

# MIDDLE SCHOOL

## CURRICULUM GUIDE

2024-2025





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# MIDDLE SCHOOL COURSE PLACEMENT & ELIGIBILITY CRITERIA

## COURSES

Oak Hall Middle School offers grade-level courses as well as advanced course options in World Language, Science, and Math. Advanced coursework is accelerated and Upper School-level courses are designed for highly qualified and ambitious students.

## ELIGIBILITY CRITERIA

To qualify for advanced courses, students must complete all required course prerequisites and meet minimum grade and placement criteria established by each department. Students who do not meet the criteria and are ineligible for a course may submit a course change request to take their course(s) of interest. The Course Change Request Committee considers each request individually and makes final course placements based upon the student's record of achievement in past courses, teacher recommendations, and student reflection and rationale.

General criteria for matriculation into courses are based upon final grades, with particular attention given to performance in the major assessment category and on the semester examination for each class. The expectation is that performance in these areas is consistent with the following guidelines:

Upper School Course to Upper School Course	B+
Advanced to Upper School Course	A-
Grade Level to Upper School Course	Approval Required
Advanced to Advanced	B
Grade Level to Advanced	A-
Grade Level to Grade Level	D-



# DISTINGUISHED SCHOLAR PROGRAM

## CONNECT

Middle School is a transformational stage for students to further elevate their knowledge through scholarship, leadership, and service learning opportunities that are embedded in their academic experience and in elective and extracurricular opportunities.

For those students interested in focusing on a specific area of study, experiences in arts conservatory, global affairs, and integrated sciences lay a foundation for application to the Distinguished Scholar Program as they complete their 8th grade year and prepare to move into our Upper School. By establishing deep connections and interests in these areas of focus and participating in authentic and real-world experiences, our students leave Middle School with the maturity, knowledgebase, and confidence to immerse themselves into an area of choice and distinguish themselves as scholars.

### CORE COURSES

Oak Hall Middle School offers core coursework for students in grades 6 - 8, including required classes in English, Social Studies, Mathematics, and Science. Advanced options are available for eligible students in both Mathematics and Science. In addition, World Language is also offered to students who wish to complete a full year of their upper-level language studies while in Middle School.

### ELECTIVES

Elective options are offered to students in the 6th grade through a rotational schedule designed to provide exposure to all Middle School offerings. In 7th and 8th grade, students select their elective courses based on their individual interests in arts conservatory, global affairs, and integrated sciences. These courses lay a foundation for application to the Distinguished Scholar Program as students complete their 8th grade year and prepare to move into our Upper School.

### CLUBS

Club meeting time is built into the Middle School weekly schedule, with additional opportunities for students to be involved in clubs and competition teams after school.

Through this exposure to educational opportunities outside of the classroom, students become more sophisticated, learning to question and observe as well as trust their own capabilities as a learner and a leader.

### EXPERIENTIAL LEARNING

Experiential learning opportunities are built throughout the Middle School academic experience across all grade levels. Students enjoy class bonding trips each year as well as additional field trips locally and regionally. Their experiential learning culminates with a trip for our 8th grade class to travel to Washington, D.C. to experience our nation's history first-hand and bring life to their study of American History.



# ENGLISH

The Middle School English curriculum takes students through a hierarchical foundation of skill development in the areas of critical reading, analytical writing, vocabulary acquisition, academic argument, and the study of grammar, punctuation, and usage. Students are guided through the writing process with a strong focus on skill development and revision. In reading, students are taught to apply a variety of strategies to analyze and deconstruct texts from a variety of genres. These foundational skills provide support for literary analysis of more complex text. Additionally, students work to develop a deeper understanding of content through themes discussed in class. A culture of independent reading is emphasized across this grade level span. Essential 21st-century literacy and learning skills are incorporated to emphasize critical thinking, creativity, collaboration, and communication.

## ENGLISH 6

# 06

In English 6, students build a firm foundation of literary analysis skills as they are introduced to more complex texts. These thematic reading units work together to further develop close reading and critical thinking. Novel studies are integrated into these units and assist in reinforcing concepts across a longer text. Writing consists of structured short-answer responses, literary essays, and personal narrative. Throughout the year, students focus on usage and punctuation in order to communicate clearly with a reader. As students begin their first semester of sixth grade, there is also a focus on essential academic skills such as collaboration, studying, time-management, and organization; these work hand-in-hand with our content focus to support success in a rigorous academic environment.

