Upper School Curriculum Overview 2019 – 2020

CHAPIN SCHOOL
Upper School Curriculum Overview 2019-2020

Table of Contents

CHAPIN'S HOMEWORK POLICY

Homework is an effective educational activity that can have positive effects on achievement and character development and can serve as a vital link between the school and the family.

Homework can:

- Extend learning opportunities
- Improve student achievement
- Help develop good study habits and positive attitude about school
- Teach self-discipline and responsibility
- Promote greater parental appreciation and involvement in the educational process

Homework should have different purposes at different grade levels. For younger children, it should foster positive attitudes, habits, and character traits and reinforce the learning of simple skills introduced in class. For older students, it should facilitate knowledge acquisition in specific subject areas.

Homework is not used to teach complex skills and materials. It will typically focus on skills and materials already learned or on the integration of skills already taught.

Homework is assigned in grades 1 - 8. Although the actual times required will vary with each student and vary from day to day, the approximate homework time expectations are as follows:

Grade 1 – approximately 10 minutes, plus reading time
2 – approximately 20 minutes, plus reading time
3 – approximately 30 minutes, plus reading time
4 – approximately 40 minutes, plus reading time
5 – 1¼ hours, plus reading time
6 – 1½ hours, plus reading time
7 & 8 – 2 to 2½ hours (30 minutes per subject), plus reading time

As the students' schedules vary, the amount of homework will also vary. Long term assignments will require students to exercise and develop pre-planning and time management skills so that daily obligations are not sacrificed when deadlines approach. If your child seems to be having difficulty completing homework or is working too late, please contact the appropriate teacher. The school also expects that time be allotted for independent reading on a daily basis.

In order to develop student responsibility and independence, homework assignments typically should not require parental involvement for completion. Regardless of students' ages, the formal role of parents should be minimal. In Lower School, "home projects," which require the involvement of parents, may be required. These projects should be distinguished from homework which should be completed independently. In Upper School, all projects and assignments are to be completed solely by the student.

Homework in all grades is the student's responsibility. Therefore, assignments emailed in to school or delivered during the school day will not be accepted.

There are some important ways that parents can provide support for the homework process. Parents should:

- Create a home environment that facilitates their child's study – including setting up a suitable place for homework and clearly supporting the importance of homework
- Provide general oversight of the homework process
- Limit the time spent watching TV, playing video games, and using the computer so that homework comes first
- Plan their child's out-of-school activities so that homework is a priority

GRADING/ REPORT CARDS/ HONOR ROLLS

The report card reflects an evaluation of a student's progress within his or her instructional group. This growth is measured in terms of achievement, attitude, and effort. Upper School students receive separate academic and effort grades in each major academic subject: English, mathematics, science, social studies, world language (grades six through eight). Effort grades are given in the special subjects: art, computer, drama, music, physical education, electives, and world language (grade five). When students are involved in a music or drama class preparing for a presentation, they are expected to participate in the final performance. The performance experience is an important part of the graded curriculum.

Academic Grades

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	59 and below

Effort Grades

An effort rubric which clearly outlines expectations for each component of the effort grade is used to determine the effort grade. A copy of this rubric follows this page.

1	Does not meet expectations
2	Meets expectations
3	Exceeds expectations

Academic Skills

For each specific subject on the Upper School report card, there is a grid which lists specific skills for that subject. The student's performance in each of these areas is indicated with notations of (D) does not meet expectations, (M) meets expectations, or (E) exceeds expectations. These grades are not associated with the Effort Grade.

Honor Rolls

- Academic Honors
  Academic Honors are awarded to students in grades six through eight who earn academic grades of B (not B-) or better and all effort grades of 2 or above.

- Effort Honors
  Effort Honors are awarded to students in grades six through eight earning all effort grades of 3.

EFFORT RUBRIC

	BELOW 1	MEETS 2	EXCEEDS 3
Punctuality	☐ Often late for class Doesn't make up work in timely fashion	Usually arrives on time and is ready to begin at teacher direction Makes up work with teacher prompting	Always comes to class on time and is ready to begin Takes initiative to make up work in a timely fashion without teacher direction
Preparation	Often not prepared for class and lacks required materials Homework is Frequently Incomplete/late/ of poor quality	Usually comes to class prepared with required materials Homework is completed and of good quality	Always comes to class prepared with required materials Exceptional quality of assignments ☐ Takes risks to complete work
Conduct	Behaves disrespectfully Detracts from positive learning environment	Listens to and respects the ideas of others Contributes to a positive learning environment	Helps facilitate/enhance positive learning environment
Participation	Does not regularly participate in class Not an equal partner in group work	☐ Participates in class Does fair share of group work	☐ Actively participates in class ☐ Facilitates equal involvement and participation in group work
Organization	Work lacks organization and neatness Does not attempt to follow directions	Work is mostly organized and neat Attempts to follow directions	Work is organized and neat with extra effort in presentation ☐ Always follows directions
Use of Time	Does not use time productively	☐ Remains on task	Always uses time in an efficient and productive manner

GRADE 5

ACADEMIC SUBJECTS

LANGUAGE ARTS
Grade 5

Kristen Kemp – kkemp@chapinschool.org
Mark Myers – mmyers@chapinschool.org
Kelly Devine – kdevine@chapinschool.org

Fifth graders use novels, short stories, picture books, mentor texts, and poetry during the year in language arts class. Recurring themes throughout the literature include survival, relationships with family and peers, decision making, prejudice, independence/interdependence, and friendship. These themes foster a better understanding and awareness of different cultures and people.

Language arts blends the study of grammar with the process of writing in an effort to encourage students to become more independent, capable writers.

We use portfolios to keep track of progress in reading and writing. Students will be given opportunities to explore both expository and creative writing experiences. Many written assignments reflecting the entire process from prewriting to final draft will be kept in the portfolios completed throughout the year. Children will give book talks and keep a response journal keep a Writer's Workshop notebook to jot down their thoughts and to monitor individual growth.

Goals for Fifth Grade Language Arts

- Develop independent, thoughtful readers
- Expand vocabulary (understanding and use)
- Improve literal and inferential reasoning
- Introduce students to a variety of genres and authors
- Have students respond to literature in creative/critical/active ways
- Use writing as a form of communication for a variety of purposes and audiences
- Use the 5-Step Process of Writing

General Information:

- **Additional Literature**
  TBA – Determined by interest/level of class

- **Book Talks**
  1 – 2 book talks each trimester

- **Rubrics**
  Attached to each major composition will be a rubric on which the writing has been evaluated.

5TH GRADE READING SCHEDULE/BOOK LIST

(This includes all or some of the books listed in each unit.)

FALL TERM	Self Discovery Short Stories	*Sign of the Beaver*, Speare
		Out of My Mind, Sharon Draper
		The Phantom Tollbooth, Juster
	Poetry	Teacher Selection
	Cultural Diversity	*The Cay, T. Taylor*, M. Taylor
WINTER TERM	Diversity & Inclusion	*Song of the Trees*, M. Taylor
		Mississippi Bridge, M. Taylor
		The Gold Cadillac, M. Taylor
		The Friendship, M. Taylor
		The Watsons Go to Birmingham - 1963, Curtis
	Poetry	Teacher selection
	Contemporary Issues	*Hello, Universe,* Erin Entrada Kelly
	Mythology	*Number the Stars*, Lowry
		Book of Greek Myths, D'Aulaire
SPRING TERM	Poetry	Teacher selection
	Mythology	*Book of Greek Myths,* D'Aulaire

COMPOSITION:

- **Application of the Writing Process**
  The 5-step process of writing: prewriting, drafting, revising, proofreading, and publishing.

- **Writing Skills**
  Throughout the year, the focus will be on paragraph development. Students will also have the opportunity to write descriptive, persuasive, narrative, and expository paragraphs, as well as short stories and compositions. Highlighted works include an Ordinary Hero essay and student written and directed plays.

MATHEMATICS
Grade 5

Kristen Kemp – kkemp@chapinschool.org
April McCarthy – amccarthy@chapinschool.org
Mark Myers – mmyers@chapinschool.org

Chapin's mathematics program is based on the premise that all students can and need to learn, master, and apply mathematical concepts. It recognizes that mathematics plays an important role in developing the ability to organize and analyze information, to think critically, to generalize and apply concepts, and to solve problems. Chapin's mathematics program seeks to equip students with the skills necessary to meet personal ambitions and career goals in an ever-changing, information-based, and technologically rich global society. To that end, Chapin teaches both computation and concepts by emphasizing their application in problem solving contexts.

Goals for Mathematics in Grade 5:

- Develop independent problem solvers
- Introduce students to a variety of algorithms
- Provide students with opportunities to practice and master basic computational skills
- Develop a foundation for practical application
- Provide opportunities for collaborative and cooperative problem solving
- Encourage a variety of approaches to problem solving
- Encourage the progression from concrete concepts to an understanding of underlying abstract principles and properties

Units of Study

Texts:
Mathematics, McGraw-Hill
Math in Focus: Singapore Math

- **Whole Numbers**
  - Numerical value through billions
  - Rounding and estimating numbers
  - Addition - solve problems using several regroupings
  - Subtraction - solve problems using several regroupings
  - Multiplication - solve problems using 2 through 7-digit factors with regrouping
  - Division - solve problems using 3-digit divisors
  - Apply the commutative, associative, and distributive properties where needed.

Fractions

- Understand fractions, mixed numbers, improper fractions, equal fractions, common denominators, reducing fractions, reciprocals
- Add, subtract, multiply and divide fractions and mixed numbers
- Understand the relationship between fractions and decimals

- **Decimals**
  - Understand and use tenths, hundredths, thousandths and mixed decimals
  - Understand the relationship of decimals, money and fractions
  - Solve problems using addition, subtraction, multiplication and division

- **Geometry**
  - Recognize plane and solid figures
  - Recognize line, line segment, ray, perpendicular lines, etc.
  - Recognize and draw various angles
  - Solve for area, perimeter and volume
  - Use a protractor and compass

- **Graphs and Probability**
  - Understand and construct bar graphs.
  - Use ordered pairs.

- **Calculators**
  - Understand how to use for various functions

- **Vocabulary**
  - Read, write and understand vocabulary as related to all content areas.

- **Problem Solving**
  - Choose the correct operation (+, -, x, ÷)
  - Solve multi-step problems
  - Write word problems
  - Develop analytical and critical thinking skills

PRE-ALGEBRA

This course concentrates on the development of the basic fundamentals of mathematics including operations with whole numbers, decimals, fractions, integers, and exponents. Special emphasis is given to understanding and using decimals, fractions, ratios, proportions, and percentages, recognizing properties, solving equations by using transformation and translating problems into equations and inequalities. The emphasis on algebraic reasoning provides the framework for the subsequent progression into Algebra I.

Goals for Pre-Algebra:

- To gain the familiarity with the vocabulary and concepts of algebraic reasoning

- To review and increase mastery of all arithmetic processes using integers, fractions, and decimals
- To learn how to solve and graph one-variable equations and inequalities
- To experience a substantial preview of geometric ideas and apply equation solving techniques to geometric objects in one, two, and three dimensions
- To use the calculator appropriately

Text: *Mathematics, Course I*, Prentice Hall

- **Decimals**
  All operations with decimals as well as the order of operations will be reviewed and reinforced.

- **Patterns and Variables**
  Students will use algebraic concepts and properties of numbers to investigate patterns, to write and use expressions, and to write and solve one and two-step equations involving the four basic operations.

- **Number Theory**
  They will review and extend divisibility rules and mental math skills to investigate prime and composite numbers and prime factorization.

- **Operations with Fractions**
  Students will estimate to find sums and difference of fractions and mixed numbers and will also solve one-step equations involving fractions. All basic operations with fractions and mixed numbers will be strengthened. There will be opportunities for students to solve equations with fractional components which require employing the inverse operations of addition/subtraction and multiplication / division.

- **Ratios, Proportions, and Percentages**
  Application exercises utilize scale drawings, unit rates, finding percentages of numbers and estimations will assist students in understanding the relationships between fractions, decimals, and percentages.

- **Geometry**
  This unit will begin with an investigation of plane geometry including lines, rays, segments, angles, classifying polygons. Students will also investigate congruence, similarity, symmetry, and transformations. Measurement will be extended to finding perimeters, areas, and volume of geometric figures.

- **Integers**
  A number line will be used to examine integers. Basic operations with signed numbers will be stressed.

