measured the ingredients for their salt dough maps. The maps were made by mounting self-hardening dough onto cardboard. Students formed the mountains and other physical landforms, and then allowed the dough to dry so it could be painted.

The students expanded their understanding of ancient civilizations through their project. As a cross curricular integrated activity, they demonstrated their ability to describe the area where Ancient Egyptians lived. Students used an atlas and their geography skills to fill out a map of the Nile area before creating their salt dough maps.

## Questions to Ask the Students

*Where did the Ancient Egyptians live?*

*What are the different landforms found on the map?*

*What do the different colors of your map represent?*

*How did you make your salt dough map?*

# 5th Grade

## Global Theme: Communication

### How does communication occur?

#### Students will understand...

That there are many different ways, forms, means to communicate

Factors that influence communication

How to communicate effectively

### What are the purposes of communication?

#### Students will understand...

That communication is used for a variety of purposes

The importance of communicating ideas clearly

# 5th Grade

## Revival & Rebirth : Researching the Renaissance

Fifth grade students have demonstrated their understanding of the Renaissance by becoming some of the great thinkers, artists, and scientists of the era. Students have written a formal research paper and created artifacts to represent the accomplishments of these Renaissance people. Tonight, each student has dressed as the historical figure he/she has studied, and has prepared a monologue to share the achievements of this Renaissance individual. In addition, students painted a mixed media/collage self-portrait in the style of the Renaissance.

In science students researched inventions of the Renaissance and the lives of some of the brilliant minds of that time. Students learned about simple and complex machines and identified those components in the inventions they studied. They learned about the invention process and how inventions went through many modifications before they became the devices we know today. Students reflected on the impact of the invention on the world at that time, analyzed qualities that made the inventor successful and they connected these ideas to their understanding of the birth of new ideas that characterized the Renaissance.

In music class, students have sung, studied, and performed Renaissance music. This included a performance of *Pastime With Good Company* and they have written an essay about Renaissance music.

To complete the endeavors to become a well-rounded Renaissance person, students have learned a historically accurate dance.

# 5th Grade

## Performance Times

Students in O'Dwyer Advisory will deliver their monologues from 6:30 to 7:00 while the students in Hunt Advisory share their science projects. Both classes will switch rooms and Hunt Advisory will then deliver their monologues in the Renaissance Salon in 5 O from 7:05 to 7:35 while science work is shared in 5H.

Your sojourn in the Renaissance era will conclude with some dance and music of the period, performed by the fifth grade in Charter Hall at 7:45 PM.

## Questions to Ask the Students

*What is meant by the Renaissance?*

*How are you a true Renaissance person?*

*What was your greatest accomplishment?*

*Why should you be remembered?*

*How does your clothing communicate status?*

*Why were laws passed restricting what people could wear?*

*What are the different subjects involved in preparing for this exhibition?*

*How did the Renaissance differ from the Middle Ages?*

*What is your invention?*

*Who is your inventor?*

*How did your invention change the world?*

*What motivated your inventor and what Essential Habits did he use?*

*What connections can you make to the Global Theme of Communication?*

*Can you share some historical facts about Renaissance music?*

*What new techniques were used in art during the Renaissance?*

# 5th Grade

## Spanish - La Casa de mis Sueños

Students worked in collaboration with Art class to create their dream house. They designed the exterior of the house in any shape they wanted and decided what the best layout would be for the indoors. The location of their house was also open, so some houses are near mountains, in space, flying blimps or submerged submarines. Additionally, students wrote a description of where the house is located, as well as shape, size, how many rooms and floors it has, while using adjectives, prepositions, and household vocabulary. You might want to ask the students:

### Questions to Ask the Students

*Why do you like your house?*

*Can you name several rooms in Spanish?*

*Can you point out objects in the house and say their name in Spanish?*

## French - La maison de mes rêves

For their second trimester French exhibition project, students have created their dream house and described it in French using the vocabulary covered in class. After creating their landscape collage with Mrs. Dart, they designed the outside and the inside of the house in great details. They then worked on describing, in French, the environment in which they decided to place their dream house, the exterior and interior of their house, room by room, using as many details about furniture, wall colors, and location of objects as possible. They had to use the expression “il y a”, location prepositions, adjectives, and of course vocabulary on furniture and rooms.

