

Saint Mary's Hall



Middle School Curriculum Guide 2019-2020

MIDDLE SCHOOL COURSE OF STUDY

FORM 6

English Language Arts 6

Mathematics 6 or Pre-Algebra 6 Honors

Earth Science 6

Social Studies 6: The Eastern Hemisphere: “From Mesopotamia to the Modern World”

French 6, Latin 6, Spanish 6, Accelerated Spanish Language & Culture I, or Academic Reading

Art 6, Beginning Band, Chorus 6, String Ensemble, Drama 6, or Introduction to Robotics

Athletics, Fitness, or In-school Dance

Life Skills 6

FORM 7

English Language Arts 7

Pre-Algebra 7 or Algebra 7 Honors

Life Science 7

Social Studies 7: The Western Hemisphere (1 sem.) & Texas History (1 sem.)

French 1A, Latin 1A, Spanish 1A, Accelerated Spanish Language & Culture II, Academic Reading 7/8 or Academic Writing

Art I, Beginning or Concert Band, Chorus, String Ensemble, Beginning Speech & Drama

Athletics, Fitness, or In-school Dance

Life Skills 7

FORM 8

English Language Arts 8

Algebra 8 or Geometry 8 Honors

Physical Science 8: Chemistry (1 sem.) & Physics (1 sem.)

Social Studies 8: United States History to 1865

French 1B, Latin 1B, Spanish 1B, or Accelerated Spanish Language & Culture III, Academic Reading 7/8 or Academic Writing

Art I or II, Chorus, Concert Band, String Ensemble, Beginning or Advanced Speech & Drama, or Advanced Robotics

Athletics, Fitness or In-school Dance

Life Skills 8

MIDDLE SCHOOL COURSE DESCRIPTIONS

ENGLISH LANGUAGE ARTS

In the Middle School English Language Arts program, students refine and master previously learned skills in increasingly complex reading selections and written compositions. They read widely in classic and contemporary selections, both fiction and nonfiction, and are able to apply strategies for better comprehension, analysis, and interpretation. In addition, students select and use different forms of writing for specific purposes. They learn to edit their writing based on their knowledge of grammar and usage, spelling, punctuation, and other conventions of written language. Students become increasingly more sophisticated in their writing as they learn how to compose complex sentences and use those structures in their own writing.

ENGLISH/LANGUAGE ARTS 6

Length of Course: 2 semesters

Texts: Core texts and selected paperbacks/novels

Course Description: Form 6 English is designed to help students become critical readers who can recognize recurrent themes and structures in literature and expressive writers who can write effectively about those structures. In order to facilitate this learning, English 6 explores the theme of *Journeys*. Students study a wide range of fiction and nonfiction from the beginnings of English literature to the late twentieth century in an attempt to make those connections. The focus on connections is especially appropriate for Form 6 students who are still attracted to concrete concepts and themselves, but who are also beginning to think critically about the more abstract areas that include others in our world and its history. Students learn the meaning and significance of narrative elements, literary devices and strategies as they work to comprehend more complex reading material. In addition, students complete imitation exercises, which begin the refinement of the many skills involved in effective writing. The course emphasizes the following key concepts in written language: prewriting strategies, writing processes, audience awareness, idea development, topic sentence and paragraph development, use of concrete details, organizational strategies, revising strategies, voice, diction, syntax, and language conventions. Students practice these concepts in a variety of assignments that include description, personal narratives, journal entries, compare and contrast essays, imitation exercises, and other expository writing pieces that help them gain experience in distinguishing “showing from telling.” A variety of assessments is used to determine each student’s level of proficiency and achievement in light of these concepts and skills.

ENGLISH/LANGUAGE ARTS 7

Length of Course: 2 semesters

Texts: Core texts and selected paperbacks

Course Description: The goal of Form 7 English is to help students become (1) critical readers who can recognize cause and effect relationships in literature and (2) expressive writers who can write

effectively about those relationships in literature and in life. In order to facilitate this learning, this course utilizes a variety of literature, both fiction and non-fiction, connected by the overall conceptual theme of *Relationships*: societal roles and responsibilities, oral traditions, cultural views and philosophies, survival, justice, adventure, and the strength and character of the human spirit. Students continue to develop their understanding of the meaning and the significance of narrative elements, literary devices, sentence structure, paragraph structure, essay structure, and reading strategies in both reading and writing assignments. A variety of assessments is used to determine each student's level of proficiency and achievement in light of these concepts and skills. The incorporation of all aspects of the writing process as well as extensive instructional practice in grammar, sentence structures, and paragraphing is designed to move students along a continuum of more sophisticated writing skills. The program is a combination of selected works of fiction and non-fiction used both as literary achievements and as models for the student's own writing coupled with a stress on basic grammar and punctuation skills. Regular writing assignments are designed to develop the students' command of various modes and methods of writing. The following key concepts are emphasized: prewriting strategies, writing processes, audience awareness, idea development, topic sentence and paragraph development, use of concrete details, organizational strategies, revising strategies, voice, diction, syntax, and language conventions. Students practice these concepts in a variety of assignments that include descriptive-narrative writing; journals; compare-contrast, cause-effect, and persuasive reasoning essays; imitation exercises; and other writings that help them gain experience in distinguishing showing from telling.