SCIENCE
Grade 5

Tyler Maginnis – tmaginnis@chapinschool.org

In a world filled with scientific achievements and rapid technological developments, science and scientific thinking play a vital role in the lives of students. Students need to be fully aware of and skilled in science and its related fields in order to succeed in their education, careers, and everyday life. Additionally, scientific reasoning remains the backbone of critical thinking and analysis in many diverse areas of study such as economics, sociology, and even some forms of philosophy. A good science program should also create an interest in science itself, leading to future contributions to the fields of science by some of the students. Finally, the study of science should contribute to a student's understanding of the diversity of all that exists and an appreciation of the balance and value of that diversity. To these ends, a program emphasizing Science, Technology, Engineering, Art, and Math (STEAM) and scientific inquiry is at the core of the school's science curriculum.

In fifth grade science, four units are covered which fall into the Earth, Life, and Physical Science categories. While studying these units, emphasis is placed on the processes of science: observing, inferring, predicting, interpreting data, hypothesizing, and experimenting. The program concentrates on developing good science research and study skills through hands-on activities, investigations, reports, and classroom note-taking.

Goals for Science in Grades 5:

- To stimulate students to search for answers through investigations using the scientific method
- To encourage objective, precise communication of observations in both written and oral form
- To develop scientific knowledge and process skills through inquiry
- To increase students' understanding of the limits and possibilities of science and technology

Texts:
Weather and Climate, Holt, Rinehart & Winston
Microorganisms, Fungi, and Plants, Holt, Rinehart & Winston
Assorted topic-specific books and articles

Units of Study

- **Scientific Process**
  During this unit, students learn about lab safety, scientific method, and experimental design. Students will transition from having all parts of an experiment outlined for them to asking a question or solving a problem. The concepts of independent and dependent variables and controls are introduced. Students will also begin to use the metric system (SI) in the lab setting.

- **Chemistry**
  In this unit, students learn about the basic properties of matter. Topics include physical and chemical properties of matter, states of matter, phase changes, elements, compounds, mixtures, and solutions.

- **The Natural World**
  During this unit students learn about the ecological and economic importance of plants. They spend time studying the shared characteristics, classifications, and life processes of plants. Students will also explore

plant and animal interactions in the ecosystem, food webs, trophic levels, biomes, biomagnification, and the impact of animals on the landscape.

- **Meteorology**
  The layers of Earth's atmosphere and the behavior of air masses form the foundation of our study of meteorology. Students learn the factors and instruments used in basic weather forecasting and construct some of their own instruments. Students will also explore how humans impact the environment while learning about topics such as acid rain and climate change.

- **Energy**
  During this unit, students learn about energy transformations. Energy transfer through matter and thermal conductivity will be investigated.

- **Botany**
  Students will learn about the importance of plants and pollinators by studying, modeling, and growing their own plants. Students learn through hands-on activities and experiments. The class spends lab periods outside in the garden at Chapin, maintaining and growing their own crops.

SOCIAL STUDIES
Grade 5

Kristen Kemp – kkemp@chapinschool.org
Mark Myers – mmyers@chapinschool.org

In fifth grade social studies, there is a balance between history, geography, and the study of cultures. The students will build a foundation of knowledge about physical and cultural regions of the world, and they will learn how historians and archaeologists work to discover the past. Map skills will be incorporated into each unit, as the children study land and water features. Throughout the year, there will be many activities and projects that will provide students with hands-on involvement. Students will also use resources other than the textbook when individual reports and group projects are constructed.

Goals for Social Studies in Grade 5:

- Understanding the meaning of culture and the components that make up a culture
- Recognizing the role of archaeologists and historians in the study and understanding of ancient civilizations
- Understanding the impact of historic events and geographical locations have had on a variety of cultures and traditions
- Recognizing the importance of invention and discovery in human progress
- Identifying specific people and places affected by history
- Promoting decision-making and cooperative learning by students

Units of Study:

Texts: *World Studies: The Ancient World*, Prentice Hall

- **Geography**
  - This unit will reinforce geography skills focusing on water features and landforms. Students will then work with a partner to create their own 3-dimensional map.

- **Culture**
  - After studying the elements that make up a culture, students will create various projects highlighting similarities and differences that exist among cultures.

- **Archaeology**
  - During this unit, students will explore the importance of archaeology and the job of an archaeologist, focusing on the study of artifacts which help archaeologists build a picture of how people lived in the past.

- **Ancient Civilizations**
  - The study of civilizations will focus on Mesopotamia, Egypt, and Greece. People have always wanted to know what life was like before them. The study of these units will give students the opportunity to learn about people from the past, as well as their way of life.

    - **Prehistory**

Students will explore how modern day society came to uncover history prior to written records. This unit also focuses on how hominids evolved throughout various periods of time such as the Stone Age and the Bronze Age. Understanding of these concepts sets the foundation for the exploration into all other ancient civilization units we will examine throughout the year.

- **The Fertile Crescent**
  Students will learn about the various civilizations that called Mesopotamia home. Key components include looking at social structures as well as advancements that each group brought into the world. Specific cultures include: Sumerians, Babylonians, Assyrians, Phoenicians, and Israelites.

- **Ancient Egypt**
  This unit highlights the importance of geographical elements played in breathing life into a society and keeping them safe. Dynasties will be explored, as well as key pharaohs from each of the major kingdoms, and gods that were worshipped in each major city. Student favorites include learning about mummification, the Great Pyramids, and hieroglyphs.

- **Ancient Greece**
  Fifth graders will learn about the birthplace of democracy, philosophy, and theater as we delve into concepts which originated in famous city-states such as Athens or Sparta. We will examine different styles of leadership, military rule, and educational systems. The unit commences with a cross-curricular live theater performance!

WORLD LANGUAGES
Grade 5

Robert Baca, Department Chair, Spanish – rbaca@chapinschool.org
Ana Vega, Spanish – avega@chapinschool.org
Shelby Wu, Mandarin – xwu@chapinschool.org

It is our philosophy that learning a second language can and should be an interesting and engaging endeavor. Delving into the study of another language provides the learner with new insights into the people and customs of the countries in which the language is spoken. It also enables students to develop a clearer understanding of the English language. We believe that a secondary language can be taught in a manner that addresses a variety of learning styles, thus making the language learning experience accessible to all types of learners. Students entering Grade 5 will select either Spanish or Mandarin Chinese and will continue with the selected language through 8th Grade.

Goals for Grade 5:
Fifth Grade students will continue to develop oral and listening skills and will be able to engage in short verbal exchanges. They will continue to connect images and sounds with the written word in greater depth. They will also be able to read increasingly complex sentences using a variety of verb conjugations.

Students will:
- Expand their vocabulary base enabling them to accomplish daily tasks
- Apply vocabulary within the context of a sentence
- Develop successful strategies for vocabulary building and recognition of word relationships
- Continue to develop critical thinking skills further develop oral proficiency and listening skills
- Read more sophisticated texts and improve reading comprehension skills
- Develop writing skills in a variety of forms (personal narratives, dialogues, stories)
- Be exposed to a wider variety of authentic texts and realia
- Attain an increasing awareness and appreciation of Spanish and Chinese culture
- Use the Internet for culture searches and collaborative projects

General Information:
- **Groupings**
  In Grade 5, students will take the language two times during the six day cycle for the entire year.

- **Rubrics**
  Rubrics will be used to assess oral presentations and writing activities.

- **Methods**
  - Paired and group cooperative learning activities (role play, information searches)
  - Daily oral practice in the target language
  - Prepared oral group and individual presentations

- Listening comprehension exercises
- Vocabulary-building activities
- Flashcards and manipulatives
- Internet activities and culture searches (www.quizlet.com, etc.)
- Interactive board activities

- **Assessments**
  Although fifth grade students do not receive an academic grade in World Language, a variety of assessments are given over the course of the year to check for understanding.

Units of Study for Spanish:
This course will focus on the following thematic units via teacher-created packets. Both the packets and attached homework will be the textbook for the entire school year. For each unit, the following vocabulary, communicative skills, grammar, and cultural concepts will be introduced:

- **Likes and Dislikes:**
  In this unit, vocabulary related to likes and dislikes about activities will be used. Students will also start to learn about some of the grammar functions in Spanish.

- **Food and Nutrition:**
  In this unit, vocabulary related to a variety of foods will be introduced as well as a review of colors, numbers, and descriptive adjectives. Cultural concepts discussed will be which foods are distinctively from the Spanish speaking world.

- **Special Projects**
  After each unit the students will be asked to complete a special culminating project. These may include, but will not necessarily be limited to, creating a plate using their knowledge of nutrition and daily requirements as recommended by the USDA and that of Spain, and describing in Spanish their family's Thanksgiving meal. Students will work in cooperative learning groups for some of these projects.

- **Cross-curricular activities and projects**
  Projects with Science and Social Studies will be implemented at different times throughout the year.

Units of Study for Mandarin:
This is an introductory course to Chinese language and culture. In Grade 5, the standard Chinese pronunciation system (pinyin) will be introduced. Students will understand and learn how to use pinyin. Meanwhile, students will learn the Chinese character writing system. One hundred simple and basic Chinese characters will be studied. Students will also be required to understand basic language materials related to common daily settings; students will also can repeat, recite and reproduce words or sentences with fair accuracy. Students will begin to develop confidence and interest in learning the Chinese language. Students will have some preliminary knowledge of learning strategies, communicative strategies, resource strategies and interdisciplinary strategies used in guided situations. Students will also gain introductory Chinese cultural knowledge and acquire preliminary cross-cultural awareness and international perspectives.

Texts: *Easy Steps to Chinese*
Chinese in Focus, Level 1, Traveling in China
Introduction to Standard Chinese Pinyin System

Unit 1 Introduction to Chinese Language
Students will learn general characteristics of China and the Chinese language.

Unit 2 Introduction to Standard Chinese Pinyin System
Students will understand the concept of Pinyin, the pronunciation of initials, finals, and tones. They also will learn some common greetings and classroom phrases.

Unit 3 Introduction to Chinese Characters and Basic Rules for Writing
Students will master 50 basic characters (ideograms), understand the four formations of Chinese characters, learn the strokes and proper stroke order when writing characters, and count from 1 to 99.

Unit 4 – Greetings and Introduction
Students will continue learn 50 additional basic characters. They also will learn to express greetings and introductions, tell about the date, age, and phone number.

Unit 5 – Discussing Family and Occupations
Students will learn to ask about people's family and inquire occupations.

Unit 6 – Talking about Time, Daily Routine and Means of Transport
Students will learn to tell about time, discuss his/her daily routine, and ask about the means of the transportation.

HEALTH & WELLNESS

Maura Coughlin – mcoughlin@chapinschool.org

Life Studies
Grade 5

The Life Studies curriculum in 5th grade is a basic introduction to four main areas of study. Nutrition, Social and Personal Skills, Smoking and Medication and its Effects, and Human Sexuality and Family Life are the four broad areas we begin to explore. The material presented in each of these areas is age appropriate and limited, as these subject areas will be explored in greater depth as your child moves through the upper school.

- **Nutrition**
  Students will begin to understand the relationship between nutrition and label reading and good health. Students will identify the role of exercise in physical well-being.

- **Social and Personal Skills**
  Students will begin to recognize the feelings associated with peer relationships and the impact of "labeling peers." Students will explore ways to initiate new relationships as well as analyze the role of peer pressure in decision making. A group of students from Corner House will be presenting their program GAIA (Growing Up Accepted in America) - a program about diversity and acceptance. Constructive ways of coping with stress will also be discussed.

- **Smoking and Medications**
  Students will review the dangers of smoking and second hand smoke. The benefits and potential risks of some drugs such as prescription drugs and over the counter medications will also be presented and discussed.

- **Puberty**
  Students will identify similarities and differences between males and females as they go through puberty. Speakers from Penn Medicine Princeton Health will come in during this unit and present their workshop on puberty to parents and their children together.

- **Digital Citizenship Technology Use**
  Students will learn the definition of cyberbullying and participate in filling out a Venn Diagram comparing in-person bullying with cyberbullying. Students will also discuss the positive and negative aspects of communicating with others online.

GRADE 6 – 8

ACADEMIC SUBJECTS

UPPER SCHOOL ENGLISH

Shawn Berger – sberger@chapinschool.org
Kelly Devine – kdevine@chapinschool.org
Wendy Rosen - wrosen@chapinschool.org
Jane Wilson – jwilson@chapinschool.org

The objective of the Chapin School English program in grades 6 – 8 is to make each student a more responsive reader and a more proficient writer. This includes a mastery of the written word so that it is usable as a tool for expression, both orally and in writing; the development of comprehension skills which allow the student to derive meaning from and to react to what is read; a fostering of critical thinking through the analysis of literature; and the establishment of life-long skills of reading.

