

	9 <sup>TH</sup> GRADE	10 <sup>TH</sup> GRADE	11 <sup>TH</sup> GRADE	12 <sup>TH</sup> GRADE
<b>ENGLISH</b>	<p>The English program is designed to encourage students' love for the language, develop their command of reading and writing and increase their confidence and pleasure in expressing themselves. The faculty seeks to refine students' literary, critical and argumentative analysis while fostering an appreciation of the art of poetry, fiction and nonfiction. The curriculum is designed to help students articulate their responses to literature and their perceptions of themselves and their world.</p>			
	<p><b>9<sup>TH</sup> GRADE</b></p> <p>Introduces literary genres. Students read stories, novels, poems, plays and essays by writers from diverse backgrounds. The course hones critical reading, writing and speaking skills through essays, creative assignments and lively discussions.</p>	<p><b>10<sup>TH</sup> GRADE</b></p> <p>A global literature course, which emphasizes close reading as well as analytical, personal and creative writing. Each student selects a literature elective on a region, such as Africa, Asia, Eastern and Central Europe, Latin America, or the Middle East and South Asia.</p>	<p><b>11<sup>TH</sup> GRADE</b></p> <p>Explores American culture and literature. Each student chooses an American literature elective, but every class covers the same core skills.</p> <p><b>Electives:</b> America to Me, American Families, American Seeker, The New Chicagoans, Silenced America.</p>	<p><b>12<sup>TH</sup> GRADE</b></p> <p>Provides students with an opportunity to study literature focused on a particular genre, theme, or identity for one semester.</p> <p><b>Electives:</b> Black Voices in America, Creative Writing, Digital Narratives, Disenchantment and Fantasy Literature, Journalism, LGBTQ+ Literature, Modern and Contemporary Poetry, Neil Gaiman's American Gods, Punching the Clock, Savage Mind, Science Fiction and Social Justice, Shakespeare, Writer's Workshop.</p>
<b>HISTORY &amp; SOCIAL STUDIES</b>	<p>The history and social studies program helps students become active and informed citizens. Upon completion of the program, students will be prepared to: (1) understand how the connection of personal, local, national and global phenomena produce patterns of change; (2) articulate informed opinions; (3) recognize how aspects of culture and identity combine and conflict to produce unique civilizations over time. Students become critical thinkers and hone their research, writing and communication skills.</p>			
	<p><b>9<sup>TH</sup> GRADE</b></p> <p><b>Global Studies: Networks, Hierarchy, and Culture:</b> Students analyze the sources of historical change, including the interaction of hierarchies and networks, to create culture. They examine the formation of agricultural and urban communities, the explosion of Axial Age civilizations, and — in the modern world — the expansion of colonialism and global spread of revolution. Skills development is focused around the reading and writing process, self-assessments and faculty feedback.</p>	<p><b>10<sup>TH</sup> GRADE</b></p> <p>Global studies courses are designed to help students understand the contemporary world, its critical issues, and some of the factors and events that molded it.</p> <p><b>Semester electives include:</b> World Religions, Nazi Mind, Global Art and Culture, Russian Revolutions, Latin American Revolutions, What is Race?, Spice, Middle East, Modern China, International Human Rights Law.</p> <p><i>(Students in grade 12 may choose to take these courses with departmental permission.)</i></p>	<p><b>11<sup>TH</sup> GRADE</b></p> <p><b>US History Survey:</b> Beginning in the colonial era, U.S. History will explore patterns of social, economic, and political change, with expanded attention to contemporary history. This course is designed to challenge students' perceptions of peoples, places, and events in American history. To do this, students will analyze and assess a variety of primary and secondary sources, and they will regularly practice crafting complex, compelling historical arguments.</p>	<p><b>12<sup>TH</sup> GRADE</b></p> <p>Twelfth grade electives give students the opportunity to explore concepts from their previous three years of courses in the history department.</p> <p><b>Electives include:</b> Honors European History, Economics, Honors American Politics, Honors Comparative and Global Politics, AP Psychology, Chicago: City so Real.</p>
