

Middle School

COURSE OF STUDY 2022-2023



GILMAN

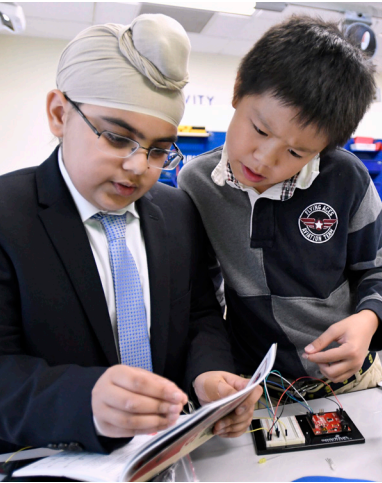


Gilman School is a diverse community

dedicated to educating boys in mind, body, and spirit through particular emphasis upon academic excellence, athletic participation, and aesthetic appreciation. Gilman seeks to produce men of character and integrity who have the skills and ability to make a positive contribution to the communities in which they live and work.

Statement of Philosophy

Gilman School's educational philosophy recognizes the critical importance of developing boys in mind, body, and spirit. Each Gilman boy should have an excellent academic experience, a vigorous athletic program, a cultivated appreciation of the arts, and significant attention to issues of character and spirit in order to realize his full potential and become a contributing member of society.



MIND

Gilman School's academic program stretches boys to achieve their highest potential through excellent teaching, high standards, and continuing encouragement. Gilman School's core curriculum is designed to promote a strong work ethic, effective oral and written communication, critical thinking, creative problem-solving, aesthetic appreciation, and the enjoyment of intellectual pursuits. Beyond the core curriculum, boys are offered a wide variety of elective courses and other activities in which they can pursue diverse personal interests in a focused manner.

BODY

Gilman School promotes physical fitness and health through required participation in athletics. In addition to teaching healthy habits of exercise, participation in competitive team sports develops important qualities, such as teamwork, resilience, discipline, humility, self-control, and good sportsmanship.



SPIRIT

The term "spirit," as Gilman School intends it, is broadly defined to include issues of character, ethics, and faith.

Gilman recognizes the importance of spiritual matters, not only in an abstract, academic sense, but also in observation and practice to form an integrated personality.

Above all else, Gilman School helps boys evolve to become men of character. The qualities of integrity, honor, leadership, humility, and service to others cannot be fostered separately by specific programs, but instead must be woven into all aspects of the School community. To that end, Gilman School emphasizes a strong and comprehensive honor system, a community service program, an assembly program that promotes respect for the dignity and rights of each individual, and significant leadership opportunities.

Objectives

The Middle School seeks to help each student strengthen his self-concept, to nurture his inherent love of learning, and to prepare him for the challenges of the Upper School and beyond. Accordingly, the Middle School program, both in its curricular and extra-curricular components, is designed to achieve the following goals:

MIND

- Provide developmentally appropriate core courses, stressing the improvement of skills that enhance the process of learning.
- Meet individual needs of students by incorporating multiple teaching strategies, technology, and support programs.
- Enable students to develop strong organizational and preparation habits, research skills, and technology fluency.
- Develop students' communication skills and creative expression across subject areas through writing, speaking, technology, and the fine and performing arts.
- Improve comprehension skills and stimulate a love of reading.
- Further develop writing skills across the curriculum.
- Challenge students with increasing opportunities for guided independent learning.



BODY

- Encourage a sense of sportsmanship, teamwork, and self-discipline.
- Promote physical fitness, coordination, and lifelong wellness.
- Develop basic athletic skills, in both individual and team settings.
- Provide a variety of physical activities and appropriate levels of competition in order to build self-confidence.



SPIRIT

- Help students embrace and understand the value of personal honor, integrity, and ethical behavior.
- Promote community responsibility and involvement, with an awareness of the world beyond Gilman through learning and leadership in service to others.
- Provide support and guidance for all students.
- Create an inclusive environment in which our community can learn about and celebrate its diversity.
- Challenge students to become more adept at decision-making and problem-solving.
- Promote and reinforce extended relationships, interpersonal skills, and communications among all members of the school community.

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Curriculum Summary

SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Language Arts	Language Arts	Language Arts
Mathematics	Pre-Algebra	Algebra
Geography	United States History	Ancient History
General Science	Life Science	Introduction to Physical Science
French or Spanish	French or Spanish	French or Spanish
Talk I	Talk II	Talk III
General or Instrumental Music	General or Instrumental Music	Latin
Additional Courses	Additional Courses	Additional Courses
Art	Art	Art
Design and Woodworking	Design and Woodworking	Design and Woodworking
Drama	Leadership	Journalism
Technology		Technology
		Musical Appreciation and Composition
Physical Education/ Sports Program	Athletics Intramural & Interscholastic	Athletics Intramural & Interscholastic



Language Arts

The Middle School Language Arts program strongly emphasizes reading and its relationship to effective thinking, writing, and speaking.

We know that study skills are best learned in context rather than in isolation. Our students are presented with literary works to be studied both as superior examples of the various genres for analysis of literary structure and writing techniques, as well as vehicles for class discussion of values, ethics, and inclusion.

Readings serve as the springboard for both expository and imaginative compositions, as students explore the writing process and learn the forms of literary expression by participating in them. The formal instruction in vocabulary is derived from experience with classical roots as well as the literature read at each level. Students gain understanding through the study of hundreds of Greek and Latin roots and affixes, practice with context clues, synonyms and antonyms, word-origins, dictionary skills, and the synthesis of sentences and longer compositions in which these words are used.

Grammar and writing mechanics are taught as integral parts of the Language Arts program. The goal of grammar study is to make students more comfortable with the structure of sentences so that they can demonstrate a mastery of grammatical concepts in

their own written expression. Most compositions pass through several stages from brainstorming activities, rough draft, and response group, to final draft, often with the use of iPads in the classroom. The teaching of written expression is balanced by instruction in public speaking, technological presentations, and debates, all of which are integrated with literature study and various research and study skills needed for success in Upper School.

Supplementary Reading: In each of the Middle School years, students are required to read at least eight books of choice outside of class. At each level, boys are asked to read books from certain categories to assure diversification in their selections. This program is monitored through the homeroom advisory groups, under the general supervision of the Middle School Librarian.

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*Grade 6 Language Arts
(full year 5/6)*

As a significant entry year to Gilman Middle School, the sixth-grade Language Arts experience focuses on the foundation of key skills in literature, grammar, vocabulary, and writing. The subsequent seventh- and eighth-grade curricula allow students to build upon this foundation with a

consistently vertical mindset. Emphasis on the relationship between the four components of Language Arts allows for age-appropriate development that places boys on a trajectory equipped to meet rigorous Upper School English expectations.

The literature curriculum helps students comprehend the basics of scholarly analysis. The boys start the year examining the elements of short story, specifically plot, character, setting and atmosphere, irony, symbol, and theme, in the context of multicultural short stories, which emphasize the school's mission statement on equity and inclusion. In this unit, students enjoy classic short stories by noted writers, such as Langston Hughes and Melissa de la Cruz. Once the boys cement these concepts, they apply their analytical skills to the contemporary novel *Ghost* by John Reynolds, C.S. Lewis's timeless novel *Chronicles of Narnia: The Lion, the Witch, and the Wardrobe*, and Gilman graduate Walter Lord's *A Night to Remember*. Teachers routinely highlight historical context, in-depth exploration, and reading comprehension skills throughout these texts.