The literature component is dynamic and differentiated in its flexibility and seeks to respond to the interests and needs of each group of students. A variety of literary genres is explored through the study of novels, short stories, plays, poetry, and other forms of writing, emphasizing the importance of shared experiences through a multicultural selection of materials. The methodology is equally diverse, ranging from teacher-directed discussion groups to a more independent course of study.

The composition component blends the study of grammar with the process of writing in an effort to encourage students to become more independent, responsible writers. Students are given opportunities to explore various styles of writing.

Goals for English in Grades 6 – 8:

- Develop independent, thoughtful readers
- Introduce students to a variety of genres, authors, and forms of literature
- Provide opportunities to respond to literature in creative/critical/active ways
- Provide experiences in literary interpretation while learning to respect the interpretations of others
- Extend awareness for and appreciation of diverse cultures reflected in literature
- Remain dynamic in response to individual interests through experiences with new titles, current events, and/or trends
- Provide opportunities to practice language skills in all areas of communication arts: speaking, reading, listening, and writing
- Provide opportunities for enriched vocabulary development
- Encourage the use of the 5-step Writing Process of prewriting, drafting, revising, editing, and publishing as it relates to each specific purpose
- Develop an understanding of various purposes for writing—descriptive, narrative, expository, and persuasive
- Experience a variety of forms of writing:
  - Personal—journals, letter writing
  - Creative—poetry, short stories, anecdotes
  - Expository—reports, research papers/projects, essays, news stories
  - Persuasive—essays, editorials, letter writing
- Provide a variety of meaningful activities which encourage critical thinking and problem solving
- Provide opportunities to develop competence in the use of computers for the process of writing
- Develop and extend understanding and recognition of the eight parts of speech
- Encourage the construction of varied sentence types and structures in writing
- Encourage correct use of capital letters and punctuation marks in writing

General Information:

- **Literature and Supplemental Literature:**
  To be determined by interests / level of the class as well as available time. Order and/or selection of literature may be changed at the discretion of the English Department.

- **Student Progress:**
  Progress is updated via "My Chapin" as well as digitally through Google (classroom and docs). Teachers maintain copies of selected works and writings.

- **Research Paper:**
  Every student in grades 6 – 7 will write a research paper each academic year.
  - 6th Grade—Linked to Social Studies Curriculum Fair Project (1st trimester)
  - 7th Grade— Linked to the 8th Grade Curriculum Fair Project (3rd trimester)
  - 8th Grade— 7th grade research becomes Curriculum Fair Presentation (oral and visual)

- **School Publication:**
  Fledgling is an internal publication of student writing published yearly. Students' work is selected by committee. Submissions may include poems, artwork, and short stories.

Reading is a lifelong skill/habit; and the sooner reading becomes a part of everyday life, the better the odds that a person will become a proficient reader. Children also learn by observing; if they see parents in the act of reading, they will get the message that it is important, enjoyable, and worthwhile.

GUIDELINES FOR HOMEWORK ASSISTANCE

If your child asks for assistance with a homework assignment, please follow these guidelines. The teachers can best help and instruct your child with your cooperation; these requests are made so that they may know what work your child is truly capable of producing. With your support, this will be a wonderful year of growth for your child!

Vocabulary:
If your child needs assistance, please feel free to:

- Help your child to find the word in the dictionary
- Help him/her to copy definitions accurately
- Quiz him/her on the meanings and spellings of words

Please do not:

- Correct the exercises for him/her

Writing: (Many major essays will be written in school; these guidelines apply primarily to book reports and journals.)
If your child needs assistance, please feel free to:

- Encourage him/her to read the piece aloud before submitting it
- Read it for him/her and point out unclear areas
- Ask questions to help him/her develop the piece more fully
- Help him/her to use spellchecker and grammar checker on the computer
- Help him/her consult the instruction sheet to ensure all necessary components have been included

- Listen to him/her practice for oral presentations

Please do not:
- Rewrite sentences for him/her
- Tell him/her what needs to be added
- Create visual aids for him/her

Reading:
If your child needs assistance, please feel free to:
Read aloud with him/her – if the student is also following along in the book
- Listen to him/her read aloud
- Check comprehension packets to be sure all questions have been answered
- Ask guiding questions to assist comprehension

Please do not:
- Point out the answers in the book
- Correct the answers – we will go over all questions in class.

Grammar:
If your child needs assistance, please feel free to:
- Check to be sure all exercises are completed
- Explain concepts he/she finds difficult

Please do not:
- Correct the answer

6th GRADE BOOK LIST
2019 - 2020

Literature Theme: Identity, Culture & Diversity
How does culture, family, and the world around you affect identity?

Family / Self Discovery	*When My Name Was Keoko*
Equality / Courage	*Chains*
Identity / Survival	*Milkweed*
Coming of Age	selected short stories
Poetry Unit	teacher selections

ADDITIONAL INFORMATION:

- **RESEARCH PAPER:**
  To begin in the first trimester. Biographical study of a historical person of interest; approved by both Social Studies and English Department.

- **RULES** of capitalization, punctuation, and spelling

- **COMPREHENSION:**
  Reading of various texts while developing literal and inferential comprehension skills.

- **GRAMMAR:**
  Eight parts of speech; types of sentences; parts of a sentence; basic sentence diagramming (*Sentence Diagramming Beginning*). Students will also use the text *Spectrum Language Arts*.

- **COMPOSITION:**
  The writing process; five paragraph essay writing—narrative, descriptive, answering essay questions; creative writing; poetry

- **VOCABULARY:**
  Students use an interactive learning platform (Membean) for vocabulary studies. This offers a customized, differentiated approach allowing students to work at their own learning pace and level.

- **BOOK REPORTS:**
  In addition to the assigned books for discussion in class, students will read teacher and parent approved, personally selected books with corresponding assignments. (one book per trimester)

7th GRADE BOOK LIST
2019 – 2020

Literature Theme: Peer Relationships, Dystopia/Utopia

How does appreciating different perspectives develop individual empathy?

Realistic Fiction	*Freak the Mighty*
Science Fiction	*The Martian*
Classic American Play	*Our Town*
Novella	*Little Prince*
Short Stories	teacher selections
Poetry Unit	teacher selections

ADDITIONAL INFORMATION:

- **RESEARCH PAPER:**
  To begin in the third trimester. Topic will be linked to the 8th Grade Curriculum Fair Project, researched, and written both at home and at school with close supervision of teacher.

- **REVIEW RULES** of capitalization, punctuation, and spelling

- **COMPREHENSION:**
  Reading of various texts while developing literal and inferential comprehension skills.

- **GRAMMAR:**
  Review of grammar covered in 6th grade; add complements, phrases (verbals), introduction of verb tenses; sentence diagramming (*Sentence Diagramming Level 1*). Students will also use the text *Spectrum Language Arts.*

- **COMPOSITION:**
  The writing process; paragraph and essay writing—expository, persuasive, descriptive, narrative; five-paragraph essay

- **VOCABULARY:**
  Students use an interactive learning platform (Membean) for vocabulary studies. This offers a customized, differentiated approach allowing students to work at their own learning pace and level.

- **BOOK REPORTS:**
  In addition to the assigned books for discussion in class, students will read teacher and parent approved, personally selected books with corresponding assignments. (one book per trimester)

8th GRADE BOOK LIST
2019 - 2020

Literature Theme—Realization of the Adult World
How do political and cultural forces influence young adults' self-actualization?

Love and Relationships/Drama	*Romeo and Juliet*
Allegorical Novella	*Animal Farm*
Social Issues / contemporary play	*A Raisin in the Sun*
20th Century History /Memoir	*Night*
Non-Fiction Connections	teacher selections
Poetry Unit	teacher selections

ADDITIONAL INFORMATION:

- **PRESENTATION SKILLS:**
  Students will integrate oral and visual presentation skills through the curriculum fair process.

- **REVIEW** rules of capitalization, punctuation, and spelling

- **COMPREHENSION:**
  Reading of various texts while developing literal and inferential comprehension skills.

- **GRAMMAR:**
  Review of grammar covered in 6th and 7th grade; add phrases and clauses; verb tenses; sentence diagramming (*Sentence Diagramming Level 1*). Students will also use the text *Spectrum Language Arts*.

- **COMPOSITION:**
  The writing process: essay writing—creative, expository, persuasive, analytical

- **VOCABULARY:**
  Students use an interactive learning platform (Membean) for vocabulary studies. This offers a customized, differentiated approach allowing students to work at their own learning pace and level.

- **BOOK REPORTS:**
  In addition to the assigned books for discussion in class, students will read teacher and parent approved, personally selected books with corresponding assignments. (one book per trimester)

MATHEMATICS

Grades 6 - 8

Ken Gaissert – kgaissert@chapinschool.org
April McCarthy – amccarthy@chapinschool.org
Daniel Wade – dwade@chapinschool.org

Chapin's mathematics program is based on the premise that all students need to learn, master, and apply mathematical concepts. It recognizes that mathematics plays an important role in developing the ability to organize and analyze information; to think critically; to generalize and apply concepts; and to solve problems. Chapin's mathematics program seeks to equip students with the skills necessary to meet personal ambitions and career goals in an ever-changing, information-based, and technologically rich global society. To that end, Chapin teaches both computation and concepts, by emphasizing their application in problem solving contexts.

Goals for Grades 6 – 8:

- Develop competent mathematicians and independent, problem solvers
- Introduce students to a variety of algorithms
- Provide students with opportunities to practice and master basic computational skills in real world contexts
- Integrate mathematics into other subject areas
- Encourage the development and utilization of analytical skills
- Encourage the progression from concrete concepts to an understanding of underlying abstract principles and properties
- Expose students to the integration and synthesis of divergent concepts
- Develop a conceptual understanding that encourages generalizations
- Encourage a variety of approaches and flexibility to problem solving
- Foster the ability to organize thought processes and formulate solutions to increasingly complex problems
- Foster metacognitive skills
- Foster the ability to communicate both orally and in written form thought processes and solutions
- Use subject specific vocabulary

General Information:

Grouping

- In Grades 6 – 8, students are placed in instructional groups based on teacher referrals, standardized and placement testing, and past academic history. Instructional groups are reviewed annually.

MATH I
Grade 6

This course meets the national and common core standards for students in the sixth grade. The course concentrates on basic fundamental mathematics including operations with whole numbers, decimals fractions,

integers, and exponents. Simple algebraic expressions, one variable equations/inequalities, area of polygons, surface area, volume, statistical measures, and displays of data are also studied.

Text: *Big Ideas Math Green*

Ratios and Proportional Relationships

- Understand ratio concepts and use ratio reasoning to solve problems

The Number System

- Apply and extend previous understandings of multiplication and division to divide fractions by fractions
- Compute fluently with multi-digit numbers and find common factors and multiples.
- Apply and extend previous understandings of numbers to the system of rational numbers.

Expressions and Equations

- Apply and extend previous understandings of arithmetic to algebraic expressions
- Reason about and solve one-variable equations and inequalities
- Represent and analyze quantitative relationships between dependent and independent variables

Geometry

- Solve real-world and mathematical problems involving area, surface area, and volume

Statistics and Probability

- Develop understanding of statistical variability
- Summarize and describe distributions

ADVANCED MATH
Grade 6

This course meets the requirements of seventh grade national and common core standards and part of the eighth grade standards including many concepts presented in an Algebra I program. Students will solve and graph linear equations as well as systems of equations/inequalities. Surface area and volume of spheres, cones, cylinders and pyramids are presented. Time permitting; students will study theoretical and experimental probability.

Text: *Big Ideas Advanced 2* Orange

The Number System

- Know that there are numbers that are not rational, and approximate them by rational numbers

Functions

- Define, evaluate, and compare functions
- Use functions to model relationships between quantities

Geometry

- Draw, construct, and describe geometrical figures and describe the relationships between them
- Solve real-life and mathematical problems involving angle measure, area, surface area, and volume
- Understand congruence and similarity using physical models, transparencies, or geometry software
- Understand and apply the Pythagorean Theorem
- Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres

Statistics and Probability
- Use random sampling to draw inferences about a population
- Draw informal comparative inferences about two populations
- Investigate chance processes to develop, use, and evaluate probability models
- Investigate patterns of association in bivariate data

Expressions and Equations
- Use properties of operations to generate equivalent expressions
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations
- Work with radicals and integer exponents
- Understand the connections between proportional relationships, lines, and linear equations
- Analyze and solve linear equations and pairs of simultaneous equations

MATH 2 (Pre-algebra)
Grade 7

This course meets the national and common core standards for students in the seventh grade. The course reinforces integer and fraction operations and uses these operations to solve two- step one variable equations and inequalities. Students use ratios to understand proportions and introduce the concept of slope and direct variation. Geometric concepts are reinforced through the use of constructions and through application of composite area, surface area and volume. Time permitting, students will explore statistics by studying sample populations and draw conclusions based upon sampling.