ENGLISH/LANGUAGE ARTS 8

Length of Course: 2 semesters

Texts: Core texts and selected paperbacks

Course Description: The study of literature develops the student's ability to understand and use the English language, its various forms and conventions, and further, it exposes the student to a variety of moral, social and cultural dilemmas, the study and discussion of which forms the foundation for character and emotional intelligence. The linguistic and emotional intelligence exemplified in great works of literature is an invaluable aid to furthering student understanding of language and of the world around them. Under the conceptual umbrella of *Conflicts*, the student reads a variety of fiction, poetry and prose both sympathetically and critically, expanding his or her understanding of the meaning and significance of narrative elements and literary devices, sentence structure, paragraph structure, and essay structure. The student also employs reading and comprehension strategies designed to increase student ownership of reading and learning processes and foster success, even with difficult texts. In tandem with the reading of a variety of fiction, poetry and prose, students learn to develop more complex, stylistic sentences and paragraphs of their own, to revise their work and to improve their writing, as a whole. Students also use the writing process to develop multiple-paragraph compositions dealing with the texts read in class as well as more expository themes. Additionally, continued grammar, usage, and mechanics lessons provide instruction and practice with the building

blocks of language – words, phrases, and clauses – so that students can convey meaning clearly, correctly, and stylistically.

ACADEMIC READING

Length of course: 2 semesters

Prerequisite: External assessment and review conducted by licensed diagnostician

Texts: Provided by instructor

Course Description: The goal of this course is to improve the reading capabilities of Middle School students who possess the characteristics of dyslexia and/or a learning disability in the area of reading. In order to facilitate this improvement one distinct phonics program will be utilized: *Rewards* Phonics for spelling, comprehension, and fluency improvement. The phonics lessons will combine and connect this program with writing and reading lessons. In addition, two strategic reading programs, Learning Strategies from The University of Kansas and Project CRISS (CREating Independence through Student-owned Strategies), will be used to assist students in becoming independent readers, writers, and thinkers across discipline-based content. Greek and Latin roots instruction, note-taking skills, and organization strategies will be woven into the assignments to assist in increased comprehension of the reading material presented. Vocabulary instruction will be introduced and reinforced throughout the school year with weekly lessons. A variety of informal and formal assessments will be used to determine understanding and mastery of the strategy being taught and the comprehension level of the material itself. Students will be able to connect strategies taught and practiced to their other content area classes.

ACADEMIC WRITING

Length of course: 2 semesters

Prerequisites: External assessment and review conducted by licensed diagnostician and the completion of either Academic Reading or Academic Reading 7&8

Texts: Provided by instructor

Course Description: The goal of this course is to extend the student's understanding and application of strategies learned in Academic Reading or Academic Reading 7&8 with a stronger emphasis on academic writing skills. Students will continue to work with the *Rewards* phonics program not only to emphasize spelling, fluency, and comprehension but also to use writing as a tool for practice and internalization of phonics instruction. Longer writing assignments will center on the philosophy that struggling writers need support in organization, revision, and elaboration. Project CRISS (CREating Independence through Student-owned Strategies) and other writing resources such as *From Talking to Writing: Strategies for Scaffolding Expository Expression*, *Make It Real: Strategies for Success with Informational Texts*, and the class textbook *Grammar for Middle School: A Sentence-Composing Approach* will provide writing supports needed to target writing success. Additional journal writing, Greek and Latin root instruction, vocabulary instruction, and instruction in content area writing from science, math, and social studies will be woven into the weekly lessons.

ACADEMIC READING 7 & 8

Length of course: 2 semesters

Prerequisites: External assessment and review conducted by licensed diagnostician

Texts: Provided by instructor

Course Description: The goal of this course is to improve the reading capabilities and fluency of Middle School students who possess the characteristics of dyslexia and/or a learning disability in the area of reading. In order to facilitate this improvement one distinct phonics program will be utilized: *Rewards Phonics* for spelling, comprehension, and fluency improvement. The phonics lessons will combine and connect this program with writing and reading lessons. In addition, two strategic reading programs, Learning Strategies from The University of Kansas and Project CRISS (CReating Independence through Student-owned Strategies), will be used to assist students in becoming independent readers, writers, and thinkers across discipline-based content. Greek and Latin roots instruction, note-taking skills, and organization strategies will be woven into the assignments to assist in increased comprehension of the reading material presented. Vocabulary instruction will be introduced and reinforced throughout the school year with weekly lessons. A variety of informal and formal assessments will be used to determine understanding and mastery of the strategy being taught and the comprehension level of the material itself. Students will be able to connect strategies taught and practiced to their other content area classes.

FINE ARTS

DANCE

Forms 6, 7 & 8

Length of course: 2 semesters

Course Description: Taken in place of PE/Athletics and open to both boys and girls. Students will have daily study in proper ballet techniques, as well as modern dance and jazz idioms. Basic instruction will also be given in the art of choreography to advance individual creative talents. Each semester will be highlighted by a major dance production, with other public performances possible. Placement in groups according to student ability will be accomplished at the beginning of the year by a panel of the dance faculty. In-School dancers receive performance opportunities on campus and in the community. Class enrollment is fee-based.

MUSIC

BEGINNING BAND

Forms 6 & 7

Length of course: 2 semesters

Texts: Provided by instructor

Course Description: Students learn to perform on traditional wind and percussion instruments in a large ensemble and within sections, while developing individual musical skills. Students are required to supply their own instruments. No prior musical training is necessary.

CONCERT BAND

Forms 7 & 8

Length of course: 2 semesters
Texts: Provided by instructor
Prerequisite: Permission of instructor

Course Description: Students continue their individual musical development while performing traditional band repertoire. Opportunities for solo, small and large ensemble and group performances throughout the year exist for all members. Students are required to supply their own instruments.

STRING ENSEMBLE

Forms 6, 7 & 8

Length of course: 2 semesters
Texts: Provided by instructor

Course Description: The ensemble will prepare and perform string works including quartets, small chamber works, and chamber symphonies by some of the most important composers in history. Special attention will be paid to style and musicality throughout different musical periods and to the theoretical and historical aspects of the music being studied. Both Beginning Strings and Advanced Strings classes will be offered when enrollment warrants this. Class enrollment is fee-based.