**Novels/Literature Texts:**

*Esperanza Rising, Pax, Homeless Bird*

## ENGLISH 7

# 07

English 7 is a course where students strengthen their skills in the techniques and forms of writing, reading comprehension, and critical thinking. A significant focus of the class is an increased appreciation for literature. Students build on the skills learned in English 6 to continue to develop complex textual analyses using annotations and other evidence gathering techniques. Teachers use educational technology to enhance student learning. Teachers in English 7 and English 8 rely heavily on writing performance to guide instruction and planning. Writing is the lynchpin of grammar instruction in these courses.

**Novels/Literature Texts:**

*Peak, The Giver, The Outsiders*

## ENGLISH 8

# 08

Eighth graders continue to work on skills emphasized in the earlier grades in regard to reading, writing, speaking, listening, and language development. Students will read, discuss, research, and write about both classical and contemporary literature. Research and building background knowledge become a focus as students read texts that require additional context and understanding. Students routinely write for various purposes, including to entertain, explore, and convince. Students continue to study the conventions of the English language, focusing on the development of sentence complexity and variety. Vocabulary development is also reinforced throughout the year as well. A focus on idea development, articulation, and elaboration in both written and spoken work remain a focus.

**Novels/Literature Texts:**

*House on Mango Street, Animal Farm, Night, Romeo and Juliet*



# SOCIAL STUDIES

The Middle School Social Studies curriculum in Grades 6 - 8 is focused on instilling in students a passion for learning, fostering their sense of connectedness to the world in which we live and developing skills necessary for success in their future scholastic endeavors. As students move through the curriculum spanning Eastern and Western civilizations it is the goal that students find relevance between their course of study and their lives outside of school. Therefore, students explore their world and the past through research and reflection to encourage them to express an opinion, draw a conclusion, make an inference, defend a point of view, relate the past to the present, or apply information.

In all Middle School Social Studies courses, one of the most important skills necessary for academic success is critical analysis, or critical thinking. Analyzing sources is an important part of developing this skill. Students use these primary sources with an application in project-based learning with hands-on presentations, inference, and investigation.

## **WORLD CULTURES 6 - *Eastern Civilizations***

# 06

This course is an introduction to World Cultures, ancient and Eastern civilizations. The class begins with the earliest forms of culture and follows the historic path to Egypt, Mesopotamia, Ancient and Colonial India, and China. The objective of the course is to help students understand the relationship of geography to advanced civilizations, inspire curiosity about the development of culture, and foster academic skills that will support their progress through the Middle School Social Studies program.

## **WORLD CULTURES 7 - *Western Civilizations***

# 07

This course is an introduction to World Cultures, ancient and Western Civilization. The class begins in Ancient Greece and follows the expanse of western ideals to The Age of Exploration. The objective of the course is to introduce students to the foundation of western civilization through primary and secondary source analysis. Students learn to read like an historian, organize information into meaningful and thorough research projects, relate historical events to the modern world, and develop strong academic practices.

## **AMERICAN HISTORY**

# 08

This course spans four centuries with a focus on the key relationships and conflicts that occurred throughout American History. Both chronologically and thematically, the class begins with a study of Native Americans and European Explorers who created colonies on the East Coast of North America. Throughout the year, 8th grade students are exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and will explore the resulting impact on world history. The goal is to clearly see the relationship between cause and effect in historical events. Students in 8th grade American History are given the opportunity to travel to Washington, D.C. and Williamsburg, Virginia.



# MATHEMATICS

The Middle School Mathematics curriculum allows flexibility for students to take courses that best suit their current level with re-evaluation each year based on assessments to ensure correct placement the following school year. Each course covers a vast range of topics including number sense, equation solving, geometric concepts, and real-world applications. Teachers emphasize problem-solving strategies, recognizing different learning styles, to promote creative and critical thinking skills.

