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# GREEN ACRES SCHOOL

## 7th Grade Curriculum Statements 2019-2020

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## Language Arts

**Teacher:** Kara Combs

**Class Time:** Five classes per six-day rotation

**Class Size:** 10-13 students

### **Skills & concepts for writing, vocabulary, and public speaking:**

- To listen actively
- To express oneself clearly in writing
- To recognize qualities of good writing (both process and product)
- To craft texts in a variety of genres (poems, essays, personal narratives, etc.)
- To use literary techniques, such as vivid verbs and alliteration
- To revise to improve content
- To edit and proofread for grammar, spelling, punctuation, capitalization
- To build vocabulary
- To speak expressively, persuasively, and confidently when making oral presentations

### **Skills & concepts for literature:**

Throughout the year, students learn to appreciate the close relationship between literature and human life. The literature program includes books set in several regions of the world and during different historical time periods. By the end of the year, students should be able to understand these essential questions:

- How do our connections to others change us?
- How can literature change us?
- How can we change the world?

### **Texts & Materials:**

- **Grammar/Mechanics:** *Hands-On English*, by Fran Santoro Hamilton, is the primary textbook. Mini-lessons from this and a variety of iPad apps, websites, and other sources are incorporated into writing units throughout the year.
- **Vocabulary:** Students use the workbook *Vocabulary for Achievement, Second Course*. They also glean new vocabulary from literature.

**Literature:** Many short stories, novels, and poems are assigned for the entire class to read, such as:

- *The Complete Persepolis* by Marjane Satrapi
- *The Outsiders* by S.E. Hinton
- *I Will Always Write Back* by Caitlin Alifirenka and Martin Ganda
- "Flowers for Algernon" (short story and play)
- *The Absolutely True Diary of Part-Time Indian* by Sherman Alexie
- Selections of poetry and short stories

### **Units & Activities for writing and vocabulary:**

**Composition:** The aim of the composition program is to enable students to generate fresh ideas for writing and to express themselves clearly, logically, and creatively. Types of writing include narratives, essays, persuasive speeches, reviews, letters, and poetry. Students often critique one another's papers (peer review), and revision is stressed. Students are expected to hand in all drafts along with their final copies so that they can see how their work evolved.

**Grammar/Writing Mechanics:** Students are expected to use standard mechanics for all writing assignments. *Hands-On English* is a primary reference book. For spelling, students will be expected to learn and use 100 specific words that follow a variety of spelling rules and patterns.

**Vocabulary:** Each lesson in the vocabulary textbook features ten words that focus on a topic (e.g., dialects) or a root (e.g., '-duce). There is a quiz after every two lessons. In addition, students learn terms in their class novels as they focus on using context clues to decipher meanings.

## Social Studies

**Teacher:** Michael Simzak and Neal Brown

**Class Time:** Four classes per six-day rotation

**Class Size:** 11-12 students

### Overall Focus: American Identity

#### Key Concepts

##### *Overarching Essential Questions...*

- Is there a uniquely American identity? If so, how would one describe it, and how did it develop? In what ways does it set us apart from other countries? How have major events in the 18<sup>th</sup>, 19<sup>th</sup> and early 20<sup>th</sup> Centuries impacted this nation's identity?
- How does our understanding of our nation's past inform our thinking about today, and, in particular, the upcoming 2020 presidential election?
- What rights, if any, should every person have? In what ways has our nation succeeded in ensuring these rights? How "fair" was American society from its beginnings? How fair is it now?
- How do we know what is true? Is history always—or even ever—unbiased?

##### *Sample Unit Questions ....*

- How does the way we typically view the Revolutionary War shape American identity?
- What ideas influenced the framers of the U.S. Constitution? What compromises did they make and why?
- How much power should the federal government have?
- What were the roles and responsibilities of the three branches of this new federal government?
- Why do the Constitution and the Bill of Rights matter today? How do they impact our lives?
- What was life like for enslaved and free African Americans? What role did Maryland and DC play in the slave trade and in the Underground Railroad?
- What key events and comprises led to the Civil War? Was the War inevitable? How does the Civil War continue to impact our country and our identity today?
- When, if ever, is war justified?
- What are the limits and powers of laws and government in making all people "free" and/or "equal?"
- Why did immigrants seek refuge in the United States? What was the immigrant experience like? How does it compare with immigrants' experiences today?
- To what extent did the country's economic growth benefit all Americans? How did industrialization and the rise of factories change peoples' lives? Is inequality a necessary byproduct of growth/development?
- How can individuals and/or the government change peoples' minds about important issues? What role did the media play in shaping opinions then? And now?