<b>MATHEMATICS</b>	<p>The mathematics curriculum encourages creative problem solving, written and verbal communication of mathematical ideas, and collaboration. Students enter the upper school mathematics program with different levels of preparedness. To best meet the needs of these differing learning styles and abilities, regular, honors and AP levels of certain math courses are offered. Upper school students must complete three credits, including Algebra 2 and Geometry.</p>			
	<p><b>9<sup>TH</sup>–12<sup>TH</sup> GRADES</b></p> <p>Algebra 1, Algebra 2, Honors Algebra 2, Geometry, Honors Geometry, Precalculus, Honors Precalculus, Honors Accelerated Precalculus and Differential Calculus, AP Calculus AB, AP Calculus BC, Honors Multivariable Calculus, AP Statistics.</p>	<p><b>10<sup>TH</sup>–12<sup>TH</sup> GRADES</b></p> <p><b>Electives:</b> Advanced Geometry, Finance &amp; Math 1, Finance &amp; Math 2, Introduction to Advanced Topics, Introduction to Differential Calculus, Introduction to Integral Calculus, Probability and Game Theory, Statistical Methods: Understanding Community 1, Statistical Methods: Understanding Community 2.</p>		
<b>SCIENCE</b>	<p>The upper school science program focuses the attention of the students on the key concepts of science and stresses the processes of science. Through hands-on lab work, traditional and multimedia lectures and group discussion, students develop problem-solving and critical-thinking skills. Students must successfully complete three years of science study, including one year each of: Physics, Chemistry and Biology. Electives are generally open to students in grades 11–12.</p>			
	<p><b>9<sup>TH</sup> GRADE</b></p> <p>Physics, Honors Physics.</p>	<p><b>10<sup>TH</sup> GRADE</b></p> <p>Chemistry, Honors Chemistry, Stellar Astronomy, Cosmology.</p>	<p><b>11<sup>TH</sup>–12<sup>TH</sup> GRADES</b></p> <p>Biology, Honors Biology, Honors Advanced Biology; Genetics and Evolution, Honors Advanced Biology; Ecology and Evolution, AP Chemistry, AP Physics C; Mechanics, AP Physics C: Electricity and Magnetism, Human Anatomy &amp; Physiology 1 &amp; 2, Medicinal Chemistry 1 &amp; 2, Stellar Astronomy, Cosmology.</p>	
<b>LANGUAGES</b>	<p>The upper school Language Department offers a standards-based proficiency program in French, Latin, Mandarin and Spanish. Students must successfully complete a minimum of three consecutive years of a language. Students can take additional languages as electives. The classroom experience is highly communicative and promotes the development of the four skills: speaking, listening, reading and writing. French, Mandarin and Spanish classes are conducted in the target language, use authentic resources, and students utilize their language skills in a variety of real-life situations. Through the Latin curriculum, students develop reading proficiency. All languages offer opportunities abroad.</p>			
	<p><b>9<sup>TH</sup>–12<sup>TH</sup> GRADES</b></p> <p><b>Latin:</b> Novice, Intermediate Low, Intermediate Mid, Intermediate High, Advanced Low, Advanced Mid, Advanced High, Superior.</p> <p><b>French:</b> Novice, Novice High, Intermediate Low, Intermediate Mid, Culture and Conversation, Intermediate High, AP Language and Culture, and Literature, Culture and Conversation.</p> <p><b>Mandarin:</b> Novice, Novice High, Intermediate Low, Intermediate Mid.</p> <p><b>Spanish:</b> Novice, Novice High, Intermediate Low, Intermediate Mid, Intermediate High, Intermediate High: Language and Culture (AP), Advanced Low Literature, Advanced Low Language and Spanish for Heritage speakers.</p>			
<b>PHYSICAL EDUCATION</b>	<p>The mission of the physical education program is to help students achieve active and healthy lives and benefit from positive outcomes associated with good health. Ninth grade students are enrolled in PE during the first or second semester as part of their Wellness block; students in grades 10–12 must earn the remaining four quarters of credit (three-sport athletes in grades 10–12 are exempt from the PE requirement and seasonal athletes are required to only take PE during the off-season if needed).</p>			
	<p><b>9<sup>TH</sup> GRADE</b></p> <p>Lifetime Fitness and Nutrition, Hatha Yoga, Dance, Lifetime Sport and Games, First Aid/CPR.</p>	<p><b>10<sup>TH</sup>–12<sup>TH</sup> GRADES</b></p> <p>Yoga/Pilates, Lifetime Fitness and Nutrition, Dance, Lifeguarding</p> <p><b>Athletics:</b> Students will earn .25 PE credit per season</p> <p><b>ISP:</b> Students may qualify for an Independent Study if applicable and approved by the department.</p>		
<b>PERFORMING ARTS</b>	<p><b>Music, Theater, Dance</b></p> <p>The performing arts program promotes success in a nurturing environment that helps students develop self-esteem, gives them freedom to learn from artistic risks and encourages them to take pride in their accomplishments. Students have many opportunities to share their art with others through public concerts, plays and presentations.</p>			
