

# **Middle School Curriculum Guide 2019-2020**



**Garrison Forest School**

## **GARRISON FOREST SCHOOL'S MISSION AND PHILOSOPHY**

At Garrison Forest School, we prepare our students in and out of the classroom to thrive in a complex, changing world by:

- Challenging them to strive for academic excellence and to grow into informed, independent and creative thinkers;
- Cultivating an authentic and resilient sense of self, grounded in respect and integrity;
- Creating a diverse and inclusive community built on a spirit of caring;
- Inspiring young women to lead and to serve with passion, purpose and joy.

Our motto informs our mission: *Esse Quam Videri*—"To Be Rather Than To Seem."

## **STATEMENT OF RESPECT**

The Garrison Forest School community is deeply committed to equity, honesty, kindness and respect as part of the educational experience. To this end, we:

- Strive to celebrate diversity both within our community and our curriculum;
- Are concerned for the well-being of all people;
- Seek to build the self-esteem of all people;
- Aspire to promote understanding among all people.

We recognize the dignity and worth of all individuals. To protect their rights, we confront bias, prejudice and discrimination. Garrison Forest does not condone any behavior, which is inconsistent with these tenets. We believe that it is unacceptable for our spoken and written language and behavior to demean anyone's physical characteristics, as well as anyone's ethnic, gender, personal, racial, religious or sexual identities. We, as individuals, must take responsibility for our words and deeds and respect all people.

## **GARRISON FOREST'S SCOPE OF PROGRAMS**

Garrison Forest School offers an exceptional elementary, middle and high school program for girls, beginning in Kindergarten. For grades 8-12, Garrison Forest also has a regional, national and international boarding program. The coed Preschool begins with a Parent-Toddler program and has classes for two, three, and four-year-old boys and girls. For more information on the Preschool, Lower School, Middle School, Upper School or boarding programs, please visit [www.gfs.org](http://www.gfs.org) or contact the Admission Office at (410) 559-3111.

## **OBJECTIVES OF GARRISON FOREST SCHOOL**

To create enthusiasm for learning as an ongoing process through:

- Viewing ourselves as members of an intellectual community where students share in the pursuit of knowledge and understanding with teachers whose own enthusiasm acts as a model.

To afford students the opportunity to develop full academic potential through:

- Small classes, which provide opportunities for participation and leadership;
- Teaching approaches in each class designed to challenge students on different levels and to meet the needs of different learning styles;
- Upper and Middle School advisor systems and Lower Division Homerooms that support each student's growth;
- Divisional academic resource centers and teacher availability for academic support;
- Grade level and divisional faculty meetings to discuss students' needs;
- Formal and informal student assessments.

To prepare students for further formal education through:

- Emphasis on core subjects beginning in Kindergarten: English/Reading, world languages, history and Social Studies, mathematics, science, fine arts, and physical education;
- Emphasis on basic skills: mathematics; language and writing; and critical thinking - including analyzing, predicting, and generalizing;
- A balance of competitive and cooperative learning experiences;
- Beginning in First grade, preparation for standardized tests and a co-curricular program; including in the Upper School: college counseling, Advanced Placement programs, and career days.

To teach thought processes and self-expression, both logical and creative, by:

- Encouraging students to question, to take risks, and to think independently and critically in both written and oral work.

To foster a sense of self-esteem and confidence through:

- Opportunities to grow from participation and leadership in age-appropriate areas of school life, including academic, artistic, athletic, service, social, club, and activity programs.

To promote an awareness of intellectual, cultural, and aesthetic traditions through:

- Outside speakers, speeches, assemblies, field trips, and special activities;
- The academic program and curriculum at each level;
- The Middle and Upper School activities program and, in the Upper School, Sojourns and Independent Senior Projects.

To encourage concern for and service to the School and to the outside community through:

- The academic program, assemblies, outside speakers, speeches, field trips, and service projects;
- In the Upper and Middle Schools: student government, the work program, student tutoring, the Residential Life program prefect system, Service League, and Sojourns.

To cultivate a system of ethical values based on honor and integrity through:

- The “teachable moments” that arise;
- Personal counseling, assemblies, and, in Upper and Middle Schools, Sojourns and the student government system;
- The counseling and decision-making curricula;
- Expectations for student conduct, school policies and rules, and discipline policies;
- Our daily interactions with one another.

