



# Curriculum Guide

GRADES 6-8

2025-2026 Course Offerings



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## 6<sup>TH</sup> & 7<sup>TH</sup> GRADE: SHAKESPEARE PLAY

### OVERVIEW

This section of drama focuses on stage acting and the performing of a Shakespearean play. The focus is using Shakespeare and his language to improve students' analytical skills, understanding of characters (and therefore personal motivations), and to give them the opportunity to simplify something that, at first, seems foreign yet in the end becomes manageable and understood, thereby working on their ability to dissect and engage with material for the intent of comprehension and performance. The course focuses on a condensed script and acting exercises which build student skills effectively as a byproduct of the work they are having fun with.

Successful completion of the course will see the student capable of reading, performing, and understanding Shakespearean text, working as a functional teammate, and expanding their comfort zone in the areas of public speaking and presentation. The overall idea is to allow the student to be more autonomous than they were previously used to at the elementary level and, using the tools and techniques we work with, provide in them a knowledge of personal capabilities, possibilities, and achievements in order to obtain stronger speaking and expression skills as well as a heightened sense of confidence.

### STUDENT SKILLS

- Confidence
- Public Speaking
- Character Analysis
- Sociological Understanding
- Responsibility/Autonomy
- Teamwork

### ACADEMIC SKILLS

- Text Analysis
- Enunciation/Projection
- Presentation Skills
- History
- Autonomous Problem Solving
- Memorization

### UNITS OF STUDY

- Acting Fundamentals (Speaking Effectively as Self)--*September into October*
- Shakespeare: His Time & His Work--*October*
  - *Historical Applications*
  - *Condensed Script (retells, assignment of roles)*
- Play Production
  - *Role Assignment and Breakdown*
  - *Rehearsals*
  - *The culmination of this class will be a school-wide presentation of the play onstage.*

### SAMPLE OF DRAMA COMPONENTS TO BE LEARNED

- Two Person Scene Study
- Character Motivations
- Projection/Enunciation
- Emotive Acting
- Performing
- Dialogue
- Blocking
- Costuming



### ASSESSMENT

Assessment of students is twofold. The script study and rehearsal process allows for real time feedback between teacher and student as to where their comforts, strengths, and challenges lie and how they may push themselves further in the work. The final performance serves as a final assessment of progress made in comparison of speaking skills, comprehension, and teamwork based not on the quality of talent but quantity of growth.



### DEIB INTEGRATION

Given the study of Shakespeare and a different time period, we are able to have open discussions about the differences of gender representation, social norms, and status during that time and the changes in modern society. In the casting of the play, we are able to open up the barriers that were present back then by allowing for the possibility of any player to portray any role. What is stressed is the importance of teamwork and fair representation in the performance as well as the acknowledgement of audience awareness.



## 6 & 7<sup>TH</sup> GRADE: IMPROV

### OVERVIEW

This unit focuses on improv and using improvisational tools in order to increase students' abilities to communicate, present, create, and work together as a team. Improv as a teaching tool is a wonderful way for the students to have fun while at the same time gaining an understanding of and reliance on one another, while also gaining confidence in presentation, performance, and public speaking. The very nature of basic improv, such as "Yes, and-" exercises and speaking in "You" format rather than "I" inherently creates an atmosphere of teamwork and empathy.



Successful completion of the course will see the student gain confidence not only in their speaking skills but in their ability to think under a variety of situations, thereby gaining confidence in their voice as well as their thought process. The goal is to not allow students to shy away from problems but to embrace our human stumbles as challenges to overcome and learn from, thereby making us stronger in each experience we face. The teacher, in this case, acts as a motivator, but the student provides the self driven impetus to guide them through their own personal blocks in a manner that is conducive to strength building and not shutting down.

### STUDENT SKILLS

- Confidence
- Public Speaking
- Interpersonal Skills
- Sociological Understanding
- Responsibility/Autonomy
- Teamwork
- Communication
- Enunciation/Projection
- Presentation Skills
- Sociological Understanding
- Cooperative Process
- Autonomous Thinking

### UNITS OF STUDY

Improv:

- Hyla's Drama teacher Chris Soldevilla has more than 20 years' experience in performing and teaching improvisational games. He tailors each class to focus on necessary skills to build on, in hopes of achieving more well-rounded performers and speakers.
- The culmination of this class will be a school-wide presentation of the play onstage.

## SAMPLE OF DRAMA COMPONENTS TO BE LEARNED

- Two Person Scene Study
- Character Motivations
- Projection/Enunciation
- Performing
- Multi-Person Scene Goals
- Quick Thinking/Problem Solving

### ASSESSMENT

Assessment of students is again twofold. The class process allows for real time feedback between teacher and student as to where their comforts, strengths, and challenges lie and how they may push themselves further in the work.

The mix of games speak to a variety of strengths and challenges to bring out the appropriate results. The final performance serves as a final assessment of progress made in comparison of speaking skills, comprehension, and teamwork based not on the quality of talent but quantity of growth as a speaker in front of others without the comfort of scripts.



### DEIB INTEGRATION

The very nature of improv is to be open to all varieties of information, partners, and situations. Any time a player may cross a line, intentionally or accidentally, that may not consider the diversity of an audience or fellow player, it opens immediate discussion on the responsibilities of the performer. Priority is given in instruction to be self-aware of what language we use in our communication and that everyone is held to the same standards of participation and speaking.

## 8<sup>TH</sup> GRADE: PUBLIC SPEAKING

### OVERVIEW

8<sup>th</sup> grade drama focuses on putting together the skills the students have touched upon so far in order to create stronger presenters and communicators for their continued work in upper school and beyond. The focus here will be creating presentations and one act scenes that allow for them to hone skills in writing, teamwork, personal expression, presentation, and the problem solving inherent with creative collaboration, performed production, and material creation.



Successful completion of the course will have the students displaying a stronger presence and voice on stage during presentation along with a style that engages an audience rather than reads to them. The final presentation of short scenes and monologues will have a multi-fold effect of strengthening creative collaboration, structuring voice and story for a desired effect, and further honing presentation and performance skills in front of an audience. Also included in this experience are the Transition Conferences (a reflection of their time at Hyla in front of faculty and parents) and the Testimonial Ceremony (a ceremony that culminates at the end of 8th grade with a presentation of appreciation for a peer).