	<p><b>9<sup>TH</sup>–12<sup>TH</sup> GRADES</b></p> <p>Acting Company, Chorus, Improv Company, Speech, Stagecraft, Technical Theatre Production, Band, Chicago Dance, Dance Technique I, Dance Technique II, Dance Company, Dance Making, Dance Mentoring, Introduction to Music Technology, Music Theory.</p>	<p><b>10<sup>TH</sup>–12<sup>TH</sup> GRADES</b></p> <p>Intermediate Acting Company, Intermediate Improv Company, Advanced Improv Company, Playwriting &amp; Directing.</p>	<p><b>11<sup>TH</sup>–12<sup>TH</sup> GRADES</b></p> <p>Advanced Acting Company, Independent Study.</p>	
<b>VISUAL ARTS</b>	<p>The visual arts department believes that the best way to learn artistic values is to create art. The study of aesthetics, technique and history plays a vital part in learning to work analytically to solve problems, promote mindfulness, respect others' forms of expression and to work collaboratively. Learning about and reflecting on the creative process builds art appreciation. Creating their own work gives students the opportunity to both appreciate the process of art making and personalize their expressive voice, choice and individual interests. Students share their art with others through exhibits, publications and presentations.</p>			
	<p><b>9<sup>TH</sup> GRADE</b></p> <p><b>Global Studies Visual Arts (Required)</b> Architectural Drafting and Design (CAD), Computer Graphic Design, Digital Imaging, Digital Visual Art, Drawing 1, Drawing 2, Fashion Design, Filmmaking, Modern Art History, Observational Painting, Painting Studio, Photography 1, Photography 2, Printmaking, Sculpture 1, Sculpture 2.</p>	<p><b>10<sup>TH</sup>–12<sup>TH</sup> GRADES</b></p> <p>Independent Study.</p>	<p><b>11<sup>TH</sup>–12<sup>TH</sup> GRADES</b></p> <p>AP Art and Design.</p>	
<b>GLOBAL ONLINE ACADEMY</b>	<p>9/11 in Global Context, Abnormal Psychology, Applying Philosophy To Global Issues, Arabic through Culture I, Arabic through Culture II, Arabic through Culture III, Architecture, Arts Entrepreneurship, Bioethics, Business Problem Solving, Climate Change &amp; Global Inequality, Computer Science II: Java, Computer Science II: Python, Creative NonFiction writing, CS I: Computational Thinking, CS II: Game Design &amp; Development, Cyber Security, Data Visualization, Developmental Psychology, Digital Photography, Entrepreneurship in a Global Context, Fiction Writing, Filmmaking, Game Theory, Gender &amp; Society, Genocide &amp; Human Rights, Geometry, Global Health, Graphic Design, International Relations, Introduction to Investments, Introduction to Legal Thinking, Introduction to Psychology, iOS App Design, Japanese through Culture I, Japanese through Culture II, Japanese through Culture III, Linear Algebra, Macroeconomics, Medical Problem Solving I, Medical Problem Solving II, Microeconomics, Multivariable Calculus, Neuropsychology, Number Theory, Personal Finance, Poetry Writing, Positive Psychology, Prisons &amp; The Criminal Law, Problem Solving with Engineering &amp; Design, Race &amp; Society, Religion &amp; Society, Social Psychology, Spanish I.</p>			
<b>GLOBAL INITIATIVES</b>	<p>Our multi-faceted global education program enables Latin students to become globally aware and understand the interconnection of cultures; embrace differences and show empathy that reaches beyond national boundaries. Nurtured in the classroom and through a rich variety of co-curriculars, students' global competencies are enhanced by Project Week and a Global Experience Program that focuses on exchange opportunities, language immersion programs and international partnerships.</p>			
<b>COMPUTER SCIENCE</b>	<p>Students in the computer science program explore the many aspects of computer science and apply this knowledge to projects of their own design. The two semester long Computer Science Principles sequence explores the foundational principles of computer science, focusing on how computers and programming are used as tools for problem-solving, creation and innovation. Later semester electives introduce students to theoretical and practical applications of these concepts. Coursework is heavily project-based and students solve complex computing problems, analyze and manipulate data and design interactive applications.</p>			
	<p><b>9<sup>TH</sup>–12<sup>TH</sup> GRADES</b></p> <p>Computer Science Principles I, Computer Science Principles II, Data Visualization and Analysis, Introduction to Algorithms and Data Structures, Modern Computing: NAND to Tetris, Principles of Programming Languages, Software Development Lab.</p>			
