



Program of Studies

Grades 6 - 8

2019-2020



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Antilles School

The Mission

Antilles School is committed to the pursuit of educational excellence and a purposeful life. We foster a sense of community, embrace diversity and creativity, seek to develop the whole child, and prepare students for success in college and beyond.

The Vision

Together, we are . . .

Challenged to maximize potential

Sustained by confident, ethical, and compassionate action

Nourished with a sense of wonderment

Characterized by intellectual growth and academic achievement

Committed to the enhancement of critical thinking, problem solving, interpersonal communication, and reflection

Grounded in culture, art, music, technology, and athletics

Energized by a collaborative community

Dedicated to life-long learning, global citizenship, leadership, and service

Belief Statements

Collectively, we are committed to . . .

Modeling ethical, compassionate actions to lead the way for children as they gain self-confidence, a positive attitude, flexibility, self-regulation, and mutual respect

Creating joyful classroom experiences to nourish each child's sense of wonder, imagination, creativity, intrinsic curiosity, discernment, and motivation to pursue life-long learning, leadership, and service

Pursuing comprehensive, challenging student life programs with a strong commitment to the Advanced Placement Program of the College Entrance Examination Board and providing information, assistance and support to each student that enables them to set appropriate educational and career goals

Establishing a learning community where dynamic teaching and learning teams exist for academic, physical, and social excellence

Providing time and opportunities for experiential education and social interaction to encourage a set of universal values that include: adaptability, cooperation, compromise, courage, goal-setting, friendship, honesty, humor, integrity, open-mindedness, optimism, perseverance, responsibility, tolerance, trustworthiness, and sense of justice

Providing time and opportunities for leadership and service to others that encourages the broadening of one's perspective, problem solving, and initiative

Continuing to support programs that enhance cultural diversity and outreach in our community

Antilles Middle School

Antilles Middle School offers students and their families a dynamic, independent school education, where great teachers nurture and kindle children's curiosity, critical and creative thinking skills, self-confidence and sense of community, and personal growth. Our program includes a strong academic core curriculum focused on preparing students to succeed in a high school college preparatory program along with a wide range of complementary courses in music, visual arts, theatre, writing, technology, and physical fitness and health.

Profile of Middle School Students

- Optimistic and confident, middle school students are curious about the world around them
- Imaginative and creative, middle school students are problem solvers and decision-makers
- Developing the skills to work independently and collaboratively, middle school students are effective communicators
- Positive contributing citizens of the community, middle school students take responsibility for themselves, and they are compassionate toward others
- Possessing foundational knowledge in the liberal arts, mathematics, and sciences, along with experiences in the arts and athletics, middle school students are prepared to enter high school

Community

Characterized by friendships, spontaneity, inquisitiveness, and creativity, Antilles Middle School is inviting, responsive, encouraging and supportive of all. Appreciating the distinctive qualities and characteristics of middle school students, faculty are mindful of the rapid and profound personal changes that middle-level students are experiencing as they transition from childhood through adolescence and into young adulthood. Faculty recognize each student's need for autonomy, competence, relationship and to have fun in constructive ways. Our programs and practices reflect that for middle school students, relationships are paramount and emotions drive learning.

Our program includes an advisory program in order to provide students with an adult advocate on campus and to provide parents with an on campus faculty member to direct questions and concerns to. The goal of this program is to establish trust, build positive relationships, cultivate a compassionate community, develop social skills, and make school meaningful and pleasurable.

Complementing the advisory program, the School's support services offer to students, their parents, and faculty, the information and guidance essential to support students' social, emotional, physical, and academic needs. Support services include: an Academic Resource Program led by a full-time Resource Teacher, who offers assistance during and after school, a School Counselor, who meets one-on-one and with small groups of students, as well as with classes of students; a College Counselor, who guides students and parents with the college admission and acceptance process; time set aside within the school day for students to meet with classroom teachers; and Extended Day Study Hall, proctored in the library.

Curriculum, Instruction, and Assessment

Within the framework of a flexible, college preparatory curriculum that encourages active and personalized learning, teachers work in partnership to foster students' natural curiosity and to create a collaborative community of learners. A wide range of teacher facilitated learning approaches, including project-based, inquiry-based, problem-based, cooperative, experiential, and blended learning, are used to engage middle schoolers in active, purposeful learning that is thought-provoking, exploratory, integrative, and relevant. Over time, students deepen their knowledge and broaden their appreciation of the liberal arts and natural sciences, acquiring creative and critical thinking skills along with content-specific knowledge and specialized vocabulary.