## **MATH 6**

Math 6 focuses on the tools needed as students progress through the Oak Hall Math Program. Integer operations, simplifying expressions, equation and inequality solving, statistical analysis, data displays, two-dimensional geometry, real world application for mathematical skills, and multiple-step problem solving are some of the major topics covered in this course.

## **ADVANCED MATH 6**

Advanced Math 6 emphasizes the key concepts and theories that provide a foundation for further study of mathematics (Algebra, Geometry, and beyond) and increases students' mathematic literacy, problem solving, and critical thinking skills. Integer operations, rational number operations, equation and inequality solving, statistical analysis, linear functions, data displays, real world application for mathematical skills, and multiple-step problem solving are some of the major topics covered in this course.

## **MATH 7**

Math 7 builds on the skills learned in Math 6. Students expand on their knowledge of multi-step equation/inequality solving, real-world mathematics application, coordinate planes, basic trigonometry, three-dimensional geometry, and probability. Students also complete projects with geometric constructions and data analysis/displays that employ various learning styles.

## **ADVANCED MATH 7**

In Advanced Math 7, students begin their preparation for Upper-Level mathematics. The course provides an introduction to the concepts of algebra. Solving equations, ratios and proportions, probabilities, and introductory geometry are all covered in this class.

## **PRE-ALGEBRA 8**

Pre-Algebra is aimed at improving and expanding the mathematical thinking skills of each student. Topics include properties and operations within the real number system, proportional reasoning with similarity, rates and ratios, algebraic expressions, equations, and inequalities. Additionally, students use statistics and sampling to make inferences about data. An overriding objective is to foster a constructive problem-solving attitude in students so that they become more confident in applying mathematical concepts. The class emphasizes the importance of identifying the question as a critical first step in the problem-solving process and exploring various methods that can be used for solving real-life issues involving mathematics.



# MATHEMATICS

## (CONTINUED)

### ALGEBRA I \*

Algebra I is an Upper School level course that provides formal development of the algebraic skills/concepts. The emphasis at this level is a thorough grounding in the methods of mathematical expression and connections found among different theories. The concept of function and function notation is emphasized. The course study includes operations with polynomials, solving/graphing linear equations/inequalities, linear systems, exponential properties/functions, quadratics, and radicals. Real life applications are stressed with emphasis on representation and various methods for solving the problems.

*\*Algebra I is an upper level course. Students who take Algebra I in the 7th grade matriculate to either Geometry or Geometry Honors in the Upper School.*

### ALGEBRA I (Honors)\*

Algebra I Honors is an Upper School level course that provides formal development of the algebraic skills/concepts. Like the Algebra I course, this class emphasizes thorough grounding in the methods of mathematical expression and connections found among different theories. The concept of function and function notation is emphasized. The course study includes operations with polynomials, solving/graphing linear equations/inequalities, linear systems, exponential properties/functions, quadratics, and radicals. Real life applications are stressed with emphasis on representation and various methods for solving the problems. At the Honors level, students are expected to be able to more at a faster pace with increased mastery of concepts.

*\*Algebra I Honors is an upper level course. Students who take Algebra I in the 7th grade matriculate to either Geometry or Geometry Honors in the Upper School.*

### GEOMETRY (Honors) \*

*Prerequisites: A first semester grade of A- or better in Algebra I, and B+ or better on Semester 1 exam*

Geometry Honors is an Upper School Honors level course that focuses on various logically based approaches to problem solving at a more advanced level compared to regular Geometry. For most students this will be the first course in which any rigor in proofs is required of them. Various approaches to proofs (not just the traditional two-column proofs of high school geometry) are explored. Two central concepts are congruency and similarity. The class includes extensive study of the properties associated with various types of triangles, quadrilaterals, other polygons, and circles. The course ends with a unit on area and volume. Students also are introduced to basic Trigonometry in this class. Basic algebra skills are reinforced through the application of concepts.

*\*Geometry Honors is an upper level course taken in the Upper School.*





# SCIENCE

The Middle School Science curriculum follows the sequence of Earth Science, Life Science, and Physical Science. Teachers emphasize mastery of the scientific method through regular inquiry-based labs and hands-on activities that require students to collect accurate data, properly display that data in hand-drawn and computer-assisted tables and graphs, and analyze and draw conclusions based on collected data. Multiple methods of assessment are used, including unit tests, lab logbook documentation, peer-to-peer evaluations, debate and seminar performances, and individual and group projects.