Text: *Big Ideas Math Red*

Ratios and Proportional Relationships
- Analyze proportional relationships and use them to solve real-world and mathematical problems.

The Number System
- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers

Expressions and Equations
- Use properties of operations to generate equivalent expressions
- Solve real-life and mathematical problems with numerical and algebraic expressions and equations

Geometry

- Draw, construct, and describe geometrical figures and describe the relationships between them
- Solve real-life and mathematical problems involving angle measure, area, surface area, and volume

Statistics and Probability

- Use random sampling to draw inferences about a population
- Draw informal comparative inferences about two populations
- Investigate chance processes to develop, use, and evaluate probability models

MATH 3 (Introduction to Algebra)
Grade 8

This course meets the national and common core standards for students in the eighth grade. The students will solve multi-step equations, write and graph linear equations, and solve systems of equations. Students will compute the surface area and volume of geometric figures. Students will also study probability and statistical measures. Properties of exponents, including negatives and scientific notation will be expanded upon, time permitting.

Texts: *Big Ideas Math Advanced 2*
Algebra, Structure and Method Book 1

The Number System

- Know that there are numbers that are not rational, and approximate them by rational numbers

Expressions and Equations

- Work with radicals and integer exponents
- Understand the connections between proportional relationships, lines, and linear equations
- Analyze and solve linear equations and pairs of simultaneous equations

Geometry

- Understand congruence and similarity using physical models, transparencies, or geometry software
- Understand and apply the Pythagorean Theorem
- Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres

Statistics and Probability

- Investigate patterns of association in bivariate data

ALGEBRA I
PART A AND PART B (grade 7 and grade 8)
PART A AND B: 1 YEAR PROGRAM (grade 7)

This is a comprehensive two-year Algebra I course for students who have successfully mastered Pre-Algebra

concepts initiated in either sixth or seventh grade. All of the traditional Algebra I topics are covered in depth and are supplemented by special units developed by the Chapin faculty. These supplemental units extend and enrich topics and provide a challenging review of arithmetic processes.

Goals for Algebra:

- To gain a thorough understanding and mastery of the processes for solving and modeling solutions to linear and quadratic equations, inequalities, and systems of equations
- To gain an appreciation of the relevance and importance of algebra in the real world and to learn how and when to apply algebraic skills to investigate real-life situations
- To use graphing calculators appropriately
- To gain familiarity and basic manipulative skills with matrices, exponential expressions and equations, polynomials, functions, quadratic, rational and irrational equations
- To review and extend skills with arithmetic processes

Text: *Big Ideas Math Algebra 1*

Introduction to Algebra

- The initial unit reviews variables and their use in establishing relationships among quantities and connects them to the student's previous experience with arithmetic of real numbers. Properties are explained and illustrated with examples thus giving students the tools to write and simplify algebraic expression so that there is no ambiguity in their meaning.

Solving Equations

- Students solve equations progressing from one-step equations to multi-step equations having variables on both sides. They apply these skills to using formulas and to solving literal equations for one of the variables. Organizing and graphing data is also stressed.

Inequalities

- Students will solve and graph one and multi-step inequalities using basic operations, progressing from the simple to the more complex. Compound inequalities, as well as equations and inequalities containing absolute values, will also be solved.

Proportions

- Proportions will be used to find dimensions for similar figures and solving various percent problems.

Graphs and Functions

- Students will read and use functional notation as they model function rules with tables and graphs. They will identify direct variations and find constants of variations. The vocabulary of sequence is introduced and students will find the common difference for an arithmetic sequence as well as write rules for arithmetic sequences.

Linear Equations and Graphs

- Students will learn to write and graph linear equations in three different forms. This will be extended to graphing absolute value equations and to an introduction of the "line of best fit".

Systems of Equations and Inequalities

- Students will learn to find the solution of a system of linear equations by graphing as well as by algebraic methods. Compound inequalities and solving systems of linear inequalities through graphing will also be introduced.

Exponents and Exponential Functions

- Zero, negative exponents, scientific notation, and exponential equations will be studied.
- Students will evaluate and graph exponential functions and apply this to modeling exponential growth and decay.

Polynomials

- This will include simplifying and factoring.

Quadratic Equations and Functions

- Students will learn to find the roots of quadratic equations through factoring, completing the square, and using the quadratic formula. They will also graph quadratic functions.

Radical Expressions and Equations:

- This unit focuses on the various algebraic and geometric applications that involve using, simplifying, and combining radical expression. Special right triangles and simple trigonometric functions will be introduced.

Rational Expressions and Functions

- Graphing, simplifying, and combining rational expressions are examined and applied to solving problems.

Statistics and Probability

- Organize and analyze data using various methods such as pictographs, circle graphs, bar graphs, box and whisker, etc. Find the probability of simple and compound events, introductions to permutations and combinations.

Trigonometric Ratios

- Students will extend their understanding of right triangles to include special right triangles and trigonometric ratios.

GEOMETRY

This course is equivalent to a secondary school course in Geometry and is available to eighth grade students who have successfully completed Algebra I. This course teaches students to think logically by examining concepts and topics involving Euclidean plane geometry. Students investigate, make conjectures and form

conclusions. The major focus of the first half of the course is the study and use of proofs. Students also investigate geometries of solid figures, the coordinate plane, and transformations.

Goals for Geometry:

- To develop facility in reasoning deductively and apply this facility to both geometric and algebraic topics
- To develop facility in visualization and spatial cognition
- To effectively communicate mathematical understanding both orally and in written form
- To construct geometric figures using compass and straight-edge and/or software based upon definitions, postulates, and theorems

Text: *Geometry for Enjoyment and Challenge*, McDougal Littell

Reasoning

- This area of study will investigate patterns and relationships, inductive and deductive reasoning, conditional and bi-conditional statements, statements of logic, and probability.

Proofs

- Students will write two-column, paragraph, indirect, and flow chart proofs.

Angles

- Work on angles will include classification, complementary and supplementary, congruent supplements and complements, vertical, and congruent angles; angles associated with parallel lines; as well as the addition, subtraction, multiplication, division, transitive and substitution properties with respect to angles.

Lines

- The work with lines will focus on segments, lines, rays, and midpoints; the addition, subtraction, multiplication, division, transitive and substitution properties with respect to segments; the equidistance theorem and the distance formula; lines in the coordinate plane; the relationships of lines (parallel, perpendicular, and skew); properties of parallel and perpendicular lines, and relating lines to planes.

Triangles

- This unit begins with the classification of triangles and moves on to proving triangles congruent by ASA, SSS, SAS, and the angle/side theorem and then to using CPCTC once congruence has been established. Bisectors of angles and sides in triangles and congruent segments, medians, and altitudes will also be studied. The properties and congruence of right triangles with special attention to the Pythagorean Theorem and special right triangles are thoroughly investigated. There is a brief introduction to the trigonometric relationships of sine, cosine, and tangent in right triangles.

Polygons

- Quadrilaterals, polygons and regular figures will be named by definition and properties. Similarity will be proved and then congruence and proportion in similar polygons will be utilized. Students will have opportunities to employ formulas for finding the perimeter and area of plane figures as well as the surface

area and volume of geometric solids. Hero's and Brahmagupta's theorems of congruence will be introduced.

Circles

- Arcs, secants, tangents, and angles related to circles will be identified and measured. Focus is also given to the recognition of the corresponding relationships between interior and exterior angles and arcs. Inscribed and circumscribed polygons will also be studies. Students will be able to determine the area of sectors.

Locus and Constructions

- This unit will focus on loci, concurrence theorems, and basic constructions using a compass and straightedge.

Transformations

- The course will conclude with a study of reflections, translations, rotations, symmetry, tessellations, and dilations
- Appropriate to support content area curriculum

SCIENCE
Grades 6 – 8

Sabina Ghesani – sghesani@chapinschool.org
Kerry McQuarrie – kmcquarrie@chapinschool.org

In a world filled with scientific achievements and rapid technological developments, science and scientific thinking play a vital role in the lives of students. Students need to be fully aware of and skilled in science and its related fields in order to succeed in their further endeavors in education, careers, and everyday life. Additionally, scientific reasoning remains the backbone of critical thinking and analysis in many diverse areas of study besides science and applied science such as economics, sociology, and even in some forms of philosophy. A good science program should also create interest and excitement in science itself leading to future contributions to the fields of science by some of the students. Finally, the study of science with its great scope should contribute to a student's understanding of the diversity of all that exists and an appreciation of the balance and value of that diversity. To these ends, a program emphasizing scientific inquiry is at the core of the school's science curriculum.

Goals for Science in Grades 6– 8:

- To introduce the scientific method and experimental design while allowing students to effectively design and carry out investigations they design themselves
- To foster curiosity and inquiry, which help to facilitate the active engagement of students in the subject matter
- To stimulate an interest in and excitement about science, specifically the areas of earth science, life science, and physical science
- To expose students to technology and scientific equipment and to train them in the appropriate use of these
- To promote an awareness of new developments in science, technology, math, and other related fields

General Information:

- **Rubrics:**
  Attached to lab reports will be a rubric sheet on which report has been evaluated. Likewise, rubrics are often used to evaluate oral presentations. A copy of the lab rubric sheet is at the end of this section.

- **Curriculum Fair:**
  7th Grade
  Students will design and implement a controlled experimental investigation to be presented at the Curriculum Fair.

GRADE 6

Texts:
Introduction to Matter, Holt, Rinehart & Winston
The Water Planet, Holt, Glencoe Science
Waves, Sound & Light, Glencoe Science

- **Scientific Method/Experimental Design**
  Students gain an understanding of the scientific method as a tool to conduct systematic, controlled experiments. Emphasis is placed on forming a testable hypothesis, graphing, metric measurement, data analysis, and lab safety.

- **Chemistry**
  Building upon the basic chemistry concepts introduced in fifth grade, this unit focuses on the relationship between elements, compounds, and mixtures. Students will gain an understanding of basic atomic structure as they explore the evolution of atomic theory.

- **Earth Science**
  Students will study the formation of rivers and aquifers, engage in measurement of stream water quality as an indicator of pollution, including acid rain, and discuss methods of water conservation. Additional topics include the study of the ocean floor, life in the ocean, movement of ocean water and its impact on global weather patterns.

- **Physical Science**
  The properties and interactions of waves are the springboard for our study of sound and light. Students will explore the properties and interactions of sound waves. Students will gain an understanding of the human ear. Students will be introduced to the electromagnetic spectrum and the characteristics of light waves.

GRADE 7

Texts:
Earth's Materials and Processes, Glencoe Science
Life's Structure and Function, Glencoe Science
Waves, Sound & Light, Glencoe Science

- **Scientific Method/ Experimental Design**
  Students will further develop their understanding of the scientific method and experimental design with an emphasis on graphing, metric measurement and data analysis.

- **Earth Science**
  This unit begins with the structure of the Earth and moves into the Theory of Plate Tectonics. Students will also learn the locations and causes of earthquakes and volcanoes. The hazards associated with these natural disasters will also be discussed.

- **Life Science**
  This unit begins with a section on classification and binomial nomenclature. Cell Theory and microscopy are explored in this unit to help further the students' understanding of prokaryotic and eukaryotic cells. In addition to learning the parts of the cell, students will investigate osmosis and diffusion, endocytosis and exocytosis and the relationship between photosynthesis, respiration and fermentation. Additional topics include: bacteria, viruses, mitosis, meiosis, and genetics. Our study of genetics will include the history of genetics, probability, Punnett squares, incomplete vs. co-dominance, pedigrees, and genetic disorders.

- **Physical Science**
  This unit builds upon the basic interactions of light explored in sixth grade. Students explore color addition, color subtraction, as well as optics using mirrors and lenses. The structure of the human eye is also investigated.

GRADE 8

Texts:
Animal Diversity, Glencoe Science
Motion, Forces, & Energy, Glencoe Science
Human Body Systems, Glencoe Science
Interactions of Matter, Holt, Rinehart & Winston

- **Scientific Method/Experimental Design**
  Students review the scientific method, graphing, and metric measurement. They will also learn to make use of existing knowledge to form a hypothesis and identify the errors in an experiment.