THEATER & SPEECH

DRAMA 6

Form 6

Length of course: 1 semester (Paired with Art 6, Chorus 6, or Introduction to Robotics)
Texts: Provided by instructor

Course Description: Drama 6 is a one semester course that covers basic acting techniques. Using a hands-on approach to learning about acting, students are guided through the process of building a character. Theater vocabulary is also studied. The semester culminates in an in-class performance.

SPEECH AND DRAMA: Beginning and Advanced

Forms 7 & 8

Length of course: 2 semesters
Texts: Provided by instructor

Course Description: The course will cover the basics of interpreting text by selecting, rehearsing and performing pieces for competitive speech events, drama scenes and monologues. Public speaking and debate will be introduced in this course. Students are required to participate in four speech and competitive drama tournaments throughout the year and are required to perform in acting showcases. Students who wish to participate in the Middle School Drama Production are encouraged to enroll in this class.

VISUAL ARTS

ART 6

Length of course: 1 semester (paired w/Chorus 6, Drama 6 or Introduction to Robotics)

Course Description: Form 6 Art students will draw, paint and sculpt their way into the Middle School art experience. The semester long class will leave the students wanting more while setting a strong foundation in art appreciation and artistic expression. Students will be introduced to the elements and principles of design while building their art vocabulary and discovering new technical skills through a wide range of mediums.

ART I

Forms 7 & 8

Length of course: 2 semesters

Course Description: Students in this course will focus on making art using a variety of materials. Assignments will address technical skills using both 2 and 3-dimensional media. Through class discussions, projects, and critiques, students will begin to see how the materials and processes of art can be used to make concepts and ideas real.

ART II

Form 8

Length of course: 2 semesters

Prerequisites: Art 1 and instructor approval

Course Description: Students will further explore the elements and principles of art and how to apply them to create works of art in a variety of media. Projects will include instruction in drawing, painting, design, printmaking, book arts, sculpture, and art history. Students will develop their visual creative problem solving skills and hone their perceptual abilities to create their own unique visual statements. The course focuses on expanding technical and problem solving skills, while requiring students to think conceptually and relate their work to the contemporary world.

Non-Credit/After School Fine Arts Options

AFTER SCHOOL DANCE

Forms 6, 7 & 8

Length of course: 1 semester

After school classes in ballet, pointe, modern, folklorico, hip hop, Irish, and more for beginners and serious students alike. Dance classes are fee-based.

PRIVATE MUSIC INSTRUCTION

Forms 6, 7 & 8

Length of course: 1 semester

Course Description: Not-for-credit. Lessons are available to Middle School students on a very limited basis in strings, guitar, brass, woodwinds, and piano. There is no credit for Middle School private music. Lessons may only be scheduled after school or during lunch and are available depending on scheduling availability.

Middle School Fine Arts Fees*

Many Fine Arts classes require additional fees (changed to Book Bill) for enrolling/participating).

- Art: \$125 per semester
- Dance: In-School classes are \$700 a year. After-School classes start at \$250 a semester
- Strings/Chorus: \$500 per semester
- Private Music Lessons: \$400 per semester (15 lessons)

Most Fine Arts classes have additional costs (beyond fees stated above) for the purchase of materials and/or to participate in special class-related events. For example, the costs of instruments, dance attire, art supplies, tournament registration/participation, and music that are the responsibility of the student. Please contact the Fine Arts Director for more information at bboball@smball.org

WORLD LANGUAGES AND CULTURES

Saint Mary's Hall World Languages and Cultures Mission Statement:

Language and communication are at the heart of human experience. Humans live in culture generated by language and to learn another language is an opportunity to gain profound insight into who we are. The Saint Mary's Hall World Languages and Cultures Department is dedicated to the education of students who communicate with intellect and compassion in our multicultural society.

The Middle School World Languages and Cultures Program strongly encourages our students to remain with one language during their three years of study. The purpose for this is clear: we want our students to achieve an advanced understanding of their language. Students who switch their language in the middle of the program could quite possibly be placed in the "Discovery" level of their new language and thus take Level I in the Upper School. Students may begin a new language when they enter Upper School. However, those students who remain with one language during the three-year program in the Middle School and continue on with this same language in the Upper School have a much greater possibility of reaching the AP level than those who do not.

FRENCH

FRENCH DISCOVERY

Forms 6-8

Length of course: 2 semesters

Texts: *French is Fun, 5th edition, text and Cahier d'exercices*
supplementary French reader entitled Le Rêve de Sophie

Prerequisites: None

Course Description: This course is for both those with exposure to the language and those without exposure to the language. The curriculum supports differential learning and allows those students who are more advanced to move at a quicker pace, while it also supports those students who need extra practice. This course provides students with a basic introduction to the French language and Francophone cultures. French is spoken in the classroom in order to promote oral as well as aural comprehension. An emphasis on communication allows students to be involved as much as possible in the practice of each of the foreign language skills—speaking, listening, writing, and reading. While beginning with an exposure model, the curriculum quickly moves to more of a production model. Students will examine the geography, history and culture of France as well as learn about other French-speaking countries and cultures around the globe. The students will begin to develop French conversational skills including the development of correct pronunciation, colloquial speech, and vocabulary inherent to everyday situations. Students are introduced to basic grammatical structures such as present tense regular and irregular verb conjugations, gender agreement, definite and indefinite articles, and subject-verb agreement. In addition to the French curriculum, students will explore a variety of documentary films, video clips, songs, and interactive games. Upon completion of this course, students will continue on to French IA.