The grammar and vocabulary curricula establish a strong foundation regardless of student background. In accord with *Rules of the Game: Grammar Through Discovery 1*, the boys learn identification and classification of all eight parts of speech in a sentence as well as basic sentence structures, punctuation, and capitalization. Additionally, *Vocabulary from Classical Roots (Book A)* emphasizes the role of Greek and Latin root words in memorization and application of various new words. The boys continue with these book series throughout all three years of Middle School Language Arts, and the traditional approaches to grammar and vocabulary significantly enhance their writing ability.

Language Arts 6 appropriately focuses on organizing, composing, and editing various modes of writing. With both hand-written journal entries and word-processed compositions, the boys create a plethora of expository paragraphs and creative writing assignments. Often the writing allows students to demonstrate their detailed comprehension of the various literary studies in the course. They are also offered the opportunity to express their written word in the context of formal oratory presentations, debates, and unique artistic or technological projects.

Ultimately, this rigorous course renders boys prepared for Language Arts 7 and eventually Upper School English. At the conclusion of the program, each student should be able to comprehend and dissect appropriate literature of various genres, label and classify every part of speech in a sentence, memorize and correctly use new vocabulary, and create a strongly organized and edited expository paragraph of literary analysis as well as assorted creative compositions. With stringent class routines and effective assessments, the course covers the foundations of the English language for all sixth-grade boys.

TEXTS ♦♦♦♦♦♦♦

Rules of the Game: Grammar Through Discovery 1. Educational Publishing Services.

Vocabulary from Classical Roots (Book A). Educational Publishing Services.

A Night to Remember.
Walter Lord (nonfiction).

Ghost. Jason Reynolds.

Chronicles of Narnia: The Lion, the Witch, and the Wardrobe. C.S. Lewis.

Grade 7 Language Arts (full year 5/6)

For the second year in the Gilman Middle School program, the seventh-grade Language Arts experience focuses on furthering key skills in literature, grammar, vocabulary, and writing. The subsequent eighth-grade curriculum allows students to build upon this effort with a consistently vertical mindset. Emphasis on the relationship between the four components of Language Arts allows for age-appropriate development that places



boys on an equipped trajectory towards rigorous Upper School English expectations.

The literature curriculum allows students to comprehend deep scholarly analysis. The boys start the year revisiting the elements of a short story in the context of multicultural short stories, which build sequentially upon the sixth-grade year. In this text, students enjoy classic short stories by renowned writers, such as Jason Reynolds and Ray Bradbury. Once the boys cement these concepts, they apply their analytical skills to the timeless allegory *Animal Farm* by George Orwell, James L. Swanson's thrilling nonfiction *Chasing Lincoln's Killer*, and *Poetry: American Themes*, which features historic poets, like Langston Hughes and Robert Frost. Each of these works thematically or chronologically coincides with the U.S. History curriculum. Teachers routinely highlight historical context, in-depth exploration, and reading comprehension skills throughout these texts.

The grammar and vocabulary curricula build upon a strong foundation from the sixth-grade experience. In accord with *Rules of the Game: Grammar Through Discovery 2*, the boys review all parts of speech, examine sentence structures, and learn functionality of words and phrases in the sentence. *Vocabulary from Classical Roots (Book B)* emphasizes the role of Greek and Latin root words in memorization and application of various new words. This traditional approach to grammar and vocabulary significantly enhances their writing ability.

Language Arts 7 appropriately focuses on organizing, composing, and editing various modes of writing. With both hand-written journal entries and



word-processed compositions, the boys create a plethora of expository essays and creative writing assignments, including original short stories, personal poems, and imaginative Civil War research papers. Often, the writing allows students to demonstrate their detailed comprehension of the various literary studies in the course. Additionally, they are offered the opportunity to express their written word in the context of formal oratory presentations, debates, and unique artistic or technological projects.

This rigorous course renders boys prepared for Language Arts 8 and ultimately Upper School English. At the conclusion of the program, each student should be able to comprehend and dissect appropriate literature of various genres, examine sentence structures as well as functions of words and phrases, memorize and correctly use new vocabulary, and create a strongly organized and edited expository three-paragraph essay of literary analysis as well as assorted creative compositions. With stringent class routines and effective assessments, the course covers the foundations of the English language for all seventh-grade boys.

TEXTS ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦

Vocabulary from Classical Roots (Book B). Educational Publishing Services.

Rules of the Game: Grammar Through Discovery 2. Educational Publishing Services.

Animal Farm. George Orwell (drama).

Poems: American Themes.

William C. Bassel, Ed.

Amsco School Publishing.

Chasing Lincoln's Killer.

James L. Swanson.

Grade 8 Language Arts (full year 5/6)

For the final year in the Gilman Middle School program, the eighth-grade Language Arts experience focuses on furthering key skills in literature, grammar, vocabulary, and writing. The progression of the Middle School curriculum allows the boys to build upon their sixth- and seventh-grade foundations. Emphasis on the relationship between the four components of Language Arts allows for age-appropriate development that prepares boys for rigorous Upper School English expectations.

The literature curriculum allows students to comprehend deep scholarly analysis. The boys' year includes Greek mythology in Edith Hamilton's noteworthy anthology and the timeless play *The Tragedy of Julius Caesar* by William Shakespeare, both in accord with their Ancient History coursework. In addition to these ancient texts, the students examine classic literature like *Lord of the Flies* by William Golding and Ray Bradbury's *Fahrenheit 451*. Teachers routinely highlight historical context,

in-depth exploration, and reading comprehension skills throughout these texts.

The grammar and vocabulary curricula build upon a strong foundation from the sixth and seventh-grade experience. In accord with *Rules of the Game: Grammar Through Discovery 3*, the boys review key elements of the previous year, examine verbals, learn functionality of dependent clauses in the sentence, and review various sentence types. *Vocabulary from Classical Roots (Book C)* emphasizes the role of Greek and Latin root words in memorization and application of various new words. This traditional approach to vocabulary and grammar greatly enhances the students' writing ability as they approach a challenging curriculum in Upper School.

Language Arts 8 appropriately focuses on organizing, composing, and editing various modes of writing. With both hand-written journal entries and word-processed compositions, the boys create

a plethora of expository essays and creative writing assignments. Often the writing allows students to demonstrate their detailed comprehension of the various literary studies in the course. Additionally, they are opportunities for boys to express their written word in the context of formal oratory presentations, debates, and unique artistic or technological projects. Many of these writing projects also include significant research expectations, including the *Fahrenheit 451* Great Debate project that examines the relevancy of Bradbury's social commentary on contemporary society.

This rigorous course renders boys prepared for Upper School English. At the conclusion of the program, each student should be able to comprehend and dissect appropriate literature of various genres, examine sentence structures as well as functions of words, phrases, and clauses, memorize and correctly use new vocabulary, and create a strongly organized and edited expository five-paragraph essay

of literary analysis as well as assorted creative compositions. Complementary skills in research, note-taking, and oratory presentation are also thoroughly developed. With stringent class routines and effective assessments, the course covers the foundations of the English language for all eighth-grade boys.

TEXTS ♦♦♦♦♦♦♦♦

Vocabulary from Classical Roots (Book C). Fifer and Flowers.

Rules of the Game: Grammar Through Discovery 3. Educational Publishing Services.

Mythology. Edith Hamilton

Lord of the Flies. William Golding (novel).

The Tragedy of Julius Caesar. William Shakespeare (tragic drama).

Fahrenheit 451. Ray Bradbury (science-fiction novel).