Middle school core studies include: English language arts and reading; mathematics; laboratory science; social studies; and Spanish language and culture. Students continue to develop essential reading strategies; they learn to think analytically and critically; and they practice writing coherently and purposefully. Students expand their adeptness with mathematics and scientific inquiry as they learn to evaluate the reasonableness of their solutions. Students gain foundational communication skills in a foreign language while exploring aspects of Spanish-speaking culture. Students learn about ancient and modern world history, as well as American history, in the context of geography, culture, economics, government, and civics. Students learn critical communication skills, how to take notes in a variety of ways, how to research and report with a defined thesis, how to work cooperatively with classmates, how to study for tests, and how to use advance organizers to manage information.

In addition to core studies, students participate in complementary coursework. In these classes, students gain confidence in their abilities to create and innovate in the visual and performing arts as they present unique works of art, act on the stage, and perform music on a band instrument. Students use technology and its applications to research, design, and publish individual and collaborative works. Students advance their writing skills in a variety of genres and publish a literary and art magazine. In the library, students read for pleasure and develop proficiency with library media and information literacy skills. Students learn about physical fitness and healthy lifestyle choices and set and track personal fitness goals.

Middle School Resource Program

Middle School students with modified educational plans, sometimes waiving either the Spanish language requirement or a complementary class, meet in Resource class where lessons and guided practice instill students with learning habits and skills that support academic success. Students analyze the functions of the brain and learn brain-friendly strategies to study more efficiently and to reach individualized goals. Students strengthen cognitive and non-cognitive skills and develop their resilience, self-regulation, persistence, and engagement in school. Through individual conferences, study groups, and reflection, students cultivate an increased sense of ownership and responsibility for their own education and solidify the positive habits that inform long-term learning.

Grade Six Program of Studies

Grade Six Courses at a Glance:

Core Coursework

Reading and English Language Arts (RaLA)
Spanish Language and Culture
Geography and Ancient Civilizations (GAC)
Math
Integrated Science

Complementary Coursework

Studio Art
Beginner Band
Just-Right-Reading in the Library
Physical Education and Health

Grade Six Course Descriptions

Reading and English Language Arts

Reading both expository and narrative texts, students gain fluency in oral and silent reading and their reading comprehension matures with lessons focused on vocabulary and concept development, literature and literary response, character analysis, English language conventions, listening, and speaking. Students describe and connect essential ideas, themes, arguments, and perspectives, using text structure, organization, and author's purpose. Through guided reading, students apply reading strategies that require them to predict, visualize, connect, question, clarify, and evaluate. Students compare and contrast, connect and clarify, analyze and infer, summarize and report, and identify and interpret figurative language. Students are introduced to the conventions and format of MLA. Students' writings include expository reports and essays with emphasis on organization, strong topic sentences, supportive paragraphs, and smooth transitions between paragraphs.

Textbooks: *The Language of Literature Interactive Reader Plus-Grade 6*; *Wordly Wise-Grade 6* online site for vocabulary development; and *Grammar, Usage and Mechanics (G.U.M.)* workbook

Novels: *The Cay* by Theodore Taylor; *Song of Trees* by Mildred Taylor; and *The Outsiders* by S.E. Hinton

Summer Reading: *The Giver* by Lois Lowry

Note: *Grammar, Usage and Mechanics* workbook used two years, Grades 6 and 7

Spanish Language and Culture

This introductory Middle School course builds on Spanish language and cultural studies from elementary school, and enhances students' basic skills of language acquisition. Students expand their knowledge of Spanish language while increasing their capacity for expression and their degree of fluency in reading, writing, listening, and speaking. Students master new vocabulary and progressively more complex grammatical structures. Students actively participate in conversations with a variety of speakers including peers, instructors, community members, and native speakers. Students also find parallels and distinctions between their own cultures and Hispanic cultures.

Textbooks and Materials: *Voces Digital Spanish Novice* online textbook and program provided with 1:1 laptop program.