#### Key Skills

##### *Students will...*

- Connect history to the present
- Analyze and use primary and secondary sources
- Identify what makes a source credible and reliable
- Utilize evidence and examples to support ideas

- Read and analyze data on maps, charts, and other visual tools
- Use economics as a means to understand history
- Read and discuss current events news articles
- Collaborate during class discussions and listen actively
- Lead student-led discussions
- Take effective notes
- Organize thoughts and put them into an outline or graphic organizer
- Check for consistency of information, standard grammar, and mechanics in writing
- Develop their ability and confidence in public speaking (individually and as a group)
- Write essays and a research paper
- Use technology to present information and ideas clearly and efficiently

**Selected Texts and Supplementary Materials Used:**

- *Teacher Collected Materials*
- *My World Interactive: American History (Pearson)*
- *A Young People's History of the United States*. Howard Zinn, adapted by Rebecca Stefoff
- *The Nystrom Atlas of United States History*
- *Mini-Qs in American History (The DBQ Project)*
- *Great Cases of the Supreme Court (Houghton Mifflin)*

**Anticipated Units of Study**

- *Current Events*
- *The Revolutionary War*
- *The US Constitution*
- *Westward Expansion & Lead up to the Civil War*
- *The Civil War*
- *Reconstruction*
- *Industrial Revolution & The Gilded Age*
- *(if time) The Progressive Era*
- *(if time) Imperialism and World War I*

**Likely Major Activities and Assessments**

- *Revolutionary War map project*
- *Constitutional Convention Simulation*
- *Document-Based Writing and Primary Source analysis*
- *Student-Led Seminars on Primary Sources and Current Events*
- *Civil War novel project*
- *Mock Trial*
- *Biographical research on key reformers or inventors*
- *Analysis of key Supreme Court decisions*
- *Geography games and challenges*

## **Advanced Algebra** **(Year one of two-year course)**

**Teacher:** Paul Van Rijn

**Class Time:** Five classes per six-day rotation

**Class Size:** 13 students

### **Skills and Concepts:**

- Expressions: numerical versus algebraic; evaluation of expressions to solve real-world problems
- Proper written techniques and processes of algebra
- Solving multi-step algebraic equations and solving "real-world" problems by using algebraic models
- Representing functions visually as graphs, rules, or tables
- Integers, real numbers, rational numbers; properties of numbers and order of operations; exponents and powers
- Problem-solving work with Mathcounts and the Maryland Math League Contest
- Modeling applications with linear equations; solving linear equations and formulas
- Graphing linear equations and functions; investigating slope as the rate of change and its use in multiple fields
- Identifying functions, domain/range, independent/dependent variables
- Solving and graphing linear inequalities
- Solving systems of equations by graphing, substitution, and elimination
- Simplifying and evaluating powers; graphing and modeling data with exponential growth and decay
- Calculating probability and odds; determining combinations and permutations
- Using a graphing calculator, and math tools on the laptop
- Several projects to illustrate practical applications of algebraic modeling

### **Texts and Supplementary Materials Used:**

- Phillips Exeter Year 1: Algebra
- All accompanying material: lesson masters, enrichment, quizzes, tests, and graphics
- Topical material from magazines and newspapers
- Illustrative manipulatives
- Various online resources

## Pre-Algebra

**Teacher:** Paul Van Rijn

**Class Time:** Five classes per six-day rotation

**Class Size:** 10 students

### Skills and Concepts:

- Numerical versus algebraic expressions and how they are used in problem-solving
- Math vocabulary, converting between written and symbolic math
- Review of multiplication and long division; performing calculations with large numbers (as needed)
- Integer operations, focusing on computations with negatives
- Solving equations, using proper written processes to solve equations and check solutions
- Practical application of modeling with algebraic equations
- The real number system and subsets of numbers
- Performing mathematical operations with fractions, ratios, rates and proportions
- Factoring and using factors in problem-solving, GCF, LCM
- Evaluating and simplifying powers
- Using ratios and percents for comparisons and to model changes; finding percents with proportions and equations
- Learning the relationships between algebra and geometry; applying algebraic concepts to understand geometric relationships
- Using the coordinate systems
- Using charts and graphs to represent data and visualize arrays of information
- Graphing linear equations and investigating slope as rate of change
- Using scientific calculators
- Using graphing calculators