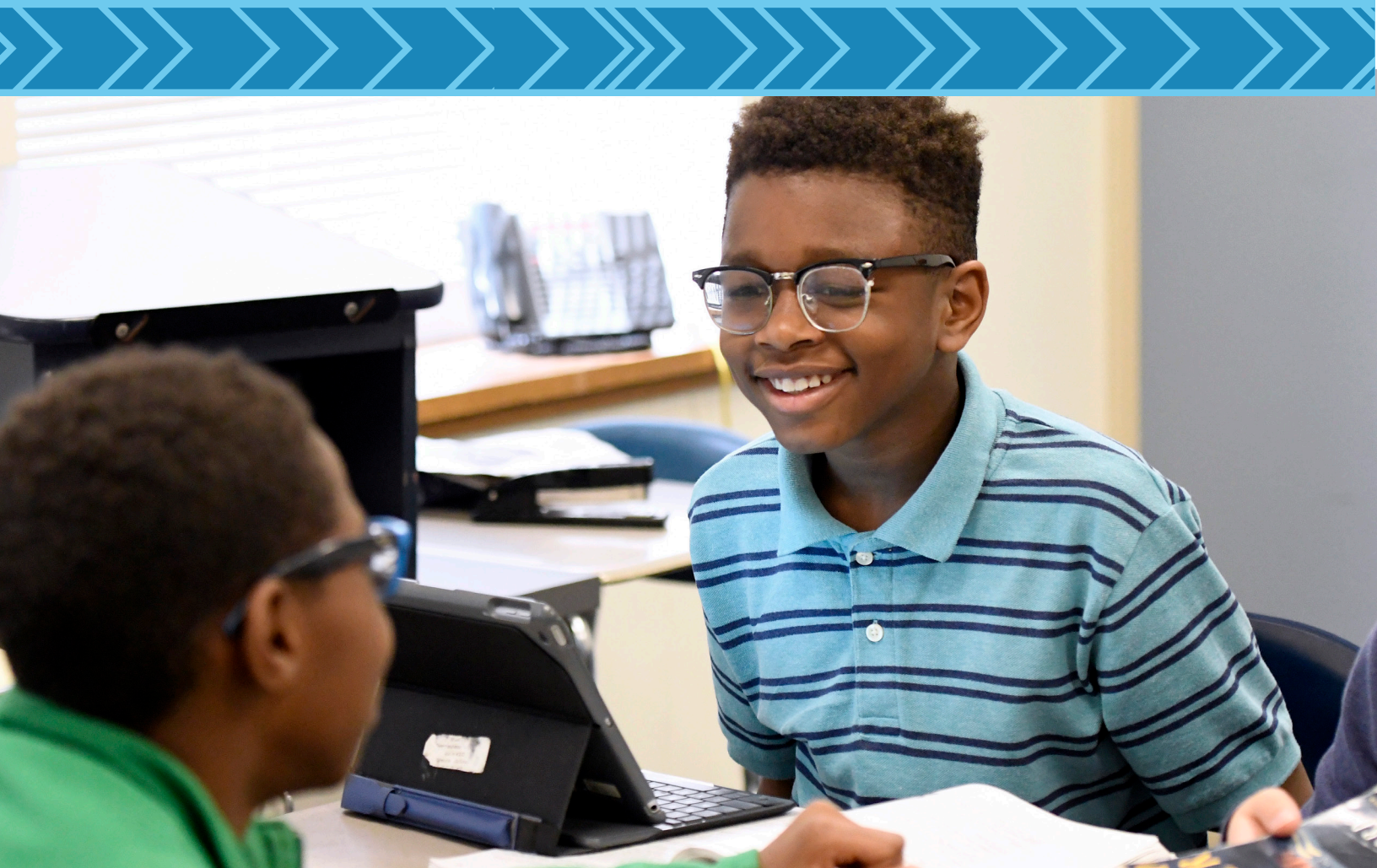
Mathematics

The Middle School Mathematics program consists of six interrelated courses, two per grade level, designed to meet the needs of students with a range of mathematical talents.

The Middle School Mathematics program consists of two levels within each grade in order to meet the needs of a range of mathematical talents. The two levels are referred to as “regular” and “enriched.” We choose to use the term enriched because we do not accelerate through the content. We prefer not to refer to our program

as one with “tracking” because the movement between these two settings is fluid so we can place each student in the proper learning environment.

A good way to characterize the difference between the regular and enriched classes is to consider the type of teaching and the amount of guided practice provided. The enriched setting will include more exploration and there will be less directive teaching. The pace moves quickly and there is more in-depth discussion and application. In the regular setting, students will be given a more direct style of teaching and offered more guided practice to ensure their understanding. While the enriched classroom will delve deeper into the material while also moving slightly faster, there are only a few units where the regular curriculum differs from the enriched curriculum.





In that way, movement between the two levels is fluid as students do not have many gaps if they switch from one setting to another.

COURSE OF STUDY 2022-2023

Grade 6 Conceptual Mathematics and Pre-Algebra (full year 5/6)

The sixth-grade experience ushers the students from the concrete-operational arithmetic toward the formal, abstract continuum of mathematics. Topics include some of the following units: complex order of operations, integer operations, set theory, non-measurement geometry, inequalities, probability, fractions, decimals, percents, proportions, and measurement geometry. Students may have the opportunity to look at Arabic art in compass constructions, laying the groundwork for geometric proofs while also using mathematics as a means to appreciate art and other cultures. Throughout the sixth-grade experience, we introduce the abstract representation with Algebraic expressions at an age-appropriate level. Additionally, we ask them to

explain their thinking and justify their reasoning through a series of higher-level thinking exercises.

Grade 7 Quantitative Literacy and Foundations of Algebra (full year 5/6)

The seventh-grade experience expounds on the concepts from the year before. With the addition of more strategic problem solving, students work on their quantitative literacy and explore the Rational number system by focusing on various statistics on real-world problems. They tackle three-dimensional geometry, explore Python computer programming, and expand their knowledge of probability by exploring permutations and combinations. The enriched students will investigate finite systems in which $9+5=1$. During this year, students begin to work on concepts in Algebra I including simplifying expressions, solving linear equations, algebraic inequalities, and graphing on the coordinate plane.

Grade 8 Algebra 1.5 (full year 5/6)

The eighth-grade experience is a robust Algebra I curriculum that prepares the students for Algebra II in the Upper School. It is beyond a regular Algebra I curriculum. Students solve and graph linear equations with greater complexity. They use graphing calculators to create linear regression models and explore quadratic functions. After mastering systems of equations, they tackle polynomials,

factoring, solving quadratic equations, irrational numbers, and solving rational algebraic equations. They derive the quadratic formula, rationalize algebraic denominators, and start graphing quadratic equations.

Our program is spiraled throughout the three years so topics are revisited at an increasing level of complexity. Because we do not accelerate, our students are developmentally ready to master our three objectives: employ their arithmetic and algebraic skills to execute with accuracy, explore new topics at an intuitive level, and develop an appreciation for mathematics. Throughout the three grades, students are given open-ended problem-solving activities. Whether in partners or individually, they are required to write about their observations, propose solutions, and justify their answers. The eighth grade enriched students frequently complete robust week-long assignments that require them to employ deductive and inductive reasoning to analyze a situation and create a formula to predict the outcome. Our hope is to produce students who can think strategically, collaborate with classmates, and confirm their answers so they can feel confident in their ability to tackle future endeavors.



Technology

Grade 6 Technology (full year 1/6)

This course is designed to develop 21st century skills through a series of carefully crafted STEAM modules. Over the course of the year, students will explore robotics using EV3 Lego Mindstorms kits, investigate the principles of coding, and venture into the world of circuits and breadboards using SparkFun Inventor kits. Additionally, students will have an opportunity to engage in creative activities utilizing the 3-D printers and laser cutter.