Geography and Ancient Civilizations

Focused on geography and its impact on the development of the world's ancient civilizations, students study the earliest human societies, including those of Mesopotamia and Hebrew kingdoms, ancient Egypt and Kush, and ancient India and China. Students read about, discuss, and report on the geographic, political, economic, and social structures of the world's earliest civilizations. Students practice thinking like historians and geographers, examining archaeological studies of the early human physical, social, and technological developments, from the Paleolithic era through the agricultural revolution.

Textbook: *World Civilizations* online textbook and program provided with 1:1 laptop program.

Note: textbook used two years, Grades 6 and 7

Math 6

Students engage in a range of lessons, activities and games designed to increase number sense, fluency with computation, ease with estimates, and competence with measuring in metric and customary units of measurement. Students deepen their understanding of the meanings of operations, and they describe how these relate to one another. Highlights include problem-solving in real-life situations, establishing links between experiences and novel concepts, sharing, justifying, and clarifying mathematical reasoning through oral and written communications; cooperative learning activities and mathematical games that provide review and practice of core concepts and skills.

Textbook and Materials: *Math in Focus, Course 1 Books A & B Singapore Math*

Integrated Science 6

The Next Generation Science Standards provide a framework for Integrated Science in grades six and seven. Learning activities engage students in questioning and exploring the world around them and provide opportunities for students to apply what they have learned. Each unit of study opens with a STEM activity or scientific scenario, offering opportunities to apply science and engineering skills to read-world problems. Interactive, collaborative, and laboratory-based learning experiences involve students in scientific inquiry to investigate engaging questions and understand big ideas in science, as they explore scientific phenomena and make connections between the world in which they live and their classroom learning. Students gain experiences with mathematics as it applies to scientific practices, and they use technology to understand and represent scientific processes.

Textbook: *Interactive Science Grade 6*

Studio Art I

In this project-based course, students practice skill lessons with purposeful, creative exploration. Students recognize and work with the elements of art: line, shape, value, color, form, texture, and space and the principle of design: pattern, repetition, rhythm, unity, emphasis, and balance. Drawing, painting, and sculpture are the most frequently employed media for students' projects; however,

collage, assemblage, mosaic, jewelry making, and papermaking are all possibilities. Students acquire a studio vocabulary of key art terms for the media in which they work.

Materials: sketchbook required; all other materials provided

Band

This beginning instrumental music course introduces students to the concepts of music literacy and develops their critical listening skills as students learn to play traditional band instruments. Through a series of sequential learning experiences and the performance of simple melodies, each student develops a level of musical enjoyment. The mechanics of instrument playing is introduced and reinforced through classroom experiences and home practice as students develop individual performance skills, leading to the successive development of group ensemble activities.

Musical Instruments and Materials: provided

Note: Students playing some instruments will need to provide their own mouthpieces and reeds. Students may purchase and use their own instrument if they wish to do so.

Just·Right·Reading (Library)

Just·Right·Reading is a class that familiarizes students with the library and its resources, both print and electronic. Students are introduced to a variety of literary genres and are provided extra support in navigating other textbooks within the curriculum. Students learn how to responsibly use the school's computers and computer network. Students are provided with abundant time to read books of their choosing, encouraging them to stay engaged or to become involved with the imaginary and factual world of literature. Students are provided guided support in developing tech skills critical to academic success including keyboarding, conducting research, and reading online nonfiction articles.

Novels: *Wonder* by R. J. Palacio and *Chasing Lincoln's Killer* by James L. Swanson

Physical Education and Health

Sixth grade students participate in fitness activities, continuing to develop their motor skills. Learning activities guide students to explore the interconnectedness of the physical, mental and social aspects of health and wellness. Topics for study include personal fitness, nutrition, personal hygiene, disease prevention, physical growth and development, tobacco, drug and alcohol use and abuse prevention, consumer health, and safety as it relates to our island community. These topics will be explored in greater depth in years to come. Students take part in team sports with instruction in game rules and skill development.