To encourage respect for others and an appreciation of diversity through:

- The interactions of all members of the school community;
- An admission policy that seeks a range of racial and cultural backgrounds, including an Upper and Middle School boarding program that seeks a wide geographical range of students;
- Commitment to financial aid beginning in Kindergarten;
- The School’s Statement of Respect.

To support faculty growth as educators and as individuals through:

- New-teacher training, tuition reimbursement, leaves of absence, conference and workshop attendance, and in-service programs;
- Faculty development grants, including Dodge Foundation Grants, Talcott Grant, Chandler Faculty Awards, summer sabbaticals, and technology training;
- The encouragement of innovation in and outside the classroom.

To provide a productive atmosphere for faculty, staff and administrators through:

- Mutual respect, a sense of teamwork, and a high degree of academic commitment.

To incorporate the school motto "Esse quam videri" ("To be rather than to seem") into all aspects of our lives.

## **MIDDLE SCHOOL PRINCIPLES OF GOOD PRACTICE**

Recognizing that Middle School students experience a variety of significant developmental changes during their time in this division, the Middle School responds to and provides for the unique needs and characteristics of our students. Therefore, the Middle School:

1. Affirms the dignity of each individual and promotes equity and justice;
2. Ensures that Middle School educators and all personnel who interact with Middle School students have a thorough understanding of the patterns of physical, intellectual, social, and emotional growth of our students;
3. Actively engages parents as partners in recognizing the implications of the significant changes affecting Middle School children;
4. Works to ensure a smooth transition experience for students and parents entering and leaving the Middle School years;
5. Provides programs that support each student's need to develop a distinct self-concept and to be recognized as an individual and as a member of a group;
6. Creates an environment that fosters respect, understanding, and acceptance of differences;
7. Helps students learn to make responsible choices and understand the consequences of their actions;
8. Creates opportunities for students to develop a sense of belonging to and responsibility for the multiple communities in which they participate.

**Garrison Forest Middle School**  
*Program of Studies, 2018-2019*

**Sixth Grade**

**Seventh Grade**

**Eighth Grade**

English 6

English 7

English 8

Math 6 or  
Math 6 Enriched

Pre-Algebra 7 or  
Pre-Algebra 7 Enriched

Algebra 8 or  
Algebra 8 Enriched

Geography &  
World Cultures

U.S. History

Blended Geometry

Environmental  
Engineering

Life Science

Ancient Civilizations

French, Spanish

French, Spanish

Physical Science

Digital Thinking I

Latin

French, Spanish

Digital Thinking II

Latin

Art

Art

Art

Dance

Dance

Dance

Music

Music

Music

Theatre

Theatre

Theatre

Physical  
Education

Physical  
Education

Physical  
Education

Life Positive

Discoveries

Crossroads

RISE

Echoes

Echoes

Electives:  
Guitar  
Spread the News  
Art of the Book  
Yearbook  
Coding  
Creative Movement  
GF\$, Inc.

## ENGLISH

### English 6:

The Sixth Grade English curriculum is designed to foster an appreciation for literature, educate in textual analysis, and provide students with an understanding of basic literary elements and poetry. Readings include a variety of themes, coordinated with the cultures studied in the Geography course, pertaining to young adults and the world in which they live. Featured works include: *Homeless Bird* (India), *Esperanza Rising* (Mexico/United States), *Stargirl* (United States), African literature and short stories, and Middle Eastern poetry. Grammar instruction is taught in tandem with writing. Grammar skills and strategies are further supported through the Academic Enrichment course. The integration of tablet PC's in the classroom enhances analytical writing and creative expression, by allowing for opportunities to create digital media projects in response to reading experiences.

### English 7:

The Seventh Grade English curriculum weaves together the strands of literature, composition, grammar, vocabulary, and oral interpretation into a challenging course. Through summer reading, drama, book reports, poetry and novels, students are exposed to a variety of themes to enhance and broaden their understanding and appreciation of literature. Featured works include: *The Outsiders*, *House on Mango Street*, *America Street*, *Animal Farm*, and *The Diary of Anne Frank*. Grammar instruction is taught in tandem with writing. Students work individually and cooperatively to achieve their goals in the various units.

### English 8:

The Eighth Grade English curriculum examines different genres of literature by beginning the Cormier's *I Am the Cheese*. The level of classroom discussions become more sophisticated as thematic layers in featured works such as *To Kill a Mockingbird* and *A Midsummer Night's Dream* are analyzed. Students frequently practice their writing skills by focusing on narrative and persuasive writing and literary analysis. Students also continue to work on vocabulary, poetry, short stories, grammar and composition skills.