<b>SERVICE LEARNING</b>	<p>Service learning is critical in teaching students an awareness of the world outside themselves and the needs of others. Our JK–12 program is based on the tenets of empathy, awareness and action. In the upper school, service learning is a graduation requirement. Ninth grade students must complete ten hours and eleventh grade students must complete 20 hours of service during the school year. Latin students regularly volunteer with up to 70 different organizations in Chicago. A significant number of those are relationships the school has developed through its Uptown Community Partnership. Last year, upper school students completed about 8,000 hours of community service, more than half of them in Uptown.</p>			
<b>LIBRARY</b>	<p>The upper school library program is focused on building students' information literacy skills. Students have opportunities to practice information access, evaluation, appreciation and creation through programming and integrated instruction. The library is available for students as a collaborative study space and its multi-format resources are used by community members for both formal and informal learning.</p>			
<b>COLLEGE COUNSELING</b>	<p>College counseling is an integrated and personal process for all students at Latin. Counselors meet with students individually, lead tenth and eleventh grade college classes and conduct grade-level meetings and conferences with families. All Latin students learn to collect reliable information, plan for standardized testing, organize applications, present themselves to college representatives and write personal essays for applications. College counselors also work with faculty and advisers to ensure that students and faculty are receiving accurate and timely information about college planning.</p>			
	<p><b>9<sup>TH</sup> GRADE</b></p> <p>Grade-level meetings with students and parents to answer questions about what to expect for the college process.</p>	<p><b>10<sup>TH</sup> GRADE</b></p> <p>Parents are introduced to the college process at Latin in detail and students in grade 10 meet with the college counselors at least once per semester. Students take a diagnostic standardized test to prepare for eleventh grade.</p>	<p><b>11<sup>TH</sup> GRADE</b></p> <p>Mandatory classes offered by the college counseling office help students understand the current college landscape; research skills and learning to articulate their own personal interests and choices are large themes. Individual and family college meetings are mandatory. Students take the PSAT and Latin offers its own test-prep elective.</p>	<p><b>12<sup>TH</sup> GRADE</b></p> <p>Individual counseling with students and families continues as well as scheduled college classes. Counselors assist with essays, applications, and presentation skills. Latin hosts over 130 college representatives and counselors also help students investigate colleges in the spring.</p>
<b>LEARNING RESOURCES</b>	<p>The upper school learning resources office supports students in becoming successful, independent learners and strong self-advocates. Learning Resources directs students to the full range of school-based resources at Latin in support of that goal. The office works primarily with students who are diagnosed with learning differences, though it is available to all Upper School students. Students can seek support directly from Learning Resources. Faculty, staff and families may also refer students.</p>			
<b>COUNSELING</b>	<p>Counselors offer assistance to students who may be experiencing psychological stress, social difficulties and acute crisis, or are participating in high-risk behaviors. Any student or family member may request to be referred to one of the counselors, who will work collaboratively with families to develop the best plan to address that student's needs. Latin's counselors offer an open and accepting environment in which each student is treated with care while promoting respect for diversity, equity and inclusion. Counselors teach in the affective ed program as well as provide programs around social and emotional wellness for students and families throughout the year.</p>			

	5 <sup>TH</sup> GRADE	6 <sup>TH</sup> GRADE	7 <sup>TH</sup> GRADE	8 <sup>TH</sup> GRADE