Materials: water bottle, physical education uniform (available in the school's bookstore) with lace-up sneakers and socks

Grade Seven Program of Studies

Grade Seven Courses at a Glance:

Core Studies

Reading and English Language Arts
Spanish Language and Culture
Geography and World History
Math
Integrated Science

Complementary Coursework

Studio Art
Theatre
Write-in-the-Middle
Healthy Choices
Band
Physical Education

Grade Seven Course Descriptions

Reading and English Language Arts

Students' appreciation for literature matures and their communication skills improve, as they read and respond to a variety of genres, seek meaning and clarify ideas, and make connections to other literary works. Through guided reading, students apply reading strategies that require them to predict, visualize, connect, question, clarify, and evaluate. They contrast points of view, examine first and third person, and identify and analyze recurring themes. Students study language conventions and grammar, explore writing approaches and applications, and practice strategies for listening, speaking, and viewing. Vocabulary studies include word origins and relationships, historical and literary clues, and knowledge of Greek, Latin, and Anglo-Saxon roots and affixes. Students analyze and define the purpose and characteristics of different forms of prose, including short stories, novellas, and essays.

Textbooks: *The Language of Literature Interactive Reader Plus-Grade 7*; *Wordly Wise-Grade 7* online site for vocabulary development; and *Grammar, Usage and Mechanics (G.U.M.)* workbook

Provided Texts: *Language of Literature* anthology and *Language Network* grammar textbook

Novels: *A Day No Pigs Would Die* by Robert Newton Peck; *Gathering Blue* by Lois Lowry; *Before We Were Free* by Julia Alvarez; and *Lord of the Flies* by William Golding

Summer Reading: *Children of the River* by Linda Crew

Spanish Language and Culture

Seventh grade Spanish Language and Culture is an introductory course designed to further develop students' basic skills of language acquisition. Throughout the year, students expand their knowledge of the Spanish language and increase their capacity for expression and their degree of fluency, utilizing the four skills of speaking, listening, reading and writing. Students are expected to make an effort to speak Spanish in the classroom as much as possible and to seek opportunities outside the classroom to practice Spanish language in the "real world". Through their classroom studies, students find parallels and distinctions between their own culture and Hispanic culture from around the world. Authentic materials enhance students' linguistic and cultural learning experiences.

Textbooks: *Auténtico Level 1* textbook with digital license and *Auténtico Level 1* grammar and vocabulary workbook

World History and Geography

Students investigate social, cultural, and technological changes that occurred in Europe, the Americas, Africa, and Asia (500-1945 CE), examining the impact of geography, economic interactions, and the exchange of ideas, beliefs, technologies, and commodities among civilizations. Students learn about the Enlightenment philosophy with its new examination of the concepts of reason and authority, the natural rights of human beings, the divine right of kings, experimentalism in science, and the dogma of belief. Students analyze, discuss, and report on the political forces let loose by the Enlightenment, particularly the rise of democratic ideas; and, they connect their understandings to the influence of these ideas in the world today.

Textbooks: *World Civilizations* textbook

Summer Reading: *Facing the Lion, Growing Up Maasai on the African Savanna* by Joseph Lekuton

Math 7

Students review basic concepts and operations with fractions, decimals, and percents, and reach into algebraic topics. They develop an initial understanding of the different uses of variables, learning basic operations, factors of integers and monomials, the rules of exponents, basic angle relationships, and perimeter, area, and volume. Students simplify ratios, solve proportions, and investigate probability. While studying each of these topics, they consider and apply problem-solving strategies. Students develop familiarity with the language, notation, and deductive nature of mathematics, and express quantitative ideas with precision. They analyze word problems, developing an understanding of what the question is asking and honing their ability to come up with a method or process needed to find a solution. Students begin using the language of algebra and solve equations and inequalities.

Textbook: *Math in Focus Singapore Math by Marshall Cavendish Course 2* book bundle A & B set

Integrated Science

The Next Generation Science Standards provide a framework for Integrated Science in grades six and seven. Learning activities engage students in questioning and exploring the world around them and provide opportunities for students to apply what they have learned. Each unit of study opens with a STEM activity or scientific scenario, offering opportunities to apply science and engineering skills to real-world problems. Interactive, collaborative, and laboratory-based learning experiences involve students in scientific inquiry to investigate engaging questions and understand big ideas in science, as they explore scientific phenomena and make connections between the world in which they live and their classroom learning. Students gain experiences with mathematics as it applies to scientific practices, and they use technology to understand and represent scientific processes.

Textbooks: *Interactive Science Grade 7*

Studio Art II

This studio-based course provides students an opportunity to work on extended projects. The inspiration for the project evolves out of an open-ended study of an individual artist, artistic style, or artistic movement where historical and cultural connections are discussed. Students, either individually or in collaboration with others, design a project. They brainstorm ideas, visualize, plan, create, and

ultimately write to document the process as well as the outcome of their work. Throughout the process, students receive guidance, ongoing verbal assessment, and teacher and/or peer critiques.