### Questions to Ask the Students

*Can you tell me, in French, where your house is?*

*Can you name the rooms of your house in French?*

*Can you describe them to me by naming the different pieces of furniture in each of the rooms?*

*Can you point out objects in the house and say their name in Spanish?*

# 6th Grade

## Global Theme: Change Cycles and Transformations

**What are cycles and where do they appear in our world?**

**Students will understand...**

Where cycles exist in culture

Where cycles exist in the environment

Where cycles exist within themselves

**What are the costs and benefits of change?**

**Students will understand...**

How to predict and evaluate the outcomes of changes

That with any change comes gains and losses

That perspective influences perception of change

**How do I create change?**

**Students will understand...**

How to identify and use available resources

How to create personal goals for change

That to create change, a commitment to a process is necessary

# 6th Grade

## From The Cosmos To Our Solar System

During this term, students explored and developed an appreciation of the vastness of the Universe, the Life Cycles of Stars, the types of Energy and the way in which all energy/light/sound travels, our Solar System's planets and the ancient and modern civilizations technologies that are used to study the Universe. During the course of their studies, students created a variety of examples of their learning that include a Presentation on the Electromagnetic Spectrum, a "Wanted Poster" detailing interesting facts about their planets they researched, an expository science research paper detailing the biographical and scientific achievements of an astronomer, mathematician, or person that is connected to the planet they chose to research, and "The Solar System In Your Colony" Project which is a synthesis of the math they have learned about ratios, proportions, and scale by making a scale model of the Solar System within an (18" x 24") map of the colony they created in Humanities and the conversion standard units to metric units.

## Building the American Colonies

While learning about the formation of the original 13 English colonies in the New World, students created their own colonies. The students incorporated their understanding of government, infrastructure, and economy to build a colony from the ground up, beginning with the difficult journey across the Atlantic. Throughout the process students worked collaboratively to establish their English colony in the New World, using their knowledge of geography, climate, and natural resources to guide their decision making.

## Expository Writing

The sixth graders wrote a well-developed, multi-paragraph expository essay in response to prompts about the motivations for leaving England in the 1600's, as well as the factors that contributed to success in the New World. Based on their research, students articulated a thesis and supported it with facts from various sources.

# 6th Grade

## Music

In Music, students have composed, notated, and performed original keyboard pieces about the planet they have studied. They have used Kepler's Planetary research for inspiration.

## Performance Times

Students Come listen to their masterpiece in 6C and 6s from 6:30-8:00. Students performance times will be posted outside the classrooms.

## Art

In connection with their science studies, 6th graders researched images from pictures of planets to inspire their drawings of the cosmos. They used chalk pastels techniques to color their planets and backgrounds.

## French - Voici mon collègue

For their second trimester French exhibition project, 6th grade students have been working on creating a booklet presenting their "collège" in French. The booklet includes their school schedule, a floor plan of their school, a presentation and a description of their teachers, a presentation of their classmates, a bird's eye view of their classroom, a description of the items they have in their backpacks and a list of their favorite things at school. It was an ambitious project and I am proud of the perseverance and patience they have all put into it!

## Spanish

Students wrote a one page autobiography, incorporating vocabulary and grammar learned so far, with the main focus being describing themselves, their personality, what activities they like/don't like to do, as well as favorite foods and beverages. Some students also decided to describe family members and pets.

# 6th Grade

## Questions to Ask the Students

*Science:*

*How are the distances of the planets measured in the Solar System?*

*How is time and distance measured in the Universe?*

*When you look at a star in the night sky, are you looking into the past or the future?*

*What is the unit of measure and distance of Earth from the Sun?*

*In what form does energy, light/sound travel?*

*What are the 3 main types of galaxies?*

*Math:*

*What is a ratio?*

*What is a proportion?*

*What is a scale model?*

*Humanities:*

*In what ways did the European settlement of the New World impact the native populations and environment of the Atlantic coast?*

*Why did people leave England to come to the New World?*

*What led to the success of Puritan colonies in Massachusetts?*

*What were the crucial elements involved in establishing your own colony?*

*What considerations did you have to make?*

# 6th Grade

## Questions to Ask the Students

*French:*

*Tell me, in French, who Mr. Condon is.*

*In French, tell me where you have lunch at school.*

*What about gym class?*

*Present, in French, your classmates.*

*Tell me, in French, what you study on Monday.*

*Tell me, in French, what items you have in your backpack.*

*Spanish:*

*Students should reply in Spanish.*

*What is your favorite food?*

*When were you born?*

*What activities do you like to do?*

*What adjectives would you use to describe yourself?*

# 7th Grade

## Global Theme: Conflict and Harmony

### What is conflict?

#### Students will understand...

How to recognize different types of conflict  
That conflict often leads to change