FRENCH IA

Forms 7 & 8

Length of course: 2 semesters

Texts: *D'Accord Level I, text and Cahier de l'élève (first half of the text)*
Supersite access, supplementary reader entitled Cendrillon

Prerequisites: French Discovery or instructor permission

Course Description: French IA is the first half of a Middle School program that is the equivalent of Upper School level French I. This course reviews and recycles much of the French 6 exploratory course and then moves to the more complex content materials presented in the textbook, *D'Accord I*. Students also practice skills in a student workbook and online website that accompany the text, developing their proficiency in more complex grammatical structures. French is spoken in the classroom, strengthening students' aural comprehension, oral proficiency, and the basic skills necessary to function in a French-speaking environment. Through a variety of guided activities that appeal to different learning styles and encourage active participation, students develop conversational skills to prepare them for everyday situations. Students also become acquainted with the many different aspects of French culture, thus leading them to a greater understanding of people and places with which they may not be familiar. A variety of activities encourage students to use simple conversation in everyday situations, and students are expected to master the application of the models of correct colloquial speech. Audio-visual materials include DVD's, video clips, online activities through the supersite, and interactive games. Upon completion, students will continue on to French IB. Students take the National French Exam in the spring.

FRENCH IB

Forms 7 & 8

Length of course: 2 semesters

Texts: *D'Accord Level I, text and Cahier d'Exercices (second half of the text)*
Supersite access, supplementary reader entitled A la Recherche de l'ami disparu
Prerequisites: French 1A or instructor permission

Course Description: French IB is the second half of a Middle School program begun in form 7. It completes the course study of the textbook started in Form 7. With successful completion of the course, students should be eligible for French II in the Upper School. The French language is used exclusively in the classroom, thus strengthening the students' oral/aural comprehension and encouraging interaction among classroom peers. Developing a higher level of proficiency in the basic language skills is the focus of this year's French classes. An appreciation of the target cultures continues through cultural lessons that help to enhance global awareness. There is an emphasis on vocabulary building and using the target language in a variety of contexts. Grammar concepts studied become more complex; students are expected to use those concepts in both oral and written work. Audio-visual materials include DVD's, video clips, newscasts, online activities through the supersite, and interactive games. Emphasis is placed on the ability to use the language in a logical, thoughtful manner and to function effectively in a French-speaking environment. Additionally, students are expected to express themselves in writing, using proper grammar and spelling. Students take the National French Exam in the spring.

LATIN

LATIN DISCOVERY

Forms 6-8

Length of course: 2 semesters

Texts: *Minimus Pupil's Books: Starting out in Latin and Moving on in Latin*
D'Aulaires' Book of Greek Myths

Prerequisites: None

Course Description: Latin Discovery is a general introduction to the language, people, culture, and religion of the ancient Roman world. Largely, the course emphasizes vocabulary building - both Latin and, consequently, derived English vocabulary. Students will develop a better understanding of relationship between Latin words and their many English derivatives. The *Minimus* course book provides a lively introduction to the Latin language with a highly illustrated mix of comic strips, stories and myths. Alongside this general introduction to the Latin language, students will develop a more detailed knowledge of Greek and Roman mythology, Roman culture and history. Using the *D'Aulaires' Book of Greek Myths* we will study important gods, heroes, and royal houses, leading ultimately to students taking the National Mythology Exam. Students will also study legends leading up to the founding of Rome and the subsequent Monarchy and Republic. This very broad syllabus is reinforced through the inclusion of frequent review using a variety of media, including games played on the smart board, videos, numerous online response systems, and quiz-bowl style buzzer games. Grammatical

concepts include: the present tense, adjective-noun agreement, and nominative/accusative case-endings. Projects vary, but have included: making a Roman costume, using Prezi to create a presentation about a god or goddess, and joining students at all levels in creating a presentation for World Languages Day, when Latin students will celebrate ancient Roman culture and cuisine with the other the World Languages.

LATIN IA

Forms 7 & 8

Length of course: 2 semesters

Texts: *Cambridge Latin Course: Unit I*
Workbook in Latin: First Year, AMSCO

Prerequisites: Latin Discovery or instructor permission

Course Description: Latin IA is the first half of the Middle School Latin program, which, when completed (after Latin 1B), is equivalent to completing Upper School Latin I. Students will use the *Cambridge Latin Course Unit I*, which focuses on the city of Pompeii, and weaves cultural readings and archaeology into a plot-line concerning a typical Pompeian family, and their daily lives leading up to the eruption of Mt. Vesuvius. Culture and language acquisition is reinforced by the extensive use of multimedia resources, including: many short documentaries enhancing the cultural themes of each chapter; video dramatizations of stories; and many interactive activities to aid, consolidate and assess understanding. Students will participate in many of these activities using a variety of online response systems which allow teachers to gauge student understanding and give feedback very swiftly. Additionally, students will also further explore Greek and Roman mythology, reading selections from various sources. Key grammatical structures covered this year are: present, imperfect, and perfect tenses in all conjugations; nominative, dative, and accusative noun cases in the first three declensions; the irregular linking verb *sum, esse* and some of its compounds; 1st /2nd declension adjectives; personal pronouns. Students will have the opportunity to play competitive Certamen (a classical quiz-bowl) at the local level. Participation in one Junior Classical League event (either the February Area Convention or the State Convention in March) is a course requirement. Again, students have the opportunity to take the National Mythology Exam, as well as Level 1/2 of the National Latin Exam. Projects include joining students at all levels in creating a presentation for World Languages Day, when Latin students will celebrate ancient Roman culture and cuisine with the other World Languages.