- **Animals**
  The students will study the anatomy of various organisms with increasing complexity. The class will perform worm, grasshopper, frog, and cow heart dissections. Students should develop a sense of comparative anatomy and the connection between structure and function.

- **Human Systems**
  The anatomy and function of various human systems form the backbone of this unit. The systems studied include the digestive, circulatory, and respiratory systems. Students will further develop the connection between structure and function. Additionally, students are expected to begin to understand the balance within and between the various systems as they work together within an organism.

- **Chemistry**
  Students will study the basic structure of atoms, as well as the organization of the periodic table. The unit emphasizes the interaction of atoms and molecules to form new substances. Nomenclature, writing chemical formulas, drawing Lewis structures, balancing chemical equations, reaction rates, and graphing the energy of reactions are included in this unit. The law of conservation of matter ties the unit together.

- **Physics**
  Students will study classical motion and mechanics. Topics will include velocity, acceleration, gravity, momentum, forces, friction, work, simple machines, power, and energy. While problem solving is introduced as an important component, the fundamental concepts of motion and forces, as well as the relevant scientific laws (the Laws of Motion, Universal Law of Gravity, Conservation of Momentum, and Conservation of Energy) form the underlying core of this unit. This unit culminates with a group project designing and creating a Rube Goldberg type machine.

LAB REPORT RUBRIC

General Expectations: The lab report should be written in complete, grammatically correct sentences, using third person perspective. All measurements are in metric units. All reports MUST be typed, unless other arrangements are made with the teacher in advance. Appropriate references must be provided.

Name:	Date	Grade	Comments

Component	Item not present	MINIMAL Present, but below expectations	BASIC Present, barely meeting expectations	PROFICIENT Present, fulfilling expectations	ADVANCED Present, exceeding expectations
Title					
Question/ Problem					
Gathering Information Summary of concepts, and knowledge needed to form the hypothesis, and to complete the lab.					
Hypothesis					XXXXXXXXXXXXX
Materials list and Procedure Lists the materials needed and the steps needed to complete the lab					
Data and Observations Table(s) - title, labels, units.					XXXXXXXXXXXXXX
Graph(s)- title, labels, even increments, best graph to represent data					XXXXXXXXXXXXXX
Conclusion- Analyze data, accept or reject hypothesis, summarize results, explain how they support the conclusion					
Error analysis - identify possible sources of error, and discuss their significance.					
Mechanics/Grammar- Spelling, punctuation, 3rd person, etc..					
Above and Beyond- Drawing of the lab set up, summaries of relevant articles, etc..					

Pledge: I neither have given nor received inappropriate aid on this assignment.

SOCIAL STUDIES
Grades 6 - 8

Emily Bollman – ebollman@chapinschool.org
George Foley – foley@chapinschool.org

The need for an enlightened citizenry for our pluralistic society and shrinking world has never been greater than it is in the twenty-first century. Therefore, it is the primary goal of Chapin's Upper School social studies program to promote the intellectual and social growth of our students to meet that need.

Intellectually, students are presented with the opportunity to study a wide variety of topics, including ancient civilizations in sixth grade, European history through American colonization in seventh grade, and students conclude the program by studying U.S. history in the context of modern world history in eighth grade. Whenever possible, connections between events of the past and present are stressed and built upon. The program fosters an appreciation of history, geography, economics, social responsibility, and the democratic traditions of our country.

In addition, certain subject-specific skills are emphasized, including: mapping skills, note-taking, writing, research, analytical skills, and presentation skills. The program encourages civil discourse, critical thinking, the use of technology, and organization. During this process, the development of opinions is encouraged, as is tolerance for the differing opinions of others. Socially, students are required to act responsibly, both as individuals and as members of a group.

Goals for Social Studies in Grades 6-8:

- Develop an understanding of the reasons for studying history and the relationships between the past and present
- Recognize the interrelatedness of geography, economics, culture, belief systems, and political systems within history
- Develop geographic locational skills and understanding
- Understand human and environmental interaction
- Identify and apply basic concepts of economics
- Understand the concept of culture and how it is transmitted
- Appreciate the cultural similarities and differences that exist among societies of different times and places
- Become familiar with the basic ideas of major religions and ethical traditions of other times and places
- Develop an awareness of the structure of social classes of different times and places
- Understand comparative political systems, past and present

General Information:

- **Rubrics**
  Attached to most graded compositions will be a sheet on which writing has been evaluated. Likewise, rubrics are often used to evaluate oral presentations.

- **Curriculum Fair**
  6th Grades
  A Social Studies Curriculum Fair Project is mandatory this year in sixth grade, after the student's social studies teacher has approved the topic. The "topic" will be that of a person from the time-span of our curriculum who had a positive impact on the history of the world. A research paper will be written in

English class during the first trimester. Curriculum Fair rubrics will be provided to students at the beginning of the process.

GRADE 6

Text: *Discovering Our Past – A History of the World* by McGraw Hill

- **Map Skills and Geography**
  The class reviews map reading skills and geography terminology.

- **Government and Economics**
  The class examines different government and economic styles and systems throughout history.

- **The Rise and Fall of the Roman Empire**
  The class examines the early successes of the Roman Empire, and then examines the causes for its decline and fall. Students will study the development and rise of Christianity within the Roman Empire. In addition, the students are able to learn about a Roman city by actually making a model of one.

- **The Growth of Islam**
  The class examines early Arabian Peninsula cultures, the life and teachings of Muhammad, and the growth of the Islamic Empire. The study of Islam is followed by a Middle East Peace Conference where each student represents a country, dealing with the problems in real time.

- **Sub-Saharan Cultures**
  The class examines the three major empires of Western Africa: Ghana, Mali, and Songhai. They then follow the Bantu migration to the Zimbabwe and Kongo cultures of Central and Southern Africa.

- **Asian Civilizations**
  The class examines the Mongols and the extensive history of the Chinese civilization from its earliest beginnings.

- **Current Events**
  The class examines important news events of the day.

GRADE 7

Text: *Discovering Our Past – A History of the World* by McGraw-Hill

- **Medieval Society**
  The class examines Europe after the Fall of Rome, focusing on impact of Christianity an dthe Power of the Church, the Byzantine Empire, and the Crusades.

- **Renaissance and Reformation: Europe 1300-1600**
  The class examines the major developments in Europe, including the transition to the Renaissance, the Reformation and Scientific Revolution, and the Age of Exploration.

- **Civilizations of the Americas**
  The class shifts its focus to early civilizations of the Americas through the arrival and early colonization efforts of the Europeans.

- **The Thirteen Colonies**
  The class studies the formation of the original English colonies, as well as their economic, political, and cultural development.

- **The American Revolution**
  The class examines the causes of the American Revolution including the Enlightenment in Europe and the French and Indian War. The class finishes with the course and impact of the Revolutionary War.

- **Current Events**
  The class examines important news events of the day.

GRADE 8

Text: *Discovering our Past: a History of the United States* by McGraw Hill

- **The Constitution and Early Republic**

The class also examines the events and the results of the American Revolution, including the writing of the Constitution and the first five presidents.

- **Democracy, Nationalism, and Discontent**

The class examines the Presidency from Andrew Jackson through James Buchanan with a particular emphasis on the extension of democratic liberties, expansion, reform, and increasing sectionalism.

- **The Movement West and the Industrial East**

The class examines the settlement of the West, industrialization, urbanization, and the conflict between nationalism and sectionalism in the United States.

- **The Civil War and Reconstruction**

The class examines the events leading up to and through the Civil War and Reconstruction.

- **Current Events**

The class examines important news events of the day.

WORLD LANGUAGES

Robert Baca, Department Chair, Spanish – rbaca@chapinschool.org
Wendy Rosen, French – wrosen@chapinschool.org
Shelby Wu, Mandarin – xwu@chapinschool.org

It is our philosophy that learning a world language can and should be an interesting and entertaining endeavor. Delving into the study of another language provides the learner with new insights into the people and customs of the countries in which the language is spoken. It also enables students to develop a clearer understanding of the English language. We believe that world language can be taught in a way that addresses a variety of learning styles, thus making the language learning experience accessible to all types of learners.

FRENCH
Grade 7

Text: *Bien Dit, Level One*

Each chapter of the textbook, *Bien Dit, Level One* focuses on target vocabulary, particular communicative skills, grammar, and cultural concepts associated with different themes in francophone countries around the world. These themes will teach the students how to correctly use the vocabulary and grammatical structures associated with the theme.

Special Projects:
The seventh graders will produce a family album using the app Adobe Voice, a fashion show using the app Puppet Pals, and a videotaped tour of their home using their iPad. They will complete special projects that involve applying their speaking skills in French. Throughout the year, their role-plays or dialogues based on particular themes or communicative skills will be videotaped.

The following themes may be covered by the end of the year:

- **School/Classes**
  In chapter four, vocabulary related to school subjects, supplies, colors, and days of week, will be introduced.

- **Sports/Pastimes**
  In chapter five, vocabulary related to sports, hobbies or pastimes, weather expressions, months and seasons will be introduced.

- **The Café/Restaurant**
  In chapter six, vocabulary related to the French café, specific vocabulary for breakfast food, ordering, and inquiring about likes and dislikes.

- **In a Clothing Store**
  In chapter seven, vocabulary related to articles of clothing and fashion will be introduced.

- **At Home**
  Vocabulary related to furniture, rooms, and where things are located in the home will be introduced.

FRENCH
Grade 8

Special Projects
The eighth graders will produce a videotaped tour of their home and a power point presentation of what they did over summer vacation. They will also write an original story in the past tense. At the end of the year, students will create a scrapbook either using technology or by hand about their childhood. This will give them an opportunity to use the imperfect tense. They will complete special projects that involve applying their speaking skills in French. Throughout the year, their role-plays or dialogues based on particular themes or communicative skills will be videotaped.

Text: *Bien Dit, Level I*, Holt/ McDougal

The following themes may be covered by the end of the year:

- **Vacations**
  Vocabulary related to vacation places and activities as well as travel items will be introduced.

- **In the City**
  Vocabulary related to buildings, things to do or buy in town, means of transportation, and locations within a city will be introduced.

  Text: *Bien Dit Level II*

- **Friends and Family**
  Vocabulary related to friends/ family will be re-introduced.

- **Holidays/ Celebrations**
  In chapter two, vocabulary related holiday party preparations will be reintroduced.

- **The French Meal**
  In chapter three, vocabulary related to places to shop, and different courses of a French meals will be introduced.

- **High School**
  In chapter four, vocabulary related to the daily routine of a typical high school student will be introduced.

- **Daily Routine**
  In chapter five, vocabulary related to one's daily routine will be introduce.

- **Weekend Activities**
  In chapter six, vocabulary related to weekend events that have already taken place will be introduced.

- **Reminiscing About Your Childhood**
  In chapter eight, vocabulary related to information about reminiscing about one's hometown and childhood experiences will be introduced.

- **Health** (if time permits)
  In chapter seven, vocabulary related to health, healthy eating and exercise will be introduced.

SPANISH
Grade 6

Text: *Avancemos Level 1A*

In grade 6, students will use the textbook *Avancemos 1A* plus the *Capítulo Preliminar*.

- **Units of Study**
  Chapters of the textbook, *Avancemos* are arranged in units each unit focusing on a different theme and Spanish-speaking location. At the beginning of each chapter, students will be presented with a culturally authentic video episode that will introduce them to the vocabulary, grammar and cultural elements targeted in the unit. Students will take quizzes and tests on the material covered, and their writing and speaking skills will be evaluated on a regular basis through such activities as compositions and role-plays.

The following thematic units will be covered in sixth grade:

- **Capítulo Preliminar**
  In the preliminary unit, students will review basic information such as personal greetings, colors, the numbers 0-30, exchanging phone numbers, common Spanish names, the letters of the alphabet, accent marks, days of the week, the months of the year, the weather, and useful phrases heard in the classroom.

- **Unidad 1 Time with friends**
  In lesson one, vocabulary related to after- school activities, snack foods and beverages will be introduced. In lesson two vocabulary related to describing yourself and others.

- **Unidad 2 Let's go to school**
  In lesson 1, vocabulary related to daily schedules, numbers 11-100, and how to time will be introduced. In lesson 2, vocabulary describing classes, describing location, and expressing feelings will be introduced.

- **Additional projects**
  Throughout the school year projects will be used to reinforce vocabulary and grammar that is being covered.

SPANISH
Grades 7- 8

Building upon the knowledge and skills gained in the preceding grades, Spanish Grades 7 – 8 is a comprehensive, culminating two-year program. The goals found in the National Standards for World Language Learning provide a framework for course content, which is centered using the 5 C's of world language education: Communication, Cultures, Connections, Comparisons, and Communities.