### What is harmony?

#### Students will understand...

Where harmony exists in the world  
How harmony can be achieved and sustained

### What is my role in creating both conflict and harmony?

#### Students will understand...

How to resolve conflicts  
How to recognize the importance of mutual respect  
and sensitivity in creating harmony

# 7th Grade

## Ecosystem Web Design

Incorporating Science, Global Studies, Foreign Language, and Health, students developed their own websites depicting a variety of information surrounding a biome and the life within it.

Each site has approximately 5 categories: biome, food web, explorer (human impact), emergency preparedness (health), and travel (Foreign Language).

**Biome-** Students introduce their biome by describing the features, including climate, physical geography as well as some of the characteristics of the plants and animals that inhabit that region.

**Food Web-** Students researched the organisms that live in their biome and created a food web that shows some of the interactions between them. A number of the more important plants and animals were chosen for a more detailed explanation.

**Explorer-** Studying an explorer or scientist whose work focused on the specific biome, students examined the human impact of these findings.

**Emergency Preparedness-** Students have listed what would be needed in a first aid kit to explore that climate, terrain, and ecosystem. They wrote a short introduction explaining the biome and pretending that they are an explorer leading an expedition. They wrote about what injuries or illnesses they may encounter and what supplies would be needed to prepare for exploration in a specific biome.

**Travel (French)-** Students had to take on the identity of an explorer of their choice. We worked together on identifying the type of climate, flora and fauna they would have been exposed to, and describing how they had to dress and what they had to eat, all depending on the type of ecosystem they explored and all in French, évidemment!

**Travel(Spanish)-** Students created a travel journal in order to document their travels and adventures, while taking the point of view of the explorer they researched. Their entries included the date, location, weather, what they see in their surroundings and express if they like it or not, and finally what clothes they wore and what foods and beverages were available.

# 7th Grade

## Questions to Ask the Students

*How did you create the website?*

*How did you decide what information should or should not have been included?*

*What did you learn from this project that expanded your knowledge of ecosystems?*

*What factors influenced the layout and design of your website?*

*French:*

*Comment t'appelles-tu?*

*Quelle est ta nationalité?*

*Quel pays explores-tu?*

*Quel temps fait-il dans cet écosystème?*

*Quels animaux rencontres-tu?*

*Quels vêtements portes-tu?*

*Qu'est-ce que tu manges?*

*Qu'est-ce que tu bois?*

*Spanish:*

*What region did you explore?*

*What was the weather like?*

*What clothes did you bring?*

*How challenging was it to prepare or get a meal or water?*

# 7th Grade

## Romeo and Juliet: Our Adaptation

Seventh graders experienced several different adaptations of Shakespeare's play Romeo & Juliet. Groups of students will perform selected scenes from the original text. Students will demonstrate their understand of the character's mood, emotions and perspective through their body language, voice inflection and tone. Each student will help plan his or her costume and acquire the props necessary for their scene.

In Art, students applied their knowledge of body proportions and motion to illustrate a quote from Romeo and Juliet using a faux stained glass technique. The 7th Graders have learned to sing the Romeo and Juliet Theme song, A Time for Us. Students have written a literary analysis essay examining the themes in Romeo & Juliet, accurately citing evidence from the text to support their claims.

## Performance Times

Romeo and Juliet will be performed in 7T. Please check with your child and/or the teachers for specific times.

## Questions to Ask the Students

*How did you prepare for your role?*

*What was the most challenging part of memorizing your lines?*

*What theme did you choose, and how did it display conflict and harmony within the play?*

## Flat: Music Notation Program

The 7th Graders have used notation software, Flatio, to compose a piece about a movie or video game. They have written a description of how the music explains the story.