### Spread the News (Elective):

Students in this elective will design and create a Middle School newsletter to showcase Middle Schools news and events to parents, classmates and the GFS community. Students will choose stories to feature, interview classmates and faculty, write news articles and compile photographs and artwork.

# MATHEMATICS

## Math 6

In Math 6, students review properties of whole numbers and develop a basic understanding of number theory including factors and multiples. A focus on fraction, decimal and percent concepts allows students to make connections among the different forms. Students perform mathematical operations on fractions, decimals and percent and develop problem solving skills with these concepts. Through a study of integers, students will develop an understanding of positive and negative numbers, including operations with integers. In each unit, students are encouraged to look for patterns, make conjectures, create connections and apply their knowledge to new situations.

## Math 6 Enriched

In Math 6 Enriched, students review properties of whole numbers and develop a strong understanding of number theory including greatest common factor, least common multiple, and prime factorization. A focus on fraction, decimal and percent concepts allows students to make connections among the different forms. Students perform mathematical operations on fractions, decimals and percent and develop problem solving skills with these concepts. Through a study of integers, students will develop an understanding of positive and negative numbers, including operations with integers. Two-dimensional geometry is explored and students will be able to find the area and perimeter of various geometric shapes. More importantly, all of the math they learn will be related to various experiences and applications in everyday life in order to give the students meaning and reason. They will be expected to engage with several smaller “real world” projects over the year in order to increase their awareness of the importance of mathematics in their lives. In each unit, students are encouraged to look for patterns, make conjectures, create connections and apply their knowledge to new situations.

## Pre-Algebra 7

In Pre-Algebra 7, students develop algebraic thinking through patterns, graphs, tables, and symbols. They become proficient in using ratio, proportion and percent. Students will develop an understanding of negative integers and be able to use their knowledge in problem solving situations. Students will explore linear relationships using graphs and then connect their understanding to equations. Three-dimensional geometry will be explored and students will be able to compute volume and surface area. In each unit, students are encouraged to look for patterns, make conjectures, create connections and apply their knowledge to new situations. There is a strong focus on problem solving, cooperative learning and communication in mathematics.

## Pre-Algebra 7 Enriched

Pre-Algebra 7 Enriched is a rigorous introductory course designed to immerse students in both algebraic and geometric concepts, ranging from formulating, graphing, and solving equations to identifying and calculating 3-D shapes. Investigations are completed through an array of hands-on activities and group interactions. Students will analyze, discuss, and evaluate numerous mathematical situations and translate them into equivalent expressions and equations where they can be simplified, solved, or graphed. Thus the focus of this course is on critical thinking, allowing students to be exposed to a



deeper vocabulary of mathematical terms and array of methods to cope with various algebraic and geometric algorithms. More importantly, all of the math they learn will be related to various experiences and applications in everyday life in order to give the students meaning and reason. They will be expected to engage with several smaller “real world” projects over the year in order to increase their awareness of the importance of mathematics in their lives. Additionally, students will learn the appropriate use for calculators and computers as tools to supplement mathematical learning.

#### Algebra 8:

The Algebra 8 course consists of a thorough study of algebra concepts, focusing both on symbolic manipulation and applied problem-solving. Students will review linear equations and be introduced to non-linear relationships through graphs, tables and equations. They will develop an understanding of exponential functions and learn about exponential growth and decay. Through investigations, students will explore polynomials, factoring and quadratic functions. There is a strong focus on problem solving, cooperative learning and communication in mathematics.

#### Algebra 8 Enriched:

In Algebra 8 Enriched, students will explore the same concepts as Algebra 8. The students will be able to dive deeper into the mathematics behind the topics and use challenging problems to develop critical thinking skills. The Connected Mathematics curriculum will be supplemented with advanced algebra concepts to adequately prepare students for Geometry/Trigonometry in the Upper School.

#### Blended Geometry (Enriched):

In Blended Geometry, students engage in a rigorous study of Euclidean geometry including points, lines, planes, angles, parallel and perpendicular lines, triangles, quadrilaterals, polygons, congruence and similarity, inequalities in triangles, right triangles, circles, constructions, area and volume, and coordinate geometry. The nature of deductive proof and the structure of a mathematical system are emphasized throughout the course. The classes is taught in a blended model where students are learning concepts with the teacher and through online resources as well was collaboratively with their peers.