Avancemos Level 1 is a two-year textbook used in both Grade 7 and Grade 8. It is supported by the *Cuaderno por niveles* online workbooks, audio and video resources, along with an on-line textbook component for learning, extra practice, and various homework assignments. Each unit in the textbooks includes themes. Each

theme targets Spanish-speaking countries as a cultural backdrop for learning.

General Information:

- **Grouping**
- In Grades 7 and 8, students are placed in heterogeneous instructional groups and meet five times per six day cycle for 53 minute classes.

- **Rubrics**
- Rubrics will be used to assess oral presentations, written compositions, and projects.

Goals for Spanish students in Grade 7 - 8

- To be critical thinkers and problem solvers with task-oriented Spanish lessons
- To be good collaborators in cooperative learning "teams"
- To be effective writers, speakers, and presenter in the language
- To be creative investigators, researchers, and innovators on internet assignments
- To be good "global citizens' using language within and beyond the school setting
- To compare and appreciate the Spanish language and culture with the student's native language
- To ask questions

SPANISH
Grade 7

Text: *¡ Avancemos!* Level 1, Holt, McDougal
(Optional materials include: Spanish Novel: *Pobre Ana*. Spanish Reader: *Diálogos Simpáticos* and materials adapted from *Spanish for Mastery* and *Primer Libro*, AMSCO)

- **My Favorite Meal**
  With a cultural focus on Puerto Rico, students will learn how to talk about food, beverages, mealtime traditions, grocery stores and local markets, and how to communicate likes and dislikes.

- **In My Family**
  Students will learn how to talk about family members and pets, make comparisons, ask and tell ages, and express possession. Cultural comparisons will be El Salvador and Peru.

- **Let's Go Shopping**
  With a cultural focus on Spain, students will learn about all types of stores, how to describe clothing and materials, and what you wear in different seasons. They will learn how to ask for prices, pay for items, and express preferences.

- **Daily Routines**
  With a cultural focus on Costa Rica, students will learn how to tell someone about their typical day and how to express what they are doing right at the moment, using the present progressive.

- **Downtown**
  Students will learn how to describe places in town, types of transportation, talk about leisurely weekend activities and events. Cultural comparisons will be Guatemala and Chile.

- **Welcome to Our House**
  With a cultural focus on Ecuador, students will learn how to talk about the house, household items, how to express the order of things, and describe people and locations.

- **Making Plans**
  Students will learn how to tell someone what to do, talk about household chores and responsibilities, and describe what you and others do to prepare for a party. Cultural comparisons will be Panama and Ecuador.

SPANISH
Grade 8

Texts: *Avancemos Level 1*, Holt McDougal
(Optional materials include: Spanish Novels: *Patricia va a California*; Spanish Reader: *Cuentitos Simpáticos*
Materials adapted from *Spanish for Mastery* and *Primer Libro*, AMSCO)

- **Sports**
  With a cultural focus on the Dominican Republic, students will learn how to describe sports and sports equipment. They will learn how to talk about what you know, about whom you know, along with how to ask for help and offering opinions.

- **Health & Fitness**
  Students will learn how to describe sports and fitness activities and express moods, feelings, and physical conditions. They will begin their introduction to the past tense. Cultural comparisons will be Venezuela, Honduras, and the U. S.

- **Talk About Technology** (El cybercafé)
  With a cultural focus on Argentina, students will master expressions related to technology, learn how to describe a series of events in the past (where you went, what you did, how it was), and how to extend invitations.

- **Amusement Parks**
  Students will talk about places that they went and how they were. They will research about parks around the world. They prepare projects and make presentations about these places.

- **Let's Go On Vacation!**
  Students will plan a trip and learn how to talk about all aspects of travel: packing, purchasing tickets, the airport, vacation activities and bargaining for souvenirs. Cultural comparisons will be Uruguay and the U.S., "*Behave Yourself: Guide to International Etiquette*" will be introduced as a springboard for discussion about Global Citizenship.

- **Professions & The Importance of Learning a World Language** (if time permits)
  Students will focus on the professions and skills vocabulary, while exploring the importance of learning a world language and the many ways it can benefit you in the future.

MANDARIN
Grades 6 - 8

Building upon the knowledge and skills gained in the preceding grades, Mandarin Grades 6 – 8 is a comprehensive, culminating three-year program. The goals found in the National Standards for World Language Learning provide a framework for course content, which is centered on the 5 C's of world language education: Communication, Cultures, Connections, Comparisons and Communities.

Text: *Easy Steps to Chinese I, 2*
Chinese in Focus Level I

Supported by the workbooks, audio, and video resources, along with an online textbook component for learning, extra practice, and various homework assignments. Each unit in the textbook includes themes. Each theme targets Chinese language as well as Chinese cultural backdrop for learning.

MANDARIN
Grade 6

General Information:

- **Grouping**
  Students are placed in instructional groups. In the six days circle, students in Grade 6 will meet four times for 50 minute classes.

- **Rubrics**
  Rubrics will be used to assess oral presentations, written compositions, and projects.

Goals for Mandarin students in Grade 6

- Understand and use the Chinese pronunciation and Chinese writing system
- To recognize and begin to write Chinese characters
- Describe and initiate useful expressions in Mandarin
- Cultural perspectives are gained by using the Mandarin language and through experience with its products and practices

Texts: *Easy Steps to Chinese 1,* Yamin Ma & Xingying Li
Chinese in Focus, Level 1 Traveling in China, Yuhong Zheng
Introduction of Standard Chinese Pinyin System, Helen H. Shen
Materials adapted from China

- **Unit 1—General Introduction of China, the Chinese language and characters**
  Students will learn how to express greeting and introduction; to inquire about people's occupations and possessions. They also will study how to form negative sentences; form interrogatives; state similarly and use measure words.

- **Unit 2 – Describing People and Place**
  Students will learn to identify objects and describe people and places. They also will learn to tell time, make plans, and order food.

- **Unit 3- Asking People about Their Nationality**
  In this unit, students will learn how to ask where people live, address people, and ask about nationality. Students will also learn how to express past, future, and present. They will also learn how to establish possession.

- **Unit 4 – Expressing Measurements (Length, height and distance)**
  Students will learn how to express measurements and express dates. They also will learn how to discuss age, extend invitations, and ask about one's ability to speak a language.

- **Unit 5 – Asking for Opinions and Express Likes and Dislikes**
  Students will learn how to ask about transportation, ask for opinions, give and receive compliments, inquire about family and pets, and express like and dislike.

- **Unit 6 – Asking about Price and Learn How to Bargain**
  Students will learn how to make plans for future dates, ask about prices, and learn how to bargain. They also will learn how to make suggestions and make phone calls.

- **Unit 7 – Reviewing**
  Students will have a consolidated review on every storyline, cultural notes, pinyin, characters, vocabulary, and sentence functions.

MANDARIN
Grade 7 & 8

Grade 7 & 8 Mandarin will begin with a comprehensive review of vocabulary and structures covered in Grade 6.

General Information:

- **Grouping**
  Students in grade 7 & 8 are placed in instructional groups. In the six days circle, students will meet five times for 50 minute classes.

- **Rubrics**
  Rubrics will be used to assess oral presentations, written compositions, and projects.

Goals for Mandarin students in Grade 7 & 8

- To be critical thinkers and problem solvers with task-oriented Mandarin lessons
- To be good collaborators in cooperative learning "teams"
- To be effective writers, speakers, and presenters in the language
- To be creative investigators, researchers, and innovators on internet assignments
- To be good "global citizens" using language within and beyond the school setting
- To compare and appreciate the Chinese language and culture with the student's native

Text:

Easy Steps to Chinese 2, Yamin Ma & Xingying Li
Chinese in Focus, Level 2, *Living in China*
Materials adapted from China

- **Unit 1—My Home**
  Students will learn how to ask if someone knows something; where someone lives; describe the layout of a house; and state the exact location.

- **Unit 2 – My School**
  Students will learn to ask what grades and class someone is in at school. Student also will describe people/things with more than one adjective.

- **Unit 3- Food**
  In this unit, students will learn how to order food at a restaurant. Expressing a request and describe simultaneous activities.

- **Unit 4 – The Means of the Transportations**
  Students will learn how to ask if someone has experience doing something and ask how to get somewhere. Students also describe the completion of an action.

- **Unit 5 – Weather**
  Students will learn how to inquire about the weather and describe different kinds of weather. They also will get familiar with the weather forecast terms.

- **Unit 6 – I Am Sick**
  Students will learn how to ask about and state one's health information. They also will learn how to express concern.

- **Unit 7 – Review the Previous Units**
  Students will have chance to review the story and culture, vocabulary, and functional sentences.

GRADE 5 - 8

CO-CURRICULAR SUBJECTS

ART
Grades 5 - 8

Tanya Vail – tvail@chapinschool.org

Creativity through the arts is an essential component of the educational process. Students are imaginative by nature and create works of art through drawing and painting, constructing and manipulating, molding and building. The Chapin art program is designed to encourage, teach, support, and enhance the techniques and skills needed to foster life-long creativity and appreciation of the arts.

We emphasize process by building on the skills learned the preceding year. Printmaking, painting, drawing, sculpture, collage, and digital design are explored at each grade level. Art vocabulary, techniques and skills are presented with each medium and we work closely with grade level and subject matter teachers to extend and enrich their curricula. Through these processes students learn to think creatively, employ critical thinking skills, express ideas and come to recognize and appreciate the aesthetic qualities inherent in art.

Goals for Art in Grades 5 – 8:
- Develop technical skills for using art media as a means of personal expression and communication.
- Think and act creatively by solving problems and by responding with originality and imagination
- Cultivate a working knowledge of art and an understanding of the relationship of the visual arts to other fields of knowledge, and develop a vocabulary to express the concepts
- Nurture an interest and appreciation of the visual arts through the study of cultures and historical periods in which they are created, using slides, prints, videos, books, and computer resources.
- Perceive and understand relationships among the elements and principles of design as they appear in the natural and man-made environment, as they influence mental images and as they appear in works of art
- Be exposed to a variety of media exhibited in the Chapin Gallery, and learn from visiting artists, local galleries, and museums
- Work in a well-equipped art studio that offers multimedia experiences
- Experience an environment that promotes self-esteem, confidence, risk-taking, and positive group interaction

GRADE 5
Grade 5 meets for two 53 minutes classes per week.

Units:
- Portraits
- Artist inspired work
- Masks
- Sculpture
- Nature

GRADES 6 – 8
Grade 6, 7, & 8 meet for 53 minutes once a week.

Students demonstrate their powers of observation, abstraction, and invention by using a variety of media and materials. Students describe and analyze their own work and the work of others using appropriate vocabulary and interpret the means of works, citing structural elements and expressive qualities to justify their interpretations.

Some units of study:

Grade 6:
- Self Portraits
- Sculpture
- Artist inspired work
- Drawing and Painting
- Printmaking

Grade 7:
- Still Life
- Artist inspired work
- Ink work
- Drawing and Painting
- Tessellations
- Sculpture

Grade 8:
- Collage
- Artist inspired work
- Drawing
- Sculpture
- Painting

EVALUATION
Effort Grades:

3 - Is the highest effort grade. Students who earn a "3" are always punctual, very interested as listeners and creators, participate actively in set-up and clean-up, use time efficiently and consistently produce work to their highest ability

2 - Is the average effort grade. Students who earn a "2" are usually punctual, are often good listeners and creators, generally help with set-up and clean up, use time productively and produce work adequately

1 - Is the student who is not consistently punctual or prepared to work, is not always helpful, detracts from a positive and creative environment and does not always complete assignments.

CHORAL MUSIC
Grades 5 - 8

Desiree Melegrito – dmelegrito@chapinschool.org

Statement of Purpose

Based on the understanding that all children are musical, and that music is a way of knowing and understanding one's self and the world, the Chapin School music curriculum employs a sequential and developmentally appropriate curriculum, which nurtures in students the qualities of self-expression through music, cooperation with others to create and perform music, and a lifelong appreciation and enjoyment of music.

Central to the music curriculum are the fundamental music processes in which humans engage: performing, creating, and responding to music. Through these activities, students learn to think creatively, employ critical thinking skills, and come to recognize and appreciate the aesthetic qualities inherent in music. Emphasis is also placed on music literacy, providing students an important tool with which they can explore music independently and with others. Finally, because music is reflective of human culture, students are exposed to a diversity of musical styles; are led to understand music's relationship to history, culture, and units of study in other academic disciplines; and are given the tools to make informed musical judgments throughout their lives.