ENGLISH	<p>The primary goal of the middle school English program is to teach and model the skills necessary for students to effectively articulate responses to literature, the world and themselves. Students are taught to read, think and write in a careful, critical and creative manner. A student-directed Writer's Workshop emphasizes prewriting, organizing, drafting, editing and revising. In language arts, students receive additional writing instruction. As they experiment with a variety of literary forms, students work on grammar, style, format and mechanics. There is additional grammar instruction through the <i>No Red Ink</i> program.</p> <p><b>5<sup>TH</sup> GRADE</b> Reading, reading strategies and skills, vocabulary, spelling, higher order of thinking and questioning skills, expository and creative writing.</p> <p><b>Language Arts:</b> Writer's Workshop and grammar instruction</p> <p><b>Texts may include:</b> <i>Among the Hidden, Fever 1793, Tuck Everlasting, Al Capone Does My Shirts</i></p>	<p><b>6<sup>TH</sup> GRADE</b> Literary elements, fiction and nonfiction reading strategies and skills, vocabulary, storytelling, expository and creative writing.</p> <p><b>Language Arts:</b> Writer's Workshop and grammar instruction</p> <p><b>Texts may include:</b> <i>The Outsiders, The Fun Jungle Series, Trouble, Keepers of the Earth, Shelf Life</i></p>	<p><b>7<sup>TH</sup> GRADE</b> Literature, fiction and nonfiction reading strategies, expository and creative writing, grammar, short stories, myths and poetry.</p> <p><b>Language Arts:</b> Writer's Workshop and grammar instruction</p> <p><b>Texts may include:</b> <i>Animal Farm, Diary of Anne Frank, House of the Scorpion, It's Trevor Noah: Born a Crime: Stories from a South African Childhood, Shadow Hero, They Called Us Enemy</i></p>	<p><b>8<sup>TH</sup> GRADE</b> Literature, fiction and nonfiction reading strategies, expository and creative writing, grammar, vocabulary, short stories and poetry.</p> <p><b>Language Arts:</b> Writer's Workshop and grammar instruction</p> <p><b>Texts may include:</b> <i>Romeo and Juliet, The Warmth of Other Suns, The House on Mango Street, March, Long Way Down</i></p>
HISTORY & SOCIAL STUDIES	<p>The middle school social studies program uses the study of geography, modern world issues and American history to explore the development of the global and local world. As social scientists, students hone their critical thinking, research and writing skills through a variety of projects using MIT Scratch Coding, React Learning SIMS and the Project-Based Learning model. By focusing on the rights and responsibilities of global citizenship, Latin students will become better prepared to address the complex issues the U.S. and other countries face in a rapidly changing and increasingly interconnected world.</p> <p><b>5<sup>TH</sup> GRADE</b> <b>Units:</b> Geography, Hunter-Gatherers, Guns, Germs &amp; Steel, European Exploration, Colonial America, Revolutionary War, Founding of America.</p> <p><b>Sample project:</b> Students design an imaginary map during the geography unit. Students participate in gamification to deepen their understanding of the units.</p>	<p><b>6<sup>TH</sup> GRADE</b> <b>Units:</b> What does it mean to be American?, Founding of United States Manifest Destiny &amp; United States Expansion, Civil War &amp; Reconstruction, Immigration, Industrial Revolution.</p>	<p><b>7<sup>TH</sup> GRADE</b> <b>Units:</b> Migration and Its Global Impact on Society, Immigrants and Cultural Integration, Soccer as a Microcosm for Globalization: World Cup 2030, The Scramble for Africa, The World in a Candy Bar: Chocolate's Evolution From New World Currency to Global Addiction and The Day the World Became One: Global Pandemics and their impact on Populations.</p> <p><b>Sample project:</b> Using the Project Based Learning model (PBL), students create a coding project focused on the Syrian Refugee Crisis and participate in a digital exchange with middle school students in Karachi, Pakistan which culminates in a joint problem-solving exercise. Students also learn about global interdependence by working in pairs to create the World in a Candy Bar Project and a bid to host the 2030 World Cup.</p>	<p><b>8<sup>TH</sup> GRADE</b> <b>Units:</b> Constitution, Slavery, Civil War, Reconstruction, World War I, The 1920s and America between the wars, Harlem Renaissance, World War II, Cold War and Communism, Jim Crow and Civil Rights, LGBTQ Rights, Oral History, Current Events.</p> <p><b>Sample Project:</b> Family History Project: students research, interview and write about their own families over a period of months. They present the final product to classmates and family.</p>