LATIN IB

Forms 7 & 8

Length of course: 2 semesters

Texts: *Cambridge Latin Course: Unit II*
Workbook In Latin: First Year, AMSCO (KEEP from 1A)

Prerequisites: *Cambridge Latin Course: Unit I* or Latin 1A; or instructor permission

Course Description: Latin IB is the second half of the Middle School Latin program, which, when completed is equivalent to completing Upper School Latin I. Students will increase their efficiency in reading and translating Latin. Unit II of the Cambridge course follows the fortunes of two characters from the first book through Britain and Alexandria. As in Latin IA, course book material is reinforced

with multimedia resources, including documentaries, video dramatizations, and interactive activities. Building on the IA course, key grammatical structures include: pluperfect tense; all noun cases in five declensions; irregular verbs; 1st ,2nd and 3rd declension adjectives; demonstrative, personal, reflexive, intensive and possessive pronouns. Students will take both the National Mythology Exam and Level I of the National Latin Exam. Students will have the opportunity to play competitive Certamen (a classical quiz-bowl) at the local, state and national level. Participation in one Junior Classical League event (either the February Area Convention or the State Convention in March) is a course requirement. Additionally, students will also further explore Greek and Roman mythology, reading selections from various sources. Projects include joining students at all levels in creating a presentation for World Languages Day, when Latin students will celebrate ancient Roman culture and cuisine with the other World Languages.

SPANISH

SPANISH DISCOVERY

Forms 6-8

Length of course: 2 semesters

Texts: *Avancemos 1A libro de texto, Avancemos 1A Cuaderno de práctica por niveles with bookmarks, Abuelita Anita y la cuerda amarilla, Abuelita Anita y el pirata*

Prerequisites: None

Course Description: This course is the first part of an introductory Spanish program presented during Forms 6, 7 and 8. It is intended for students who have had exposure to the language and for those without exposure to the language. The curriculum supports differential learning and allows those students who are more advanced to move at a quicker pace, while it also supports those students who need extra practice. Instructors avail themselves of a variety of teaching strategies and approaches to bridge the curriculum from an exposure model in Lower School to more of a production model in the Middle School. An emphasis is placed upon communication, and new and continuing students actively practice each of the foreign language skill areas (listening, speaking, reading, and writing). Students develop their conversational skills, study vocabulary, grammar, and pronunciation, and learn about the Pan-Hispanic cultures and people. Daily conversations and dialogues, structured pair and small group activities, computer-based exercises, and audiovisual materials provide students with ample opportunities for oral practice and listening, and reading selections expand the students' passive vocabulary. Writing moves from simple sentences to short compositions. From the very beginning of the course, the instructor and students will use Spanish in the classroom. *Abuelita Anita y la cuerda amarilla* and *Abuelita Anita y el pirata* will be used as part of the reading program.

SPANISH IA

Forms 7 & 8

Length of course: 2 semesters

Texts: *Descubre Lengua y cultura Nivel 1, Cuaderno de actividades Nivel 1, Cuaderno de práctica Nivel 1, Tío Manuel en la Antártida, Don Quijote, el último caballero*

Prerequisites: Spanish Discovery or instructor permission

Course Description: Spanish IA is a continuation of Spanish Discovery. During this course, students will develop a higher level of proficiency in all four basic language skills, attaining a more sophisticated level of communication in their speech and written work. Cultural lessons enable the students to attain a heightened appreciation of the target cultures and greater global awareness. Students study more complex grammatical structures and concepts, learning to express themselves in the present and in the future tenses. More than simply enhancing their recognition of language, students will work to incorporate the new linguistic material into their active speech and written work. Throughout the year, students will also work on developing their ability to respond spontaneously and creatively to questions, situations, and visual prompts orally and in writing. The course is taught in Spanish. *Tío Manuel en la Antártida* and *Don Quijote, el último caballero* will be used as part of the reading program.

SPANISH IB

Forms 7 & 8

Length of course: 2 semesters

Texts: *Descubre Lengua y Cultura Nivel 1, Cuaderno de actividades Nivel 1, Cuaderno de práctica Nivel 1, El Zorro*

Prerequisites: Spanish IA or instructor permission

Course Description: Spanish IB serves as a continuation of Spanish IA as it prepares students to better communicate in Spanish: to converse with others, to express ideas in writing, and to read and understand what others have written. The course follows a communicative and task-based approach to language learning that emphasizes developing proficiency and communicative competence in all four language skills: speaking, listening, reading, and writing. In addition to helping students acquire the Spanish language, the course also helps prepare them to interact socially and professionally with native Spanish speakers by helping them understand the cultural assumptions of the Spanish-speaking world, the cultural norms of these diverse societies, and their growing importance in the global community. In addition to reviewing and perfecting their mastery of the previously studied grammar structures, in particular the present tense, students work to significantly augment their vocabulary, and they will begin to study the present progressive, the preterit tense and will use direct and indirect object pronouns. Finally, the students learn not only about Hispanic culture and society from their textbook and ancillary materials, but the class will seek to explore the realities of the Hispanic community in and around San Antonio as well as the artistic and cultural traditions of the Pan-Hispanic World. *El Zorro* will be used as part of the reading program.

ACCELERATED SPANISH LANGUAGE & CULTURE PROGRAM

Criteria for acceptance into the Accelerated Spanish Language and Culture Program for continuing SMH students:

- 1) Score in the top 30% on the SMH Spanish placement exam.
- 2) Strong recommendation from F5 Spanish teacher.

- 3) A strong ability to not only understand spoken Spanish but to be able to produce the language as well. This is evaluated during the oral interview by Department Chair and ASLC teacher, Laura Renard, and MS Spanish teacher, Lourdes Saks.
- 4) An ideal ASLC student is highly motivated, possesses strong study skills and embodies a true passion for the language and culture

Criteria for acceptance into the Accelerated Spanish Language and Culture Program for students new to SMH:

- 1) An 85% average on the placement exam given by the ASLC teacher, Department Chair and/or MS Spanish teacher.
- 2) A solid record as a student who is highly motivated, possesses strong study skills and embodies a true passion for the Spanish language and culture.
- 3) A strong ability to not only understand spoken Spanish but to be able to produce the language as well. This will be evaluated by an oral interview.