### STUDENT SKILLS

- Confidence
- Public Speaking
- Character Analysis
- Sociological Understanding
- Collaborative Skills
- Presentational Skills
- Teamwork
- Emotional Expression

### ACADEMIC SKILLS

- Text Analysis
- Enunciation/Projection
- Presentation Skills
- Narrative Storytelling
- Collaborative Problem Solving
- Writing

### UNITS OF STUDY:

- Presentation
  - Voice
  - Attachment to Topic
  - Engagement with your Audience
- Scene writing--March-April
  - Scriptwriting
  - Collaboration
  - Stage work: vision and execution
- Rehearsal & Performance
  - Scene Night
  - Exit Conferences
  - Testimonials

### SAMPLE OF DRAMA COMPONENTS TO BE LEARNED

- Two Person Scene Study
- Character Motivations
- Projection/Enunciation
- Performing
- Multi-Person Scene Goals
- Quick Thinking/Problem Solving



### ASSESSMENT

Beyond the ongoing in class assessment of regular on stage and in class presentations, there will be a final presentation of written scenes as well as a student-led transition conference and testimonials. The completion of these three elements, before audiences of faculty, family, and friends allows for a practical assessment of the skills acquired over the student's entire time at Hyla, most especially focused on the skills honed in the eighth grade semester which caps off a culmination of all three years of skills and techniques.

### DEIB INTEGRATION

In the same vein as improv allowing for the expression of one's own voice and experience and relation to the experience and understanding of the audience, here the words and creative expression is as diverse as the student writers and performers of the materials. The editing process and discussion of written work alongside the feedback portion performed in class work allow for direct feedback and discussion of all contemporary topics that are present within the students' interests. Because they are student-generated materials, overseen by faculty, the program is inherently set up for allowing a healthy integration of DEI ideals.

# ENGLISH



## 6-8TH GRADE

### OVERVIEW

The English program at Hyla School offers students an engaging and challenging curriculum rooted in reading, writing, and conversation. Middle school is a pivotal time for building stamina and growing literacy, and we view our work as vital to helping create open-minded and open-hearted students capable of thinking critically and creatively. Our approach combines classic titles with contemporary high-interest texts, experiential learning, deep discussion, and student choice. Instruction is scaffolded and offers opportunities for students to work at a pace that feels natural for them while also allowing challenge by choice opportunities. Students extend learning beyond daily assignments which encourage them to see themselves as lifelong readers, writers, and thinkers.

Through a broad range of reading, students build empathy and deepen their understanding of the human experience. Books serve as both mirrors of personal identity and windows into diverse perspectives, reflecting Dr. Rudine Sims Bishop's reminder that stories help us celebrate both our differences and our common humanity - skills that are important personally and as responsible global citizens in a rapidly changing world.

Students also grow into confident, adaptable writers. They work across genres—from analytical essays to creative pieces and learn the importance of revision through workshops, group discussions, individual conferences, and collaborative projects. Writing for real audiences helps them develop clarity, voice, and purpose.

### DEIB INTEGRATION

In Hyla's English classrooms, students are part of a community where every voice is valued and where inclusivity and collaboration are cornerstones. We view reading and writing as more than just academic skills; they are also powerful ways for students to explore who they are, think critically about the world, and use their voices for advocacy.

The curriculum invites students to examine themes of power and privilege, to ask whose voices are heard and whose are missing—from literature, history, and even our own school community. Students engage deeply with authors from a wide range of backgrounds—across

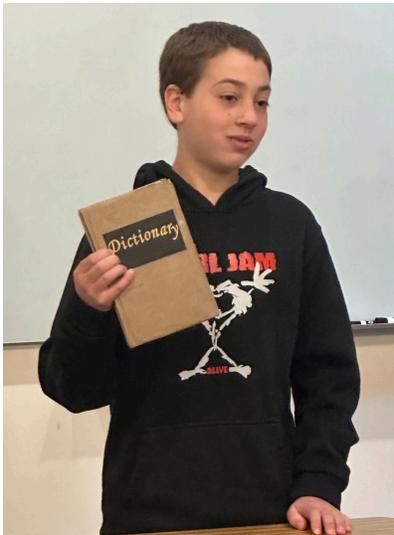
ethnicity, nationality, class, gender, sexual orientation, religion, and ability— in the hope that they will broaden their understanding of the human experience while shaping their own perspectives as readers, writers, and citizens.

### ASSESSMENT

Students are assessed formally and informally through daily work, extended projects, essays, homework, quizzes, and discussions. Some assessments track formative progress, while others mark the end of brief or extended learning periods.

### STUDENT SKILLS

Address challenges with persistence and resilience.  
Reflect on and articulate personal growth and learning  
Listen to feedback, offer constructive feedback, incorporate feedback into work  
Develop cultural awareness and empathy  
Communicate with clarity and courage while speaking up for self and others  
Question assumptions and challenge paradigms  
Employ skills to make connections across disciplines  
Contribute meaningfully and take shared responsibility in group work



### ACADEMIC SKILLS

Confidently analyze texts, considering formal aspects, author intent, and context  
Write clearly and compellingly across genres  
Recognize craft in fiction, focusing on characters, settings, symbolism, and themes  
Synthesize and evaluate information from a variety of sources representing a range of facts and perspectives  
Effectively communicate orally and in writing with peers of differing viewpoint  
Build writing and reading stamina

## 6TH & 7TH GRADE

Students in sixth grade engage in an ambitious reading and writing curriculum focused on coming of age themes. Students will write and read about issues important to growing up,

discovering and embracing identity, questioning and challenging assumptions and authority, and the importance of contributing meaningfully to their own personal development, their peer and family groups, and their communities.

They are asked to challenge themselves to read forty independent reading titles per year in addition to a wide range of in-class literature that includes daily poetry reading, regular short stories and articles, and approximately half a dozen common novels. Those texts may include: *Seedfolks*; *Aristotle and Dante Discover the Secrets of the Universe*; *All Thirteen*; *The Lemon Tree*; *Born a Crime*; *The Giver*; *The Absolutely True Diary of a Part Time Indian*; *The Benefits of Being an Octopus*; *King and the Dragonflies*; *The Night Diary*; *Maus*; *The Light Between Us*; *Of Mice and Men*; *Romeo and Juliet*.

Students also engage in daily writing practice, a variety of projects and presentations, and have frequent opportunities to showcase their work. Narrative and expository writing are the cornerstones of their study in these grades as we build the insight and discipline needed to tackle more complex analytical and argumentative writing in eighth grade and beyond.

### ESSENTIAL QUESTIONS

Who am I? What story do I want to tell about myself and what matters to me?

What do I believe, and what has shaped those beliefs?

