



## MIDDLE SCHOOL CURRICULUM GUIDE



**2020-2021**

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Registration Information

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Course Descriptions

# Preparing Students for College and Life

## OUR MISSION

Seattle Academy is a dynamic community that challenges students to question, imagine, and create in order to contribute boldly to a changing world.



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## **Purpose of the Curriculum Guide**

Our Middle School Curriculum Guide is designed to help SAAS parents and their children understand the curricular offerings in the middle school years. Our hope is that our curriculum engages kids through the application of skills, habits of mind, and habits of action in the pursuit of solving real-world problems. These applications paired with rich opportunities for exposure to arts, athletics, technology, trips, and participation as a member of a community are vital in serving our kids and our mission. Our Philosophy aims to do four primary things: Conduct learning in a culture of performance; educate our students with a timeless and contemporary curriculum; build strong and trusting relationships; and facilitate character development.

## **Registration**

Students register online in the spring with the help of the Office of the Registrar and Middle School Division Team. Math and World Language placements are made in consultation with the Math and World Language Faculty and are finalized in the spring.

Incoming 6th grade will get to decide if they would like to take year-long Instrumental along with PE or choose the arts rotation which is one trimester each of Music Theater, Dance, Visual.

7th & 8th graders will select from a range of choices in the arts and are placed in art and PE classes based on their preference and availability while taking into consideration the level and complexity of schedule.

## **Schedule/Course Changes**

Once the schedule has been made, 8th grade students have chosen their World Language, and math placements have been done, it can be extremely difficult to change a student's schedule during the year. Please take careful consideration when choosing your World Language preference and your arts sequence.

## **Grading Policy**

Letter grades are based on a grading scale that includes (+) plus and minus (-) grades. A(4.0), A-(3.7), B+(3.3), B(3.0), B-(2.7), C+(2.3), C(2.0), C-(1.7), D+(1.3), D(1.0), D-(0.7), F(0).

Pass grades are not figured into the grade point average. High Honor Roll is a GPA of 3.75 and above. Honor Roll is a GPA of 3.45 to 3.74.

## **Washington State History Requirement**

This course is completed in the 7th grade year at Seattle Academy and usually completed in the 7th or 8th grades at other institutions.

## **After School Study Hall**

We offer a no-cost, supervised after-school study hall program that provides a quiet study environment for a maximum of twenty students per day from 3:00-5:30 PM, Monday through Friday. Students are expected to work quietly. Computer access will be available for those students who need it and at the discretion of the proctor. We ask that students are registered weekly for study hall.

## **Attendance**

To report your child absent or late, please email [msattendance@seattleacademy.org](mailto:msattendance@seattleacademy.org) or 206-323-3300. You can refer to our Student/Parent Handbook located on the Seattle Academy website for more information.

## Student Schedule

Seattle Academy's academic year is divided into three trimesters. Students will take five year-long core academic courses (English, History, Math, Science, World Language/Study Skills, one of the Innovations Distribution Requirements) each trimester and then two elective courses (arts and PE) each trimester. Below is an example of a 6th grade schedule.

Day/Time	Monday Modified Odd	Day/Time	Tuesday Even	Wednesday Odd	Thursday Even	Friday Odd
8:15 - 9:30	Math 6	8:15 - 9:35	Music Theater 6	Math 6	Music Theater 6	Math 6
9:30 - 10:15	Community Time	9:35 - 10:00	Break	Break	Break	Break
10:15 - 11:30	English 6	10:00 - 11:30	History 6	English 6	History 6	English 6
11:30 - 12:30	Lunch	11:30 - 12:10	Lunch	Lunch	Lunch	Lunch
12:30 - 1:35	PE 6	12:10 - 1:30	Science 6	PE 6	Science 6	PE 6
1:35 - 1:45	Break	1:30 - 1:40	Break	Break	Break	Break
1:45 - 3:00	Latin 6	1:40 - 3:00	Health 6	Latin 6	Health 6	Latin 6

## INNOVATIONS DISTRIBUTION

This table illustrates the new course areas that have become part of our Innovations Distribution. Students are placed in these courses and do not need to register for them. They will take one course per trimester.

Grade	Trimester	Trimester	Trimester
6th	Health	Innovations	Computational Thinking
7th	Health	Innovations	Rhetoric
8th	Health	Financial Literacy	Computational Thinking

## Daily Schedule

The main school buildings open at 7:30 AM. Classes begin at 8:15 AM and end at 3:00 PM. The school day begins at 8:15 AM and ends at 3:00 PM

The daily schedule is a "block" schedule. Courses are assigned to time "blocks" (class periods = time blocks: 1-8). Blocks are 80 minutes long and are on an even/odd rotation. When a day is missed, the day students return will continue the sequence.

When we have Mondays off, the Tuesday we return will be a modified schedule to include community time for the week.