Students will develop a core set of essential skills beyond STEAM, including collaboration, communication, critical thinking, perseverance, and problem-solving. These dynamic skills will serve as a springboard for discovering new interests and developing individual talents along lines of excellence.

Grade 8 Technology Elective (full year 2/6)

This course is designed for eighth graders who have previous robotics experience and are interested in learning about Tetrax Robotics and Java Programming. Students will build and program a robot for a FIRST Tech Challenge Competition in January. Each student in the class will be responsible for a different component of the robot and for documenting their work in an Engineering Notebook that will be judged as part of the competition. Grading will be based on class participation, contributions to the Engineering Notebook, teamwork, and willingness to learn about building and programming. Following the competition, students will continue to engage in project-based learning activities related to coding, programming, and other maker technologies. Grading will be based on class participation, a short, written reflection on each project, the creativity of the projects, and willingness to learn new technologies.



Science

Science in the Middle School is an exciting mixture of learning by reading, discussion, and active participation in laboratory work.

In the sixth grade, we begin scientific discovery through the study of many topics including: the Earth's composition and surface, Weather, Astronomy, and Ecology. In the seventh grade, we focus on the human body and its systems, beginning with the cell and its function, and progressing through the organ systems: Circulatory and Respiratory, Immune and Lymphatic, Skeletal and Muscular, and concluding

with nutrition, which leads into the Digestive and Excretory unit. In the eighth grade we move on to a Physical Science Laboratory course focusing on chemistry and formal lab report skills.

COURSE OF STUDY 2022-2023

*Grade 6 Earth Science
(full year 5/6)*

The foundation of scientific skills begins in the sixth grade with emphasis on the scientific method as well as the engineering design process. The



students identify the parts of each method and apply them in laboratory activities. Using the metric system, we explore the concepts of mass, volume, and density while practicing the techniques necessary to correctly use a triple beam balance, a metric ruler and a graduated cylinder. These activities allow students to learn proper usage of the lab equipment.

During all of the units in sixth-grade science, there is an emphasis on using proper techniques for notetaking and bibliography-writing when compiling research on specific topics that directly relate to our classroom work. There is concentration on the proper method of scientific reading and the use of scientific terminology. Lab activities and lab reporting reinforce the use of units of measurement, decimal place value and writing skills for lab conclusions.

This course focuses on applying lab skills with Earth Science concepts. Students will spend time integrating concepts they learn with genuine hands-on learning activities. We begin the year with an introduction to proper lab techniques, and use those skills throughout the entire year, focusing on topics such as the Earth's surface, weather and climate, and astronomy. We finish the year with a short study on ecology. The students learn about ecosystems on a global, national and local level and then apply their knowledge of a healthy ecosystem to examine the stream that runs through campus.

TEXTS ♦♦♦♦♦♦♦♦

Earth & Space: iScience (e-book).
McGraw-Hill Publishing.

Grade 7 Life Science (full year 5/6)

The seventh-grade Life Science course begins by defining what it means to be living, focusing on life at the cellular level. Students make their own slides of Elodea, an aquatic plant, for use in identification of organelles within the cell. This identification continues throughout the year when viewing slides of cells. The students begin learning the proper technique involved in scientific sketching and labeling. Sketching is used throughout the year in all units of Life Science.

Each unit focuses on a combination of rigorous content and thorough laboratory work. The students begin to apply the concepts learned through their textbook and class discussions to the samples seen through the microscope. This application is seen in the completion of the conclusion questions on each lab report and on essay questions done for homework assignments.

After the midterm exam, we change our focus from life at the cellular level to human body organ systems. Students are able to understand how each system is controlled by individual cells, tissues, and organs, and how these complex systems are able to come together to form a fully functional organ system.

Students are introduced to dissection methods at the end of the course of study when they are guided through the dissection of a frog. The purpose of this dissection is to identify the systems found within the frog and compare them to human systems. This is a voluntary activity where students may participate or complete an alternative activity.

TEXTS ♦♦♦♦♦♦♦♦

Biology (iBook). Miller and Levine.
Pearson Publishing.

Introductory Physical Science (full year 5/6)

The eighth-grade course is a laboratory-based class that investigates matter by focusing on the skills of observation, measurement, graphing, and data interpretation. The course emphasizes the use of scientific language while citing actual data as evidence in reports and responses. Additionally, students investigate the reasoning behind why measurements and calculations may be imperfect and how those imperfections ultimately affect the analysis.

Laboratory techniques, collaborations among classmates, and the process of conducting labs and writing lab reports are emphasized throughout the year. Through laboratory work, students gain knowledge of the characteristic properties of matter. The students learn to identify and distinguish materials, and, in some cases, they may separate mixtures. Class discussions, problem-solving tactics, and notetaking skills supports the missions of producing scientists.

TEXTS ♦♦♦♦♦♦♦♦

Introductory Physical Science, 9th Edition
(iBook). Science Curriculum, Inc.



Social Studies

Throughout the Social Studies program, there is an emphasis on improving the following skills: reading, writing (from short answer responses to multi-paragraph essays and projects), note-taking and organization, analysis, using and creating maps, research, artistic expression, public speaking, and teamwork.

Along with these skills, students master a large body of information that makes them more informed citizens and prepares them for future studies in the humanities.

The first course is the sixth-grade Eastern Hemisphere Geography class. In the seventh grade, students study the Declaration of Independence and the Constitution and their impacts on events in historical context. The Middle School social studies curriculum concludes with an examination of the ancient Greek and Roman civilizations in eighth grade.

COURSE OF STUDY 2022-2023

Grade 6 Geography (full year 5/6)

Our sixth-grade geography students explore the world using a thematic approach focusing primarily on the five themes of geography: place, location, regions, human-environment interaction, and movement. Students will learn where places are located, and why human and natural features occupy particular locations. Students will examine how geographic regions are formed and change over time. They will also work to gain an understanding of how humans relate to their environment and how the movement of people and ideas influence places around the globe. Geography gives students the opportunity to gain a more thorough understanding of our ever-changing world. The study of geography also includes the examination of physical geography, landforms, climates and cultures of Asia, Europe, the Middle East and Africa.



An emphasis on skill development is established, especially with regard to reading, writing, research, organization, note-taking, and study skills. Geography students will learn to use a variety of maps and to interpret data and draw conclusions based on a collection of sources.

TEXTS ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦

World Geography Eastern Hemisphere.
myWorld Interactive,
Pearson Education, Inc., 2019.

The Nystrom Desk Atlas.
Herff Jones Nystrom.

Grade 7 United States History (full year 5/6)

The seventh-grade history course revolves around the central ideal upon which the United States was founded, "...that all men are created equal..." Those six words from the Declaration of Independence provide a theme and checkpoint for students as they progress through different time periods in American history. In addition, the course is designed so that events are studied largely in the context of the people who helped shape them. Course content is used for continued development of each student's reading, writing, note-taking, and research skills.

Students begin the year learning about the historical context surrounding the ratification of the Constitution. As the students learn about democracies of Ancient Greece, Rome, and England, they will discover the similarities between those governments and the U.S. Government while also investigating the function and structure of the U.S. Constitution and Bill of Rights.

Following this introduction to civics in the United States, the students will read about Frederick Douglass and his heroic struggle to achieve freedom and equality for African Americans in the United States during the 1800s. As the students research the Civil War and Reconstruction, they will encounter the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution. These amendments bring to life what Frederick Douglass struggled for during his lifetime. However, these amendments did not expand rights for all people in the United States. As the students will see, the Women's Suffrage Movement wanted women to be included in these definitions and had to fight until the 1920s for women to receive the right to vote. This part of the curriculum will include a research project followed by the creation of a children's book describing portions of the Women's Suffrage Movement. Our seventh-grade students will meet with and present their books to first-grade students.