#### GF\$, Inc:

In this course, based on the winning idea from 2018’s Project Innovate!, students will create a student-run business to raise money for MS activities. This course will involve brainstorming, creating and implementing new ideas to create a functioning, profitable business run through the MS. We will also learn about basic finance and business practices to help make our business successful.

# HISTORY

## Geography & World Cultures 6:

This course uses an interdisciplinary approach to introduce students to the cultural and physical geography of the world's major regions. Each unit of study involves the use of simulations in which students are placed in cooperative learning groups and engage in tasks and projects that require them to research aspects of that region's major cultures and topography. Students will use maps, movies, images, newspaper/magazine articles, artwork, and current events to help enhance their understanding of how geography affects different lifestyles. Themes that are explored throughout the year include cultural universals, ethnic and religious diversity, human interaction with their environment, and the impact of natural and historical forces on the shape of the earth.

## U.S. History 7:

This course covers major developments in American history from the Civil War through the 20<sup>th</sup> century. Important people, events, and ideas are discussed as well as their impact on ordinary Americans. Students will engage in simulations, interpret primary sources, and research and write expository essays on assigned topics as well as topics of their choice. Learning how to develop and support a thesis and citing historical sources are two major objectives of this course. Special emphasis is placed on developing the research and analytical skills of a historian rather than the memorization of key dates and events.

## Ancient Civilizations History 8:

This course explores themes and historical relevance of the ancient past by using several different civilizations from across time and around the world as case studies. By taking a close look at the political, social, economic, and cultural details of each civilization, students will begin to develop an understanding of the factors that can contribute to the relative rise (or fall) of any civilization. Through the process of conducting an in-depth exploration of civilizations, students hone their analytical and critical thinking skills, as well as practice with research, informational reading, evidence-based writing, and speaking – hallmarks of a good historian.

## SCIENCE/STEM

### Environmental Engineering 6:

Environmental Engineering combines the disciplines of physics, earth and environmental sciences to study the processes influence how people have influenced and interacted with Earth. Topics of study include the importance of water and its cycle, astronomy and its universal affects, geology and how land forms and masses have evolved over time, and the dynamic processes of plate tectonics.

### RISE (Research, Innovation & Scientific Exploration):

Created in partnership with the educators at Irvine Nature Center, this year long sixth grade course is designed to engage students in authentic research and problem solving. The students will employ collaborative inquiry skills focused on finding innovative solutions to local social and environmental issues. Students will work together to identify a driving question that will center their examination of their issue. Using research skills and the combination of reflection, feedback, and craftsmanship the students will develop a product to present and share at the end of each semester.

### Life Science 7:

Life Science is designed to explore students' natural interest in the living world as it builds a foundation for further study of biology. The course exposes students to the vast diversity of life, challenging them to expand their concept of living things and engendering in them a respect for all forms of life. Students do at least one lab each week, learning to design experiments; make, record, and interpret observations; and collect, display, and analyze data.

### Physical Science 8:

The Physical Science curriculum is a mix of physical and earth science topics. In the physical science realm students study the physical and chemical properties of matter. Students learn about the forms and transformations of energy as well as how it travels as sound and light. In earth science, the focus is on astronomy and weather and climate. Abstract concepts are reinforced with concrete examples and, often, with demonstrations or labs. Students are constantly challenged to apply concepts to real-world situations; to explore the historical, social, and economic impact of the information they are learning; and to become informed about the environmental problems that threaten the earth.

## WORLD LANGUAGES

Many supplemental materials are used to enhance the study of World Language in the Middle School. These include teacher-made visuals, audio and DVD's, games and digital tools. These supplemental materials are in keeping with the basic listening/speaking and reading/writing goals of the World Language Department.

### World Language 6:

During the first trimester of Sixth Grade, students are given a brief introduction of French, Spanish and Chinese. This exploratory course focuses on foundational language skills as it introduces students to the many cultures of the French, Spanish and Chinese-speaking world. At the end of the first trimester students commit to one language for the remainder of Middle School. During the second and third trimesters students explore the language to which they have committed. Grammar is presented in an age-appropriate manner, and a strong emphasis is placed on building effective study strategies. The audio features of student laptops are used to reinforce comprehension and pronunciation skills. Students learn basic vocabulary related to the following themes: greetings, numbers, body parts, colors, clothing, animals, food, and terms to describe people.