## EARTH SCIENCE\*

# 06

Earth Science is a standards-based inquiry class covering an introduction to the different branches of Earth Science. The main purpose of this class is to introduce students to the Earth and the intricate workings of our Earth's systems. Weather, oceanography, volcanoes, earthquakes, rocks and minerals, environmental issues, and astronomy are all covered content in this class. The class also requires students to engage in investigative reading, research, labs, and reports/presentations as well as several types of critical thinking, pair/sharing and problem-solving activities.

*\*Also offered at the Advanced level*

## LIFE SCIENCE\*

# 07

Life Science students learn about the natural world by discovering the characteristics of living organisms and how scientists have classified them. During this year, the class participates in many observational studies, dissections, and inquiry-based labs. Students learn about the basic structures in plant and animal cells and the basic needs of living organisms. The class ends the year with an overview of the basic functions of the body systems and how all of the systems work together to maintain homeostasis. Life Science is an introductory course that introduces students to concepts that will be covered in more depth in their upper school Biology class.

*\*Also offered at the Advanced level*

## PHYSICAL SCIENCE\*

*Advanced Prerequisite or Corequisite: Algebra I Honors*

# 08

In Grade 8, students study physical science, beginning with a survey of chemistry topics including matter, states of matter, gas laws, periodic table of elements, chemical bonding, and chemical reactions. The second semester covers physics topics including motion, forces, work, simple machines, and energy. Several times a year, engineering projects are assigned. Physical Science requires students to apply scientific knowledge and research to solve various challenges.

*\*Also offered at the Advanced level*



# ADVANCED MATH & SCIENCE

Oak Hall Middle School offers a multi-level Math and Science curriculum of advanced options. These options give faculty, students, and families more flexibility when determining the best academic pathway for students in Math and Science during the Middle School years. Placement determinations are made based on assessment data, student passions and interests, and teacher recommendations.

\*Advanced science courses are designed with collaborative learning in mind and so the class is structured as such. Students are expected to work in pairs and groups and teach and learn from their peers in addition to regular teacher-led instruction. There are also current event presentations and quarterly projects over the year that are detailed throughout the course.

GRADE LEVEL	MATH SEQUENCE	SCIENCE SEQUENCE
6	Advanced Math 6	Advanced Earth Science 6
7	Advanced Math 7 Algebra I <i>*Upper School Level Course</i> Algebra I Honors <i>*Upper School Level Course</i>	Advanced Life Science 7
8	Algebra I <i>*Upper School Level Course</i> Algebra I Honors <i>*Upper School Level Course</i> Geometry Honors <i>*Upper School Level Course</i>	Advanced Physical Science 8



# WORLD LANGUAGE

In Middle School, the focus of our World Language classes is on equipping students for the transition from introductory material to a course of study which will prepare them for proficiency at the upper levels. In Grades 7 and 8, students complete a two-year sequence in Latin or Spanish that prepares them for Level II in Grade 9. Both languages focus on cultural heritage in addition to the acquisition of language skills.

## LATIN A

In this course, students begin to learn the grammar and syntax of the Latin language. The class studies focus on memorizing forms and vocabulary, analyzing forms, and translating sentences and passages using the textbook, *Liber Digitalis*, as a reference. Frequent quizzes are based on vocabulary and forms, while class work and homework come from the discussions in class.

## LATIN B

In this course, students continue to learn the grammar and syntax of the Latin language. The class studies have an elevated focus on memorizing forms and vocabulary, analyzing forms, and translating sentences and passages using the textbook, *Liber Digitalis*, as a reference. Similar to Latin A, frequent quizzes are based on vocabulary and forms, while class work and homework come from the discussions in class. This class prepares for upper level Latin studies the following year.