As the year draws to a close, the students will study the Civil Rights Movement and its leaders in order to understand why, in the 1950s and 1960s, people were still fighting for rights that had already been included in the Constitution. We will focus on the life of Dr. Martin Luther King, Jr. as our guiding light through this portion of the curriculum. Once again, the students continue to examine the founding ideal of equality and the ongoing struggle to make it a reality in America.

TEXTS ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦

*The Life of Frederick Douglass:
A Graphic Narrative of a Slave's
Journey from Bondage to Freedom.*
David F. Walker. Ten Speed Press.

*With Courage and Cloth: Winning
the Fight for a Woman's Right to Vote.*
Ann Bausum. National Geographic
Children's Books.

*A Time to Break the Silence: The
Essential Works of Martin Luther
King, Jr. for Students.* Martin Luther
King, Jr., Beacon Press.

Grade 8 Ancient History (full year 5/6)

The eighth-grade Ancient History course seeks to provoke each student's interest in the origins of western civilization, and explores the impact of Greek and Roman civilizations on our own American experience. To facilitate the fulfillment of these goals, high priority is given to cooperative learning, the development of strong reading skills, productive note-taking and research skills, and the ability to write analytically and persuasively. Focus is also given to the development of a variety of studying and test-taking techniques.

The Ancient History curriculum complements that of the Language Arts and Latin departments to explore coordinated curriculum opportunities, which utilize students' varying interests and strengths. Examination of Greek and Roman culture, warfare, and government expose students to the themes and ideas representative of life in the ancient Mediterranean world, and connections are drawn between ancient democracies and the Republic of the United States.

TEXTS ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦

The Greeks: An Illustrated History.
Diane Harris Cline. National
Geographic.

*The Romans: From Village to Empire:
A History of Rome from Earliest Times
to the End of the Western Empire,
2nd Edition.* Mary T. Boatwright,
Daniel J. Gargola, Noel Lenski,
Richard J. A. Talbert.

Modern and Classical Language

The Middle School Language curriculum emphasizes competence in the four language skills — speaking, aural comprehension, reading, and writing — through a carefully sequenced three-year program. Cultural themes provide the content around which the four skills are developed. Conversation, grammar instruction, and vocabulary are structured around textbook readings, short stories, dialogues, videos, audio recordings, and popular songs. Movies, computer programs, and internet sites are also used in instruction. The students are exposed to various aspects of the target language civilization, including language in an authentic context, familiar/formal address, geography, monumental cities, schools, family life, free-time activities, art, classical and popular music, and cuisine. These topics serve as a springboard for projects and writing assignments that range from paragraphs to full compositions and oral presentations.

Various cultural themes are explored with the goal of encouraging Gilman students to travel and to appreciate their role as world citizens.

Additionally, the development of study skills is a significant aspect of the language program. Faculty assign regular homework and teach techniques in organization, peer and

self-correction, test preparation, and memorization of verb forms and vocabulary. Teachers often employ music to enhance memory and retention.

Instruction, even at the introductory level, is predominantly in the target language. Throughout the program, students are actively engaged in producing and navigating the language as they expand and enhance their communication skills.

Grade 6/7 French A or Spanish A (full year 5/6)

Beginning students in French and Spanish study elements of the language with a strong emphasis on basic oral and written sentence construction and aural and reading comprehension. Initially, the program concentrates on the alphabet and phonics, subject pronouns, the present tense of regular and select irregular verbs, articles, classroom commands, the negative, and basic prepositions. Grammar is introduced in tandem with simple vocabulary themes such as classroom objects, the calendar, weather and seasons, numbers, colors, time, and school subjects.

Throughout the remainder of the year, the daily life of a typical French/Spanish-speaking teenager provides the core of the cultural content of the course, with units on schools, leisure activities, and sports. In addition to these themes, geography, holidays, and famous persons are explored, as

well as art, music, and cuisine. These themes are woven into the grammatical content of the course as the students begin to attack more complex concepts, including question formation, contractions, adjective agreement, the near future tense, the use of the infinitive, and more.

Students will engage in a dialogue project, a poster project, iPad presentations, and brief writing assignments. These activities provide a creative vehicle for using the vocabulary and structures reinforced daily through verb and vocabulary assignments, workbook exercises, and worksheets. This work also fosters the exploration of French/Spanish-speaking cultures.

Classes are instructed in the target language. Faculty teach vocabulary through pantomime, dramatizations, SmartBoard activities, props, photos, and songs. Learning depends largely on active student engagement in lessons.

Thus, the physical involvement of the student — for example, coaching him to make exaggerated gestures when learning the pronouns — is a key element, especially initially. Further, in evaluating students' progress, teachers give significant weight not only to quizzes/tests and writing assignments, but also to the quality and frequency of student contributions to oral discussions through full-sentence responses, questions, or comments.

Grade 7/8 French B or Spanish B (full year 5/6)

Intermediate language study continues to develop the four language skills while broadening the cultural themes introduced in Level A. After a review of the previous year's grammar, students acquire mastery of new irregular verbs and stem-changing verbs. Possessive adjectives, the past tense, object pronouns, and an in-depth look at

articles form the core of the grammar curriculum. Likewise, students explore a wide variety of other concepts, expanding on phonics, the negative, adjective agreement, and question formation. Study skills are continually emphasized, with increasing student independence as a goal.

As in French/Spanish A, culture acts as the vehicle for presenting grammar and vocabulary. The sixth grade theme of teenage life is expanded to the entire family. Other topics include music, geography, meals, shops and neighborhoods. Practical situations, such as buying groceries, ordering in a restaurant, and receiving guests, are also included. Again, these themes provide opportunities for projects, iPad presentations, and writing assignments that supplement the daily practice.

In the classroom, teachers continue to present material predominantly in the target language and encourage several full-sentence contributions from each



student daily. The use of visual aids continues; however, whereas the visual mode is the fundamental characteristic of the Level A classroom, students are expected to become less dependent on visuals as their listening comprehension increases. Dialogues, movies, media, and popular songs are vehicles for promoting listening comprehension, and students tackle increasingly complex readings.

As in Level A, the on-going development of sound study skills, which a student can bring to all disciplines, remains a constant throughout the course.

Grade 8 French C or Spanish C (full year 5/6)

In Level C language students continue to expand and refine their proficiency in the four language skills. After a thorough review of the Level B curriculum, the class will pursue the effective use of the past tense, interrogative constructions, and demonstratives. French students will also study the imperfect, while Spanish students will simply be introduced to it. In Spanish, the boys study the accent rules so that they can determine whether a word requires an accent when a syllable is added to its end. This might involve adding an –es to a noun or a pronoun to a command, an infinitive, or a present participle. Level C language students strive to master the negative and indefinite words, adjective agreement, commands, demonstratives, and question formation to expand their language skills.

Students continue their studies of the cultures of French and Spanish-speaking peoples. Studies include monumental cities, modes of transportation and travel savvy. Complementing these themes, teachers may also design units based on literature, history, art, music, science, or math, and students may choose to research topics of personal interest. By using the target language to learn about a myriad of topics, students expand their language proficiency. The French C students explore the city of Paris, modes of transportation, the life of Charles de Gaulle, and a unit on the cinema. French C students may explore the music of La Marseillaise, a movie such as *Au Revoir les Enfants*, Impressionist art, the French monarchy, or gothic architecture. Similarly, Spanish C students may explore indigenous cultures, current political systems in the Spanish-speaking world, ecotourism, the encounter between Spain and the Americas, Picasso, Dalí, Velásquez, Rivera, Orozco, and Siqueiros, and more.