### 2020/21 Odd Week

Day /Time	Monday Modified Odd	Day/Time	Tuesday Even	Wednesday Odd	Thursday Even	Friday Odd
8:15 - 9:30	1	8:15 - 9:35	2	1	2	1
9:30 - 10:15	Community Time	9:35 - 10:00	Break	Break	Break	Break
10:15 - 11:30	3	10:00 - 11:20	4	3	4	3
11:30 - 12:20	Lunch	11:20 - 12:10	Lunch	Lunch	Lunch	Lunch
12:20 - 1:35	5	12:10 - 1:30	6	5	6	5
1:35 - 1:45	Break	1:30 - 1:40	Break	Break	Break	Break
1:45 - 3:00	7	1:40 - 3:00	8	7	8	7

### 2020/21 Even Week

Day /Time	Monday Modified Even	Day/Time	Tuesday Odd	Wednesday Even	Thursday Odd	Friday Even
8:15 - 9:30	2	8:15 - 9:35	1	2	1	2
9:30 - 10:15	Community Time	9:35 - 10:00	Break	Break	Break	Break
10:15 - 11:30	4	10:00 - 11:20	3	4	3	4
11:30 - 12:20	Lunch	11:20 - 12:10	Lunch	Lunch	Lunch	Lunch
12:20 - 1:35	6	12:10 - 1:30	5	6	5	6
1:35 - 1:45	Break	1:30 - 1:40	Break	Break	Break	Break
1:45 - 3:00	8	1:40 - 3:00	7	8	7	8

## CALENDAR OF AFTER-SCHOOL ACTIVITIES

Below is a listing of activities that are offered after school. **It is important for students to note that the schedules for the after-school activities in the chart below overlap and conflict with each other, so students need to choose one activity per season.** Questions about individual options or conflicts should be directed to the Athletics Director.

### Participation and Excellence

All programs represent the school's philosophy of Participation and Excellence. Sports teams have turn-outs for placement, to ensure that all students have access to programs and can participate at their appropriate level. In sports, for example, sports teams have CYO, Red, Black, Grey and additional teams when needed.

#### FALL

Soccer  
Girls' Volleyball  
Cross Country  
*After-School Clubs:*  
Robotics, Boulderling, Art

#### WINTER

Basketball  
*After-School Clubs:*  
*Debate, Squash, Wrestling,*  
*Boulderling, Art, Futsal*

#### SPRING

Tennis  
Golf  
Lacrosse  
Ultimate  
Track and Field  
*After-School Clubs:*  
Boulderling, Art



# 2020-2021 COURSE DESCRIPTIONS

## Arts

Seattle Academy Middle School has a broad selection of arts course offerings. We have outlined arts courses by grade. All arts courses listed are one trimester except for Instrumental Music which is a yearlong course.

### 6th Grade Arts Curriculum

The 6th Grade arts curriculum is a unique introduction to the full array of arts offerings at SAAS. Students will take courses in Dance, Visual Arts, Theater, and Music throughout the year. In the spring there is a special 6th Grade Arts Evening that showcases the developing talents of our 6th graders. Students have the opportunity to take Instrumental Music as a yearlong class, and if a student chooses the yearlong Instrumental class, they must then choose between taking the other arts classes or taking PE.

#### Dance 6

Dance 6 is a trimester course and designed as a general introduction into the world of concert dance. During the trimester students explore basic concepts and principles of dance, such as isolation and rotation of body parts, dancing in canon, etc. In addition, students work to develop a basic vocabulary of connective steps which will be performed in a variety of patterns. The class culminates in a tightly choreographed production number which will be performed in front of an audience at the end of the trimester. During this course performance skills are taught in addition to techniques for memorizing choreography.

#### Visual 6

Visual 6 is a one-trimester class where we focus on building a visual language. Students will become familiar with different mediums and processes by doing 2-D and 3-D projects with

a range of materials. They work on reinforcing their motor skills and hand-eye coordination by drawing objects from life. We set up practices for maintaining the studio, supplies, and space. We introduce a few of the Elements and Principles of Design.

#### Music / Theater 6

This is a one-trimester course designed to familiarize students with elements of both music and drama. Students will learn several songs in the course of the trimester in a wide variety of styles, including contemporary choral, pop, and Broadway. Drama skills will be addressed and developed through creative dramatics, improvisation, and theater games. These theater skills will then be applied to short written scenes. The trimester culminates in a musical performance at the end-of-tri concert.

#### Instrumental Music 6

6th Grade Band is a yearlong class for either beginners or those with experience. Students either continue or start on trumpet, trombone, clarinet (later adding saxophone), flute (later adding saxophone), percussion, or bass. There are two concerts during the year, as well as end-of-tri performances and opportunities to play in the Drum Line and/or the before-school MS Jazz Combo. Students work with professional specialists weekly throughout the year in pull-out sessions in addition to the ensemble class time.

### 7th Grade Arts Curriculum

All 7th grade students select three single-trimester courses from Dance, Visual Arts, Theater, and Music options. Students are able to select from several options in each category.