Materials: sketchbook required; all other materials provided

Advanced (vetted course) or Intermediate Band

This year-long course advances students' music knowledge and skillfulness, along with their critical listening and music performance skills. Participating in whole class instruction and practicing independently, students develop more advanced proficiencies in producing music on traditional band instruments. Each student develops a level of enjoyment for music through performance of more advanced melodies. The mechanics of instrument playing is reinforced and elaborated upon as students' individual performance skills mature, leading to the successive development of group ensemble activities. Students participate in formal performances throughout the school year, including a holiday concert, a culminating performance at the end of the year, and at graduation. In the weeks leading up to these performances, rehearsals outside of the academic school day are mandatory.

Musical Instruments and Materials: provided

Note: Students playing some instruments will need to provide their own mouthpieces and reeds. Students may purchase and use their own instrument if they wish to do so.

STEAM Explorers

Inquiry, collaboration, and an emphasis on process-based learning are at the heart of this semester-long course. The program offers an array of interdisciplinary projects that integrate inquiry based learning, creative expression and problem solving, technology and engineering processes, and understanding of relevant societal realities. Students focus on the design-redesign platform to engage in scientific and technological experimentation. The class allows students to connect their learning of science, technology, engineering and mathematics with arts practices, elements, design principles, and standards. Encouraging students to remove limitations from their thinking and replace them with wonder, critique, inquiry, and innovation is a primary goal of the course.

Theatre

In this intermediate-level, semester-long course, students learn about the theatre and expanded opportunities to perform on stage with a small cohort of classmates. Students explore pantomime, mime, improvisation, vocal development, acting, and play reading. Students work with a small group of classmates and the teacher, experiencing group interactivities while utilizing creative and divergent thinking skills, practicing decision making skills, and developing memorization techniques, vocal skills and physical awareness.

Write·in·the·Middle

This semester-long course provides a backdrop for students to engage in the process of writing and practicing technological skills essential to academic success. The class encourages experimentation with writing and allows writing to take different forms, genres, and styles, including narrative, expository, persuasive, research-based, and descriptive. The small class size supports high

expectations, opportunities for mini-lessons based on individual needs, and occasions to work closely with the teacher. Students' writings include fascinating ideas, logical organization, interesting voice, creative word choice, smooth sentence fluency, accurate conventions, and attractive presentations. Students engage in activities that help them understand the importance of digital citizenship and the safe use of online resources.

Healthy Choices

This focuses on helping students to understand, internalize, and practice habits of wellness. Topics for study include personal fitness, nutrition, personal hygiene, disease prevention, physical growth and development, tobacco, drug and alcohol use and abuse prevention, consumer health, personal safety and violence prevention, stress and energy management, and refusal skills. During the class, a small cohort of classmates actively participate in cooperative learning activities that focus on team building, self-management and personal reflection. Students develop essential life skills, including personal reflection, interpersonal communication, goal-setting, decision-making, and teamwork.

Physical Education

In this year-long course, students learn about health promotion and risk reduction, physical fitness, and team sports, deepening their understanding of the long-term benefits of personal activity, physical fitness, and lifestyle choices. Students establish personal fitness goals and participate in exercise activities to promote strength training and motor skill development. Lessons emphasize the importance of guidelines, procedures, and safe practice in physical activity settings. Students learn a variety of basic and advanced movement forms and rhythmical skills that are components of selected games, sports, and dances. Students use intermediate sport-specific skills for individual and team sports, outdoor activities, and dance.

Materials: water bottle, physical education uniform (available in the school's bookstore) with lace-up sneakers and socks

Grade Eight Program of Studies

Grade Eight Courses at a Glance:

Core Studies

Reading and English Language Arts
Spanish Language and Culture 1
American History and Civics
Math: Pre-algebra or Algebra 1
Physical Science and Basic Chemistry

Complementary Coursework

Graphic Design
Theatre
Information Literacy
Healthy Relationships
Intermediate / Advanced Band or Studio Art
Physical Education

Grade Eight Course Descriptions

Reading and English Language Arts

Students advance their abilities to read both critically and imaginatively, exploring a range of literature and honing literary analysis skills. Students identify and examine recurring themes, such as good versus evil, across traditional and contemporary works; and, they identify significant literary devices, such as metaphor, symbolism, dialect, and irony that define a writer's style. Students begin to analyze idioms, analogies, metaphors, and similes to understand the literal and figurative meanings. They use elements of an author's style, dialogue, and details to interpret and compare works. Through guided reading, students apply reading strategies that require them to predict, visualize, connect, question, clarify, and evaluate. Grammar instruction focuses on the eight parts of speech and developing more sophisticated sentence structure. During vocabulary studies, students learn more Greek, Latin, and Anglo-Saxon roots and affixes, and common word origins.