MATHEMATICS	<p>The middle school mathematics curriculum expands on the areas of number theory, geometry and other pre-algebra concepts and skills. As students are introduced to higher levels of abstract thinking, they are taught to apply previously learned skills to solve more complex problems. Problem-solving skills and strategies are emphasized. At a minimum, all students will complete an Algebra 1 course. Students gain experience with technology including iPad applications, scientific and graphing calculators, geometry software, experience with coding and interactive whiteboards.</p> <p><b>5<sup>TH</sup> GRADE</b> Number theory; four operations with whole numbers, fractions and decimals; geometry; pre-algebra concepts and skills, problem-solving.</p>	<p><b>6<sup>TH</sup> GRADE</b> <b>Pre-Algebra:</b> Operations with and uses of fractions, decimals and integers; scientific notation; order of operations; rates and ratios; percent; exponents and square roots; absolute value; commutative and associative properties; dimensional analysis.</p> <p><b>Accelerated Pre-Algebra:</b> Additional topics: algebraic equations and inequalities, introduction to geometry proofs, probability and statistics, logic statements.</p>	<p><b>7<sup>TH</sup> GRADE</b> <b>Pre-Algebra/Algebra 1 (Part 1):</b> Statistics and displays; ratio and proportion; introduction to geometry; probability; variables; rational numbers; solving equations and inequalities with one variable.</p> <p><b>Honors Algebra 1:</b> The real number system; polynomials and exponents; functions and relations; linear, quadratic and exponential models.</p>	<p><b>8<sup>TH</sup> GRADE</b> <b>Algebra 1 (Part 2):</b> The real number system; polynomials and exponents; functions and relations; linear, quadratic and exponential models.</p> <p><b>Honors Algebra 2:</b> Functions; conic sections (parabolas, circles and ellipses); properties of exponents and logarithms; rational and polynomial functions; complex numbers.</p>
SCIENCE	<p>An experiential, inquiry-based approach is at the heart of middle school science teaching and learning. Middle school students discover and learn about biological, physical, earth and space sciences. They also learn to observe, measure, experiment, think critically and communicate their scientific understandings through a variety of methods.</p> <p><b>5<sup>TH</sup> GRADE</b> <b>Chemistry:</b> Properties of matter, atoms, the periodic table.</p> <p><b>Physics:</b> Simple machines, electricity, engineering.</p> <p><b>Biology:</b> Plant growth and development.</p>	<p><b>6<sup>TH</sup> GRADE</b> <b>Cells:</b> Microscope skills, cell structure and function, cellular life cycles.</p> <p><b>Animal Life:</b> Classification, behaviors, characteristics, adaptations.</p> <p><b>Ecology &amp; Environmental Science:</b> Populations, communities, ecosystems, energy flow.</p>	<p><b>7<sup>TH</sup> GRADE</b> <b>Biomolecules:</b> Protein, carbohydrates, lipids, fats.</p> <p><b>Human Biology:</b> Organ systems, structures, functions, anatomy, biomimicry.</p> <p><b>Physical Science &amp; Perception:</b> Optics and the eye, sound and the ear.</p> <p><b>STEM:</b> Robot Hand project.</p>	<p><b>8<sup>TH</sup> GRADE</b> <b>Meteorology:</b> Water cycle, clouds, weather patterns, extreme weather events.</p> <p><b>STEM:</b> Levee Project.</p> <p><b>Environmental Stewardship:</b> Climate change, fossil fuels, natural resources, renewable energy, human impacts on the environment.</p> <p><b>Astronomy:</b> Moon, stars, planetary characteristics, rocketry, history and future of space travel.</p>
LANGUAGES	<p>The modern languages curriculum at Latin follows an oral proficiency program, which focuses primarily on speaking and listening. Using comprehensible texts and authentic resources, students develop their reading and writing skills as they become proficient speakers. The middle school Latin language curriculum prepares students to read authentic texts and introduces them to Roman civilization.</p> <p><b>5<sup>TH</sup> GRADE</b> <b>Latin:</b> Read texts that include nouns in the nominative and accusative cases in the first three declensions and verbs in the present, imperfect and perfect tense.</p> <p><b>French:</b> Using basic greetings and salutations; describing ourselves; expressing likes and dislikes.</p> <p><b>Chinese:</b> Basic greetings and salutations; talk about family, pets and the Chinese zodiac; write and type Chinese characters.</p> <p><b>Spanish:</b> Identity (myself, friends, family, origins, descriptions, likes/dislikes); school lifestyles (likes/dislikes pertaining to school; time of day pertaining to school routine); Interculturality (Afro Hispanic/Latin@/Indigenous origins in various Spanish-speaking communities); connections and comparisons to thematic content.</p>	<p><b>6<sup>TH</sup> GRADE</b> <b>Latin:</b> Read texts that include nouns in the dative and ablative cases, pronouns, relative clauses, adjectives and irregular verbs.</p> <p><b>French:</b> Describe your typical day at school, at home and in the community.</p> <p><b>Chinese:</b> Describe personalities, appearances, country of origin and languages spoken, school, sports and hobbies.