What does it mean to carry a label (boy, girl, immigrant, Jewish teen, etc.)? How do I embrace, challenge, or redefine these labels?

What do I stand for, and who or what do I stand up for?

How is my identity shaped by society or circumstance?

What does it mean to grow up? When does a teen become an adult?

What does belonging mean? How do I balance fitting in with being myself?

What responsibilities do I have to my family, friends, and community?

### ASSIGNMENTS

“Where I’m From” Poems

“This I Believe” Statements

Personal Narrative Essays

Book Reviews, Book Talks, Book Trailers

Collaborative Community Cookbook

Letter to Hyla

Literary Analysis Essays

Poetry Slam

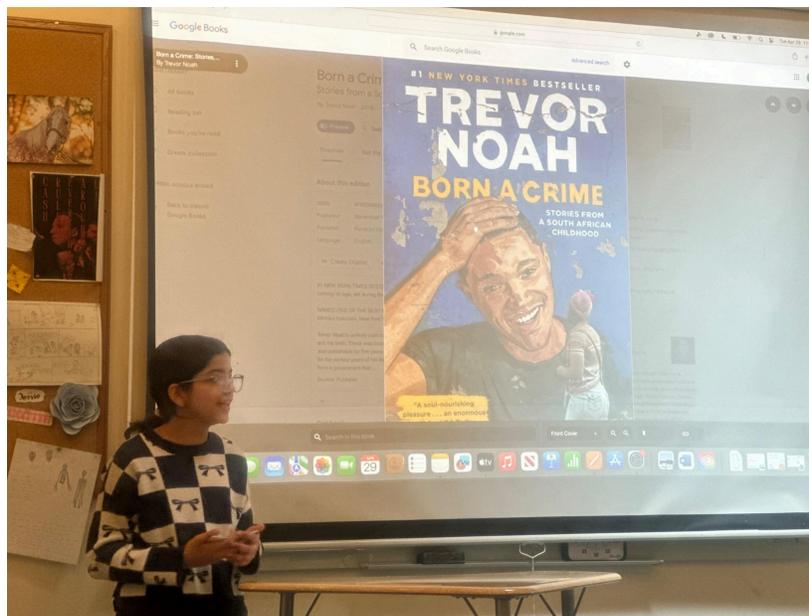
Personal History Podcast

## 8<sup>TH</sup> GRADE

The theme for eighth grade English students is Power, Corruption, and Lies. Students build upon their identity and community studies from sixth and seventh grade in order to turn a critical eye to the world of politics and power. Students write and read about how power is obtained, retained, and lost while also examining the roles of privilege, social justice advocacy, and engagement. They will learn to evaluate sources and explore the ways in which real time Internet information and the rise of artificial intelligence shape our ideas and interactions.

They are asked to challenge themselves to read fifty independent reading titles per year in addition to a wide range of in-class literature that includes daily poetry reading, regular short stories and articles, and approximately half a dozen common novels. Those texts may include: *To Kill a Mockingbird*; *Just Mercy*; *Animal Farm*; *Fahrenheit 451*; *March*; *Lord of the Flies*; *The Parable of the Sower*; *The House on Mango Street*; and *Julius Caesar*.

Students also engage in daily writing practice, a variety of projects and presentations, and have frequent opportunities to showcase their work. Argumentative writing is the cornerstone of their study in this grade as we build the skills necessary for them to be changemakers in a dynamic, global environment.



### ESSENTIAL QUESTIONS

What is power? What is social justice?

How does power or the lack of power affect individuals?

What is oppression? What are the root causes?

What are the responsibilities of the individual in regard to issues of social justice? What is the relationship between freedom and responsibility?

Who decides what is true? How does perspective shape or alter truth?

What allows some individuals to take a stand against prejudice/oppression while others choose to participate in it?

What happens when belief systems of societies and individuals come into conflict?

How can art and literature serve as a vehicle for social change?

## ASSIGNMENTS

Argumentative Essays  
to the Editor  
Service Announcements  
Reviews, Book Talks, Book Trailers  
Analysis Essays  
Slam  
Justice Book

Letters  
Public  
Book  
Literary  
Poetry  
Social  
Testimonials



# HISTORY



## WORLD HISTORY

### OVERVIEW

#### A CONNECTED GLOBE: CREATION, COLLUSION AND COLLISION

A true world history course, A Connected Globe covers the major developments of human societies from the beginning of the Common Era through circa 1800. While roughly chronological, the course focuses on five key themes (*see below*) of this extensive period. Students will learn that history is full of patterns, such as cause/effect and continuity/change, that can be learned with the right tools. For this reason, each unit is like a three-layered cake in which we first analyze the past, then make connections to the present, and lastly predict the future.



During the course, students should expect to learn academic methods for analyzing both primary and secondary sources. They will participate in first-person simulations and socratic-style seminars, learning the art of inquiry through personal and guided discussion. With each unit, students will create final products, from research papers to board games to puppet shows. Overall, World History is designed around the unique needs of growing minds and active bodies; traits that make for a fascinating class.

### STUDENT SKILLS

- Notetaking
- Organization
- Close reading/Annotations
- Class Discussions
- Teamwork
- Research
- Narrative & Expository Writing

### ACADEMIC SKILLS

- Terminology
- S.P.I.C.E Analysis (*Social, Political, Interactions, Cultural, Economic*)
- Cause/Effect
- Historical Significance
- Primary and Secondary Sources
- Historical Perspective

### UNITS OF STUDY

- Classical Societies: Rise and Fall (September - October)
  - Han, Gupta, Roman, Maya Empires (*Final: Stop Motion Story*)

Belief Systems (November - December)

- o Abrahamic Faiths, Hinduism, Buddhism, Confucianism (Final: Personal Belief System)

Silk Roads and Trade (January - February)

- o Silk Roads, Africa, Cultural Diffusion (Final: Board Game)

Migration and Exploration (March - April)

- o European and Asian Sea Voyages (Final: Research Paper)

Power and Revolutions (May - June)

- o French and Haitian Revolutions (Final: Write your own Declaration)

### ASSESSMENTS

As indicated in the above content, each unit has a culminating piece that allows students to showcase their “best selves”, highlighting their content mastery, skill development and creative instincts. These final projects are meant to be both celebrations of learning and performative assessments.



### DEIB INTEGRATION

This course is grounded in the work of understanding how societies change and adapt over time. We look at how different cultures have built distinctive ways of living, which have blended with other societies throughout history to create a global society with diverse, yet overlapping traits. During the year, students will be asked to explore new ideas and peoples, with an openness that allows for understanding across differences.