Textbooks: *The Language of Literature Interactive Reader Plus-Grade 8*; *Wordly Wise-Grade 8* online site for vocabulary development

Novels/Plays: *The Pearl* by John Steinbeck; *Night* by Elie Wiesel; *The House on Mango Street* by Sandra Cisneros; and *A Midsummer Night's Dream* by William Shakespeare

Summer Reading: *Flowers for Algernon* by Daniel Keyes

Provided Texts: *Language of Literature* anthology and *Language Network* grammar textbook

Spanish Language and Culture: Spanish 1

This introductory course is designed to develop students' basic skills of language acquisition. Students will expand their knowledge of Spanish language and increase their capacity of expression and their degree of fluency, utilizing the four skills of reading, writing, speaking, and listening. Students improve their abilities to express themselves in the target language. New vocabulary and progressively more complex grammatical structures will be acquired as students work through thematic units of study. Frequent exposure to authentic materials enhances students' linguistic and cultural experiences.

Textbooks: *Descubre 1*; *Descubre 1: Cuaderno de actividades*; *Descubre 1: Cuaderno de práctica*; and *Spanish Reader: Pobre Ana*

Note: textbook and workbooks are used two years, Grades 8 (Spanish 1) and 9 (Spanish 2)

American History and Civics

Students gain a foundation of knowledge for understanding American government and the early history of the United States, from its origins through the Civil War and Reconstruction. Major topics of study are Native Americans and their contributions, European explorations, the colonial period, Revolutionary War era, Constitution and Civics, “American” culture, Jeffersonian Democracy, Westward Expansion, Jacksonian Age, sectional differences, and the Civil War and Reconstruction. Students discuss citizenship and its importance to the American system of government and civil society. They practice using primary and secondary sources of information, read maps and interpret charts and graphs, participate in discussions and decision-making, and conduct research writing.

Textbooks: *United States History, Beginnings to 1877*

Math: Pre-algebra (Math 8)

Extending the study of topics from level one pre-algebra, students develop greater familiarity and confidence with the language, notation, and deductive nature of mathematics. They analyze word problems, develop a problem solving method, and learn to express quantitative ideas with precision. Students expand their knowledge of beginning algebra topics such as solving single- and multi-step single-variable equations and inequalities and graphing linear equations. If time permits, students delve into geometry topics including congruence and similarity, patterns, and transformations.

Textbooks: *Pre-algebra*

Math: Algebra 1 (a vetted course)

Offered for high school credit, Algebra I students focus their studies on solving one- and two-variable equations; operations with integers; rules of integral exponents; simplifying, adding, subtracting, multiplying, and dividing polynomials and algebraic fractions; factoring quadratic polynomials; finding slope of a line; and graphing two-variable equations. If time permits, students delve into direct and inverse variation, other methods of solving quadratic equations, solving inequalities, solving and graphing linear systems, and radicals. Students successfully completing this course receive high school credit. Enrollment is vetted.

Textbooks: *Algebra: Structure and Methods, Book 1*

Physical Science and Basic Chemistry

Students explore matter and its properties during the first semester in chemistry and discover how matter moves in the second semester in physics. Through laboratory explorations and classroom discussions, students discover some of the many direct links of science to their own lives. There is a strong emphasis on project-based learning as students participate in hands-on activities, observe demonstrations, and conduct laboratory experiments. Socratic seminars and direct instruction require students to practice critical listening and note-taking skills. By maintained a laboratory journal, students develop responsibility for information learned and reflect on the practice of scientific inquiry. Students use mathematics as it applies to scientific practices and scientific research, and they utilize technology to collect and analyze data.