#### Dance 7

Dance 7 focuses on social dance, which requires that the dancer know and be able to execute the movements. In addition, it demands



that they dance in coordination with a partner and/or a group of people. The dancer not only learns the movements of the dance, but also explores the social traditions surrounding it. Dancing with a partner is a new experience for many young people. We work at making this a comfortable experience.

### **Visual 7**

Visual 7 is a one-trimester class where we focus on building a visual language. Students will become familiar with different mediums and processes by doing 2-D and 3-D projects with a range of materials. They work on reinforcing their motor skills and hand-eye coordination by drawing objects from life. We set up practices for maintaining the studio, supplies, and space. We continue to focus on the Elements and Principles of Design.

### **Middle School Musical**

*Open to 7th & 8th graders.*

Students will rehearse and perform a workshop production of selected songs, dance numbers, and scenes from a major musical. The cast is split into smaller ensembles which will focus on different numbers. The full company performs at least one large musical number together. Some principal roles are double cast, which allows more students to experience larger roles. Our workshop production uses projections to communicate time and place, neutral costumes to allow for flexible casting, and narration to tell the story and tie numbers together. Focus in rehearsal and performance is on developing the dance, vocal, acting, and ensemble skills required to tell a truthful and engaging story in the musical theatre genre. Attendance is required the week before Mid-Winter Break and Production Week, which includes after-school technical rehearsals and performances.

### **Production 7**

This is a one-trimester course in which students will rehearse and perform a production of a one-act play. This play will be selected for the group of actors enrolled in the class. Near the end of the trimester, there will be two public

performances of the play in the Black Box Theater. In the course of production, students will learn and apply performance skills, such as vocal projection, memorization, and physical characterization. Special emphasis is placed on effective communication and storytelling.

### **Improvisation 7**

Through fun theater games and exercises, students will explore the building blocks of improvisation and sharpen their improvisational skills. Students will practice their ability to play “in the moment,” make and accept offers, and will work together to create characters in compelling situations.

### **Tech Theater 7**

Middle School Technical Theatre class combines lecture, group discussion, and hands-on learning to expose the students to opportunities in the diverse fields of entertainment design and technology. Major points of focus include theatre and workshop safety, technical personnel and their roles, theatrical design and construction techniques, theatre control systems, and practical aspects of production.

### **Vocal Ensemble 7**

This class is about creating music with a group of singers. Students will learn several songs in a range of styles, from concert choral music to pop and Broadway. Special emphasis is placed on blend, phrasing, and harmony to create a satisfying musical experience for the singers and the audience. This is a one-trimester class, culminating in a concert at the end of the term. This group may also perform at other school functions such as Open House and end-of-tri.

### **Instrumental Music 7**

7th Grade Band is a yearlong class for those with experience or those willing to take private lessons as they catch up. There are two concerts during the year as well as end-of-tri performances and opportunities to play in Drum Line and/or the before-school MS Jazz Combo. Students work with professional specialists weekly throughout the year in pull-out sessions, in addition to the ensemble class time.

## 8th Grade Arts Curriculum

All 8th grade students take a trimester of Visual Arts, Music, and a Theater option. Students are able to select from several options in each category.

### Visual 8

Visual 8 is a one-trimester class where we focus on building an understanding of visual language with a focus on developing 21st century skills. Building on the students' knowledge of the Principles and Elements of Art, this class centers on digital art production including digital still-image making and video/ animation production. Students have a great deal of freedom in exploring several media making applications and focusing on what captures their individual interest. More than just learning how to use these tools, the Visual 8 curriculum also emphasizes how to adapt to the ever-changing world of technology as critical thinkers and creative problem solvers.

### Middle School Musical

*Open to 7th & 8th graders.*

Students will rehearse and perform a workshop production of selected songs, dance numbers, and scenes from a major musical. The cast is split into smaller ensembles which will focus on different numbers. The full company performs at least one large musical number together. Some principal roles are double cast, which allows more students to experience larger roles. Our workshop production uses projections to communicate time and place, neutral costumes to allow for flexible casting, and narration to tell the story and tie numbers together. Focus in rehearsal and performance is on developing the dance, vocal, acting, and ensemble skills required to tell a truthful and engaging story in the musical theatre genre. Attendance is required the week before Mid-Winter Break and Production Week, which includes after-school technical rehearsals and performances.

### Production 8: Comedy

In this one-trimester course, students will

rehearse and perform a short comedy. Working together as an ensemble, students will explore how to bring a comic text to life with their bodies, voices, and imaginations. The class culminates with two public performances in the Black Box Theater at the end of the trimester.

### Improvisation 8

This course explores the building blocks of improvisation through improvisational games and short form improvisations. Students will learn key improvisational skills like working from impulse, building each other up, making and accepting offers, building stories together and looking for ways to raise the stakes. Students will also learn strategies for what to do when you are blocked or stalled on stage.