### Texts and Supplementary Materials Used:

- McDougal Littell Pre-Algebra
- All accompanying material: lesson masters, enrichment, quizzes, tests, and overheads
- Illustrative manipulatives
- Various online resources

## Science

**Teacher:** Merita Zajmi

**Class Time:** Four classes per six-day rotation

**Class Size:** 11-12 students

**Overview:** The goal for the seventh grade science curriculum is to engage students in scientifically-oriented questions and to guide them to formulate explanations after summarizing their own observations. Students will also work on discovering ways to access information needed to form reasonable and logical arguments on the topic. For most of the activities, students will work in teams. They will brainstorm ideas, identify problems, and find solutions.

**Skills:** Ask questions, conduct research, develop predictions, design controlled experiments with more than one variable, perform tests with multiple trials, record observations, display results in charts and graphs, draw conclusions, build theories, and communicate the results of their findings.

**Topics for inquiry this year include:**

**Chemistry:** Students will study matter, its properties and changes. Identify types of mixtures and solutions through food chemistry experiments. Students will learn about the makeup of atoms, elements, and substances. They will investigate the essential elements in various foods and vitamins.

**Physics:** Students study the forces around us that contribute to motion. Students use the engineering design process to build models based on the concepts being explored.

**Astronomy:** Students will use simulations to grasp how movements of the earth create seasons, why the sky appears to move, how day and night are created, etc. Students will explore our solar system as part of the universe.

**Biology:** Students will use cell templates and microscopes to study different cells. Students will investigate cell processes like photosynthesis, respiration, fermentation, reproduction, etc.

**Ecology:** Students will learn about wetlands, beach erosion, maritime forests, microorganisms, food webs, and living animals and their habitats. Students will study the growth of populations and what impacts this growth in a living world. Students will conduct experiments and complete their research as they spend four days of outdoor learning at Chincoteague Island in Virginia.



## Spanish

**Teacher:** Julie Pflieger/Pilar Puga

**Class Time:** Four classes per six-day rotation

**Class Size:** 11-12 students

### Skills and Concepts:

- **Awareness** of and **appreciation** for the Spanish language and Hispanic culture, including development of the ability to compare and contrast grammatical and cultural knowledge.
- **The four areas of language:** listening, speaking, reading, writing; development of strategies for polishing these skills and becoming more effective language learners.
- **Vocabulary:** review of greetings, numbers, days and dates, weather, telling time, geographical terms, likes and dislikes, classroom activities, extracurricular activities, daily routines, shopping, running errands, driving terms, childhood events, celebrating holidays, natural disasters, accidents, events in the emergency room.
- **Grammar:** Review of definite and indefinite articles, nouns, noun-adjective agreement, subject pronouns, subject-verb agreement, asking and answering questions, possessive adjectives, object pronouns, informal commands, comparisons and superlatives, demonstrative adjectives and pronouns, idiomatic expressions.
- **Verbs:** present tense (regular -ar, -er, and -ir verbs, stem-changing and irregular verbs), present progressive, regular preterite (simple past) tense.
- **Culture:** introduction to the Spanish-speaking world through video stories. Geography, famous Spanish personalities.

### Texts and Supplementary Materials Used:

- E-textbook: *Realidades 2*, Pearson (first 8 chapters.)
- Online practice workbooks to accompany *Realidades 2*, found on [www.realidades.com](http://www.realidades.com)
- Audio and video materials to accompany *Realidades 2*
- Maps, newspapers, magazines, music, videos, games in Spanish
- Teacher-made worksheets and presentations

### Methods of Evaluation:

- Homework
- Quizzes
- Conversational and listening practice
- Projects and writing assignments
- Use of Spanish in class