## UNITED STATES HISTORY

### OVERVIEW

#### OUR PLACE IN HISTORY: FROM GLOBAL TO NATIONAL TO LOCAL

If the previous two courses can be characterized by comprehension and analysis, then the final year is a time of evaluation and argumentation. Building on previous themes and skills, United States History focuses primarily on the last 200 years, with a greater emphasis on how this country developed in relation to global changes and regional/local growth. Students can expect to delve into many of the most contentious events of the 20th century, such as industrialization, war, governmental power and personal responsibility. Moving past simply



describing the significance of an event and its place in time, the class will question the ethics of

judging the past and considering how these views shape the future, from a personal to a societal level.

Students are expected to effectively research, compile and present their historical findings in a variety of formats, written and/or oral. Success in the class dictates a focused, considerate, open intellect, willing to grow, learn and make mistakes within the process of historical studies.

#### STUDENT SKILLS

- Notetaking
- Research
- Argumentative writing
- Presentation
- Debate
- Reflection

#### ACADEMIC SKILLS

- Cause/Effect
- Change/Continuity
- Historical Significance
- Primary and Secondary Sources
- Historical Perspective
- Ethical Dimensions

#### UNITS OF STUDY

Industrial & Global Consequences (September - October)

- o Societal Impacts, Urbanization and Triangle Trade (Final: Historical Narrative)

Government (November - December)

- o The Fight for Constitutional Amendments (Final: Co-lead Class Lesson)

War & Morality (January - February)

- o Conflicts of 1900-1950, Globalization (Final: Research Paper)

March Madness (March)

- o Most Influential Debate Series, Rotating Topic (Final: Debate)

A Local Tale (April - May)

- o Re/telling History (Final: Oral Story)

#### ASSESSMENTS

As indicated in the above content, each unit has a culminating piece that allows students to showcase their “best selves”, highlighting their content mastery, skill development and creative instincts. These final projects are meant to be both celebrations of learning and performative assessments.

#### DEIB INTEGRATION

United States History is grounded in the work of contemporary global thinking. The course explores a range of topics that ask students to consider backgrounds far different than their own, often with a blend of academic and personal work. In asking students to engage in a diversity of culture and thought, we are focusing on helping students develop open hearts and minds.

# HUMAN RELATIONS



## ALL GRADES

### OVERVIEW

The social and emotional elements of Human Relations are central to the Hyla students experience throughout each year. For early adolescents, understanding themselves as humans is equally as important as their academic growth. Having a safe space to share and listen with their peers while navigating the incredible joy, challenge and growth of the middle school experience helps make the whole Hyla program more successful.

The purpose of the Human Relations class is, using words from the Hyla mission statement, "to encourage students to respect and value themselves and others," which includes forming caring relationships and developing as individuals with integrity. The underlying goal of the Human Relations curriculum is to assist students in developing a healthy identity. Through a blend of interactive, informative, and experiential learning exercises, students develop the skills, attitudes, and knowledge to more effectively interact with other people. Students will increase awareness of themselves and their role and responsibility in the world around them. The curriculum focuses on the following topics:

### 6TH/7TH GRADE

#### STUDENT SKILLS

- *Becoming Part of a Learning Community*- Learning to share verbally in a group, valuing each other by actively listening. Students will work together to agree on clear expectations inside and outside of the classroom both physically and emotionally, developing skills to work through conflict and encourage inclusion.
- *Council, Elements of Character and Identity*- connecting feelings and thoughts into experience by focusing on the following elements of character during weekly Council Meetings: courage, respect, responsibility, hope, justice, love, honesty, and loyalty. Group activities and games require defining personal and physical boundaries, treating others how they want to be treated. Conflicts and disagreements are solved through communication, compromise and Restorative Justice. Sixth grade also includes mindfulness classes that teach skills and practices to help develop a calm and focused mind and body.

#### ACADEMIC SKILLS

- *Active Listening*- Showing others you are listening through body language and non verbal communication like nodding your head or making eye contact.

- *Sharing verbally*- Practicing sharing authentic feelings and experiences through Council, discussions and conversations. Learning how to enter a conversation and effectively express themselves.
- Active engagement in group activities

#### UNITS OF STUDY:

Start of school- October

##### Essential Topics-

- What does community mean at Hyla?
- What other communities are you a part of (family, friends, activities)?
- Defining dignity vs respect
- Understanding anger
- How to give and get advice
- Navigating conflicts

November – January

##### Essential Topics-

- Developing friendships
- Gossip and rumors
- When and how to speak out - being a bystander
- Societal pressure: advertising, gender norms, self-image
- Talking with adults
- Double Standards

January – April

##### Essential Topics-

- Managing technology
- Sharing online
- Crushes and Rejection
- Respecting boundaries
- Sexual harassment
- Race and bias

April - June

##### Essential Topics-

- How have you grown this year?
- What are you working on to build resilience and confidence?
- World Wisdom: practices/traditions from other cultures centered around community, wellness, identity

##### Example Activities-

- Ice breakers, getting to know each other
- Building trust through sharing stories
- Games- outside/physical, inside/contemplative
- Interpreting our feelings through visual art
- Journaling/writing
- Council
- Class discussions of family traditions
- Making cards and writing letters of appreciation

- Looking at traditions through film
- Nutrition and Sexuality Education workshops
- End of year retreat

### ASSESSMENT

Because Human Relations is participation based, the quantitative and qualitative assessment is based on how students engage over time. This observational assessment over time gives a picture of how a student engages and interacts with the understanding that students in general have days where they feel more or less comfortable sharing verbally or engaging in active play.



Evaluations based on participation:

- Listening
- Cooperation
- Tolerance
- Patience
- Respect for others
- Leadership
- Accountability to group
- Reflection

### DEIB INTEGRATION

Students engage socially, emotionally and physically in activities in a way that challenges them to grow their personal awareness and that of others and supporting others to do the same. Learning together that everyone has different experiences, perspectives, strengths and personal boundaries through communication, asking questions, finding compromise, and developing trusting relationships and understanding.

### 8TH GRADE

#### STUDENT SKILLS

Deepening connection with and appreciation of:

- Friends and Family
- Community and Culture
- Self and Environment

Conflict resolution

- Group problem solving skills
- Communication skills
- Speaking
- Listening
- "I" vs. "You" messages

Values Clarification

- What do I believe?
- Intuition

#### Relaxation

- Stress and Stress Management
- Guided Imagery
- Mindfulness and Meditation
- Sleep and screen time
- Changing the voice of your “Self-Talk”

#### Addictions (cultural and personal)

- Drugs and Alcohol
- Food and eating disorders
- Technology and gaming
- Busy-ness, avoidance, distraction

#### Body Image and Self Esteem

- Changing bodies
- Healthy choices
- Respecting ourselves and each other
- Boundaries
- Homophobia
- Gender Inequality
- Gender and Sexual Identity
- Relationships
- Positive Self Image and reflection
- Age, aging, and death.