## LATIN I HONORS

In this course, students are introduced to the Latin language, Roman civilization, and classical mythology of Greece and Rome. This introduction offers students an entry level of knowledge into Latin's alphabet, vocabulary, and grammatical syntax in a way that promotes future fluency in the language, as well as provides preparation to showcase their talents through national contests. Studies focus on memorizing forms and vocabulary, analyzing forms, and translating sentences and passages from the textbook, *Discamus*, and ancillary digital flashcards. Quizzes are based on vocabulary and forms, while class and homework come from textbooks.

## SPANISH A

In Spanish A, students "Acquire" Spanish language as opposed to "Learn" the language by naturally listening to other people speak Spanish around them. Therefore, almost all class time is spent using Spanish, as opposed to English, and the focus for students is on listening, reading, speaking, and writing. Before year end, students read a Novice Level Spanish Novel.

## SPANISH B

In Spanish B, students continue to acquire Spanish language by naturally listening to it spoken around them. The class focus includes acquisition of high frequency structures (the most frequently used words in a language). In the beginning. Students use these structures with gestures in class discussions, stories, and cultural explorations, and are expected to recognize them when reading or hearing them, eventually producing them in speech and writing. Before year end, students read two Novice Level Spanish Novels.

## SPANISH I HONORS

In Spanish I Honors, students prepare for real life interactions in Spanish language. Students engage in listening, speaking, reading, and writing through comprehension activities that build a solid foundation of Spanish grammar and vocabulary, as well as in-depth knowledge of targeted aspects of Hispanic culture. Using comprehensible input through authentic materials in the target language, students are exposed to a specific focus on literacy & culture. These practices prepare students for not only the next level of Spanish but also encourage their development into lifelong language learners.



# ENRICHMENT SEMINAR

Middle School is a transformational stage for students to elevate their knowledge, become more sophisticated, learn to question and observe, and trust their own capabilities as a learner and a leader. All students begin the 6th grade year with Enrichment Seminar 6, a first quarter course designed to support students in the transition to Middle School. For those students who desire additional support throughout the Middle School years, a two-year sequence of Enrichment Seminar 7 and Enrichment Seminar 8 can be taken in place of World Language studies. For these students, World Language classes will begin at the Upper School level.

## ENRICHMENT SEMINAR 6

# 06

This first quarter course is designed to support students as they transition to Middle School. With a focus on study skills, organization strategies, technology basics, and wellness, this course provides students with the skills they need to successfully navigate Middle School. Not only will students gain experience in organizing their lockers and navigating from one class to another, but they will meet and spend time with important leaders and resources in our Middle School community, including our Learning Specialist, School Counselor, Assistant Director, Director, Student Council officers, and the 6th grade faculty Team Leader.

## ENRICHMENT SEMINAR 7

# 07

Enrichment Seminar 7 is the first part of a two-year series offered to students who elect to wait until the Upper School level to enroll in World Language studies. Designed to help students focus on improvement in core academics, this yearlong course is offered in Grades 7. Students learn strategies to improve executive functioning, academic resilience, and intrinsic motivation. A small group setting allows students to explore and employ proven methods that enhance learning.

## ENRICHMENT SEMINAR 8

# 08

Enrichment Seminar 8 is the second part of a two-year series offered to students who elect to wait until the Upper School level to enroll in World Language studies. Designed to help students focus on improvement in core academics, this yearlong course is offered in Grade 8. Students learn strategies to improve executive functioning, academic resilience, and intrinsic motivation. Key topics targeting the needs of 8th graders include developing research skills and source evaluation, self-regulation, leadership skills, and best practices in communication. A small group setting allows students to explore and employ proven methods that enhance learning.



# FINE ARTS

## MUSIC

Middle School students enroll in Music, Performing Arts, and Visual Arts courses beginning in 6th grade as a rotation of classes, giving them exposure to each of the disciplines within the Fine Arts. As they progress through 7th and 8th grade, students choose if they wish to continue courses in all of these areas or to narrow their focus in a particular area. The Middle School Fine Arts electives are accompanied by a wide array of opportunities for students to perform, exhibit, and showcase their work both within the school and throughout the broader community.