These complementary themes often form the basis for more sophisticated writing tasks. Teachers work to help students hone their composition, creative expression, and critical thinking skills.

In addition, as in previous levels, the quality and frequency of classroom participation are paramount to student progress.

RESOURCES FOR ALL THREE YEARS ◆◆◆◆

Teacher-generated Canvas pages

Duolingo ([duolingo.com](https://www.duolingo.com))

Quizlet (quizlet.com)

WordReference.com ([wordreference.com](https://www.wordreference.com))

D'accord!, Vista Higher Learning Supersite (an online, interactive text and hard copy text), and paperback consumable workbook

Descubre 1, Vista Higher Learning Supersite (an online, interactive text and hard copy text) and paperback consumable workbook



Latin

All eighth graders are required to take one year of Latin. Those who opt to continue with Latin in the Upper School will find this course a useful introduction to more advanced studies in the language. Those who choose to study a different language in the Upper School will nevertheless benefit

from the rich content of vocabulary, cultural background, and language skills acquired during the course of the year.

COURSE OF STUDY 2022-2023

Grade 8 Introductory Latin (full year 5/6)

Eighth grade Latin is an introductory course that familiarizes students with the basic grammar, vocabulary, and translation skills of the Latin language. Students learn the principal forms of verbs, nouns, and other parts of speech, and then put these forms into practice through reading and translating Latin. Over the course of the year, they will build up a vocabulary of more than 350 of the most frequently used Latin words. They will also become familiar with reading progressively longer passages about families in Pompeii and Roman Britain.

The scope of the Middle School Latin program goes well beyond the language itself. The text integrates grammar and syntax, vocabulary, and the culture of ancient European civilizations that remain part of our heritage today. The

eighth-grade curriculum is also designed in such a way that Latin reinforces the material that students are learning in other

subjects. Frequent activities on topics of Roman art and culture complement the timeline of Roman events that students examine in their Ancient History class. The learning of Latin vocabulary strengthens the comprehension of English vocabulary from classical roots which is an integral part of Language Arts. The Language Arts reading list also introduces students to topics of classical mythology and literature; these topics are then expanded upon in Latin. In reading about the Pompeian family, students broaden their Latin vocabulary and demonstrate an understanding of the perspectives of ancient culture as revealed in the practices of the people. Furthermore, the very skills that are acquired in Latin — grammar, vocabulary, sentence structure, and translation — are the same skills that must be applied to the study of Modern Languages. Because it is the historical root of all the Romance Languages, Latin provides an invaluable basis for the study of French and Spanish. Students in Latin use their knowledge of vocabulary, grammar and syntax, mythology, and history in order to improve their language abilities, as well as to draw connections between ancient traditions and those of modern day.

TEXTS ◆◆◆◆◆◆◆◆

Cambridge Latin Course Units 1 and 2 (Stages 1-20) (iBook).



Talk

The intent of the Talk curriculum is to provide a structured program of human values education and a forum for discussion of issues related to positive human interaction and constructive community involvement.

In all three grades, course objectives include: (a) linking the student, the school, and the family in ways that reinforce the importance of mutual respect, open communication, and adult-child understanding; (b) enhancing each student's self-concept and his understanding of how he can best relate to the world around him; (c) appreciating and affirming the uniqueness of each individual and the

diversity of our community; (d) developing in each student ethical futures in his decision-making.

COURSE OF STUDY 2022-2023

Grade 6 Talk I (full year 1/6)

Meeting once a cycle, in groups of no more than ten students with a teacher-facilitator, this yearlong course addresses the issues young adolescents are faced with in today's society and in the Gilman community. The principal issues and concepts discussed are: honesty and honor; communication; the interaction of children and adults; individual and collective integrity and responsibility; human development; peer relationships and pressures; jealousy and bullying; temptations, choices, decisions, and consequences; self-concept and self-discipline.

Grade 7 Talk II (full year 1/6)

Talk II is a yearlong course, meeting once a cycle, for groups of approximately 10 students with a teacher-facilitator. The curriculum's general objective is to encourage students to develop positive human values and to become constructive participants in their communities. Specifics include the following: group dynamics; self-concept development; parent-child interaction; relationships; discrimination and prejudice; the decision-making process; substance abuse prevention; human reproduction and development; and school issues. The Talk program encourages students to make well-considered, positive choices in their lives.

Grade 8 Talk III (full year 1/6)

Meeting once a cycle in groups of no more than ten students with a teacher-facilitator, this yearlong course addresses some of the issues that adolescents face as they finish their final year in the Middle School. While many of these issues, such as values and decision-making, drug and alcohol awareness and relationships sound familiar, in Talk III these issues are focused to support eighth graders in



their position as leaders of the Middle School who are soon to transition into the Upper School.

The course is designed to challenge eighth graders regarding the attitudes they take, the decisions they make and the ways that they relate to peers, faculty, adults, and younger students. Students will learn to distinguish between a “right vs. wrong” decision and a “right vs. right” decision; i.e. a true ethical dilemma. Dilemma analysis and dilemma resolution are explored using real-life situations the boys are likely to encounter. Issues of transition, both into their role as eighth graders as well as the challenges of transitioning into Upper School will also be a significant part of the course.



Visual Arts

The Middle School Art program encourages students to make connections through their life experiences and with various forms of visual imagery.

The Visual Arts are an essential component to the formation of well-rounded, culturally literate adults who can approach challenges creatively, and consider the best options available. In an emerging visual-global culture, learning the language of art provides opportunities of communication for people of diverse backgrounds.

During the Middle School years, it is crucial to continue the process of developing artistic skills and habits at a time when most children give up, resigning themselves to the idea that “I’m just not talented in art,” or “I’m never going to use art for anything practical.” Children at all levels of artistic skill are encouraged to think creatively and be more observant of the world around them. Students keep an organized sketchbook, which contains all homework, in-class drawings and notes. Students also participate in class critiques, learning from the successes of others and recognizing strengths in their own work. All of these elements foster the sense of community and cooperation, providing an environment where students can flourish, regardless of previous skill or training.





COURSE OF STUDY 2022-2023

Grade 6 Art (trimester 5/6)

Sixth-grade art students will learn to visualize and express their ideas through a variety of mediums, including watercolor, oil pastel, and acrylic paints. Emphasis is placed on observation, creative ideas, abstraction, color theory, and proper techniques when working with art tools. Students are encouraged to explore their drawing, writing, and creative developments through a sketchbook that will be used in the classroom and for various problem-solving homework assignments. Students that aspire to further develop their interests in art can work in the Art room during study hall periods throughout the year to engage in advanced lessons and projects.

Grade 7 Art (trimester 5/6)

Seventh-grade art students will increase and enhance their critical thinking skills through close observations of the visual world in which they live. Students are encouraged to document their observations with the use of a camera from a personal device of choice and utilize those images as a reference for their artwork. We will continue to build skills in articulation by expressing ideas and perspectives verbally, in written form, and through the interpretation and creation of art. Seventh-grade students are encouraged to explore their drawing, writing, and creative developments through a sketchbook. Students that aspire to further develop their interests in art can work in the Art room during study hall periods throughout the year to engage in advanced lessons and projects.