Goals

- Provide students with opportunities for singing, alone and with others, a varied repertoire of music
- Provide students with opportunities for moving to music
- Encourage improvisation of rhythm, melody, movement, and form
- Provide instruction in reading and notating music
- Provide students with opportunities for listening to, analyzing, and describing music
- Allow students opportunities to evaluate music and music performances
- Encourage understanding of music in relationship to history and culture

Skills

- Produce a clear, resonant singing tone
- Sing with expression, a varied repertoire of music
- Sing with unified tone and vowels
- Sing in two, three, and four-part harmony
- Build tonal accuracy through solfege singing
- Follow the musical gestures of a conductor
- Read, follow, and interpret a musical score
- Communicate effectively the vitality of a given piece of music

General Information

Upper School Choral Ensembles include:

- *Fifth Grade Chorus*—students learn healthy vocal technique, ensemble singing, music literacy, and performance of various musical styles; students participate in Grandparents/Special Friends Day, a winter

Community Service performance, and the Spring Concert. Students rehearse twice a week during the school day.

- *Show Choir*—open to students in grades 5 – 8
  Members incorporate proper singing and ensemble techniques, as they stage a full-length musical. This ensemble meets Wednesdays after school from September to April and presents one in-school performance and two evening performances.
- *Chamber Choir*—open to students in grades 6 – 8
  Students learn and perform more challenging choral literature, reflecting diverse musical styles; students participate in Grandparents/Special Friends Day (every other year), a winter Community Service performance, the Spring Concert, as well as the Music in the Parks Festival. Students meet during FLEX period as well as one morning recess a week for sectionals.
- *Boys Ensemble* – open to male students in grades 6-8 who are interested in working on vocal technique and singing with others. Students will engage in exercises and repertoire that promote healthy singing and help students navigate the changes in their individual voices. This ensemble is offered as a Discovery Class.
- Students in Fifth Grade Chorus and Chamber Choir must wear appropriate concert attire for performances: Girls: white, collared blouse, black dress pants or long black skirt; Boys: white, collared shirt, black dress pants, tie

Students receive an effort grade based on the following:

3 -- *Exemplary* effort shown

- Consistently shows an encouraging, positive, respectful, and helpful attitude
- Consistently shows on-task behavior and is always ready to sing
- Consistently works to improve skills and habits
- Consistently and independently attends all rehearsals, sectionals, and performances
- Consistently arrives on time for all rehearsals, sectionals, and performances.
- Consistently comes prepared to all rehearsals and sectionals (i.e. brings charged iPad, prepares and practices assigned lessons)

2 – *Satisfactory* effort shown

- Mostly shows an encouraging, positive, respectful and helpful attitude
- Mostly shows on task behavior and readiness to sing
- Mostly works to improve skills and habits
- Attends most rehearsals, sectionals, and performances
- Mostly arrives on time for all rehearsals, sectionals and performances
- Mostly comes prepared to all rehearsals and sectionals

1 – *Insufficient* effort shown

- Shows an attitude that is discouraging, negative, disrespectful, and/or unhelpful
- Often shows off-task behavior or lack of readiness to sing
- Lacks effort to improve skills and habits
- Frequently misses rehearsals, sectionals, and/or performances.

- Frequently arrives late to rehearsals sectionals, and/or performances
- Frequently comes unprepared to rehearsals and sections

DRAMA

Grades 6 – 8

Missy McCormick – mmccormick@chapinschool.org

As stated in the New Jersey Core Curriculum Content Standards for Visual and Performing Arts, "experience with and knowledge of the arts is a vital part of a complete education" and is an essential element of a comprehensive academic curriculum. Drama allows students to transform, reflect, and act upon the human condition. A collaborative art form driven by inquiry, Drama actively engages students in the process of creation, and encourages students to implement their ideas while simultaneously responding critically to a variety of work. Drama helps students understand how the arts shape the diverse cultures of both past and present societies. Students learn to take risks, work cooperatively, and express their thoughts and feelings. Drama develops the "whole child" through physical, emotional, intellectual, and social interaction. Winifred Ward, a pioneer in the field of educational theatre, explains, "Its objectives are to give each child an avenue for self-expression, guide his creative imagination, provide for a controlled emotional outlet, help him in the building of fine attitudes and appreciations, and to give him opportunities to grow in social cooperation." Through the process of ensemble rehearsal and performance, the ultimate goal is for students to learn how to give to the audience rather than just take from the play.

GRADES 6 – 7

Goals for Drama in Grades 6 – 7:

- Explore the idea that the purpose of drama is to live truthfully under imaginary circumstances
- Encourage students to articulate thoughts, ideas, and opinions
- Encourage group interaction through negotiation for meaning
- Develop self-confidence and decision-making skills
- Learn to collaborate, co-operate, and problem solve
- Engage students in the creative process from beginning to end
- Allow students ownership of their work through participation in the creative process
- Develop social and leadership skills
- Involve each student as a member of the community
- Use imagination comfortably and freely
- Introduce students to various theatre games and exercises
- Provide opportunities to perform in front of an audience
- Improve voice projection, diction, and inflection
- Develop stage presence
- Encourage group interaction
- Develop an original character and monologue

- Extend self-awareness and listening skills
- Provide opportunities for students to explore the curriculum through Drama
- Understand that the quality of the product reflects the quality of the process
- Learn how to be a supportive and respectful audience

GRADE 8

Goals for Drama in Grade 8:

- Explore the idea that the purpose of drama is to live truthfully under imaginary circumstances
- Encourage students to articulate thoughts, ideas, and opinions
- Encourage group interaction through negotiation for meaning
- Develop self-confidence and decision-making skills
- Learn to collaborate, co-operate, and problem solve
- Engage students in the creative process from beginning to end
- Allow students ownership of their work through participation in the creative process
- Develop social and leadership skills
- Involve the whole class with drama as a collaborative art form
- Produce a full-scale production
- Stage design and construction
- Stage manager
- Costumes
- Lighting technician
- Sound technician
- Program & poster design
- Actor
- Provide opportunities for all students to participate in a production
- Allow the class to accept ownership for this production by incorporating as many of their ideas as possible
- Rehearse
- Encourage risk-taking
- Encourage expression of and appreciation of individual ideas
- Understand that the quality of the product reflects the quality of the process
- Learn how to be a supportive and respectful audience

DISCOVERY CLASSES
Grades 6 – 8

The Upper School Discovery Classes provide students with opportunities to investigate and pursue additional areas of interest not usually covered in the academic program. Each trimester students in grades 5 – 8 are presented with a variety of choices. Selections vary from trimester to trimester, but have included: Art of the Interview, Boys Ensemble, Beginner Ukulele, Book Club, Bridge Building, The Chapin Gazette, Exploring Fractals, Geography Explorers, Graphic Design, Instrumental Ensemble, Louvre Heist (escape room), Non-bake Cooking, Robotics, Sewing, Shakesperience, Visual Story Telling, and Yearbook Photography.

LEADERSHIP
Grade 7

Barbara Pasteris – bpasteris@chapinschool.org
Gilberto Olvera – golvera@chapinschool.org

The goal of Leadership class is to develop and nurture the habits of mind that will make students successful as students, individuals, and future leaders. As these habits of mind are discussed, the class makes the natural connection to Chapin's five virtues of good character. A discussion of Carole Dweck's work on *Growth Mindset* and an introduction to executive functioning skills begins the course.

The course also relies on Sean Covey's book entitled, *The Seven Habits of Highly Effective Teens*, with the focus on the first three habits. Here are the habits and some of the topics covered:

1. Habit # 1 - Be Proactive
- What is a habit? Can a habit be changed?
- What is a paradigm? How can your paradigm change?
- What is the difference between proactive and reactive behavior?

2. Habit # 2 – Begin at the End
- What is a personal mission statement? Write your own.
- What are your immediate and future goals?

3. Habit # 3 - Put First Things First
- How do you make good use of your time?
- How can you plan and prioritize your work?

GENERAL/INSTRUMENTAL MUSIC
Grade 5 - 8

Bridget MacDonald – bmacdonald@chapinschool.org

Based on the understanding that all children are musical, and that music is a way of knowing and understanding one's self and the world, the Chapin School music curriculum employs a sequential and developmentally appropriate curriculum, which nurtures in students the qualities of self-expression through music, cooperation with others to create and perform music, and a lifelong appreciation and enjoyment of music.

Central to the music curriculum are the fundamental music processes in which humans engage: performing, creating, and responding to music. Through these activities, students learn to think creatively, employ critical thinking skills, and come to recognize and appreciate the aesthetic qualities inherent in music. Finally, because music is reflective of human culture, students are exposed to a diversity of musical styles; are led to understand music's relationship to history, culture, and units of study in other academic disciplines; and are given the tools to make informed musical judgments throughout their lives.

Goals for General/Instrumental Music in Grades 5 – 8:

- Singing alone and with others
- Performing on instruments, alone and with others
- Improvising melodies, variations, and accompaniments
- Composing and arranging music
- Reading and notating music
- Listening to, analyzing, and describing music
- Evaluating music and music performances
- Identifying composers, works, styles

Skills

- **Performing on instruments**
  - Students in general music class will prepare and perform music on melodic instruments and percussion instruments, as they explore and learn proper playing techniques
  - Students in instrumental ensembles will perform on traditional band and orchestral instruments, a varied range of repertoire

- **Improvising melodies, variations, and accompaniments**
  - Students will explore and create unique musical improvisations alone and with others

- **Composing and arranging music**
  - Students will apply musical elements of known pieces to arrange and compose individual and group compositions

- **Reading and notating music**
  - Ensemble students will become more proficient at reading and interpreting a musical score
  - Ensemble students will notate the music they compose and arrange

- **Evaluating music and music performances**
  - Students will identify standard notation and recognize the musical form of selected literature

- Students will listen to and critique some live and/or recorded musical examples

- **Identifying composers, works, and styles**
  - Through listening, analysis, and discussion, students will gain knowledge of composers, works, and styles

General Information:
General music classes meet once per week in grades 5 – 8. In grade 5, students meet two additional times per week for Instrumental Music or Chorus

Students receive an effort grade for this class, based on the following:

3 -- Exemplary effort shown
- Consistently listens to and respects the ideas of others
- Consistently comes prepared to class (i.e. brings materials, prepares homework assignments, practices assigned lessons)
- Consistently works to improve musical skills/habits, both inside and outside of the classroom
- Consistently helps to facilitate and enhance the class activities

2 – Satisfactory effort shown
- Listens to and respects the ideas of others
- Often comes prepared to class (i.e. brings materials, prepares homework assignments, practices assigned lessons)
- Shows adequate effort to improve musical skills/habits, both inside and outside of the classroom
- Contributes to a positive learning environment

1 – Insufficient effort shown
- Rarely listens to and respects the ideas of others
- Frequently comes unprepared to class (i.e. forgets materials and homework assignments, neglects to practice assigned lessons)
- Shows little effort to improve musical skills
- Does not regularly participate or contribute to a positive learning environment

Students in grades 6 – 8 may join the following ensembles:
- Chamber Choir (meets during FLEX period)
- Chamber Strings (meets after school)
- Wind Ensemble (meets during FLEX period)
- Jazz Band (by audition, meets before school twice a week)

Students in grades 5 – 8 may sign up for Show Choir, which meets Wednesday after school.

All ensemble students will have the opportunity to participate in annual Winter and Spring Concerts, as well as select students bi-annually in the Grandparents'/Special Friend Concert.

Students must wear appropriate concert attire for performances:
- Girls: white, collared-dress shirt, black dress pants, or long black skirt
- Boys: white, collared-shirt, black dress pants, tie, dress shoes

HEALTH & WELLNESS

Tanner Campbell – tcampbell@chapinschool.org
Maura Coughlin – mcoughlin@chapinschool.org
Gilberto Olvera – golvera@chapinschool.org

Life Studies

Grades 6-7

Healthy living requires commitment to making healthy choices. The Life Studies program places a strong emphasis on the development of the student beyond academics. The purpose of the Life Studies program is to develop within students an in-depth awareness of the factors that contribute to physical, social, and emotional well-being. Within a supportive and nurturing environment we aim to empower students with the tools necessary to make healthy decisions and communicate effectively. These life skills are essential for successful participation at Chapin and constructive involvement in the greater community.

GRADE 6

Text: *Decisions for Health*, Level Green, Holt, Rinehart, Winston

In sixth grade Life Studies the students begin to evaluate the factors that contribute to their physical and emotional well-being. They are challenged to examine how their decision will affect their well-being today, as well as, in the long-term.