## Physical Education

**Teachers:** Derek Edwards (lead) and Jennifer Simmons

**Class Time:** Four classes per six-day rotation (one held jointly with the 8<sup>th</sup> grade)

**Class Size:** 23 students

### Skills and Concepts:

- Individual skills taught in the 5<sup>th</sup> and 6<sup>th</sup> grades are reviewed once again, but are done at near game speed with defensive pressure applied by a partner.
- Intermediate individual skills are introduced with defensive pressure applied by a partner at near game speed.
- Higher levels of tactical applications are used during live and dead ball situations.
- Students review rules learned in the 6<sup>th</sup> grade and introduce more advanced rules in each sport.
- One vs. one, two vs. one, two vs. two, and seven vs. seven situation play to give students an opportunity to use their individual skills in simulated game conditions.
- Review the concept of “width” and “depth” as they relate to using skills in game situations.
- Introduction of intermediate tactical concepts such as the “principle of overload,” (trying to outnumber the defense in a particular zone), and using passes and player cuts to “clear out” an area to provide scoring opportunities for teammates.
- Combining footwork and movement patterns learned in the 5<sup>th</sup> and 6<sup>th</sup> grade to add to students’ repertoire of individual offensive and defensive moves—for example, combining a jab step with a crossover step.

### Text and Supplementary materials used:

- Bulletin boards using photos, diagrams, checklists, and color-coded rosters.
- Handouts describing rules and regulations of the sport, as well as a brief history, and quizzes.
- Videotapes. DVDs and iPad applications of skill demonstrations and game footage.

### Units and Activities

- **Year-round:** Physical fitness activities including stretching, jogging, jumping rope, and President’s Physical Fitness testing, large-group games (dodgeball, tag, etc.)
- **Fall:** Soccer, touch football, ultimate frisbee, volleyball, floor hockey
- **Winter:** Basketball, floor hockey, gymnastics, table tennis, new games
- **Spring:** Softball, track & field, team handball

## Drama

**Teacher:** Paul Hope

**Class Time:** Two classes per six-day rotation for one semester

**Class Size:** 6-11 students (7<sup>th</sup> and 8<sup>th</sup> Grade)

### Performance-Based Class

Students will explore various acting techniques and exercises to explore the text of Shakespeare.

Students will perform a selection from Shakespeare.

### Skills and Concepts:

- **Concentration:** Focusing on a given task, activity, or characterizations and maintaining that focus.
- **Collaboration:** Working with classmates toward a mutual, creative goal while incorporating ideas and talents of others with one's own.
- **Non-Verbal Expression:** Communicating ideas and emotions clearly through the use of gesture, movement, and facial expression.
- **Verbal Expression:** Communicating ideas and emotions clearly and articulately through the use of spoken language.
- **Critical Analysis:** Evaluating a dramatic work, looking for historical context, character subtext, and other insights which will inform a production of the work.
- **Characterization:** Creating holistic portrayals using various acting techniques such as characters histories and analyses.
- **Text Analysis:** Understanding text, specifically Shakespearean text, through the use of scansion and paraphrasing.
- **Cooperative Interaction:** Contributing to group efforts, listening courteously and attentively to others, appreciating the talents of others, appreciating drama and other art forms, supporting each other through constructive feedback, assuming roles of leader and follower, showing respect for the teacher and fellow students.

### Text/Supplementary Materials Used:

- Published plays, scenes, and monologues from Shakespeare
- Sources regarding historical and social contexts
- Props, music, costumes

## Music

### Teachers:

- Chip Carvell: Guitar, Songwriting and Sound Design, Musical
- Paul Hope, Musical

**Class Time:** Two classes per six-day rotation for one semester

**Group Size:** Songwriting/Sound Design/Digital Music: 8 students; Guitar: 2 students; all 7<sup>th</sup> and 8<sup>th</sup> grade students participate in the musical

### Songwriting and Sound Design

Students will explore how various elements of music interact and are used to create original works. Focusing on how rhythm, melody, and harmony interact, they will analyze examples and develop their own pieces. Additionally, they will discover how sound interacts and how elements such as timbre, balance, and frequency, are used in the presentation of music. Students will create their own compositions and sound collages and have the opportunity to perform their music at the end-of-semester Mods Night. Essential questions that will be addressed include:

- How are elements of music used to communicate?
- What differentiates sound from music?
- How and why is sound represented visually?
- How do individuals work together to make music?

### Skills include:

- Practicing basic instrumental technique
- Recording in GarageBand
- Learning and applying music theory concepts like scales and chords
- Studying professional music recordings and extrapolating concepts to students' compositions

### Guitar

Each student will receive instruction in guitar at a beginning or advanced beginner level. Songs selected by the students and teacher will be used to develop targeted skills selected by the student and teacher and based on assessment of current playing ability. Students will work toward playing in solo, duo, and group settings. The mod will culminate with an evening performance for parents and will address essential questions including:

- How do elements of music affect the listener?
- How do individuals work together to make music?
- What differentiates sound from music?
- What can I do to make an ensemble sound better?