#### Appreciating other Cultures

- Rituals, Practices, Symbols and Traditions
- Languages
- Anti Racism
- Privilege, prejudice and inherent and implicit bias

#### Decision Making

- Goal Setting
- Success, Learning and Failure
- Time Management
- Choices that align with and look towards a healthy future
- Emotional awareness

#### Crisis Awareness

- What to do when we are worried about someone
- Setting healthy boundaries to keep ourselves safe
- Where to turn when we need help
- Signs of self-harm, what to look for and how to help

#### METHODS OF INSTRUCTION AND ACADEMIC SKILLS:

- Lecture
- Council
- Group Discussion – large and small groups
- Videos and audio sharing

- Guest speakers and workshops
- Books and articles
- Writing and Art
- Games
- Role Playing: Theatre of the Oppressed
- Experiential learning: Interviews & Conversations

#### Start of school- October

##### Essential Topics-

- What does community mean at Hyla?
- What other communities are you a part of (family, friends, activities)?
- Defining dignity vs respect
- Understanding anger
- How to give and get advice
- Navigating conflicts

#### November – January

##### Essential Topics-

- Developing friendships
- Gossip and rumors
- When and how to speak out - being a bystander
- Societal pressure: advertising, gender norms, self-image
- Talking with adults
- Double Standards

#### January – April

##### Essential Topics-

- Managing technology
- Sharing online
- Crushes and Rejection
- Respecting boundaries
- Sexual harassment
- Race and bias

#### April - June

##### Essential Topics-

- How have you grown this year?
- What are you working on to build resilience and confidence?
- World Wisdom: practices/traditions from other cultures centered around community, wellness, identity

##### Example Activities-

- Advice cards for 6<sup>th</sup> and 7<sup>th</sup> graders
- Peer mentorship
- Discussions: Transitioning into high school
- Practice reading while standing in front of peers-presentation skills Council
- End of year retreat- Closing the circle, spoke bracelet ceremony, reflection and appreciation.

## ASSESSMENT

Because Human Relations is participation based, the quantitative and qualitative assessment is based on how students engage over time. This observational assessment over time gives a picture of how a student engages and interacts with the understanding that students in general have days where they feel more or less comfortable sharing verbally or engaging in active play.

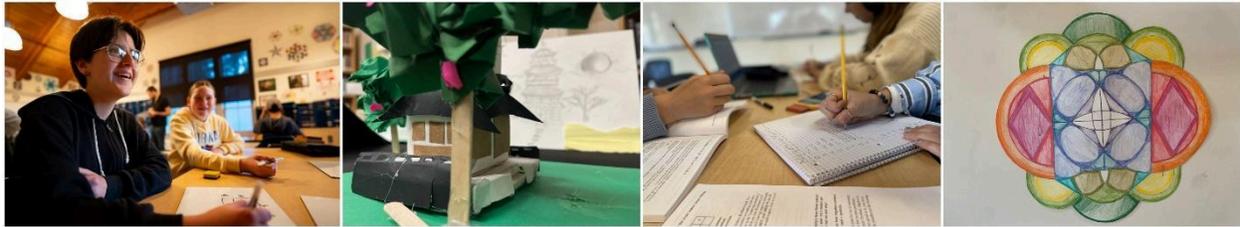
Evaluations based on participation:

- Listening
- Cooperation
- Tolerance
- Patience
- Respect for others
- Leadership
- Accountability to group
- Reflection

## DEIB INTEGRATION

Students engage socially, emotionally and physically in activities in a way that challenges them to grow their personal awareness and that of others and supporting others to do the same. Learning together that everyone has different experiences, perspectives, strengths and personal boundaries through communication, asking questions, finding compromise, and developing trusting relationships and understanding.

# MATH



## GRADES 6-8

### OVERVIEW

Hyla recognizes that in every adolescent there is a mathematician, and that in each of us there is a love for language, art, and mathematics. Hyla's challenging and innovative math program fosters student independence and engagement while building a solid mathematical foundation. The main goal of this program is to provide a strong foundation in mathematics for every student using coursework that is appropriate to the ages, abilities, and needs of that student. We want students to be well prepared for the mathematics found in their future schooling or careers, but also ignite and nurture an appreciation for the subject and how it relates to language and art. And we achieve that through lessons, practice, projects, applications, and cross-curricular studies. This type of thinking requires a high degree of independent exploration. Teachers, textbooks, and materials will always be important resources, but the student skills they create for themselves and the knowledge of how they learn best in a mathematics class are the most enduring. We ask students to solve problems mentally as well as with paper, calculator, and computer, and to then communicate their results effectively. Students do much of their homework independently, so we find it essential to use class time for group collaboration and teacher guidance.

### PLACEMENT

When students begin at Hyla, they are assessed on their previous math experiences, ability, interest, and achievement. Most students begin the coursework in 6<sup>th</sup> grade math, but a few who have proven to master 6<sup>th</sup> grade math content will begin their coursework in *Jousting Armadillos*, our pre-algebra course.

### 6<sup>TH</sup> GRADE MATH

In this course, students explore the patterns and relationships that lie at the heart of mathematics. Students are given a variety of different problem solving opportunities where they can observe patterns and relationships and begin to find a more abstract way of expressing this knowledge. This course integrates a variety of projects to practice and utilize newly learned math skills. Students are also taught how to be effective middle school math students. Coursework requires students to employ organization, note-taking, homework procedures, and correction and revision of work. Students



balance collaborative work done in class with independent practice at home. The topics covered in the 6th grade coursework include: operations with positive and negative numbers, fractions, decimals, percentages; proportional relationships and reasoning; factors, multiples, primes, composites, prime factorization, exponents; 2-D and 3-D geometry, problems solving techniques; scientific calculator skills.

### ARBOR ALGEBRA SERIES

The Arbor Algebra Series (AAS) is an algebra curriculum written by two teachers from our sister school, the Arbor School in Portland, Oregon. The trilogy is a writing-based, common sense, whimsical, and engaging introduction to algebra written directly to the middle-grade student. The AAS books integrate compelling narrative, inductive reasoning, and deep, imaginative problem solving while satisfying common core standards. The books are called: *Jousting Armadillos, Crocodiles and Coconuts*, and *Chuckles the Rocket Dog*.