### Tech Theater 8

Middle School Technical Theatre class combines lecture, group discussion, and hands-on learning to expose the students to opportunities in the diverse fields of entertainment design and technology. Major points of focus include theatre and workshop safety, technical personnel and their roles, theatrical design and construction techniques, theatre control systems, and practical aspects of production.

### Vocal Ensemble 8

This class is about creating music with a group of singers. Students will learn several songs in a range of styles, from concert choral music to pop and Broadway. Special emphasis is placed on blend, phrasing, and harmony, to create a satisfying musical experience for the singers and the audience. This is a one-trimester class, culminating in a concert at the end of the term. This group may also perform at other school functions like the 8th grade Moving Up ceremony.

### Music Production 8

The one trimester Music Production class helps students work together to write, record, and compose original music. Class takes place in a recording studio setting where students will use digital audio workstations and outboard recording equipment to produce and record

their songs. Curriculum covers basic audio engineering, introduction to music theory, and song composition.

### **Instrumental Music 8**

8th Grade Band is a yearlong class for those with experience or those willing to take private lessons as they catch up. There are two concerts during the year as well as end-of-tri performances, Basketball Mania, 8th Grade Moving Up, and opportunities to play in Drum Line and/or the before-school MS Jazz Combo. Students work with professional specialists weekly throughout the year in pull-out sessions in addition to the ensemble class time.

## **Computational Thinking**

### **Computational Thinking 6**

*One trimester.*

6th grade

Computational Thinking involves solving problems by identifying different possible solutions and selecting elegant, effective, and efficient strategies. Students will develop the core concepts and skills of the problem-solving process and develop programming techniques. They will learn how to break down data, processes, or problems into smaller, manageable parts. They will observe patterns, trends, and regularities in data and identify the general principles that generate these patterns. They will develop instructions to solve a problem or steps for a task and develop the step by step instructions for solving this and similar problems.

### **Computational Thinking 8**

*One trimester.*

8th grade Computational Thinking supports students to take on more abstract elements of computer science—moving from block-based to text-based programming and work with a variety of programming languages, gaining a strong understanding of fundamental syntax structures and learning how to transfer ideas from one language to another.

## **English**

### **Middle School English**

The Middle School English curriculum asks students to explore essential questions we believe all students should consider to prepare for college and life. Students examine these questions through reading, writing, and discussing a broad range of texts including fiction, non-fiction, poetry, plays, graphic novels, short stories, science fiction, and fantasy. The Middle School English program focuses on teaching students to hone their ability to develop strong claims based on strong evidence. By giving students complex questions and diverse texts, we consistently ask students to think critically and apply their skills in new contexts. Students will learn to be active readers by annotating passages that help answer the essential questions as they read. Students will also engage in daily seminars and writing activities to build their understanding of the text, and cultivate their ability to listen and respond to others' ideas. Middle School English emphasizes collaborative learning, recognizing that all student voices are valuable to our individual and shared understanding of the texts and our world.

## English 6

*Yearlong.*

English 6 starts with the individual sense of self and then explores how individuals shape society. The year starts by asking students to consider what keeps people from being themselves, before looking at how individuals, communities, and society as a whole decide right from wrong. Lastly, students are asked to examine leadership and explore how people fight for freedom through both non-fiction and fictional texts. Students will learn the annotation system used throughout the middle school to help students build and demonstrate their understanding of the text. English 6 focuses heavily on persuasive writing, developing students' ability to write claims, select strong evidence for their claims, and explain evidence clearly. Students will also practice these skills in seminars, as well as develop the ability to create their own discussion questions.

## English 7

*Yearlong.*

English 7 builds on the skills and questions of English 6, asking students to think more broadly about what makes a just and successful community. Students start by considering how we know where we belong, and then exploring the nature of power and justice. These themes are explored congruently with History 7 which covers American history. Students will continue to develop their independence in persuasive writing, working on more complex sentence structures and analysis of their evidence. Students will also build an awareness of literary devices as part of a poetry unit and have the opportunity to analyze and leverage these tools in their own writing.

## English 8

*Yearlong.*

As students prepare for high school, English 8 asks students to revisit many of our existing themes with increasingly complex texts and depth to envision how they want to contribute to a new community. We begin by asking what we owe each other, exploring the concept of the social contract--unwritten rules that govern society. Students consider why societies have

rules, which rules should be followed, and the ways that rules affect our daily lives. Building on this question, we return to right and wrong, considering the ethics of various decisions from individual interactions to large scale social movements. English 8 writing focuses on refining the style of their persuasive writing, giving students more tools to engage the reader and convey more nuanced claims and analysis. In the Spring, students research and write their own non-fiction article on a topic of their choice to practice making expertise accessible and experimenting with more freedoms in structure, tone, and style.

## Entrepreneurship & Design

### Innovations 6

*One trimester.*

Students will complete a trimester-long self-contained project with the goal of "making someone else's life better." They will be guided through the steps of problem identification and solution creation, and the class will culminate in a presentation of their project.