Please note: Once accepted into ASLC program, student must maintain 85% average to remain in the class and/or teacher recommendation and approval. If not, student will be moved into the regular Spanish program either at semester or the following academic year.

ACCELERATED SPANISH LANGUAGE & CULTURE I

Length of course: 2 semesters

Texts: ¡Exploremos! Level 1, ¡Exploremos! Level 1 Workbook, Don Quijote, el último caballero; ¡Gol! II

Prerequisites: Acceptance into the Accelerated Spanish Language and Culture Program for SMH students is contingent on the criteria listed above.

Course Description: This course is for the student who not only possesses some speaking proficiency but who also demonstrates capacity for understanding the Spanish language, and a true passion for the language and culture. The student will be able to elaborate and be spontaneous in conversation covering a wide variety of material deriving from everyday situations to literary themes. Particular emphasis is placed on grammar, writing, and vocabulary, listening and reading comprehension. The ASLC course provides authentic material from the student text and a variety of supplemental resources that include art, music, cuisine, film and literature. The student has the opportunity of reinforcing Spanish skills through fun activities, such as role-playing, games and hands-on activities. The course offers a strong reading and writing program; through literary study the student will learn about different countries and cultures and the people that live in them thus leading the student to a better understanding of the Spanish speaking world. The reading program provides the student with a taste of genuine Hispanic tradition through *Don Quijote*, *Gol II*, and other supplementary texts. Daily conversations, dialogues, group projects and presentations provide the student with ample opportunities for oral practice improving pronunciation. ASLC has *¡Exploremos! 1* as the textbook that provides the students with grammatical basics, and continues to teach them the essentials of both the Spanish and Latin American civilizations. From the very beginning of the course, the instructor and the students will use only Spanish in the classroom.

ACCELERATED SPANISH LANGUAGE & CULTURE II

Length of course: 2 semesters

Texts: ¡Exploremos! 2, ¡Exploremos! 2 Workbook, Marcelino pan y vino, Cuentos de la selva

Prerequisites: ASLC I. Placement test and/or permission of instructor.

Course Description: ASLC II is the second year of the full immersion program that continues in Form 7. This course continues to build students' knowledge of Spanish structure through exercises that reinforce and expand grammar comprehension and it will help develop a higher level of proficiency in all four basic language skills. Particular emphasis continues to be placed on grammar, writing, expanding vocabulary, listening and reading comprehension. The ASLC II course provides authentic material from the student text and a variety of supplemental resources that include art, music, cuisine, film and literature. The course offers a strong reading and writing program; through literary study, the students will learn about different countries and cultures and the people that live in them thus leading the students to a better understanding of the Spanish speaking world. The reading program provides the student with a taste of genuine Hispanic tradition through *Marcelino pan y vino*, *Cuentos de la selva*, and other supplemental texts. ASLC II has *¡Exploremos! 2* as the textbook that provides the student with grammar lessons, structure usage and continues to teach them the essentials of both the Spanish and Latin American civilizations.

ACCELERATED SPANISH LANGUAGE & CULTURE III

Length of course: 2 semesters

Texts: ¡Exploremos! 2 and 3, ¡Exploremos! 2 and 3 Workbooks, Marianela, Tocando el vacío

Prerequisites: ASLC II. Placement test and/or permission of instructor.

Course Description: ASLC III serves as the last course of the full immersion Accelerated Spanish program in Middle School. During this course, students will achieve an advanced level of proficiency in reading, writing, listening and reading comprehension, attaining a more sophisticated level of communication in their speech and written work. More complex grammatical structures and concepts will be taught at this level; as a graded progression course this will allow students to effectively communicate in Spanish in realistic situations, elaborating dialogue covering a wide variety of materials. The course also helps prepare them to interact socially and professionally with native Spanish speakers by helping them understand the cultural assumptions of the Spanish-speaking world, cultural norms of these diverse societies, and their growing importance in the community. A large variety of activities, such as research projects, oral presentations, and writing assignments, continue to develop language acquisition and perfection. Additionally, the course continues to offer a strong reading and writing program. Through literary study, the student will learn about different countries and cultures and the people that live in them thus leading the student to a better understanding of the Spanish speaking world. Readings and other authentic materials give students ample opportunities to compare and contrast various Spanish speaking cultures and provide the students with the strategies and knowledge necessary to develop an understanding of the Spanish and the Hispanic culture. ASLC III continues to use *¡Exploremos! 2* in conjunction with *¡Exploremos! 3* as the textbook. Titles such as *Marianela and Tocando el vacío*, will be used as part of the reading program.

MATHEMATICS

MATHEMATICS 6

Length of course: 2 semesters

Texts: *Basic College Mathematics, MyMathLab, the online component and electronic textbook*
Basic College Mathematics Video Organizer

Course Description: Mathematics 6 focuses on the mastery of those arithmetic concepts introduced in the Forms 4 and 5. Computation skills used in operating with whole numbers, decimals, fractions, percents, ratio, and proportions are polished and reinforced through problem solving with real world applications. Additional units include work with metric and customary measures, probability, integers and geometry.