In AAS, the students work in small self-paced groups through an algebra sequence designed to meet every student at their current level of understanding and then challenge them to grow. The students are divided organically into small groups. Each cohort proceeds through the math curriculum more or less at its own self-governed pace. Hyla teacher videos have been created to accompany each lesson in the book, and to provide one more modality for learning. The teacher's work in the classroom is to meet with small groups or individuals and talk with them about the material, work problem sets with them, set student goals, and to generally buoy their understanding. There are very few moments when the teachers are standing up in front of the whiteboard talking to the whole class.

Most Hyla students begin their work in *Jousting Armadillos* in the spring of their 6th grade year. They complete *Jousting Armadillos* during 7th grade and then begin *Crocodiles and Coconuts*. In 8th grade students quickly finish *Crocodiles and Coconuts* and spend the rest of that year working toward completion of *Chuckles the Rocket Dog*.

The Hyla math curriculum takes students through the equivalent of a high school Algebra I course sometime by the end of eighth grade. Some students needing more support will experience an introductory level of Algebra I. The small cohort of students who began *Jousting Armadillos* at the beginning of 6th grade will complete and master Algebra I by the end of their 7th-grade year. Then in 8th grade that cohort will study high school level geometry.

At the end of 8th grade, Hyla students may be recommended for Algebra I, Geometry, or Algebra II.

*Jousting Armadillos & Other Equations: An Introduction to Algebra*

Topics covered in this book include: Inductive and deductive reasoning; the language of algebra; negative numbers; algebraic functions; single-variable equations; problem solving.

*Crocodiles & Coconuts: Equations in Two Variables*

Topics covered in this book include: The Cartesian coordinate plane; graphing two-variable equations; functions and formulas; solving simultaneous equations; graphing circles, ellipses, parabolas, and hyperbolas.

*Chuckles the Rocket Dog: Polynomials & Quadratics*

Topics covered in this book include: Negative exponents; scientific notation; exponential functions; manipulating polynomials; factoring polynomials; solving quadratic equations; solving and graphing higher-degree equations.

*Geometry: Seeing, Doing, Understanding, by Harold R. Jacobs*

Topics Covered in this book include: logic and proofs; coordinate geometry and transformations; theorems and postulates for triangles; trigonometry; and properties and theorems for other polygons, circles, and solids. The course is an advanced honors level course typically taught in high school.

**PROJECTS**

Projects are incorporated into the three years of Hyla math. All students participate in the projects. Some are cross-curricular, and most are collaborative. Projects include: Tessellations, 3-D Global House Construction, Electoral College (on major election years), Real World Budgeting, Proportional Comics, Mandalas, Stock Project, Programming.

**TECHNOLOGY**

Students are issued scientific calculators to use during their three years at Hyla. We use those calculators to build the skills that will be needed when they advance into high school math courses and use a graphing calculator. Students are also introduced to using and Desmos for graphing and Google Sheets creating and programming spreadsheets. This is done with school issued Chromebooks and can be completed during class projects.



**ASSESSMENT**

There are a variety of opportunities for students to show what they have learned throughout a unit. They are informally assessed each day in class while correcting homework or working on new problems. There are formal assessments as well with mid-unit quizzes and end of unit

tests. All students are given practice tests as a chance to practice preparing for the unit assessment. Students can always retake a test or revise a test to improve their score. While no cumulative course grades are given, students do get the opportunity to practice grade math with their test and quiz scores and demonstrations in class. Another form of assessment is through student projects, where students can show their understanding through alternate modes like building, constructions, spreadsheets and programming.

#### DEI INTEGRATION

In math class, we honor diversity, equity, and inclusion in several ways. Each course offers a variety of learning modalities throughout the year. This allows students to experience variety in how they learn and to highlight the strengths of every learner. It also helps students to identify the ways that they learn best and open their mind to different methodologies. There is not one way to be successful with math, and it is important that every student see that firsthand by hearing from their peers, teachers, and the broader community. We celebrate the contributions of mathematicians of all ethnicities, gender, cultures, and languages from a historical perspective and from modern day people in the field of mathematics.

# PHYSICAL EDUCATION



## ALL GRADES

### OVERVIEW

The Physical Education program in Hyla's middle school program is designed to develop physically educated students who are prepared to address their fitness needs now and in the future. PE at Hyla fosters an appreciation for physical activity and the importance of a sound mind and healthy body by providing students with experiences that develop self-esteem, cooperation, self-discipline, and sportsmanship. In grade-level PE classes, students explore health and fitness through a range of activities including team sports and outdoor recreation. Elective classes also offer a variety of exercise and movement opportunities for students, including dance classes, mountain biking, rock climbing, yoga, running, and HIIT workouts.

### PE SKILLS

- Students demonstrate competency in movement patterns (for example, hand and foot dribbling, and disc throwing).
- Students develop knowledge of basic rules and strategies of games and sports (soccer, basketball, football, lacrosse, and track and field).
- Students develop teamwork skills and finding roles in various games and activities that push them to grow, without feeling overwhelmed.

### PHYSICAL ACTIVITY & HEALTH

- Students develop an understanding of the importance of healthy lifestyles.
- Students demonstrate proper safety procedures with equipment.

### SOCIAL DEVELOPMENT

- Students develop positive self-management and social skills necessary to work independently and with others.
- Students engage in Agreements and Compromise meetings to address the boundaries and rules, and tailor activities to the interests and needs of the entire group.
- Team building skills to include everyone.
- Using multiple ways of forming teams to address the risks of unfair teams and minimize feeling "left out."
- Students have a voice to share their hopes and goals every day, prioritizing having fun while taking care of each other.

# SCIENCE



## 6TH & 7TH GRADE

### LIFE SCIENCE

We explore topics within life sciences, gaining a better understanding of the world around us and ourselves. From observing how animals interact with each other within the fields and forests surrounding our campus, to how we as humans take care of our bodies. Seventh grade science will be filled with opportunities to gain a greater depth of knowledge for who we are as humans, and what we need to survive. We'll examine both macro and microbiology, allowing students the opportunity to work with an array of materials and devices in our HyLab to examine cells, experiment with plant growth, dissect specimens, and use our 3D-printer to prototype advancements in artificial limbs. The year will culminate with a project-based unit on biotechnology and how human life can and could be supported in space.