### Skills include:

- Tuning the guitar
- Developing and using good technique for holding the guitar, fingering with the left hand and stroking or strumming with the right hand
- Playing melodies and chord sequences on the guitar
- Reading standard musical notation, chord charts, and tablature
- Playing solo and as part of an ensemble
- Performing music representing a variety of styles

- Practicing regularly between class sessions

## **Musical**

The Green Acres 7th and 8th grade musical tradition dates back to 1973. In addition to having the opportunity to sing, act, and/or play in the pit orchestra, students make up the crews, which include set, stage, technical, props, publicity and house crews. Some students also serve as crew chiefs, with teachers acting as advisors. All 7/8 students participate, and we strive to create a sense of student ownership.

### **Skills include:**

- Introducing, Practicing, and increasing understanding of musical theater performance and production
- Providing leadership and making artistic decisions
- Collaborating with other students and teachers to achieve a common goal

## Ceramics

**Teacher:** Shellie Marker

**Class Time:** Two classes per six-day rotation for one semester

**Class Size:** 14 students (7<sup>th</sup> and 8<sup>th</sup> Grade)

### Skills and Concepts:

- To explore the nature of clay and its properties
- To appreciate the role of diverse cultures and their contributions to the history of ceramics
- To appreciate the historical significance of ceramic art
- To demonstrate basic technical skills such as creating with coils, slabs, and pinching, associated with sturdy hand building
- To look at work with a critical eye and to respectfully discuss others' work
- To learn the application of glaze techniques and alternative surface treatments
- To use patterns and texturing to add depth and interest
- To discuss the areas of difference and commonality in functional ware and sculpture
- To access the imagination and process through art
- To foster creative problem-solving through students' interpretations of the assigned projects
- To learn and properly use ceramics vocabulary
- To understand the firing process of low-fire clay
- To know and use safe practices in the ceramics studio

### Units and Activities (possible themes to explore):

- Exploring the purpose of art and how it reflects the world around us
- Art as self-portrait (how do we experience the world as individuals?)
- Art as an expression of the world (world themes including poverty, race, human rights, climate change)
- Functional ceramics vs. sculptural/decorative
- Ceramics from non-western cultures (African, Asian, Middle Eastern)
- Historical ceramics and their function (Greek, Ancient Middle East, Native American)
- Glazing techniques and alternative surface decoration (underglazes, scraffito, acrylics, watercolors)
- Ceramics and literature (interpreting a piece of literature through clay)

### Possible Projects

- Clay bells, clay instruments
- Self-portraits/masks
- Greek friezes (art as storytelling)
- Slab built boxes
- Endangered animals in their habitats
- Native American coil pots
- Art Nouveau Tiles
- Medieval gargoyles
- Judy Chicago-inspired installations

## Art

**Teacher:** Shellie Marker

**Class Time:** Two classes per six-day rotation for one semester

**Class Size:** 15 students (7<sup>th</sup> and 8<sup>th</sup> Grade)

### Skills and Concepts:

- Participate in formal critiques during fall semester - students will practice talking about their own work and providing feedback to their peers.
- Explore different media including drawing, painting, printmaking, and assemblage
- Understand and properly use perspective in drawing and painting
- Use good craftsmanship
- Learn and properly use art terms
- Set design
- Apply scale and proportion to drawing and painting
- Use shading to create dimensionality
- Understand and apply elements of art (line, shape, color, value, form, texture)
- Understand and apply the principles of design (balance, emphasis, movement, proportion, rhythm, unity, and variety)
- Understanding the importance of art in society
- Develop critical thinking skills while solving design problems

### Units and Activities:

- Exploring the purpose of art and how it reflects the world around us
- Art as self-portrait (how do we experience the world as individuals?)
- Art as an expression of the world (world themes including poverty, race, human rights, climate change)
- Elements of art (line, shape, form, color, texture, space)
- Abstract art and exploration of different media
- Careers in art
- Art and activism
- Conceptual art
- Art from non-western cultures (African, Asian, Middle Eastern)
- Purpose of art through history (Greek, Ancient Middle East, Native American)
- Art and literature (interpreting a piece of literature)
- Music and art

### Possible Projects

- Comic book art
- Facial proportions
- portraits/self-portraits
- Perspective in landscapes
- Still lifes and shading
- Endangered animals in their habitats
- Album cover illustrations
- Book illustrations
- Graphic design/advertising
- T-shirt design and screenprinting