# 7th Grade

## Performance Times

Music compositions ongoing from 6:30-8:00

## Questions to Ask the Students

*What was your favorite part of this project and/or your composition?*

*What challenges did you face when using a new notation program?*

*How does your music tell a story?*

## Book Bloggers

Taking on the role of a book blogger, seventh graders have written and published book reviews on some of their most recent reads. This is a long term project and we are just completing stage one. In the future the books in the 7th grade library will include QR codes that link to the website.

Visitors will be given an opportunity to explore the Book Blogger website in its current form. They will be able to provide feedback and possibly find a recommendation for a great future read!

## Questions to Ask the Students

*Explain the editing and publishing process used for this project.*

*What is the ultimate goal of this website?*

# 8th Grade

## Global Theme: Character & Identity

### Who am I and who am I becoming?

#### Students will understand...

How various influences affect their identity and character

How personal choices shape identity and character

How identity is expressed

### What is character?

#### Students will understand...

How character is formed

How character is expressed

How character is judged

### What is group identity?

#### Students will understand...

How group identity is created

How group membership affects point of view

How one maintains individual identity as a group

# 8th Grade

## The Persistence of Memory

In Humanities, students transitioned from exploring their own character to an analysis of what it means to identify with a group, and specifically how groups target other groups in war. The centerpiece of the exhibit is the design of memorials to commemorate acts of genocide from the 20th century. Students also wrote corresponding essays that present the historical background of the event they researched and an analysis of how they have chosen to memorialize their event.

## Performance Times

Humanities projects are displayed in the Community Room.

## Questions to Ask the Students

*Why did students choose their particular design to memorialize their event?*

*What symbolism is being used in their memorial?*

*What is the scale of their memorial?*

*What was the construction process?*

*What did they learn about their event through research?*

## French - Salut les amis!

The students have been communicating with three middle and high school students from a small town in Southern France. The communication is based on exchanging short videos. They have received a few videos in which the students present themselves. These videos were specifically addressed to them. They viewed the videos in class and they, in turn, responded to them by creating their own, presenting themselves, where they live, what they like to do in their spare time, responding to the questions French students asked them, and asking questions they had for them. We are hoping to develop this project throughout next trimester with more exchanges!

# 8th Grade

## Questions to Ask the Students

*Who are your correspondants? How old are they? Where do they live?*

*What are their favorite activities?*

*What questions do you have for them?*

*Would you like to meet them in person? Why?*

*From the videos you have received from the French students, do you feel your life is more similar to theirs than different, or the other way around?*

## Spanish - La Tira Cómica

The students created a comic book with a theme of their choice and developed the storyline and characters. They incorporated vocabulary learned so far, such as greetings and introductions, where a person is from, adjectives to describe a person, weather and dates, telling time, phone numbers, daily schedules, classroom phrases, describing a class or location, school/after-school activities, express feelings, likes and dislikes, foods and beverages.

## Questions to Ask the Students

*What was the most challenging part of the project?*

*Where did the inspiration come from?*

*Where does the story take place?*

# 8th Grade

## Geometric Construction

### Essential Questions

What are the basic geometry construction tools and how are they used properly?

What is the difference between sketching a geometric figure, drawing a geometric figure, and constructing a geometric figure?

What geometric shapes are evident in the real world and how can they be incorporated into a design?

The students used their knowledge of geometry, shapes, and geometric construction and employed the proper tools to create a drawing. The drawing is comprised of multiple required constructions. The drawing was then translated onto a board with nails and string was used to complete the picture. *This project was made possible with a generous donation of materials from Home Depot in Salem.*

### Questions to Ask the Students

*What is the difference between a drawing and a construction?*

*What are the tools that are used for construction?*

*Can you demonstrate how to construct a perpendicular bisector?*

*Can you demonstrate how to construct parallel lines?*

*Can you demonstrate how to bisect an angle?*

*What was your biggest challenge in this project?*

### Performance Times

Geometry construction projects will be displayed in 8L.

# 8th Grade

## Math Scavenger Hunt: Real World Application

### Essential Questions

Where can we find math in the real world?

How can we determine and solve problems based on real world examples?

The students selected math vocabulary terms, fully defined their vocabulary words, found examples of these words in the real world, photographed (or drew) their real world examples, developed related math problems, solved their problems, explained their solutions, and presented their entire work in a final product of their own choosing.