### MUSIC 6

# 06

In 6th Grade, music students explore fundamentals of instrumental/vocal music performance. During class they get an opportunity to play on any instrument they want including woodwind, brass, strings, and percussion! Eventually they choose an instrument (or voice) of concentration for the quarter and begin learning how to read notes and rhythms. The quarter culminates with a performance in front of a large audience at one of our flagship concerts. Classes also get the opportunity to record in studio environment.

### MIDDLE SCHOOL BAND 7

# 07

In 7th Grade, music students begin or continue to study an instrument/voice of their choosing with concentration on fundamentals of tone production, rhythmic awareness, sense of pitch, and reading notation. All music for this class is custom arranged to meet the individual strengths of each student. This helps to nourish areas of growth while keeping it engaging and exciting. There are several performances throughout the year for students to showcase their work in front of packed audiences!

### MIDDLE SCHOOL BAND 8

# 08

In 8th Grade, music students continue to advance their skills on an instrument (or voice) of their choosing with a concentration on developing fundamental and advanced musical technique. During this year our musicians begin to learn how to pick out repertoire for concerts and are given increased freedom to improvise and embellish their part. There are many concerts throughout the year for students to showcase their hard work. This class also engages in extensive preparation and practice for a performance trip in Orlando under the leadership of the Upper School Advanced Music Ensemble classes.



# FINE ARTS

# PERFORMING ARTS

## PERFORMING ARTS 6

# 06

6th grade students participate in Performing Arts for one quarter of the year. Each quarter includes an introduction to theater vocabulary and acting terminology as well as dramatic structure. A variety of improvisation games and activities are introduced based on the work of Viola Spolin. Students are also instructed in the basics of creating characters. Additionally, students work alongside their peers and with the instructor to build self-confidence and fundamental theater skills.

## PERFORMING ARTS 7

# 07

7th grade students are offered Performing Arts on a semester basis. This course will simultaneously broaden and deepen the student's performing arts experience. The semester continues to expand student improvisation skills by introducing more complex Viola Spolin exercises and introductory Augusto Boal activities. Students engage in a deeper collaborative process with scene partners in order to analyze text and make character choices based on their findings. Students work alongside their peers to develop artistic relationships and learn to creatively collaborate in order to positively affect both process and product.

## PERFORMING ARTS 8

# 08

8th grade students are offered Performing Arts on a semester basis. Throughout the year, continued Viola Spolin and Augusto Boal activities broaden the students understanding of creation and collaboration in addition to nurturing a constant creative thought process. Students are instructed on how to properly score a script in order to identify beats, and performance vocabulary is reviewed and expanded. Acting exercises developed by Uta Hagen and Constantine Stanislavsky will form the foundation of this class. Students will work alongside the instructor and their peers in order to create nuanced character work stemming from original and published material. Students will also explore issues and ideas important to them through Process Drama, working alongside the instructor and their peers to develop an understanding that art is a form of communication from the past, for the present, and to the future.



# FINE ARTS

## VISUAL ARTS

# 06

### ART 6

6th grade students participate in visual art for one quarter of the year. After learning the foundational principles of art and elements of design, students explore various mediums. Creativity and craftsmanship are key focuses of student assessment as skills take time to develop. Digital media, painting, drawing, and 3-D projects are part of this hands-on studio practice. Students learn new skills and focus on art production of items that can be a keepsake of their time at Oak Hall.

# 07

### ART 7

Art 7 is a semester-long course and an opportunity for students to develop in the processes of creativity and design. Projects are also designed to help students grow in various skills. They develop an appreciation and understanding of the unique art forms and the aesthetics of different cultures while realizing how connected they are to our own. Creativity and craftsmanship remain aspects of student assessment as skills take time to develop. Students learn new skills and focus on art production of items that can be a keepsake of their time at Oak Hall.

# 08

### ART 8

Art 8 is a semester-long course. It provides students the opportunity to further develop creative competence and design acumen. Projects are also designed to immerse students in all things art. Students work in a cooperative environment where care of equipment and materials is part of daily studio routine. Use of art terminology and a greater control of tools is emphasized. Students use paint, wood, textiles, and other media to create keepsakes with new skills learned in class. Hands-on studio practice daily is a focus of art production of items that students that can be a keepsake of their time at Oak Hall. For those who find a passion in the arts, this course can help students create portfolio pieces for potentially applying to the Arts Conservatory Distinguished Scholar Program.