### Innovations 7

*One trimester.*

Students will be given a problem statement that they must tackle over the course of the trimester in groups. They will work on developing their interpersonal skills while creating a solution that can then be constructed at the end of the trimester.

## Financial Literacy

### Financial Literacy 8

*One trimester.*

Students learn the knowledge, skills, and habits needed to be a financially responsible citizen as they become more independent. Over the course of a trimester, students will learn the basics of becoming an informed, fiscally-sound individual through various financial lenses.

## Health

### Health 6

*One trimester.*

Students work together to explore topics that contribute to physical, emotional, and mental health. Our sixth grade curriculum explores the Digestive System Structure and Function, Nutrition, Exercise, Body Image, Healthy Relationships, Peer Pressure, Conflict Management, Social Media Safety and Sex Ed (Puberty, Gender Identity & Sexual Orientation, Reproduction, Sexual Health). Material is presented using a variety of means, including: guided discussion, books, videos, written reflection, role playing, research projects, building models, guest speakers and case studies.

### Health 7

*One trimester.*

7th grade health continues the exploration of topics that contribute to physical, emotional, and mental well being for our Middle School students. The following topics are covered in 7th grade Health: Immune System Structure and Function, Disease Prevention, Cardiovascular System Structure and Function, CPR/AED Training, Healthy Relationships, Social Media Safety, Sex Ed (Puberty, Reproductive System Structure and Function, Sexual Orientation & Gender Identity, Reproduction, Pregnancy, Contraception, STIs, Consent). Material is presented using a variety of means, including: guided discussion, books, videos, written reflection, role playing, research projects, building models, guest speakers and case studies.

### Health 8

*One trimester.*

The goal of Middle School Health is to introduce students to content that will encourage them to develop healthy behaviors and habits that will serve them well throughout life. The following topics are covered in 8th grade Health: Nervous System Structure and Function, Substance Use, Mental Health, Healthy Relationships, Sex Ed (Reproductive System Structure and Function, Sexual Orientation & Gender Identity,

Reproduction, Pregnancy, Contraception, STIs, Consent). Material is presented using a variety of means, including: guided discussion, books, videos, written reflection, role playing, research projects, building models, guest speakers and case studies.

## History

### History 6

*Yearlong.*

History 6 is a course on Pacific Northwest Social Studies. In this course, students learn about the past and present of their home community, Washington State and its surroundings. The course includes components of history, civics, and contemporary issues. Students will learn content such as local civics and the expansion of democracy over time, the tribal nations who have lived in what we now call Washington since time immemorial, and the contributions of the many groups of people who have arrived in WA since the 19th century. They will engage critically with topics of justice and injustice in our state's past and present. In this course, students will encounter and analyze a variety of perspectives and worldviews like and unlike their own and feel empowered to take meaningful and informed action in their worlds. Along the way, they will explicitly learn foundational literacy and historical thinking skills such as strategies for making meaning from nonfiction texts and for thinking, writing, and speaking using evidence and reasoning. This course fulfills the WA State History requirement.

### History 7

*Yearlong.*

7th grade U.S. History will focus on answering essential questions, such as, "How do the sources you choose shape the story you tell?" and "Who is the "we" in we the people?" These questions guide us on our exploration of the differing perspectives that have shaped the history of the United States. The course material covers early colonial American life, U.S.



Constitution and elections, and the Civil War through the Civil Rights era. Importance will be placed on reading and discussing primary source documents to develop a complete understanding of events. In addition, the class will reinforce key skills of argumentative writing, close reading, annotations, culture of performance, and seminar engagement skills.

### **History 8: Global Systems**

*Yearlong.*

8th Grade History focuses on Global Systems, and uses geography and current events to study the basic systems that exist in our world. Students investigate the culture and religions that guide eastern civilizations, and study the concept of diplomacy as it relates to various nations. The fall concludes with a UN summit on significant, emerging issues. During the winter trimester, the focus shifts to African civilizations and concepts. In addition to the trimester-long human rights project, students demonstrate the culture of performance by going in-depth in their study of capitalism by playing the budget game. The spring trimester begins the study of European geography with communism, egalitarianism, and nationalism, and students learn firsthand through playing the nation-state game. Students are asked to play roles in the first-person on a regular basis so as to better understand the motivations of people around the world.

## **Mathematics**

### **Math 6**

*Yearlong.*

Math 6 focuses on developing a deeper understanding around the manipulation of numbers and their various applications. Students work to strengthen their number sense, mathematical reasoning, justification, and problem-solving skills. Students also practice group work and collaboration alongside note-taking and autonomy in the math classroom. Throughout the year, we cover content that includes topics ranging from fractions, percents, and decimals, to ratios and proportions, and

operations and integers. Students get exposure to variables, expressions, and equations to prepare them for Pre-algebra in their next year of math.