</p> <p><b>Spanish:</b> Talk about food and health, daily routines, past experiences and weekend plans.</p>	<p><b>7<sup>TH</sup> GRADE</b> <b>Latin:</b> Read texts that include verbs in the pluperfect tense, nouns in the genitive case, 4th and 5th declension nouns and perfect participles.</p> <p><b>French:</b> Comparing and connecting with others by discussing interests, routines and celebrations; expressing and supporting opinions about various familiar topics.</p> <p><b>Chinese:</b> Discuss time, daily routines, weekend plans; extend invitations or ask permission.</p> <p><b>Spanish:</b> Important historic events and celebrations in Spain and LA. Daily routine (taking care of oneself) at home and at school. Talking about school life and experiences (describing teachers, classes and lessons). Talking about free time, television and movies.</p>	<p><b>8<sup>TH</sup> GRADE</b> <b>Latin:</b> Read texts that include verbs in the subjunctive, deponent verbs and present participles.</p> <p><b>French:</b> Discussing childhood experiences, feelings, health, art, literature, current events and future plans.</p> <p><b>Chinese:</b> Buy and negotiate prices; discuss food preferences; study Chinese culture through readings, class activities and presentations.</p> <p><b>Spanish:</b> Talk about childhood experiences, the environment and helping others, Spanish and Indigenous heritage in the Americas in cooking, traditions and festivities.</p>
PHYSICAL EDUCATION	<p>In middle school physical education, students participate in a wide variety of activities designed to develop skills, improve fitness, increase cognitive function and social development by encouraging leadership, cooperation and problem solving. The program's goal is to establish lifelong fitness through unique and relevant experiences.</p> <p><b>5<sup>TH</sup> GRADE</b> <b>Units:</b> Striking, throwing and catching, organizational games, swimming, racquet sports, fitness, yoga, diamond games, basketball, soccer, fitness challenge, Human Growth and Development.</p>	<p><b>6<sup>TH</sup> GRADE</b> <b>Units:</b> Football, field hockey, volleyball, team building, fitness, swimming, yoga, ultimate games, unique games, softball, fitness challenge.</p>	<p><b>7<sup>TH</sup> GRADE</b> <b>Units:</b> Volleyball, floor hockey, Frisbee, golf, swimming, unique games, fitness, fitness challenge, racquet sports, yoga/Pilates, basketball, track and field.</p>	<p><b>8<sup>TH</sup> GRADE</b> <b>Units:</b> Team building, fitness, football, basketball, soccer, volleyball, water polo, swimming, fitness challenge.</p>
PERFORMING ARTS	<p><b>Music, Theater, Dance, Movement</b> The goal of the middle school performing arts program is to give students the time and opportunities to explore their artistic interests and talents. Students participate in Band or Chorus as well as Dance and Drama. They are introduced to the fundamentals and develop skills in each area. Throughout the year they perform in musical concerts, dance performances or in middle school theater productions.</p> <p><b>5<sup>TH</sup>-8<sup>TH</sup> GRADES</b> <b>Students in grades 5-7</b> choose Band or Chorus (year-long) and have one trimester each of Drama, Dance and Visual Arts. <b>Students in grade 8</b> choose Band, Chorus or Arts Cycle.</p> <p><b>Band/Chorus:</b> Posture, diaphragmatic breathing and tone production; rehearsal and performance etiquette; solfège and ear training (Chorus); scales (Band); theory and composition; and developmentally appropriate repertoire</p> <p><b>5<sup>TH</sup>-7<sup>TH</sup> GRADES</b> <b>Drama:</b> Students are introduced to story dramatization, pantomime, theatre vocabulary, character development, dramatic structure, vocal characterization, stage direction, playwriting and theatre history.</p> <p><b>8<sup>TH</sup> GRADE ARTS CYCLE</b> <b>Drama:</b> Students refine drama skills and work on units including: costume design, radio plays, performance and a study of Thornton Wilder's Our Town.</p> <p><b>Movement/Dance:</b> The art form dance/movement production cultivates an empowering and creative environment for students to develop a curiosity, understanding and appreciation for dance as an art form. The students will be introduced to the choreographic process, movement improvisation and the technique and history of various genres of dance. Through visual, auditory and kinesthetic practices, students will gain the necessary skills and insight for a versatile foundation in the ever-changing world of dance.</p> <p><b>5<sup>TH</sup> GRADE</b> Students explore creative movement through improvisation and the choreographic process. With an increased understanding of the relationship between movement, time, space and energy, students will develop a vocabulary to communicate artistic expression.