# 08

### PUBLICATIONS 8

Middle School Publications is an elective course designed to create a yearbook that reflects our school community and equally reflects each student in the student body, Preschool through 12th grade. Our goal as a class is to present a yearbook in May to the faculty, staff, and student body that reflects the experiences of this school year and is an accurate representation of the student body.



# GLOBAL AFFAIRS

As part of the elective offerings available to Middle School students, the Global Affairs courses are designed to expose students to this specific concentration area of Oak Hall's Distinguished Scholar Program. In correlation with their required coursework in Social Studies and World Language, all students are enrolled in Introduction to Global Affairs in 6th grade. In 7th and 8th grade, students may elect to further their studies in Global Affairs through the Global Business and/or the Global Geography electives.

In addition, students are offered a variety of experiences outside of the classroom including clubs, competitions, field trips, and potential travel opportunities. The Middle School experience culminates with a trip for our 8th grade class to travel to Washington, D.C. to experience our nation's history first-hand and bring life to their study of American History.

## INTRODUCTION TO GLOBAL AFFAIRS

Introduction to Global Affairs is a one-quarter class designed to introduce Middle School students to world languages and cultures. Students are introduced to Latin and Spanish by connecting different parts of the world using language, culture, history and international travel experiences. Students are exposed to basic vocabulary, cultural activities, and projects. This class provides students with a better understanding and background of the importance of learning other languages and cultures in a global world. This class also helps students select a language for future study.

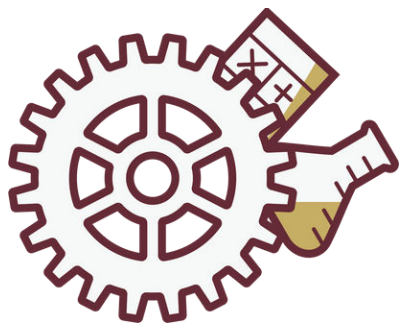
## GLOBAL BUSINESS

Global Business is an elective, one-semester class with a focus is on entrepreneurship and the process of starting a business. Students join semester groups tasked with taking an original idea to conception of a business plan, including marketing, logo design, and distribution. Watch out Shark Tank here comes the next generation of entrepreneurs. This class provides a foundation for future studies in Global Affairs. Students with further interest are encouraged to take Global Geography as an additional elective option in either 7th or 8th grade.

## GLOBAL GEOGRAPHY

Global Geography is an elective, one-semester class offered to 7th and 8th graders. The focus of the class is on current events using document-based research, interactive technology, and project-based learning. Students examine the modern world through five themes of geography: location, place, relationships within places (human-environmental interaction), relationships between places (movement), & regions. This class provides a foundation for future studies in Global Affairs. Students with further interest are encouraged to take Global Business as an additional elective option in either 7th or 8th grade.





# INTEGRATED SCIENCE

With emphasis on biomedical science, computer science, engineering, and robotics, the Middle School Integrated Science curriculum begins with a three-quarter long course for 6th grade students titled: Design, Technology, and App Creation. This required class exposes students to an integrated study of science, technology, engineering, and math and lays the groundwork for 7th and 8th grade electives in the Integrated Sciences. The Middle School Integrated Science electives include hands-on, interactive activities further supported by clubs, competitions, and field trips that provide students with experiential learning opportunities beyond the classroom.

## **IS6: DESIGN, TECHNOLOGY, AND COMPUTER SCIENCE FUNDAMENTALS**

IS6 is a year-long course designed to teach students apply the design process to creatively solve problems, learning and utilizing methods for communicating design ideas through sketches, solid models, and mathematical models. In group work, they learn to collaborate in teams to design a toy or game for a child with cerebral palsy, fabricate and test it, and make necessary modifications to optimize the design solution. The technology unit of this course focuses on the exploration of how science impacts the technology of yesterday, today, and the future. Students apply the concepts of physics, chemistry, and nanotechnology to STEM activities and projects, including making ice cream, cleaning up an oil spill, and discovering the properties of nanomaterials. In computer science, students learn that programming goes beyond the virtual world into the physical world. Students are challenged to creatively use sensors and actuators to develop systems, designing algorithms and using computational thinking practices.