Textbooks: *Science Explorer Physical Science*; and *Guided Reading and Study Workbook*

Summer Reading: *Something Out of Nothing: Marie Curie and Radium* by Carla Killough McClafferty

Advanced (vetted course) or Intermediate Band

This year-long course advances students' music knowledge and skillfulness, along with their critical listening and music performance skills. Participating in whole class instruction and practicing independently, students develop more advanced proficiencies in producing music on traditional band instruments. Each student develops a level of enjoyment for music through performance of more advanced melodies. The mechanics of instrument playing is reinforced and elaborated upon as students' individual performance skills mature, leading to the successive development of group ensemble activities. Students participate in formal performances throughout the school year, including a holiday concert, a culminating performance at the end of the year, and at graduation. In the weeks leading up to these performances, rehearsals outside of the academic school day are mandatory.

Musical Instruments and Materials: provided

Note: Students playing some instruments will need to provide their own mouthpieces and reeds. Students may purchase and use their own instrument if they wish to do so.

Studio Art II

This studio-based course provides students an opportunity to work on extended projects. The inspiration for the project evolves out of an open-ended study of an individual artist, artistic style, or artistic movement where historical and cultural connections are discussed. Students, either individually or in collaboration with others, design a project. They brainstorm ideas, visualize, plan, create, and ultimately write to document the process as well as the outcome of their work. Throughout the process, students receive guidance, ongoing verbal assessment, and teacher and/or peer critiques.

Materials: sketchbook required; all other materials provided

Introduction to Graphic Design

In this semester-long course, students collaboratively explore graphic design techniques. Students are provided access to the Adobe Creative Cloud collection of tools and are introduced to Adobe Photoshop, Adobe InDesign, and Adobe Illustrator and use these software applications to create content, design layout, and publish finished works. Students think and act creatively, work on a real world projects, and explore digital photography. The course focuses on the implementation of the fundamentals of color, design, and image creation and teaches students to use scale, weight, direction, texture, and space in composition.

Theatre

In this intermediate-level, semester -long course, students collaborate and perform on stage with a cohort of classmates, as they continue to explore pantomime, mime, improvisation, vocal development, acting, and play reading. Students work in small groups with the teacher, experiencing

group interactivities while advancing their creative and divergent thinking skills, practicing decision making skills, and developing memorization techniques, vocal skills, and physical awareness.

Information Literacy and Writing

In this semester-long class, students further develop their information literacy skills, participating in the research process, evaluating the usefulness of information gathered, assessing the best way to assemble and present their findings, and producing and presenting a research project. During the course, students participate in a variety of writing genres, including informational, compare and contrast, biographical, and persuasive writing. Students learn more about MLA formatting, effective practices to use when conducting research, organizational techniques for the writing process, and applying their knowledge and skills to improve their writing. Students practice strategies for reading nonfiction sources and for evaluating the relevance and accuracy of sources found online.

Healthy Relationships

In this semester-long class students explore relationships and work in small groups in a classroom setting where there is a mutual feeling of trust, safety, and comfort. This class provides students with honest, age-appropriate, evidence-based information surrounding sexual health and well-being and addresses the topics of identity and intimacy. Students identify what makes a relationship healthy, what can put a relationship in jeopardy, and how to communicate openly and honestly in order to maintain the integrity of a relationship. In the course, students also explore the differences in their values and beliefs, considering various perspectives and points of view and practicing tolerance and respect.

Physical Education

In this year-long course, students learn about health promotion and risk reduction, physical fitness, and team sports, deepening their understanding of the long-term benefits of personal activity, physical fitness, and lifestyle choices. Students establish personal fitness goals and participate in exercise activities to promote strength training and motor skill development. Lessons emphasize the importance of guidelines, procedures, and safe practice in physical activity settings. Students learn a variety of basic and advanced movement forms and rhythmical skills that are components of selected games, sports, and dances. Students use intermediate sport-specific skills for individual and team sports, outdoor activities, and dance. Eighth grade students participate in *Dancing Classrooms*, a unique program designed to cultivate life skills through the art of social dance.