In this lab-based course, students will continue to build on their skills to design and conduct laboratory experiments and learn how to communicate their findings from scientific experiments in a clear and accurate way. This course creates an opportunity for students to utilize previous knowledge from an array of disciplines and look at life on a biological level, like learning how diseases spread centuries ago compared to now. We'll take time to reflect on our own behaviors as adolescent humans and analyze how this varies from other animals. Students will conduct studies into how we define health and take care of our bodies and minds and will share their findings and goals for healthy lifestyles with our school community through a health and wellness fair.

### STUDENT SKILLS

- Critical thinking
- Collaboration and teamwork
- Materials management and organization
- Oral communication skills
- Mindfulness, reflection, journaling
- Self-assessments

### ACADEMIC SKILLS

- Lab development
- Data analysis
- Mathematical Modeling
- Engineering design process
- Connection between self and science
- Proper use of scientific language
- Relationship between structure and function

## UNITS OF STUDY

- Ecology
  - Characteristics of Life, biodiversity, symbiotic relationships, aquatic and terrestrial ecosystems
- Cells
  - Diffusion, cellular structure, cellular transport, endosymbiont theory
- Introductory Genetics
  - Mendel's peas, heredity, punnett squares
- Health & Wellness
  - Nutrition, metabolic processes, fitness, mindfulness, goal setting, reflection
- Natural Selection
  - Survival of the fittest, genetic variation, artificial selection
- Biotechnology
  - Intersection of technology & life, robotic limbs, supporting human life in space



## ASSESSMENT

In the second year of science at Hyla, students will learn how to communicate scientific information and practice sharing their own knowledge of science in order to demonstrate understanding. Sharing knowledge will look different for each student; some may showcase their work with posters and pictures, others may model an experiment for their peers to evaluate or make a video to play for the class. Through their study of topics in life science, students will conduct experiments both in the field and lab and will be assessed on their ability to carry out proper procedures, collect data, and process their results.

## DEIB INTEGRATION

The units in this course present an array of opportunities for students to reflect on the land, ecosystems, and people around them from a variety of perspectives. We'll study land and water rights, explore advancements and ethical dilemmas in genetic engineering, and as we learn about genetics, we'll discuss biases humans have developed towards each other based on the physical appearances of organisms (humans) that are nearly genetically identical.

## TEXT & MATERIALS

- FOSS Populations and Ecosystem, Act NOW Science Ecological Restoration
- OpenSciEd 6.6 Cells and Systems
- FOSS Human Systems Interactions
- IQWST 6.1 What is Going on Inside Me?

## 8<sup>TH</sup> GRADE

### CHEMISTRY & PHYSICS

8th grade is an exciting year in science in which we fine-tune skills in scientific thinking while studying topics in chemistry and physics. This course will explore atomic structures and how molecules react with one another through a series of lab-based experiments. After exploring chemical reactions at the molecular levels, we'll revisit life science to explore chemical reactions that occur within our bodies, and reactions that take place in plants. With a foundational

knowledge in molecules and their properties, we'll take a closer look at the molecular structure of DNA through a series of experiments that mimic the processes scientists experimented with when they first discovered DNA's structure. During the second half of the year we will pivot to physics, an opportunity for students to showcase their skills as experimental scientists as they ask questions, design experiments, and analyze results to test how motion, energy and force affect events on Earth.

This course is designed to utilize and enrich the skills and scientific practices students have been building in the preceding two years. Students will engage in iterating cycles of planning and conducting investigations, collecting and analyzing data, and using models to demonstrate their scientific thinking. Following this cycle, students will construct scientific explanations and arguments to communicate their findings. The goal of this course is to give students the opportunity to showcase their skills as experimental scientists as they ask questions, collaborate, design experiments, analyze results and communicate their findings. They will be prepared with both skills and content knowledge to make a smooth transition to lab-based science and engineering courses at the high school level.

#### STUDENT SKILLS

- Critical thinking
- Collaboration and teamwork
- Materials management and organization
- Oral communication skills
- Mindfulness, reflection, journaling
- Self-assessments

#### ACADEMIC SKILLS

- Lab development
- Data analysis
- Mathematical Modeling
- Engineering design process
- Connection between self and science
- Proper use of scientific language
- Relationship between structure and function

#### ASSESSMENT

In the third year of science at Hyla, students will continue to work on communicating learned knowledge through oral and written assessments. Students will also be tasked with developing their own experiments to test a hypothesis. They will be assessed on their lab designs by their ability to carry out proper procedures, collect clear and accurate data, and communicate their findings. Quizzes and tests will be used as preparation for advanced science classes in which a need to recall previous information is important in order to learn more complex processes. Hands-on projects will give students an opportunity to bring their ideas and understanding to life in a tactile way.

#### DEIB INTEGRATION

In 8th grade, advancements in science will create a backdrop for students to explore the history of scientific publications and research efforts in the 19th and 20th centuries. We'll look at how both legal policies and social norms and how they may have prevented scientists from receiving funding or acknowledgment for their research. In the second half of the year, students will be researching and developing technological advancements, and will evaluate accessibility to devices that make our lives easier, like cell phones, laptops, robotics, and artificial intelligence.

#### TEXT & MATERIALS

- FOSS Chemical Interactions
- OpenSciEd 7.1 Chemical Reactions
- IQWST 8.2 How Do Forces Impact Me?

# SPANISH



## 6<sup>TH</sup>/7<sup>TH</sup> GRADE

### OVERVIEW

This year in the Spanish program the purpose is to strengthen students' understanding of the ideas and concepts introduced in grade 6, with the goal to acquire proficiency in Spanish through linguistic, communicative, and cultural approaches to learning language. Proficiency for this program is defined as an appropriate use of proper pronunciation and intonation in speaking exercises, reading scripted dialogue, basic reading comprehension and writing simple sentences with more complex grammatical concepts. Emphasis is placed on the development of listening, speaking, and reading skills and on the acquisition of the fundamentals of applied grammar. Cross cultural understanding is fostered, and real-life applications emphasized throughout the course.

Using national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages), students focus on word recognition and grammatical skills. Student's practice identifying key words and phrases which are then applied to sentence formation. Students will be encouraged to use vocabulary and incorporate expressions into situations that provide a cultural perspective. Grammar concepts such as verb conjugation and proper word order are practiced and used in simple conversations. This course builds the foundation for more complex conversational and written language. By the end of this year, students will be able to translate simple expressions and phrases with the implied cultural implications, read simple sentences and use appropriate responses, accurately apply grammatical concepts (ex. present tense verb conjugation, adjective-noun agreement, word gender, pluralization and sentence word order) to reading and writing exercises.