### French 7:

This course takes French 6 as a premise and further challenges the students in all four language components: reading, writing, listening, and speaking. The focal point of the Seventh Grade French curriculum is the second half of the Glencoe publication Bienvenue series and the accompanying workbook. Evaluations will be in the form of written and oral tests, and announced and unannounced quizzes. Oral drilling and dictation will also serve to develop fluency.

### French 8:

In this course Bienvenue 1B, the sequel to the Bienvenue 1A text is used to further develop all four world language learning competencies: listening, reading, speaking and writing. Upon successful completion of the two-part sequence (7th and 8th grade French) and the recommendation of the teacher, students will enter French II in the Upper School.

### Spanish 7:

This is a continuation of the Sixth Grade Spanish program. The Spanish course at this level emphasizes oral communication. The principle focus of our text, Español Santillana is on communicating a message rather than manipulating grammatical structures. This is a digital text book edition, where grammar is presented in a gradual and logical sequence by the characters from each chapter. Presentation of real-life vocabulary encourages communication in Spanish.

### Spanish 8:

Spanish 8 continues the emphasis on oral communication while further developing student skills in reading, writing, and listening. At this level we present more challenging grammatical concepts, additional verb tenses, and more specialized vocabulary. The Español Santillana online text, continues to provide content that encourages students to communicate about real life

situations. It is supplemented with short story readings and student writings as well as cultural projects. The text also provides lengthy reading passages in each chapter so that the students can hone their reading and begin to practice more formal writing skills as well as further oral communication.

#### Latin 7:

Using the Cambridge Latin Course, Unit I, Latin 7 focuses on developing basic skills: vocabulary acquisition techniques, basic morphology of nouns and verbs, basic syntax. By the end of Latin 7, students are able to read connected passages involving simple and some complex sentences using nouns of the first, second and third declensions and verbs conjugated in several tenses of the indicative mood. Throughout the year etymology, culture, and mythology are studied.

#### Latin 8:

After a review of vocabulary and grammar from Unit I, Latin 8 advances to Unit II of the Cambridge Latin Course. Unit II continues to hone reading skills, increase vocabulary and expand grammar to include the genitive case of first, second, and third declension nouns, comparative and superlative adjectives, the pluperfect tense, the use of infinitives, relative pronouns, negative imperatives, present participles.

## TECHNOLOGY

### Digital Thinking I:

Digital Thinking I is a student-centered, hands-on course that promises to engage learners while challenging them to think creatively. The course meets twice a week. The first semester will be devoted to Information Literacy wherein students develop skills for file management, online resources access and evaluation, and web publishing via FirstClass. The second semester introduces students to interactive storytelling, animation, and game creation using Scratch. Scratch is an object-oriented programming language that uses colorful drag-and-drop puzzle pieces that snap together. Designed to be appealing to young people, Scratch is nonetheless a powerful programming language with endless creative possibilities.

### Digital Thinking II:

Digital Thinking II is an innovative course that meets twice a week. In this course, students will explore Media Literacy and the world of Digital Publishing and Production. The importance of online safety and the responsibility of creating a web presence are major components of this course. Students acquire critical thinking skills and the ability to read, analyze, evaluate and produce communication using various software including Scratch, Audacity, Garageband, Photoshop CS3, and Final Cut Express. The course develops students to be dual-platform users, effortlessly moving between PC and MacIntosh computers. The culminating student-designed project “Voices from Young Women” results in powerful documentaries, digital photography, and podcast series that not only demonstrate all that the girls have learned throughout the course, but effectively adds *their voices* to the world!

### Yearbook 8 (Elective):

Students work with our faculty Yearbook advisor and Upper School students to help photograph, curate and create layouts for the current year’s edition. Students work first hand with software and get a taste for journalism and publications.

### Coding (Elective):

Coding is a self-paced elective in which students will explore coding and programming by working on an independent project throughout the semester. Projects may include building an app, learning a coding language, or creating a game in Scratch.

## ART

### Art 6:

In this class, the focus is on exploration. Using the elements of art and the principles of design as a framework, students investigate a variety of experiences and concepts – including drawing, painting, printmaking and sculpture. In building an understanding of the elements and principles of design, students will learn how this knowledge can strengthen their art work. In conjunction with their Geography curriculum, students are brought to understand the factors that distinguish artistic styles and that clarify the role of art in culture.