Textbooks: provided

Materials: water bottle, physical education uniform (available in the school's bookstore) with lace-up sneakers and socks

Required Summer Reading

6th Grade Required Summer Reading

The Giver by Lois Lowry – Reading and Language Arts

Charlie and the Great Glass Elevator by Roald Dahl – Science

7th Grade Required Summer Reading

Children of the River by Linda Crew - Reading and Language Arts

Facing the Lion, Growing up Maasi on the African Savanna by Joseph Lekuton – Social Studies

8th Grade Required Summer Reading

Flowers for Algernon by Daniel Keyes - Reading and Language Arts

Something Out of Nothing: Marie Curie and Radium by Carla Killough McClafferty – Science

Summer Reading and Classroom Assessments

Students are expected to complete summer reading assignments before the first day of school and to bring the reading books to the first day of class. The initial classroom assessment for the Reading and Language Arts Summer Reading selection contains objective and subjective material. These written assessments will take place within the first three weeks of the 1st semester. Classroom assessments might include multiple choice questions or short answer questions about basic plot elements such as: physical or historical setting; characters and how they are characterized; major and minor conflicts; significant plot details; and general sequencing. Additionally, there will be at least one short in-class essay prompt that assesses the student's ability to analyze the text. This essay presumes that students read and understand the novel at a basic level and prompts readers to explore topics such as: characters, relationships, significant character decisions/choices, setting, conflicts, climax, and resolution.

Summer Reading for Science (6th and 8th) or Social Studies (7th) is an active part of the curriculum and teachers will assess the required summer reading objectively during the first three weeks of the first semester.

Student Life Activities

Recognizing the importance of friendships, relationships, and social interactions in the lives of our students, student life activities are a vital component of the Antilles School educational experience. We appreciate team activities and individual achievements; we honor personal aspirations and service beyond one's self; we value experiences that stimulate imagination, creativity, and intrinsic curiosity; and we promote respectful, responsible, engaged citizenship along with the pursuit of life-long learning, leadership, and service given to benefit others.

Student life activities provide a framework and safety net for students as they develop a sense of responsibility to self and others, self-confidence and self-reliance, as well as chances to experience team-spirit. Planned during the school day and after school, as on-campus activities and off-campus excursions, student activities complement the curricular program, providing remarkable out-of-the-classroom occasions for students to learn from different points of view; to work as a part of a team toward a common goal; to communicate effectively in discussion and to participate in dialogue and debate; to perform on stage or to provide backstage and technical assistance; to generate ideas and to creatively solve problems and produce works of art; to act and be self-aware; to establish and achieve goals; to learn from experience, criticism, failure, and success; and, to become self-motivated and self-directed.

Athletics is a valuable component of the learning and social experiences of our students, advancing opportunities to develop favorable habits of mind, to cultivate confidence and skills, and to commit and contribute to team endeavors. Athletics offers occasions for students to serve others, to develop fellowship and good will with the greater community and to promote self-realization of goals, contributing to students' preparation for adult life in a democratic society. Student-athletes have opportunities to develop personal responsibility, self-regulation and self-confidence, and to learn the value of dedicated practice, teamwork, and sportsmanship. In addition, participation in athletics fosters school spirit, leadership, a sense of team, and unity of purpose.

Student extracurricular activities include, (but are not limited to);

Elementary (grade 6) and JV Athletics:	Art Club
	Diversity Club
Flag Football	HAM Radio Club
Soccer	Student Council
Cross Country	MathCounts
Softball	Green Team
Basketball	Drama Club
Volleyball	Vocalize Ensemble
Sailing (Grade 8)	Spanish Club
	MakerSpace

Community Service and Service Learning

We believe community service and service learning activities present unique learning opportunities for individuals and groups of students of all ages to investigate social issues and to participate in civic action in order to affect valuable change for others. Community service is an independent pursuit, which challenges each student to find purposeful ways to serve the greater community. Service learning events enhance classroom learning experiences and expand students' creative thinking and problem solving skills with hands-on, team field experiences.

Community service provides students with many options for thoughtful exploration of beneficial service to others. Through service, students expand their perspectives and acquire respect and empathy for others; they apply critical thinking skills; they work collaboratively as team members and independently as helpful citizens; they gain personal confidence and a shared sense of purpose; and many identify career choices, as they learn ways to contribute to the many communities in which they live.

On campus community service opportunities include peer-tutoring, volunteering at school fundraisers and special events, campus wide clean ups, working with lower school students, and organizing student led workshops, events, and community enrichment activities. Service learning opportunities include engaging with the wider St. Thomas and global community and working with My Brother's Workshop, the Humane Society, Nana Baby home, Plaza Extra recycling program and many others on island and fundraising and coordinating with national and international organizations.