## **IS7-F: AUTOMATION & ROBOTICS**

IS7-F is a semester course that provides students with tools such as the engineering design process, an engineering notebook, and VEX Robotics® programming software to invent and innovate. They learn how creative thinking and problem solving can change the world around them. The course is designed to allow students to trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms.

## **IS7-S: COMPUTER SCIENCE EXPLORATION & ARTIFICIAL INTELLIGENCE**

IS7-S is a semester course that broadens students' understanding of computer science concepts through meaningful applications. Teams select and solve a personally relevant problem related to wearable technology, interactive art, or mechanical devices. The course is designed around engaging activities and learning units that integrate foundational AI concepts and real-world applications with ethical design and responsible use, as students explore how these technologies can help solve problems and improve life for themselves and their communities. Students will investigate the broad implications of AI technology such as targeted advertising, facial and voice recognition, self-driving cars, and neural networks. Through a combination of group activities, individual explorations, and end-of-module deep dive projects, students will build familiarity with AI technology and the current state of machine learning. Students will close the course with a look into the future of AI and discuss the implications of AI technology for our society and our world.



# INTEGRATED SCIENCE

(CONTINUED)

## IS8-F: APP CREATORS

This course introduces students to the field of computer science and the concepts of computational thinking, through the creation of mobile apps. Students are challenged to be creative and innovative, as they collaboratively design and develop mobile solutions to engaging, authentic problems. Students experience the positive impact of the application of computer science to society as well as other disciplines, particularly biomedical science. The class provides students opportunities for self-expression. Teams identify a personal or community problem of interest to them that can be solved with a mobile app solution. The problem can address issues such as health and wellness, the environment, school culture, emergency preparedness, education, community service—the options are endless!

## IS8-S: MEDICAL DETECTIVES

In this course, students play the role of real-life medical detectives as they collect and analyze medical data to diagnose disease. They solve medical mysteries through hands-on projects and labs, measure and interpret vital signs, dissect a sheep brain, investigate disease outbreaks, and explore how a breakdown within the human body can lead to dysfunction. Students apply experimental design, creative thinking, and problem solving to investigate the inner-workings of the human body, diagnose disease, and improve human health.

## COMPETITIVE ROBOTICS

In Competitive Robotics, students form teams of 3-4 roboteers to compete in the VEX IQ Robotics competition season. Each team designs, builds, tests, and modifies a remote-controlled robot to solve a timed challenge and score as many points as possible. Teams compete among other teams in the district, state, and even internationally. Students develop high-level programming, architectural, collaborative, and engineering skills. This course is ideal for students who have strong communication skills and a lot of determination.



# PHYSICAL EDUCATION

The Middle School Physical Education curriculum is meant to develop motor skills, to build knowledge, and to instill behaviors in students to encourage an active and healthy lifestyle including physical activity and physical fitness. Teachers focus on building these skills in students to help improve their ability and confidence beyond the Middle School years. Students enroll in year-long classes from Grades 6-8.

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The Physical Education courses hope to develop the physical, mental, social, and emotional development as well as the neuromuscular coordination of each student. Teachers aim to accomplish these goals through daily stretching/exercise and engaging and learning about different styles of recreational and team sports. The overall goal in physical education classes is to develop physically literate students who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

Students participate in a variety of units throughout the year focused on learning and engaging in a variety of sports: volleyball, basketball, flag football, kickball, pickle ball, soccer, ultimate frisbee, and badminton. All students are expected to dress out in the physical education uniform to participate in class.

Students are assessed daily in three specific areas including movement, sportsmanship, and preparation. Movement occurs each class period as students are asked to fully participate in each warm-up, drill, exercise, and game at a health-enhancing intensity. Sportsmanship includes listening to directions, cheering and encouraging classmates, contributing to team efforts, and treating equipment with care. Participation is meant to ensure students come ready for class each day with a water bottle, PE uniform, and proper athletic footwear.

Physical Education classes meet daily for the optimal skill development and physical well-being of students in Middle School.