



# Antilles SCHOOL

*Excellence Diversity Community*

## **Antilles Middle School Program of Studies 2020-2021**

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## Antilles School Mission and Vision

### 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 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 a 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 Culture and Community

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. Embedded in our program and throughout our curriculum is a focus on technological skills, wellness, successful writing strategies, collaboration, communication, and critical thinking.

### Goals of the Middle School Program

Inspire students to be:

Optimistic, confident, and curious about the world around them

Imaginative and creative problem solvers and decision-makers

Effective communicators who can work both independently and collaboratively

Positive contributing citizens of the community

Responsible for themselves and compassionate toward others

### Community

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, and develop social skills.

Complementing the advisory program, other student support services include an Academic Resource Program, a School Counselor, time set aside within the school day for students to meet with classroom teachers, and Extended Day study hall proctored in the library. Time is built into our daily schedule to provide unstructured opportunities for our students to engage socially with each other.

## 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.

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. Technology, wellness, and advanced writing and reading skills are built into the complementary coursework curricula. 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 the Spanish language requirement, 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.

## Student Life

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.

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.

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 experiences.

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

### **Elementary (grade 6) and JV Athletics**

Flag Football  
Soccer  
Cross Country  
Softball  
Basketball  
Volleyball  
Sailing (Grade 8)

### **Student Clubs and Organizations**

Art Club  
Diversity Club  
HAM Radio Club  
Student Council  
MathCounts  
Green Team  
Drama Club  
Spanish Club  
Chess Club

## Grade Six Program of Studies

### Grade Six Courses at a Glance:

#### Core Coursework

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

#### Complementary Coursework

Studio Art  
 Beginner Band  
 Academic Achievement Seminar  
 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

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

## 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.

## World Cultures and Geography

Students explore world geography and cultures using a thematic and skills based approach in order to gain an understanding of our ever changing world. The study of geography includes the examination of physical geography, landforms and climates and is learned alongside the study of world cultures and the political, economic, social, and historical influences of those cultures. The course includes an emphasis on skill development, especially with regard to reading both primary and secondary sources, writing, research, organization, and study skills. Students learn to interpret data and maps and draw conclusions based on a collection of sources.

Textbook: *World Cultures* online textbook provided with 1:1 laptop program

## 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 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.

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

## **Beginner 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: Essential Elements workbook assigned specific to student's assigned instrument. Other materials may be needed depending on instrument.

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.

### **Academic Achievement Seminar**

Academic Achievement Seminar is a class dedicated to setting up our 6th grade students for success in Middle School and beyond. With a focus on reading, writing, technology, and wellness, Academic Achievement Seminar provides a platform to support the students academically, socially, and emotionally. Students learn to responsibly use the schools computer network and practice the skills necessary to utilize their laptops effectively. Students are provided guided support in developing tech skills critical to academic success including keyboarding, conducting research, and reading online nonfiction articles. A variety of literary genres are introduced and explored and extra support in navigating textbooks within the general curriculum is provided. Time is allocated to developing the whole child and can include discussing current events, practicing mindfulness, discussing relevant health and wellness topics, and practicing effective collaboration and communication skills.

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 B  
 Geography and World History  
 Math  
 Integrated Science

#### Complementary Coursework

Studio Art 2 or Advanced Band  
 Theatre  
 Write•in•the•Middle  
 Healthy Choices  
 STEAM Explorers  
 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

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 B

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 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: Essential Elements workbook assigned specific to student's assigned instrument. Other materials may be needed depending on instrument.

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 (Math 8) or Algebra 1  
 Physical Science and Basic Chemistry

#### Complementary Coursework

Theatre  
 Information Literacy  
 Healthy Relationships  
 Advanced Band or Studio Art 2  
 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. Topics of study are viewed through the lens of multiculturalism and the variety of groups and cultures that make up the fabric of United States history. 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. Each unit of study includes a focus on groups of Americans that helped create our multicultural nation. 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*

Novel: *A Different Mirror for Young People: A History of Multicultural America* by Ronald Takaki

## **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. 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 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: Essential Elements workbook assigned specific to student's assigned instrument. Other materials may be needed depending on instrument.

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 2**

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

## **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.

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

## Summer Reading

### 6<sup>th</sup> Grade Required Summer Reading

***The Giver*** by Lois Lowry – Reading and Language Arts

***Charlie and the Great Glass Elevator*** by Roald Dahl – Science

### 7<sup>th</sup> 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

### 8<sup>th</sup> 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

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 1<sup>st</sup> 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 (6<sup>th</sup> and 8<sup>th</sup>) or Social Studies (7<sup>th</sup>) 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.