### **Pre-Algebra**

*Yearlong.*

Students placed in this course demonstrate strong problem-solving skills, number sense, and mathematical reasoning when entering 6th grade. The goal of this course is to prepare students for Algebra. To meet that goal, students develop a strong sense of numbers, variables, and patterns in a variety of contexts, as they move from a concrete to a more abstract understanding of mathematics. We cover content that explores students understanding of expressions, equations, solving and graphing inequalities, linear functions and the coordinate plane, scatter plots, and simple and compound interest. Alongside the foundational algebra skills, we work to develop collaboration, note-taking, autonomy, and resilience in middle school math.

### **Pre-Algebra Concepts 7**

*Yearlong.*

Pre-Algebra Concepts in 7th grade focuses on developing conceptual understanding of new topics that lay the groundwork for Algebra, while supporting and strengthening students' number sense, operation fluency, and the perseverance in solving multi-step problems. Within this class, students will have the opportunity to learn new concepts like solving equations and inequalities, graphing on the coordinate plane, and analyzing linear functions, but still allow room to strengthen foundational understanding of ratios, number manipulation, fractions, integers, order of operations and other areas needing support. The goal of Pre-Algebra Concepts is to empower each student to grow as a mathematician, increase confidence, cognitively engage with the content, make connections, and build on the math that they have already mastered. Students will use a Standards Based Grading system to help them monitor their own progress, find gaps in their individual understanding, and take

ownership of opportunities to improve their learning and understanding.

### **Integrated Algebra 7**

*Yearlong.*

Integrated Algebra is a two year course which integrates Algebra 1 and Geometry content. The first year of this course follows Pre-Algebra 6 and equips students with a strong understanding of equations, inequalities, linear functions, linear systems, and angle-side relationships in polygons. Students expand their understanding of solving equations and inequalities, explore multiple representations of functions and their equations, and extend proportional reasoning to right triangles and circles. The goal of this course is to prepare students for Integrated Algebra 8 by helping students develop a strong sense of the linear applications of algebra as they practice abstracting patterns and developing formulas.

### **Algebra 8 Concepts**

*Yearlong.*

The primary goal of the Middle School math program is to prepare students in central topics of Algebra 1. This includes not only the process of manipulating equations but understanding symbolic representation and how to build upon basic arithmetic operations. In Algebra Concepts the goal is to ensure that students are not just mechanically practicing skills but build on a strong foundation of numeracy and abstract thinking that will set them up for success in subsequent math and science areas. Students in the class will leave the class with a core set of Algebra 1 skills including linear and quadratic equations, the coordinate plane as a representation of ordered pairs, and systems of equations.

### **Algebra 8**

*Yearlong.*

Algebra 8 follows Pre-Algebra 7 and explores solving linear, absolute value, and quadratic equations, exploring their patterns as functions, and moving between their different representative forms. Students extend their understanding of manipulating expressions,

solving equations, and graphing functions as they use these mathematical tools that support their quantitative engagement in experiences like the Seattle Challenge and Symposium. The goal of this course is to prepare students for geometry by developing their ability to abstract patterns, analyze data, and understand multiple representations. On a regular basis, we provide lessons in programming our TI 83/ TI 84 calculators, starting with writing linear, quadratic, and cubic equations, creating scatter plots, finding the central tendency, and more student-driven exploration.

### **Integrated Algebra 8**

*Yearlong.*

Integrated Algebra is a two year course which integrates Algebra 1 and geometry content. Following Integrated Algebra 7, the second year of this course equips students with a strong understanding of non-linear expressions, equations, and functions while deepening students understanding of circles and polygons. In this course students will apply their knowledge of equations, linear functions and right triangles to explore properties of exponents, non-linear equations and their functions, vectors, and points of concurrency. The goal of this course is to prepare students for advanced algebra by helping students develop a strong sense of the non-linear applications of algebra as they practice constructing sound mathematical arguments. On a regular basis, we provide lessons in programming our TI 83/ TI 84 calculators, starting with writing linear, quadratic, and cubic equations, creating scatter plots, finding the central tendency, and more student-driven exploration.

### **Math Lab**

*Yearlong.*

Math Lab is designed for students who need more support in the form of a personalized curriculum for mathematics. Each class has no more than five students and the curriculum is uniquely designed to meet the needs of each student. Math Lab teachers tailor content from the Math 6, Pre-Algebra 7, and Algebra 8 content



to extract the essential topics and explore them in depth with a variety of visuals, manipulatives, and practice. The goal of the class is for each student to progress in their understanding of foundational math concepts and re-enter the full math classes when ready.

## Physical Education

### Physical Education 6-8

*Yearlong.*

Middle School Physical Education (PE) provides all students with the opportunity to develop and maintain good levels of fitness through a variety of games and other traditional and non-traditional PE activities. All students are expected to participate to the best of their abilities and to encourage and support the participation of others. Students will work towards competence in a wide variety of body movement and physical skills, and will gain a working understanding of the rules and regulations for each activity in the curriculum, such as Ultimate frisbee, Krell ball, 4-square, handball, and target games. Within major units, alternative activities are interspersed to provide a break from the traditional games. Students will also engage in a wide variety of fitness activities each week, including fitness testing each trimester, running and other cardiovascular exercises, muscular strength and endurance building exercises, stretching, balance and agility activities.