Goals

- **Community**
  Students will identify ways in which personal roles within family and school develop and change. They will discuss the importance of positive involvement in the community.

- **Social and Personal Skills**
  Peer pressure and ways to deal with it are discussed in this unit. Identification of individuals in whom to confide will also be a key component of this unit.

- **Substance Abuse**
  Students will study the classification of drugs as well as the physical effects and consequences of using legal and illegal drugs, tobacco, e-cigarettes, and alcohol. They will discuss strategies to avoid substances.

- **Human Sexuality**
  In this unit, the students will review the physical and emotional signs of puberty and analyze the range in development among adolescents. They will identify the impact that puberty has on personal hygiene.

- **Digital Citizenship and Technology**
  During this unit, students will understand the meaning of "CyberBullying". They will use their iPad to navigate through key vocabulary, read stories about cyberbullying, have a chance to type reflections and take an assessment. Students will also have the chance to take part in class discussions to better understand online bullying behavior and how to seek help.

- **Living a Healthy Lifestyle**
  Students will review how a person their age can maintain a healthy lifestyle. Some of the concepts that will be covered are proper nutrition, physical activity, social environments, making smart choices, and understanding the benefits of outdoor play.

GRADE 7

Text: *Decisions for Health*, Level Red, Holt, Rinehart, Winston

Seventh grade Life Studies focuses on how students' choices impact those around them. Whether it is a choice affecting their involvement in the community, interactions with their peers at school, the role they have in their family, or even how they use technology in their lives, students will discuss the consequences of their decisions. The class will also discuss the development and influences of their self-image and self-esteem.

Content Goals

- **Self-Image / Self-Esteem / Media Influence**
  Students will learn to distinguish between self-image and self-esteem and the factors that may influence them, such as media. They will learn about anorexia, bulimia, and other eating disorders and strategies they can use to avoid them.

- **Relationships**
  Students will identify ways in which friendships develop and change. They will discuss concepts and feelings associated with dating and analyze the impact of personal attitudes/behaviors on others.

- **Digital Citizenship Technology Use**
  Students will identify the benefits and risks of internet use and analyze the role of technology in everyday life. They will also discuss the impact of technology use on relationships. They will use their iPad to navigate through key vocabulary, complete digital activities, have a chance to write reflections, and take assessments.

- **Sexually Transmitted Infections (STIs)**
  The parts and function of the immune system will start this unit so the students will better understand the impact that STIs have on the body.

- **Living a Healthy Lifestyle**
  Students will review how a person their age can maintain a healthy lifestyle. Some of the concepts that will be covered are proper nutrition, food labels, body image, physical activity, social environments, making smart choices, and understanding the benefits of outdoor play.

- **Substance Abuse**
  Students will study the classification of drugs as well as the physical effects and consequences of using legal and illegal drugs, tobacco, e-cigarettes, and alcohol. They will discuss strategies to avoid substances.

GRADE 8
Perspectives and Relationships

Eighth grade Life Studies begins to challenge the students to look more closely at themselves. They will analyze the choices that have been most significant in the formation of their character. They will explore choices that they can make to help shape themselves into the kind of person they envision being. They will evaluate the impact that their choices have on the Chapin School community so that they might apply lessons learned during their tenure at Chapin and apply their new knowledge during their transition into high school and beyond.

Content Goals

- **Health Promotion and Disease Prevention**
  The students will identify and discuss various infectious diseases and means of prevention. This unit will include discussions about sex and ways STD's are contracted along with methods of prevention.

- **Relationships**
  Students will identify and apply criteria for selecting individuals in whom to confide. The group will discuss responsible behavior as it relates to dating, expressions of love, and respecting others. They will identify ways of coping with the pressures of dating and discuss various consequences of choices associated with dating relationships.

- **Stress**
  Students will learn to define stress and identify various causes of it. They will analyze the impact of stress on physical and emotional well-being and identify healthy strategies for dealing with stress.

- **Transitions**
  The Life Studies curriculum at Chapin will conclude with a discussion of how various life transitions impact physical and emotional well-being. The aim of the Chapin curriculum is to leave the students with the ability to identify healthy strategies for dealing with transitions so that they may prosper in their new environment. A student group comprised of area teenagers trained by Corner House (Princeton) called the Teen Advisory Group (TAG) will also facilitate a conversation with students about their transition to high school.

- **Digital Citizenship Technology Use**
  Students will discuss the influence that "Reality TV" has on real life. Short video clips will also be viewed regarding digital drama followed by discussions about cyberbullying and when behaviors cross the line.

- **Global Citizenship**
  In an increasingly interconnected world, our graduates will need to be prepared to navigate an infinite number of possible contexts. The International Monetary Fund defines globalization as the "increasing integration of economies around the world, particularly through the movement of goods, services, and capital across borders." In short, our world is getting smaller, and students are becoming citizens of networks much broader than before. Students will discuss their identity within a global context and are able to express their views and ideas on a range of topics including culture, politics, and sustainability.

PHYSICAL EDUCATION

Grades 5 - 8

Tanner Campbell – tcampbell@chapinschool.org
Joanna Franc – jfranc@chapinschool.org

The physical education program at Chapin revolves around the joys and benefits of movement. Beginning in pre-kindergarten and continuing through eighth grade the students participate in an exercise program designed to challenge each student, improve strength, flexibility, agility, speed, and endurance.

Age appropriate activities, games, skills, and sports are introduced to enhance the student's physical, social, and emotional development. Good sportsmanship, fair play, doing one's best, and respect for self and others are stressed and encouraged throughout the athletic program.

Goals for Physical Education Grades 5 – 8

- Develop and improve hand- eye coordination
- Develop and improve foot-eye coordination
- Develop and improve static and dynamic balance
- Develop improved gross muscle skills
- Improve endurance, flexibility, coordination, agility, and strength
- Understand concepts of personal space
- Develop and improve spatial awareness
- Develop joy of moving
- Introduce students to a variety of age appropriate games, activities, and sports
- Develop understanding of advanced strategies
- Improve critical thinking skills in game situation
- Introduce more advanced tactical strategies
- Introduce President's Physical Fitness Test
- Understanding concepts of proper nutrition, rest, and exercise as they pertain to improved fitness and performance levels
- Integrating iPad into P.E. class, 6th and 7th grades

Units Covered

- Soccer
- Cross Country
- Football
- Field Hockey
- European Handball
- Volleyball and Newcombe
- Basketball

- Gymnastics
- Pilo-Polo Hockey
- Badminton/ Ping Pong
- Track and Field
- Lacrosse
- Tennis Baseball
- Frisbee Golf and Ultimate Frisbee
- Portions of Fitness testing
  - Pacer
  - Push-ups
  - Sit ups
  - Flex arm hang
  - Shuttle run
- Competitive games
- Pin Knock down
- Bowling
- Tag games
- Colony ball
- Battleship
- Star wars

Interscholastic Sports

- Boys Soccer
- Girls Soccer
- Coed Fencing
- Boys Cross Country
- Girls Cross Country
- Boys Basketball
- Girls Basketball
- Boys Lacrosse
- Girls Lacrosse

EIGHTH GRADE OUTDOOR EDUCATION

Teaching Objectives and Goals

- Strengthen the ability to respond to progressive challenges
- Develop a strong sense of accomplishment
- Enhance class unity
- Improve self-confidence

Activities

- Ropes Course
- Camp Mason
- Hiking
- Canoeing
- Skating
- Skiing (if possible)
- Rock Climbing
- "Outward Bound" Trip – Project U.S.E.

TECHNOLOGY CURRICULUM

Grades 5 – 8

Patrick Wade – pwade@chapinschool.org

The Technology Curriculum seeks to present 21st century technology instruction that fosters academic excellence and leads to global collaboration, digital citizenship, and a love of learning. The integration of technology throughout all curricular areas encourages conversation, innovation, and developmentally appropriate educational practices, which enable students to become critical users of information. The curriculum challenges students to explore new technologies, develop a variety of strategies and skills, and then apply what they have learned in meaningful ways. The curriculum encourages collaborative opportunities for students across all disciplines, building a solid academic and technological base to extend classroom learning and support a lifetime of independent learning.

Goals for Technology Curriculum in grades 5 - 8

The following are the primary goals of the technology curriculum:

- **Tools and skills**
  - Students demonstrate an understanding of the nature and operation of technology
  - Students are proficient in the use of technology hardware and software

- **Applications**
  - Students master basic computer applications that have "real world" impact on their ability to be successful in school and, beyond that, productive citizens in a global community.
  - Students develop a base of technical knowledge from which they draw the skills to complete academic requirements, actively engage in problem solving activities, and pursue creative opportunities.

- **Productivity**
  - Students work collaboratively with peers in technology to bring about better understanding of concepts and solutions.
  - Students are encouraged to understand and use good file management practices to store and retrieve information
  - Students will use appropriate programs to most effectively present and convey information and tell stories
  - Students will learn how to use programs to efficiently create appropriate work.

- **Communication**
  - Students communicate information and ideas in ways appropriate to their purpose and audience through spoken, written and graphic means of expression.

- **Integration of technology across the curriculum**
  - Students see technology and the skills it requires as relevant in all subject areas.
  - Students actively engage in problem solving using technology across all curricular areas.

- **Digital Citizenship**
  - Students will demonstrate positive social and ethical behaviors when using technology

- Students will work cooperatively and collaboratively with others
- Students will demonstrate and advocate for legal and ethical behaviors among peers, family, and community.
- Students will follow school acceptable use policies and understand consequences of inappropriate use
- Students will follow proper use of copyrighted material and cite resources properly.

- **Programming**
  - Students will develop a broad understanding of coding concepts

GRADE 5

Students in the Grade 5 technology program will meet once during a six day rotation. The focus is on specific skills and developing a foundation for later future Technology Classes.

Goals for Grade 5

- Develop and strengthen keyboarding abilities with a focus on speed and accuracy
- Using Presentation Software to develop and enhance multimedia presentations for classroom and personal use
- Develop Programming skills to aid in problem solving and creative thinking
- Work collaboratively with peers to develop good communication skills and projects with good content
- Use Lego Robotics to enhance Programming Skills and Collaboration
- Receive an introduction to Object-Oriented Programming languages
- Practice general tool safety in the Design Lab
- Develop an awareness of Good Digital Citizenship in service of the global community
- Develop skills to analyze web sites for content and reliability
- Use email appropriately, efficiently, and wisely

GRADE 6

Students in the grade 6 technology program will meet once during a six day rotation. The focus is on refining specific skills relating to coding, collaboration and STEAM projects.

Goals for Grade 6

- Develop and strengthen organizational skills as it relates to writing code
- Develop and enhance file management skills
- Use Swift Playground to improve on Programming Skills
- Create a Digital Story using Alice and enhance the understanding of Object-Oriented programing
- Create interactive objects and structures using circuits and switches
- Practice general tool safety in the Design Lab and learn proper use of drills and saws
- Use email appropriately, efficiently, and wisely
- Work collaboratively with peers to develop good communication skills and projects with good content
- Develop an awareness of Good Digital Citizenship in service of the global community
- Use additional software as deemed appropriate to support content area curriculum

GRADE 7

Students in the grade 7 technology program will meet once during a six day rotation. The focus is on mastering specific skills relating to coding, collaboration and STEAM projects.

Goals for Grade 7

- Deepen programming understanding through creation of a game using *Alice*
- Deepen programming understanding using Arduino microcontrollers
- Develop and enhance Project Based Learning skills
- Utilize previous skills in construction of interdisciplinary projects
- Practice general tool safety in the Design Lab and learn proper use of soldering and other heated tools
- Develop an awareness of Good Digital Citizenship in service of the global community
- Work collaboratively with peers to develop good communication skills and projects with good content
- Participate in selective, supervised on-line activities
- Use email appropriately, efficiently, and wisely
- Use additional software as deemed appropriate to support content area curriculum

GRADE 8

Students in the grade 8 technology program will meet once during a six day rotation. The focus is on mastering specific skills relating to coding, collaboration and STEAM projects.

Goals for Grade 8

- Deepen programming understanding using Arduino microcontrollers
- Develop and enhance Project Based Learning skills
- Utilize previous skills in construction of interdisciplinary projects – chiefly building a wooden canoe
- Practice general tool safety in the Design Lab and learn proper use of 3D printers and other advance tools
- Develop an awareness of Good Digital Citizenship in service of the global community
- Work collaboratively with peers to develop good communication skills and projects with good content
- Participate in selective, supervised on-line activities
- Use email appropriately, efficiently, and wisely
- Use additional software as deemed appropriate to support content area curriculum