### Questions to Ask the Students

*How did algebra help you to create and solve a real world problem?*

*What specific mathematical understanding did you use to select your word, develop a problem, and find its solution?*

*Do you think you determined a successful method to solve your problem?*

*Did your solution include sufficient explanation to interpret your answer clearly, correctly, and completely?*

*What was your biggest challenge in this project?*

### Performance Times

Final presentations of Math Scavenger Hunt: Real World Application will be displayed in 8H.



## **MCCPS Mission**

MCCPS fosters a community that empowers children to become capable, self-determining, fully engaged individuals who are critical and creative thinkers committed to achieving their highest intellectual, artistic, social, emotional, and physical potential.

We are dedicated to involving, learning from, participating in, and serving our school community and the community at large.

Tomorrow we will have Exhibition Part 2. From 8:45-12:00, the students will do Exhibition again for themselves, and you're welcome to join us. It's a joy to see them revel in their successes!

Please remember that there is an optional late start tomorrow. Students may arrive at the regular time (7:45) or up to one hour late (by 8:45).



*I don't know who gets more excited for Exhibition in our house, the parents or the kids. As the night approaches, our girls are a little anxious with anticipation - a dose of adrenaline that proves they are moved by the experience.*

*The opening ceremonies feel like the Olympics to us, bringing the entire school community together to celebrate the culmination of learning that term. Music, singing, dancing, and the greatest memory I have, our fourth graders signing an entire song can bring tears to my eyes every time.*

*I cannot imagine a better way for students to learn. Exhibition provides them with a great goal. It supports them by showing them that their community is interested in what they are doing at school. It transforms classroom study into something real, alive, and exciting. It encourages teamwork and competition to bring out the best in our students. It gives them a forum to practice public speaking. It lets them shine. It gives us all a night full of pride. What better way is there to motivate and validate our students (and teachers!) efforts?*

# *Kudos to*

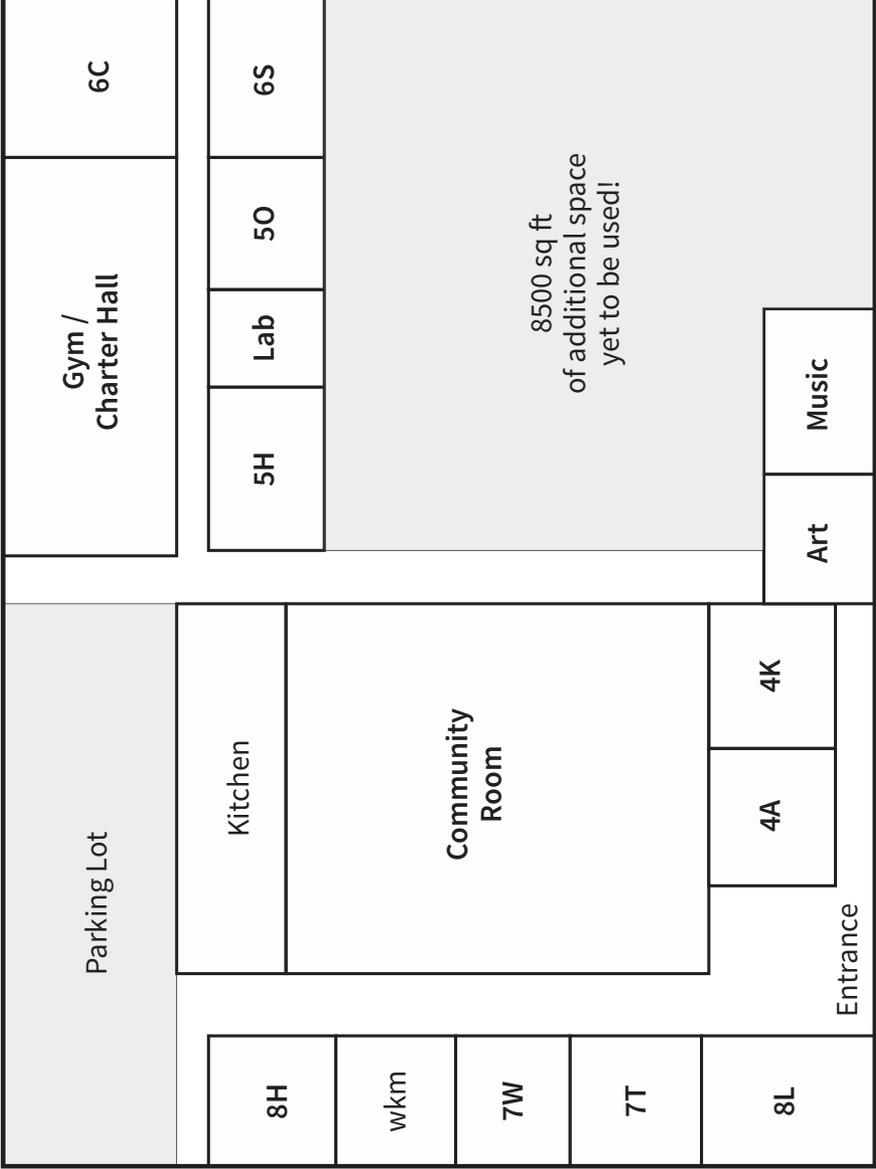
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<b>Name</b>	<b>Position</b>
Nina Cullen-Hamzeh	Head of School, Board Member
Bill Sullivan	Assistant Head of School
Jeff Barry	Business Manager
Alanna Shone	Director of Special Education, Special Education Department Chair
Jan Brodie	Development Director
Katherine Boles	Office Manager
Susan Hauck	Enrichment Coordinator
Bob Erbetta	Facilities Coordinator
Washington Ponciano	Maintenance Staff
Laura Wood	Food Service/Nutrition Director
Hope Ward	Kitchen Manager
Antoinetta Luciano	Kitchen Staff
Danette Russo	Kitchen Staff
Lauren Donadio	Nurse & Health Teacher
Judith Nuñez	Guidance Counselor
Carol McEnaney	Reading Specialist
Laurie Stolarz	Reading Tutor
TBD	Occupational Therapist
Kate Labossiere	Speech Therapist
Adria Mele-Smith	Music Teacher, Chorus & Band Director
Ashley Offret	Strings Instructor
Dominique Dart	Art Teacher
Ada Pouplard	French Teacher
Ana Flefil	Spanish Teacher
Matt Young	Athletics Director, Coach, & Physical Education Teacher