## Rhetoric

### Rhetoric 7

*One trimester.*

Rhetoric is a single trimester course that focuses on the development of communication, research, and persuasion skills in order for students to be able to effectively participate in a modern democratic society. Through a variety of projects, students will practice the process of presenting ideas with an awareness of the larger community

in mind. The class has been developed in conjunction with English and History studies for a multi-faceted, cross-curricular learning experience.

## Science

### Science 6

*Yearlong.*

In Science 6, we take an interdisciplinary, inquiry-driven approach to examine larger questions about the social and ethical implications of what we learn. In examining larger questions about the natural world, students practice role-playing while investigating a variety of topics through lab activities, media analysis, engineering design processes, seminar-style discussions, analytical writing, debates, civic action, and field-trip aligned activities. Students leave 6th grade science, understanding what it means to be a steward to their environment. In each unit, students address an anchoring event with essential questions. With a year-long curriculum that gives them a foundation in ecology, chemistry, policy, and current local environmental issues, 6th graders end their year with the young reader's edition of *The Omnivore's Dilemma* and discussing the ethical implications of the food we eat. All of their practice in role-play, research, data collection, and discussion, comes to a close with a two-day debate that is judged by a panel of guest experts.

### Science 7

*Yearlong.*

During seventh grade, students will focus on Physical, Earth, and Space Sciences, while incorporating Design Engineering throughout the year. The year begins with an exploration of force and motion with a heavy focus on design engineering, followed by units on both Sound and Light. We then explore the laws of physics through the lens of Space Sciences, studying seasons, the moon, and the classification of objects in the solar system. Our year ends with a

look at forces within Earth and how they shape the land and affect life. We learn about the geologic time scale, plate tectonics, and explore our local geology as it relates to earthquakes and volcanoes. These various branches of science are investigated through hands-on discovery, experimentation, reading, writing, discussion, research, and presentations. Our focus is on building students' skills in modeling, investigation and analysis, evidence-based explanation, problem-solving, and collaboration.

## **Science 8**

*Yearlong.*

In Science 8, students explore life from the Microscopic to the complexities of the Human Immune System. The course focuses on the life sciences in which we will examine life on the cellular level, Mendel's genetics, evolution, and human organ systems. Students will define life and study its complexities while incorporating inquiry and project-based learning. Students will participate in hands-on labs, collaborative learning, performance based assessments, and self guided research. In each unit, students address an anchoring event with essential questions. With a year-long curriculum that gives them a foundation in biological science, 8th graders end their year with a student directed investigation into a topic and a school wide symposium in which students exchange their results and ideas to the community.

## **Study Skills**

### **Study Skills 6-8**

Students work on individually identified goals based on their own specific learning profile in a small group. The group setting allows students to work collaboratively with peers and get individual support from their teacher. Initial emphasis is on developing habits for tracking assignments, time management, willingness to ask for and accept help, and metacognition. Once students have established regular habits around turning assignments in on time, higher order study

skills are introduced. Rather than a separate study skills curriculum (i.e., stand alone unit on note taking or mnemonic memory strategies), students are learning to apply these skills to their coursework from their content area classes.

Study Skills is a small group, fee-based, elective class. To enroll as a new student in this class, parents meet with the Director of Learning Support to determine if placement is desired. Once a supplemental contract for Study Skills has been signed, a student is scheduled into a Study Skills class. Students receive support for executive functioning, as well as additional content support. Study skills are taught in the context of the content curriculum from students' core academic courses. As with all electives, students receive an elective credit and a grade for this class and students can take it for multiple trimesters.

## **World Language**

### **Latin 6 & 7**

*Two year sequence*

Over the course of the two year (6th and 7th grade) Latin program, students begin to gain proficiency in Latin through an immersive interaction with the written and spoken language of the Roman world. Using the culture, mythology, and history of the communities who used Latin as their primary languages, students develop an understanding of Roman culture as well as the fundamental skills of language acquisition. Grammar, vocabulary, and syntax are taught with a focus on student comprehension and production of spoken and written Latin. Through their engagement with a different culture and the development of their listening, reading, and writing skills, Latin students build a foundation for success in modern languages and other academic classes.

### **World Language Begins in 8th Grade**

*Yearlong.*

The world language program provides students a choice of multi-year study of French, Mandarin

Chinese or Spanish. In each modern language track, students learn and practice a target language and explore cultural components associated with the chosen language.

Modern language classes are proficiency-based; students enroll in a level that is the best fit for their particular experience and interests related to studying the target language. 8th grade students can start in level 1 without testing or can test into level 2. In all languages, the first two levels are devoted to building vocabulary and a grammatical framework so that students can express themselves and comprehend language used in commonplace situations. Class work emphasizes speaking and listening skills, while homework is focused on reading and writing. At all levels, we stress the mastery of grammar rules, the acquisition of reading fluency, and comfort with verbalization.