</p> <p><b>6<sup>TH</sup> GRADE</b> Students will be introduced to contemporary-modern dance technique and phrase work. They develop a deeper understanding of spatial patterning, coordinated movements of the upper and lower body and dancing through space with a wide range of motion.</p> <p><b>7<sup>TH</sup> GRADE</b> Students will learn iconic dance trends from the 1990s, 2000s and 2010s. They gain cultural insight and appreciation for its evolution and impact. Students develop an embodied understanding of the dynamics and rhythms contributing to the coordination and physical endurance of these popular dance styles.</p> <p><b>8<sup>TH</sup> GRADE</b> Students will be introduced to the technique and history of tap dancing. They will develop and refine their skills to wear the hat of both a musician and dancer.</p>			
VISUAL ARTS	<p>Latin believes that students learn art best through creating it and that every child has the potential to be an artist. Our visual arts program focuses student attention on observation and communication through creative challenges that help our students develop visual-spatial skills and build habits of mind through artistic practices. As they explore a variety of traditional and new media, students build visual literacy skills. By looking at the work of traditional and contemporary artists students gain insight into the meaning and purpose of visual art and how it serves as a window and or a mirror into a time period and or a culture. We also collaborate to integrate art with other disciplines.</p> <p><b>5<sup>TH</sup>-6<sup>TH</sup> GRADE</b> Students learn how to refine their drawing skills as well as concepts such as composition, visual balance, line, rhythm, scale and perspective.</p> <p><b>7<sup>TH</sup>-8<sup>TH</sup> GRADE</b> Students learn how to develop their visual problem-solving skills. The students also continue refining their use of design, mixed media, technology and drawing.</p>			
COMPUTER SCIENCE	<p>The middle school computer science program aims to highlight the foundational concepts of computer science in a manner all students will find accessible and relatable. An interdisciplinary approach further illustrates the universal applicability of the discipline. Students will achieve an understanding of how digital information is encoded, how to approach problems algorithmically and how programming can be used in both creative and problem solving capacities. Students will be exposed to a wide array of programming concepts and environments and will further explore these topics via "unplugged" activities and cross-curricular projects.</p>			
LIBRARY	<p>The middle school library program is structured around two major components: the teaching of research and library skills and promoting the love of reading. While there are no separate library classes, librarians work closely with faculty in developing units that integrate library and research skills into the curriculum.</p>			
LEARNING RESOURCES	<p>The goal of the middle school learning resources program is to create successful, independent learners who are capable of advancing and executive functioning skills and utilizing the resources available to them. Students receive support with study skills and strategies, classroom assignments and executive functioning skills. Support is provided through small group study halls, accommodations within the classroom and/or consultative services.</p>			
COUNSELING	<p>Safety and well being are the main priorities of the counseling program in the middle school. The counselor offers assistance and expertise to students who may be experiencing psychological stress, social difficulties and acute crisis, or are participating in high-risk behaviors. The middle school counselor offers an open and accepting environment in which each student is treated with care while promoting respect for diversity, equity and inclusion. The counselor also serves as a consultant and liaison to families, faculty, staff and administrators, while helping community members to understand the child/adolescent development process. Any student or family member may request to be referred to the counselor, who will work collaboratively with families to develop the best plan to address that student's needs. Students are also always welcome to stop by the counseling office informally to discuss any issues concerning their own wellbeing or the wellbeing of others. The counselor provides programs around social/emotional wellness for students and provides parent education opportunities around these themes throughout the year.</p>			