### Art 7:

The emphasis in the Seventh Grade Art curriculum is on exploration, analysis, and investigation of the creative process. Students develop technical skills that empower them to communicate ideas visually, with the focus on realistic representations of their environment. The girls will create flowers influenced by glass artist Dale Chihuly, paint a still life and will create additive and subtractive sculptures. Students develop technical skills that empower them to communicate ideas visually, with the focus on realistic representations of their environment. In addition, they become aware of a variety of art careers that they may consider.

### Art 8:

Along with the synthesis and application of previously learned concepts, much of the Eighth Grade Art curriculum will reflect the studies happening concurrently in other disciplines. Students compare and contrast art from different world cultures and investigate how context can influence meaning. We will study various cultures and their native arts and crafts, the history of art and the influence on our work. Students will use problem solving techniques and imagination is the key ingredient in this course. Though the process is the most important aspect of this class, the final product showing an understanding of the necessity of craftsmanship is valued and expected. The acquisition of these skills enables students to develop a worldview, placing the discipline of art within a broader context, and relating it to other fields of knowledge.

### The Art of the Book (Elective):

In this elective students explore how to make their own book from scratch – including making their own paper, calligraphy writing, illustrations, prints, and binding techniques. We will draw inspiration from history by visiting incredible book collections in Baltimore including the rare books collection of the Walters Art Museum and the Peabody Library.

## **DANCE**

### Dance 6, 7, 8:

The primary aim of the dance classes at this level is to help students develop the skills and confidence necessary to express themselves through movement. Students concentrate on attaining basic skills in ballet and modern dance techniques. These include understanding proper body alignment, balance, posture, coordination, and isolation of major and minor muscle groups. Special emphasis is also placed on creative movement, awareness exercises, and group choreography. The year culminates in a performance to showcase the progress of the students.

### Creative Movement in the Preschool:

Students will learn the fundamentals of teaching an age appropriate syllabus for 3-5 year old dancers, explore themes and ideas for dancers of that age group, and learn how to construct their own dance class. After becoming familiar with these techniques, they will teach the preschoolers on campus the lessons they have generated.

## **THEATRE**

### Theatre 6, 7:

Primarily focused on getting comfortable with performance, this course will lead students through activities designed to foster a sense of "ownership" on the stage. In addition to learning basic technical terms and the parts of the theater, students will use improvisational games, pantomime, and short scenes to develop skills in voice and movement. The emphasis of this course is to provide a comfortable place to explore student creativity and lay the groundwork for future theatrical endeavors.

### Theatre 8:

Students in Theatre 8 will expand on what they learned in Theatre 7 using a variety of improvisational games, pantomimes, scenes, and monologues. Students will begin exploring what it takes to create a character on stage through basic scene analysis. Students will also explore language and acting through an introduction to Shakespeare.



## MUSIC

### Music 6:

The Sixth Grade Music course builds on the foundation of concepts and skills established in the Lower School. The students will explore the basic elements of rhythm, melody, timbre, harmony, form, and expressive qualities, through singing, playing classroom instruments, composing, moving and analyzing. Students will play soprano recorders as well as Orff and percussion instruments to experience performing in an ensemble setting. In addition, focused attention will be given to developing the singing voice through proper breathing and vocal techniques. Music history and exposure to a variety of instrumental repertoire will be incorporated into the Music lessons. At the conclusion of the school year, all students will participate in the Middle School Arts Gala.

### Music 7:

The Seventh Grade Music course is designed to expand the student's musical experience and further develop the concepts of rhythm, melody, form, timbre, and expressive qualities as they sing, play and perform a varied repertoire of music. Students will study vocal production and refine their ability to sing in unison and in harmony with a vibrant, healthy tone with pitch accuracy. Students will also have the opportunity to create and compose original compositions using traditional and non-traditional musical notation. Students will learn to ring Hand Chimes and perform Level 1+ and Level 2 music which they will perform for the Middle School Arts Showcase in January or the Middle School Arts Gala performance in May.