## Photography

**Teacher:** Victor Stekoll

**Class time:** Two classes per six-day rotation for one semester

**Class Size:** 7-9 students (7<sup>th</sup> and 8<sup>th</sup> Grade)

### Skills and Concepts:

- To appreciate the art of black and white photography
- To “Learn How to See with a Camera”
- To develop abilities at photographing interesting and appropriate subject matter and to look for shape, geometry, lines, shadows, reflections, and texture
- To understand the rules of composition and contrast range
- To understand the use of chemicals and their management
- To become familiar with enlargers and to learn how to “print.”
- To handle negatives in a way that will preserve them and keep them clean
- To manage digital images in organized folders
- To learn how to use Photoshop CS6 to enhance their images
- To begin to understand critiquing and the objective standards of photography
- To dry-mount prints on mount board cleanly and evenly

### Materials/Activities:

- Canon film and digital cameras
- Nine high-quality enlargers with easels
- Ten computers with Photoshop CS6
- Numerous books and magazines on photography
- Teacher and student photographs for critique
- Photographic darkroom paper to make contact sheets, 5x7s, and 8x10s
- One summer assignment and one field trip
- Three professional judgments during the year

Students will take photographs using film and digital cameras during the summer and again on a photography field trip in the fall. They will work in total darkness to put their film in development tanks and then develop their film; they will make contact sheets and edit their images, choosing the ones they think are best to print. They will then learn how to print in the darkroom, first producing 5x7 prints, then 8x10 size and perhaps larger. Students will manage their digital folders on the school server and enhance their images using Photoshop CS6, printing out their best photos for display and competition.

At the end of the class, they will dry-mount their favorite black and white and color images and enter them into a photo judging juried by a professional photographer.



## Engineering Arts

**Teacher:** Merita Zajmi

**Class time:** Two double classes per six-day rotation for one semester

**Class Size:** 12 students (7<sup>th</sup> and 8<sup>th</sup> Grade)

### **This year's project: Future City Project**

Students will be introduced to a challenge that exists in today's urban environments and engineer two research-based innovative solutions. This year's challenge is based on water supply systems.

This cross-curricular program gives students an opportunity to do what engineers do -- identify the problems; brainstorm ideas; design solutions; test; retest and build; and share their results.

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### **Students will complete:**

- A virtual city design (using SimCity 5) meeting given criteria
- A 1500- word city research essay
- A project plan
- A scale model of the city that includes at least two innovative solutions
- A presentation to engineer judges at Mid-Atlantic Regional Competition in January

Regional winners represent their region at the Finals in Washington, DC in February

### **Students will:**

- Apply math and science concepts to real world problems
- Develop writing, public speaking, problem-solving and time management skills
- Research and propose solutions to engineering problems
- Learn how communities work and become more informed citizens
- Discover the Engineering Design Process and different types of engineering
- Build 21<sup>st</sup> Century Skills

## Advisory

**Teachers:** Paul Van Rijn and Derek Edwards

**Class Time:** Two classes per six-day rotation (one 25-minute class, one 45-minute class)

**Group Size:** 11-12 students, some whole-grade activities

The overarching goals of the advisory program are to ensure that each student is known well, feels a part of the overall community, and finds ways to be academically and socially successful. The advisory program engages students in discussion and activities of important life issues generated by both students and advisors.

### Skills and Concepts:

- Advisory provides a time to address issues of importance to young adolescents and to ensure that they have accurate information about these topics.
- Advisory gives students a forum for exploring their values.
- During advisory, students have an opportunity to develop discussion abilities in a nonacademic setting.
- During advisory, students work cooperatively in small groups.
- The advisory period is used to plan for class trips and to evaluate them afterwards.

### Units and Activities:

- Study skills and organizational habits
- Diversity and the "Big Nine"
- Internet safety and cyber-citizenship
- Body image, media literacy, and conformity
- Conflict resolution and peer relationships
- Sexuality education, including examining cultural and gender stereotypes and pressures, developing healthy patterns of behavior, personal decision making, sexual orientation, birth control, and sexually transmitted diseases
- Substance abuse education
- Reflection and preparation for Student-Led-Conferences

### Texts and Resources:

- *The Green Acres Middle School Advisory Handbook*
- *Scholastic Choices*, a life skills magazine for teens
- Videos and materials from Discovery Education
- Guest Speakers