Grade 8 Art (year-long elective 2/6)

This course is designed for motivated art students who are considering the Studio Art track offered in the Upper School, allowing them to explore art and artmaking on an appropriately sophisticated level. Students will be presented with rigorous and engaging lessons that focus on portraiture, perspective, and observational still-life studies using pastels, acrylic paint, and other traditional drawing mediums. Students will begin to create art that is the result of careful observations within their visual culture. Some of these projects are thematic-based and revolve around identity, social issues, and will explore the power of words within art. Students are required to keep a sketchbook for ideas, class notes, and homework assignments.



Design & Woodworking

The Middle School Design & Woodworking program is a multi-year continuum of lessons and activities designed to stimulate a coordinated effort of the mind and hand to solve concrete problems through a combination of creative artistry and practical considerations.

The physically active, hands-on approach of the work provides a much-needed change of pace in the students' lives. But of equal importance is the way in which this field of work is inherently interdisciplinary.

It naturally integrates information and skills the students are learning elsewhere in their schooling.

For instance, from the field of fine arts, students draw from the basic elements of design: line, shape, form, color, texture, and value, as well as the principles of design: unity, balance, rhythm, and focal point. Issues of form versus function are also frequently discussed in the design projects. Mathematics and geometry

are used extensively in woodworking, such as the addition of mixed fractions, algebraic concepts, and the Pythagorean theorem. From science, students draw from classic Newtonian physics, the laws of thermodynamics, friction, mass and density, levers, rotational forces, and the physical properties of materials. Students study the cellular structure of wood in order to understand how that dictates the way wood behaves when they work with it. And chemistry is used when the class discusses glues, stains, finishes, and solvents. Finally, social studies enter in when we discuss the industrial revolution and the impact of technology on the culture and on the craft, or when they build something in an earlier cultural style, such as a Shaker stool.

COURSE OF STUDY 2022-2023

*Grade 6
Design & Woodworking
(trimester 5/6)*

The sixth-grade course is designed to accommodate a variety of backgrounds. Those coming from the Lower School begin to function on a more independent level than in previous years. At the same time, for new-to-Gilman students who may not have had exposure to this discipline, the class



is an excellent introduction to both wood- and metal-working and to the extensive shop facility.

The curriculum is a stimulating introduction to the process of design and creative problem-solving. Each project will require students to develop their ideas through note-taking and drawing. Students will learn about the nature of wood and the safe, proper use of hand tools and machinery. Some past notable projects have included the exciting two-story Egg-Drop challenge, a wooden spindle top, rubber-band car.

Emphasis in this course is on the creative and problem-solving aspects of the design process, and on cooperation and teamwork. Students use the basic elements of design: line, shape, form, color, texture, and value, and the principles of design: unity, balance,

rhythm, and focal point to generate aesthetically pleasing compositions with their project.

In addition to learning about the elements and principles of design, the seventh graders learn many practical applications of math, including geometry, addition, subtraction, division, and multiplication of mixed fractions. In exploring the function of the design, students make calculations and decisions about issues of form versus function. Safety is also a big component of the Design and Woodworking curriculum; the students watch short instructional videos on the various machine tools used in the shop.

A student's final grade is based on his effort, participation, peer cooperation, and behavior, as well as the final product.

Grade 8 Design & Woodworking (5/6)

In this course, the eighth graders will learn how to develop a scale drawing that they will use to build their projects. They will also learn the classic mortise and tenon technique to join wood without using nails or screws. Each student will learn how to operate a wide variety of tools like the table saw, power miter saw, router, hand saw, planer, mortise press, and palm sander. Finally, the boys will complete their projects by sanding and applying a fine oil finish.



General Music

The General Music program is designed to engage students in music appreciation, literacy, composition, and music-making.

Specific musical concepts (dynamics, tempo, timbre, rhythm, meter, melody, harmony, compositional form, texture, and genre) are taught through classroom and computer instruction, playing, listening, reading, and participating in individual and group projects.

Sixth and seventh-grade General Music students, as well as eighth graders in Musical Appreciation and Composition, receive classroom instruction during two periods in a six-day academic cycle throughout the year. Since each student brings to

Gilman a different level of proficiency and exposure to music, the General Music program seeks to build upon these prior experiences. By teaching how to identify and analyze the various building blocks of music, students can hone their ability to express themselves individually in a musical context.

Those with a special interest in singing have the opportunity to participate in one of our Middle School choral groups. The Middlemen (grades 6-8) is a large chorus whose primary goals are to sing in a blended voice choral setting, to build confidence and camaraderie and to sing at school functions throughout the year. The group meets twice a week during the afternoon study hall. The Middle T's is a smaller, select group of singers and is open to interested Middlemen members by audition. This group practices on select club lunch days.





COURSE OF STUDY 2022-2023

Grade 6 General Music (full year 2/6)

We will work together this year to build a stronger understanding of the elements of music. We will learn how to analyze rudimentary song forms and grow our appreciation of musical compositions through analysis and study. Sixth-grade students will explore music-making as a class through the study of drumming and keyboard. In addition, we will apply software programs such as Finale Notepad and Mixcraft to hone our composition skills.

TEXTS ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦

Fun Music Company. Janice Tuck.
(Music Theory and iPad Composition Resources).

Music Alive Monthly Magazine.
Cherry Lane.

Grade 7 General Music (full year 2/6)

Students will be exposed to a variety of music styles, including jazz, classical, and non-western music. We will learn how to analyze rudimentary song forms and will work with software programs such as Finale Notepad to create individual compositions. Seventh-grade students will enrich their understanding of various styles of music production through the analysis of instrumentation in different genres of music. In addition, students will work as a team to develop performance skills through the study of keyboard and drum circles.

TEXTS ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦

Jazz for Young People Curriculum.
Wynton Marsalis. Produced by Jazz at Lincoln Center.

Fun Music Company. Janice Tuck.
(Music History Resources).

Music Alive Monthly Magazine.
Cherry Lane.

Grade 8 Musical Appreciation and Composition (full year 2/6)

We will work together this year to build a stronger understanding of the elements of music. Eighth-grade students will explore concepts such as dynamics, timbre, texture, and style through classroom instruction, singing, playing, listening, as well as group work. Students will study several masterworks and will attend a BSO symphony concert featuring those works. Students will also prepare a project relating to the composer, composition, or instruments used in the concert.

TEXTS ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦

Fun Music Company. Janice Tuck.
(iPad Composition Resources).

Music Alive Monthly Magazine.
Cherry Lane.



Instrumental Music

The Instrumental Music program is designed to involve students in performance-based band music.

Groups meet during the school day to develop their fingering, breathing, and reading skills with a particular band instrument through practice of scales, technical exercises, and band music. Students learn to perform as a member of a disciplined unit conscious of rhythm, melody, form, tempo, dynamics, tone quality, intonation, and style.

Small groups then work together to prepare specific musical selections for performance. Sixth graders are in one ensemble; seventh and eighth graders perform in a second band. Performances take place during the Winter Concert, Spring Instrumental Concert, Closing Exercises, and festival performances at the state level.

The opportunity exists for selected instrumental musicians to participate in our Jazz Ensemble.

COURSE OF STUDY 2022-2023

Grade 6/7 Band (full year 2/6)

The emphasis of the sixth- and seventh-grade programs is to build a strong base of music-reading and appreciation through instrumental study. Students are expected to perform notation as a result of individual and group practice. They will also have opportunities to perform styles of music from various time periods and cultures.

Grade 8 Band (full year 2/6)

Eighth graders participate in the instrumental program during the academic day. Since all eighth graders have had previous experience with their instrument, our goal is to raise their reading level and technical proficiency through individual and group practice. Students are expected to perform more difficult music and to take on leadership roles within the seventh- and eighth-grade band.