## APPENDIX A: ADVISORY AND PARENT TEACHER CONFERENCES

### ADVISORY

In the Middle School, students are assigned a new advisory group and faculty advisor each year of their Middle School experience. Advisors work closely with grade-level teachers, coordinators, counselors, and administrators, to act as a clear conduit of information and support between school and home.

In addition to going through orientation and opening days as a group, advisory meets 2-3 times a week. Monday morning community gathering is either an all Middle School meeting or an extended advisory. During extended advisory, faculty advisors lead curriculum for social-emotional learning. Curriculum is chosen and tailored to grade-level appropriate experience and incorporates topical school community conversations and real world events. Topics include online citizenship, understanding and developing empathy, healthy friendships, and respectful language.

Advisory also meets 1-2 times per week during a scheduled morning or afternoon break. This time is used informally, to connect and check-in, but also to clean out binders and to stay up-to-date on work and remain organized. Activities include announcements, sharing highs and lows from the week, writing in gratitude journals, and playing games together. Advisors also use this time to individually check in with students and help facilitate any support plans that are needed.

Our goals for Advisory are to create an opportunity for students to feel connected to a small group (10-12 same-grade students) of peers within the larger school community, and to provide a safe space for students to reflect and share. Each faculty advisor works to build a unique advisory culture so that their group feels a sense of belonging to something special.

For students, faculty advisors:

- Act as a student advocate
- Help students navigate their own experiences
- Foster student social-emotional growth
- Offer organization strategies and support
- Strategize solutions for students to resolve differences with teachers and peers
- Connect students with the resources they need to be successful

For families, faculty advisors:

- Serve as the first line of communication; answer questions
- Connect families with resources within the school
- Coordinate academic and support plans
- Provide insight into your student's day to day experience at School including understanding each student's overall academic and social-emotional well-being

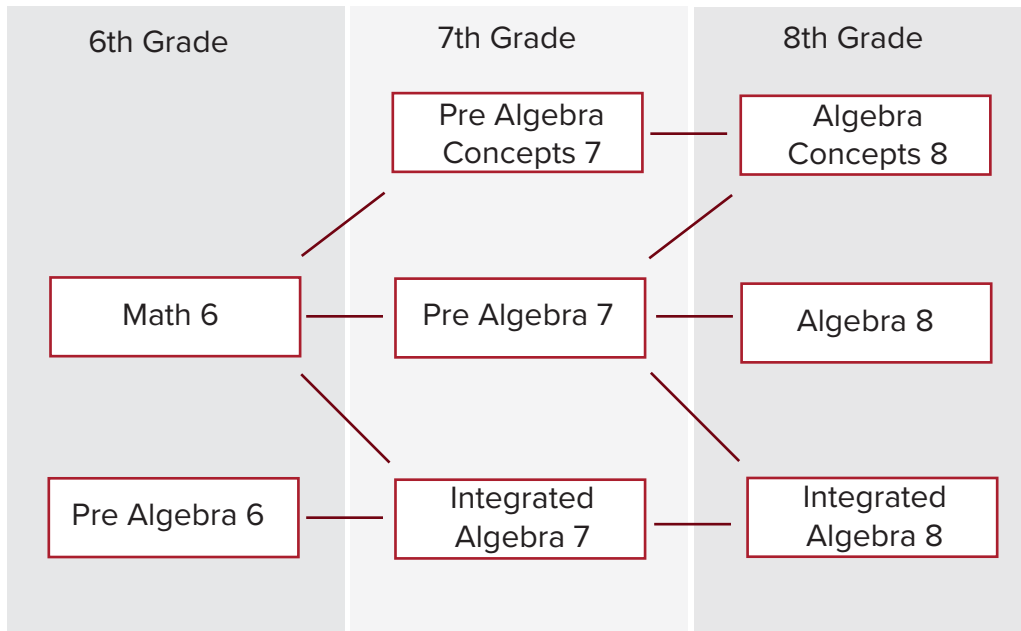
### **PARENT TEACHER CONFERENCES**

We believe that Middle School is a time for students to address their own strengths and weaknesses at school and to begin to learn to self-advocate. Therefore, students attend parent-teacher conferences. In 6th grade, students participate in the second half of their conference. In 7th grade students are present for the entire conference and help facilitate. Our goal is that by 8th grade, students are leading their own conferences. Advisors work with students to properly prepare them for conferences. This is a great time for both teachers and parents to share information with and about their students and for students to speak to their experiences.

APPENDIX B:  
MATH COURSE OFFERINGS: MIDDLE SCHOOL

Below is a visual representation of course sequences for math.

Our goal is to provide a math class that meets each student's needs by strengthening gaps in learning, teaching, new content, and challenging student thinking while constantly assessing and re-assessing student understanding.





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