# *Our Extraordinary Team of Educators!*

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<b>Name</b>	<b>Position</b>
Tony Palladino	Writing Specialist, Board Member
Phyllis Aldrich	4th Humanities Teacher
Jamie Kriger	4th Math/Science Teacher
Michael Dooley	4th Inclusion Teacher
Michele Kallelis	4th & 5th Teaching Assistant
Kay O'Dwyer	5th Grade Humanities Teacher
Dr. Claire Hunt	5th Math/Science Teacher
Nathan Trubiano	5th Inclusion Teacher
Vickie Kenneally	Inclusion Support
Jen Stoddard	Inclusion Support
Chris Synnott	6th Humanities Teacher
Michael Condon	6th Math/Science Teacher
Lyndsay Sanborn	6th Inclusion Teacher
Karen Kagan	6th Inclusion Teacher
Nick Santoro	6th & Integrated Arts Teaching Assistant
Trevor Wrangmore	7th Math/Science Teacher
Molly Wright	7th Humanities Teacher, Schedule Coordinator
Alicia Churchill	7th Inclusion Teacher
Tim McDonough	7th-8th Teaching Assistant
Ellen Lodgen	8th Math/Science Teacher, MST Department Chair, Student Council Facilitator, Board Member
Meghan Hale	8th Humanities Teacher, Humanities Department Chair
Jessica Xiarhos	8th Inclusion Teacher
Felice Kachinsky Stubbs	8th Inclusion Teacher





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### Upcoming Events

Syrian Refugee Donation Collection	Ends March 10
1st Day of Enrichment for Term 3	March 14
Report Cards Available Online	March 23
You're A Good Man, Charlie Brown Performances	
	Friday, March 17th at 7:00
	Saturday, March 18th at 2:00 & 7:00
	Sunday, March 19th at 2:00
Spring Gala at the Corinthian Yacht Club	May 6th
Annual Appeal	ongoing

*Please see the website for details*

### School Merchandise

Baseball Caps (one size fits all)	\$5
Polo Shirts (in stock only)	\$10
Sweatshirts / Sweatpants (in stock only)	\$10
MCCPS Coffee Mugs	\$5
Notecards - Birches, Animals, or Roman Mosaics	\$5
Cookbooks	\$5
Decals	\$1

*For details, please see the Katherine Boles in the Front Office.*