PRE-ALGEBRA 6 HONORS

Length of course: 2 semesters

Text: *Pre-Algebra, MyMathLab, the online component and electronic textbook*
PreAlgebra Video Organizer

Prerequisites: 85 or above on Pre-algebra Readiness test
120 or above SAI on Otis-Lennon Test
85% or above on ERB, Independent School Norms
Recommendation from previous teacher
Recommendation of Middle School Math 6 teacher

Course Description: Pre-Algebra seeks to prepare students for Algebra I by investigating essential mathematical topics with an emphasis on process and problem solving. Students have extensive practice using fractions, decimals, percents, integers, exponents, and variables. In addition, they solve proportions and multiple step equations and inequalities. Geometric concepts including area and volume are covered, and the students begin graphing lines on a coordinate plane. Students also begin using graphing calculators to produce and gather data from simple line graphs. Students are expected to maintain an 85 average to remain in the honors course.

PRE-ALGEBRA 7

Length of course: 2 semesters

Text: *Pre-Algebra, MyMathLab, the online component and electronic textbook*
PreAlgebra Video Organizer

Prerequisites: Math 6

Course Description: Pre-Algebra seeks to prepare students for Algebra I by investigating essential mathematical topics with an emphasis on process and problem solving. Students will have extensive

practice using fractions, decimals, percents, integers, exponents, and variables. In addition, they will solve proportions and multiple step equations and inequalities. Geometric concepts including area and volume are covered, and the students begin graphing on a coordinate plane.

ALGEBRA 7 HONORS

Length of course: 2 semesters

Texts: *Algebra I, MyMathLab, the online component and electronic textbook*
Algebra 1 Video Organizer

Prerequisites: A minimum grade of B (85%) in Pre-algebra Honors
85 or above on Algebra Readiness test
120 or above SAI on Otis-Lennon Test
85% or above on ERB, Independent School Norms
Recommendation from previous teacher
Recommendation of Middle School Math 7 teacher

Course Description: Algebra I - Honors begins with an in-depth study of the structure of the real number system. Studies are exposed to a higher degree of abstraction than in the non-honors course. Derivations of formulas, proof of the properties of real numbers, and mathematical models are emphasized. Solving simultaneous equations and using the quadratic formula will be included.

Students are expected to maintain an 85 average to remain in the honors course.

ALGEBRA 8

Length of course: 2 semesters

Text: *Algebra I, MyMathLab, the online component and electronic textbook*
Algebra 1 Video Organizer

Prerequisites: A minimum grade of B (85%) in Pre-algebra 7
Satisfactory performance on Algebra Readiness Test and standardized tests
Recommendation of previous math teacher

Course Description: Algebra I begins with the study of the structure of the real number system. Key topics include solutions of linear and quadratic equations, systems of equations, graphs of linear equations, and operations on rational and radical expressions. Problem solving is emphasized throughout the year, with a special focus on the mathematical modeling of real-world situations. The TI 83 Plus Silver graphing calculator is required.

GEOMETRY 8 HONORS

Length of course: 2 semesters

Text: *Geometry, MyMathLab, the online component and electronic textbook*
Geometry Video Organizer

Prerequisites: A minimum grade of B (85%) in Semester 2 of Algebra I Honors

120 or above SAI on Otis-Lennon Test
85% or above on ERB, Independent School Norms
Recommendation of Middle School Math 8 teacher
85 or above on Geometry Readiness Test
Recommendation from previous teacher

Course Description: After a unit on symbolic logic, the postulates and theorems of plane and solid geometry are used to illustrate the deductive method in mathematics. The focus of the first semester is on two-column proofs related to parallelism, congruence, and similarity. Second semester topics include areas, volumes, and a brief introduction to trigonometry and analytic geometry. *Students are expected to maintain an 85 average to remain in the honors course.*

SCIENCE

EARTH SCIENCE

Length of course: 2 semesters

Texts: CPO *Earth Science*, Discovery Education Techbook, and lab manual provided by instructor

Course Description: Earth science is an inquiry-based approach to the study of Earth System science, including space science. The geosphere, hydrosphere, atmosphere, and exosphere, and the interactions between them including the universe, galaxies and stars, Earth-Moon-Sun system, components of the atmosphere, the water cycle and groundwater, oceans, weather and climate, and changes to the surface of the earth. Students learn science and engineering by designing and conducting investigations in a collaborative learning environment. Laboratory work consists of investigations and activities that cover the concepts of earth system science. Emphasis is placed on improvement of problem-solving skills, critical thinking skills, and scientific practices, including experimental design.

LIFE SCIENCE

Length of course: 2 semesters

Texts: CPO *Life Science* and lab manual provided by instructor

Course Description: Life science is an inquiry-based course focused on the interconnectedness and relationships of living organisms. The course includes the study of living organisms, their characteristics and classification, basic life functions, physiology, and ecology. Students learn science and engineering by designing and conducting investigations in a collaborative learning environment. Laboratory work consists of investigations and activities that cover the concepts of life science. Emphasis is placed on the refinement of problem-solving skills, critical thinking skills, and scientific practices, including experimental design.

PHYSICAL SCIENCE

Length of course: 2 semesters

Texts: CPO *Physical Science* and lab manual provided by instructor

Course Description: Physical Science is an inquiry-based, preparatory physical science course covering chemistry and physics. The fall semester is an introduction to chemistry and includes properties and classification of matter, the structure of atoms, the development and trends of the periodic table, chemical reactions, acids/bases/salts and solutions. The spring semester the focus shifts to physics and includes motion, forces, work and energy transformations, electricity and magnetism, harmonic motion, heat and temperature and nuclear energy. Students learn science and engineering by designing and conducting investigations in a collaborative learning environment. Laboratory work consists of investigations and activities that cover the concepts of chemistry and physics. Emphasis is placed on the mastery of problem-solving skills, critical thinking skills, and scientific practices, including experimental design.