Drama

Grade 6 Drama (trimester 5/6)

Drama is a course that teaches the fundamentals of the theater arts. During the program, students study, practice, and engage in many facets of dramatics. Students are given the opportunity to experience this unique art form and to learn the basic terms and techniques involved in theater. All of this occurs while broadening general experience with public speaking, physical performance, and group cooperative skills.

During this course, students study pantomime, improvisation, characterization, voice, and scriptwriting while participating in a variety of “performing” activities, ranging from one-person scenes to group skits. Within class-period

rehearsals, students develop most of the material presented. The course culminates with a limited production of a student-written script. Parents are often invited to see this final project. Students will present their short movie project at the end of the trimester.

Students who have a special interest in the theater arts have the opportunity to participate in either (or both) of two full-scale dramatic productions during the school year: a play produced on Gilman’s campus and a musical produced at Roland Park Country School. The course is not prerequisite to a student’s involvement in either show.



Journalism

Grade 8 Journalism (full year 2/6)

The eighth-grade Journalism course is a practicum in which students will be introduced to styles of journalistic writing (news, feature, op-ed) and publishing design. In addition, the class will work together to write, edit, and publish a student newsletter. Students will write articles of many modes — including a unit in sports writing — and gain a working knowledge of print journalism through experience

and analysis of actual newspapers and news writers. In addition, students will become proficient at Adobe InDesign and Photoshop Elements. Central requirements of this course include the daily reading of *The Baltimore Sun* (or other newspaper) and the fact-gathering, writing, editing, and designing of articles between class meetings.



Library



The Walter Lord Library strives to support and enrich the curriculum of the Middle School through its services, while providing a full range of resources that support the evolving educational interests of students and faculty.

The library's print and non-print collections contain materials varying in degrees of difficulty and sophistication, and are representative of the world we inhabit.

The library staff is committed to teaching and enhancing the skills necessary to encourage lifelong learning. The library curriculum is student oriented, comprehensive, sequential, and most importantly, integrated with subject needs. The ultimate goal of the library program is to develop discerning readers, who are independent thinkers and users of a variety of resources, so

that they can effectively and ethically utilize information to become meaningfully involved in society.

The library space has been designed to engage students, encourage collaboration, and spark curiosity. The library skills program aims to support students in four general areas:

- 1. Orientation and Organization** — skills that enable students to use the library and its print and non-print collections.
- 2. Selection** — skills that students need to select appropriate resources for personal needs and classroom assignments.
- 3. Utilization and Application** — skills that enable students to use and apply media concepts, organize and interpret information, and draw conclusions about materials.
- 4. Appreciation** — skills that permit students to enjoy, value and utilize all types of media for individual growth, entrepreneurial endeavors, and leisure.

For meaningful learning and direct applicability, the library curriculum is integrated into the various subject areas. A number of research skills interface with learning outcomes for projects in

the areas of Language Arts, History and Geography, Science, Math, Technology, Leadership, Music, and Fine Arts. During the academic year, there may be any number of occasions when students use the library for reports and special projects. Students routinely receive instruction from the librarian in preparing citations and guidelines for note-taking.

The [Walter Lord Library section of the Gilman website](#) hosts a collection of links that include the library catalog, electronic reference and periodical databases, e-books available through OverDrive, and guides to websites and selected search engines. Students can access these resources from Gilman's campus and at home.



The School, through its strong commitment to athletic participation for all students, seeks to promote physical fitness and a spirit of healthy competition and sportsmanship.

The School strives to implement this through the development of physical fitness and athletic skills in physical education classes, intramural participation, and interscholastic team involvement; the nurturing of a healthy sense of teamwork and good sportsmanship; and the continued reinforcement of self-discipline, sustained effort, and responsibility.

Each student participates in athletics every school day during the afternoon period. The students are exposed to a wide variety of sports, exercises, and activities. The School embraces the concept of teacher-coach, so the students are supervised and instructed by Middle School classroom teachers in athletics as well.

Athletics





COURSE OF STUDY 2022-2023

Grade 6 Physical Education (3 trimesters 6/6)

Sixth-grade students participate in a physical education program. While placing an emphasis on fitness development, the program also stresses skills acquisition in individual and team sports, leadership development, and intramural sport competition. The program is unit-based, with boys rotating in their squads through each activity.

There is an important procedure in place to allow the most precocious and able-bodied sixth grader to try out for an interscholastic sport. The parents of the athlete must contact Associate Athletic Director Bryn Holmes via

email (bholmes@gilman.edu), explaining the reasoning for wanting their son to play at the interscholastic level. This request will be followed by a meeting with the head coach of that interscholastic sport, the parents of the athlete, and Mr. Holmes. It will then be decided if going forward with the tryout is in the best interest of this student-athlete.

FALL UNITS

Lawn Games, Flag Football, Tennis, Soccer, Volleyball, Pre-test for physical fitness

WINTER UNITS

Basketball, Wrestling, Street Hockey, All-American Ball, Futsal

SPRING UNITS

Pickle Ball, Track and Field, Yoga, Alpine Tower, Swimming/Water Polo, Post-test for physical fitness

Grade 7 Athletics (three trimesters 6/6)

Seventh graders participate in a three-trimester sports program, as students elect one of the sports alternatives each trimester. They receive daily instruction and game competition as a member of an intramural or interscholastic team.

Currently, the interscholastic teams for cross country, swimming, track and wrestling are open to both seventh-and eighth-grade students, as there is no tryout process.

Interscholastic water polo, as a result of increased popularity, requires a tryout process, but it is still available to both seventh and eighth-grade athletes.

The policy for team selection and deciding which athletes are on an interscholastic team, is based upon balancing the number of players trying out, the skill level of those players, and the number of spots available for each team (space and playing time limit numbers in most sports, but specifically basketball, squash, and tennis). In addition, giving eighth-grade athletes the opportunity to play on an interscholastic team will continue to be a goal of the athletic program.

The following athletic choices are available for seventh graders during the three seasons:

FALL SEASON

Tackle Football*, Flag Football+, Fall Bears, Soccer*, Tennis+, Cross Country*, Water Polo*, Pre-test for physical fitness

WINTER SEASON

Basketball*+, Wrestling*, Swimming*, Polar Bears+, Squash* (off campus, fee involved)

SPRING SEASON

Lacrosse*, Baseball*, Track and Field*, Tennis*, Volleyball+, Spring Bears, Post-testing for physical fitness

Grade 8 Athletics (three trimesters 6/6)

Eighth graders participate in three trimester-length sports programs. The students elect one of the sport alternatives each trimester. They receive daily instruction and regular game competition whether on an interscholastic or intramural team. Gilman is a member of the Middle School League of the Maryland Interscholastic Athletic Association (M.I.A.A.). We offer the opportunity for any eighth grader to experience regular interscholastic contests with our league competitors and occasionally against competitors outside of the league.

For eighth graders who choose not to participate with interscholastic teams, they may elect to join sports in the intramural program.

The following athletic choices are available for eighth graders during the three seasons:

FALL SEASON

Tackle Football*, Flag Football+, Fall Bears, Soccer*, Cross Country*, Water Polo*, Pre-test for physical fitness

WINTER SEASON

Basketball*+, Wrestling*, Swimming*, Polar Bears+, Squash* (off campus, fee involved)

SPRING SEASON

Lacrosse*, Baseball*, Track and Field*, Tennis*+, Volleyball+, Spring Bears, Post-testing for physical fitness



+ Intramural option (Polar Bears play outside winter games)

* Interscholastic option