### Music 8:

The Eighth Grade Music course is designed to give students many opportunities to apply their basic musicianship skills to reading, creating, and performing a varied repertoire of music. Vocal production and techniques will be continued as students become acclimated to hearing and performing two and three part harmony. They will strive towards singing with a healthy, substantial, and blended sound with accurate pitch and tonal placement. Performing on Orff and World Music Drumming instrumentation students will have the opportunity to improvise melodies and rhythms within an ensemble setting. In addition, students will learn both major and minor chords on the Ukulele so they may accompany themselves while singing. The Eighth Grade students will participate in either the Middle School Arts Showcase in January or the Arts Gala in May.

### Guitar 8 (Elective):

Students learn how to read standard notation for playing single note melodies, tablature for introduction to chords and a variety of pick/finger styles. Through the study of guitar, students will gain a better understanding of the many different musical genres including folk, blues, classical, rock and pop. Students will learn to play various songs in these different genres.

## **PHYSICAL EDUCATION**

### Physical Education 6, 7, 8:

The Middle School Physical Education program combines a general overview of sport skills and wellness components. Age appropriate activities are introduced and incorporated in each class activity. The focus for each student will be to increase her knowledge and understanding of good health, wellness, and the skills and rules that govern a variety of sports and games. Areas of concentration this year will include the proper understanding and use of the fitness room and indoor track, field hockey, tennis, outdoor soccer, basketball, indoor soccer, team handball, badminton, lacrosse, and softball.

## **DECISION MAKING**

### Life Positive 6:

This Sixth Grade course provides an opportunity for students to gather information about a variety of issues related to personal growth. Emphasis is placed on teaching students new skills in communication, problem solving and relationship building. Factual information about physical development and drug and alcohol use is shared at the appropriate level. Students have the opportunity to present topics for discussion.

### Discoveries 7:

In this Seventh Grade Life Skills class the main focus of the first semester is health and wellness. The studies include discussion about nutrition, substance use and abuse, and general health. A unit of study about career opportunities is also included. The Human Development segment of the course is designed to provide Seventh Grade students with an opportunity to explore issues such as sexuality, relationships, and child development. Students are encouraged to share their own feelings, while learning to negotiate the environment around them. Factual information is presented with opportunity for discussion, in-class activities, special projects and guest speakers.

### Crossroads 8:

This course is designed to provide Eighth Grade students with an opportunity to explore their personal values, as well as consider the values and ethics which have been shared with them by their parents, teachers, and other significant persons in their lives. In our multicultural community, there are a variety of religious, ethnic and racial backgrounds. This course allows students to find common ground, while at the same time respecting differences. This course encourages communication between students. It also offers many possibilities for students to discuss ethics and values with parents.

## **ECHOES**

Echoes is a course offered to students as individualized instruction, meeting in small groups, to teach an enrichment of study skills as needed by the individual students. Learning styles and learning differences of the students are taken into consideration during the planning of the curriculum. Examples of study skills included in the curriculum are reading comprehension (determining main ideas and supporting details), reading techniques for reading from a textbook versus reading a novel, writing skills including organization of ideas using the software program Inspiration, exposure and expansion of a vocabulary base, note taking through summarization and paraphrasing, memorization through use of mnemonic devices, and any specific need relating to the student's current curriculum content. Reports are written to the student's advisor summarizing the work completed during each quarter for the Echoes course.

## Middle School Faculty 2019-2020

Shannon Schmidt\*  
Head of Middle School

Stephanie Leary  
English

Lauren Misera Anderson '02  
Middle School Dean of Students, History

Amanda Levit  
Latin

Elizabeth Alexander  
Theatre, Decision Making

Carolyn Lewis  
Director of Community Life & Inclusion

Dante Beretta  
Latin

Wendy Lippe  
English, History

Janet Blatchley  
Mathematics

Heather Malone-Wolf  
Dance

Trudy Cox  
Science

Kimberly Marlor  
Physical Education  
Chair, Physical Education Department

William Edmunds  
Science

Siobhan O'Boyle  
Librarian

Lisa Fleck  
Middle School Counselor  
Director, Counseling Services

Tara O'Neal  
Mathematics

Virginia Flynn  
Music

Doug Oppenheimer  
History

Sarah Hossain  
Art

Emma Parsons  
Academic Resource Coordinator, English

Leigh McDonald Hall '81  
Physical Education

Alma Rodriguez  
Spanish

Lindsay Kelland  
Middle School Digital Learning Specialist  
Chair, Instructional Technology Department

Leslie Shaffer  
Assistant Director of Admission

Barbara Laverdiere  
Administrative Assistant

Maria Smith  
French

*\*On-Campus Faculty*

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