ROBOTICS

INTRODUCTION TO ROBOTICS

Form 6

Length of course: 1 semester

Texts: None

Software: Lego Mindstorms Education EV3

Prerequisites: None

Course Description: Introduction to Robotics offers students a balanced exposure and practice in both mechanical engineering and computer programming. During this course, students will be challenged to broaden their understanding on how mechanical parts move independently and jointly, as well as on the essential concepts and principles of computer programming concepts. Engineering and programming expectations and complexity will vary with the skill of the students. Throughout the semester long-course, students will be broadening their knowledge of robot-building through building challenges designed to enable the students to master the art of building. This course is task-based and will be modified on an individual basis to challenge the student based on his/her level of proficiency in the area of robotics. \$150 materials fee.

ADVANCED ROBOTICS

Form 8

Length of course: 2 semesters

Texts: None

Prerequisites: Permission of instructor.

Course Description: Advanced Robotics is intended as a continuation of Introduction to Robotics; however, participation in the introductory class, though encouraged, is not required. The advanced

course is year-long with multiple emphases on engineering design and construction as well as computer programming. The class will utilize For Inspiration and Recognition of Science and Technology (FIRST) Tech Challenge program as the main project and frame of study. Participation in the competition is highly encouraged. The robot will be designed and built with TETRIX robotic kits and some customized parts via 3D modeling and printing. Students are expected to develop a clear understanding of engineering process during this course. Additionally, a mastery of graphical programming is expected as the year and the building platforms progress. Some new and/or more difficult areas of programming, such as object oriented programming via Java, will be introduced as opportunities arise. \$150 materials fee.

SOCIAL STUDIES

The Eastern Hemisphere: “From Mesopotamia to the Modern World”

Form 6

Length of course: 2 semesters

Text: *World History: Ancient Civilization through the Renaissance* (2012 with accompanying digital access to an e-book and digital learning activities)

Students in Form 6 Social Studies focus on the Eastern Hemisphere – its geography and selected, major historical themes. Through interactive learning strategies, students investigate ancient river valley civilizations, the classical ages in China, India, Greece and Rome, and feudal societies in Japan and Europe. Students learn about the rise of Islam, the development of West African empires, and the expansion of Islam across Africa and into regions of Europe. Our Connections to Literature supplementary reading enriches our instruction on China by examining a twentieth-century topic, China’s Cultural Revolution. This emphasis on studying both the past and twentieth and twenty-first-century topics prepares students for the similar integration of past and present in the Form 9 Global Studies curriculum. Specific case studies, role-playing, and analysis of historical artifacts engage Form 6 students in active learning.

Connections to Literature: *Red Scarf Girl: A Memoir of the Cultural Revolution*

The Western Hemisphere (Semester 1) & Texas History (Semester 2)

Form 7

Length of course: 2 semesters

Text: *Western World* (2012 with accompanying digital access to an e-book and digital learning activities)

During first semester, students in Form 7 study the Western Hemisphere focusing on its major geographic features and selected historical themes. Through cross-disciplinary coordination, students’ Science and Social Studies curricula reinforce students’ understanding of the geology and geography of the hemisphere. Beginning with the early civilizations in Central and South America, students investigate the Olmec, Maya, Aztec and Inca, the European exploration of the Western Hemisphere and the impact of that exploration on the Old and New Worlds. Study of these units sets the

foundation for additional study of Ancient Civilizations and Trans-Atlantic encounter in the From 9 & 10 Global Studies curricula.

During Semester 2, students concentrate on the history of Texas. Newly-redesigned units examine Texas History thematically; themes serve as the essential structure in Texas History rather than chronology. Those organizing themes are conceptual in nature with students examining examples of conflict and conflict resolution, diversity and “turning points” in Texas History from settlement to the twenty-first century.

U.S. History to 1865

Form 8

Length of course: 2 semesters

Text: *United States History: Beginnings to 1877* (2012 with accompanying digital access to an e-book and digital learning activities)

The Form 8 American History course begins with a unit on societies in pre-Columbian North America. As the course traverses time, students learn about English colonization, the development of the American Revolution, the formation of the Constitution, the Founding Fathers’ Presidencies, and national political, social and economic developments through the Civil War. Our Connections to Literature supplementary reading enriches a unique unit on expansion and the resulting interaction with indigenous peoples. The introduction of a Pre-Advanced Placement (AP) skills continuum, with its emphasis on interpreting primary source documents and structuring an historical essay, assists students in their transition into Upper School social studies.

Connections to Literature: *The Light in the Forest*

MS LIFE SKILLS: EMOTIONAL, PHYSICAL & SOCIAL WELL-BEING

Length of course: 13 small group sessions which will meet once a week throughout the school year during Study Hall/PE/Tennis or daily for two weeks during In-school Dance class time after the fall and spring performances. Some topics will also be covered in advisory discussions and assembly presentations.

Courses Descriptions: By the end of the academic year, every middle school student will review the following topics during this year-long Life Skills curriculum.

- **Form 6 course topics**
 - Healthy Decision Making
 - Growth and puberty
 - Nutrition and Exercise
 - Disease processes and prevention
 - Substance Abuse Prevention
- **Form 7 course topics**
 - Healthy Decision Making

- Mental Health Education
- **Substance Abuse Prevention**
- FCD Substance Abuse Prevention Lessons

- **Form 8 course topics**
 - Healthy Decision Making
 - Mental Health Education
 - Substance Abuse Prevention
 - Worth the Wait Reproductive Health Curriculum

ATHLETICS

Fall Season:	Girls Field Hockey Girls Volleyball Boys Football Boys & Girls Cross Country In-school Boys & Girls Fitness Class
Winter Season:	Boys & Girls Basketball Boys & Girls Soccer In-school Boys & Girls Fitness Class
Spring Season:	Girls Softball Boys Baseball Boys Lacrosse Boys & Girls Golf Boys & Girls Track and Field In-school Boys & Girls Tennis In-school Boys & Girls Fitness Class