### GRAMMAR TOPICS

- *Ser* and *estar*
- Regular present tense verbs
- Stem-changing verbs
- Comparisons
- *Gustar* and preference verbs
- Using *Tengo que*

### LINGUISTIC SKILLS

- Describing people, places, clothing, moods and emotions
- Expressing preference
- Talking about school
- Presenting in Spanish using a script
- Creating language in non-memorized phrases

## UNITS OF STUDY

1. Preliminary Unit: Review concepts on greetings; numbers, common words; personal pronouns; definite and indefinite articles; Ser and Gustar; Understand influence of ancient civilization & colonialism on today's Spanish speaking communities (6 weeks)
2. Unit 1: ¿Quiénes somos?
3. Unit 2: Vida En La Escuela
4. Unit 3: Verbs in Present Tense
5. Unit 4: Mi Familia es Tu Familia
6. : "All about me in Spanish"

## PROJECTS

- Collage of a Spanish Speaking Country and Indigenous People of the Caribbean Research Project
- Research and presentation of a famous Spanish-American
- Costa Rica Sister School project
- Verbs Song Video
- Taste Papelón con Limón
- Study Spanish Abroad Project

## DEI INTEGRATION

Students in this class benefit from many of the DEI-related objectives that are intrinsic to language learning, such as practicing communication across linguistic and cultural boundaries on terms other than one's own, developing cultural humility, etc. Additionally, in our classroom, each unit features a cultural topic that revolves around a country or region from the Spanish speaking world. Students learn not only big-picture "encyclopedia" facts, but also about the region's minority and indigenous populations and the subcultures that exist amongst these groups.

## ASSESSMENTS

- Teacher observations
- "Pairs" practice
- Presentations
- Exit tickets
- Role Play activities
- End of Unit Quiz

## 8TH GRADE

### OVERVIEW

This is the last year of a three-year program with the purpose to enable students to express an acquired level of proficiency in Spanish through linguistic, communicative, and cultural approach to language learning. Proficiency for this program is spread across the three years culminating with grade 8 level of proficiency defined by students successfully engaging in scripted dialogue, creating simple written dialogue, recognizing variations in responses as a result of cultural context and application of more complex grammatical concepts in reading and writing exercises. Emphasis is placed on the development of listening, speaking, reading, and writing skills and reinforcing the fundamentals of applied grammar taught in previous years.



In grade 8, using national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages), students focus on reading and on strengthening grammatical skills taught in previous years. Students will engage in application of these skills in reading comprehension, dialogue, and written communication. Lessons in this course focus on unifying the concepts and ideas through projects and presentations of the material, encouraging students to use these in conversation. Cross cultural understanding is fostered, and real-life applications emphasized throughout the course. A major cultural component is a focus on the differences and similarities between American and Spanish speaking cultures. By the end of this year, students will be able to translate simple group of phrases and understand cultural appropriateness and context, apply knowledge of context to question and answer dialogue, engage in scripted dialogue and write grammatically correct sentences using concepts such as verb conjugation of regular and irregular verbs, indirect object pronouns, yo-go verbs, and prepositions.

#### GRAMMAR TOPICS

- Regular present tense verbs
- Irregular present tense verbs
- Stem-changing verbs
- Reflexive verbs
- Present participle
- Combining verbs

#### LINGUISTIC SKILLS

- Describing people, places, moods and emotions
- Expressing preference about food
- Talking about daily routines
- Presenting in Spanish using a script
- Creating language in non-memorized phrases

#### UNITS OF STUDY

1. Preliminary Unit: Review concepts on greetings; numbers, common words; personal pronouns; definite and indefinite articles; Ser and Gustar; Understand influence of ancient civilization & colonialism on today's Spanish speaking communities (6 weeks)
2. Unit 1: Identidades
3. Unit 2: La Comida Es Cultura
4. Unit 3: La Rutina Diaria
5. Unit 4: La Vida Es Un Carnaval
6. Unit 5: El Mundo En EL Que Vivo

#### RESOURCES

- *EntreCulturas 1 (Spanish Edition) 1st Edition*, by Ann Mar, Robert Davis, Maritza Sloan, George Watson-Lopez (2017)
- *EntreCulturas 1, Español – Activity Workbook* (2017)

#### PROJECTS

- Collage of an Ancient Civilization from a Spanish speaking country (Aztec, Mayan, Inca)
- Research and presentation of a famous Spanish-American
- Food truck project
- Mi rutina diaria video
- Learn to dance Bachata/Merengue

#### DEI INTEGRATION

Students in this class benefit from many of the DEI-related objectives that are intrinsic to language learning, such as practicing communication across linguistic and cultural boundaries on terms other than one's own, developing cultural humility, etc. Additionally, in our classroom, each unit features a cultural topic that revolves around a country or region from the Spanish speaking world. Students learn not only big-picture "encyclopedia" facts, but also

about the region's minority and indigenous populations and the subcultures that exist amongst these groups.

#### ASSESSMENTS

- Teacher observations
- "Pairs" practice
- Presentations
- Exit tickets
- Role Play activities
- End of Unit Quiz

# VISUAL ARTS



## 6<sup>TH</sup>/7<sup>TH</sup> GRADE YEAR TWO

### OVERVIEW

The second year, students will learn about the responsibilities that come with the freedom to create. They will explore how to preserve and document tool use as well as dive deeper into the elements of design thinking.

Two-dimensional projects may include artist trading cards, painting, poster design, mixed media, and printing. Three-dimensional projects may include ceramics, prototyping, wire sculpture, carved forms, papier-mâché, and assemblage.

Successful completion of the course will see the student experimenting with the elements of art (line, shape, form, texture, color, value, space). Students will participate in developing a shared understanding of what conditions, attitudes, and behaviors support creativity and innovative thinking, and will participate in cultivating a positive and supportive art room culture. Students will have learned to use art making tools and materials safely and effectively. Students will better understand their comfort zones in art and be able to notice and/or communicate when they are pushing their own boundaries. This year will culminate in the ideation and creation of artifacts in collaboration with the Social Studies project.

### STUDENT SKILLS

- Research Skills
- Public Speaking
- Time Management
- Project Management
- Collaboration Skills
- Respectful and supportive communication
- Creative Problem Solving
- Developing comfort in ambiguity
- Risk taking

### ACADEMIC SKILLS

- Art Vocabulary
- Play and Experimentation
- Visual Storytelling
- Visual literacy
- Write and illustrate an effective proposal

### DEIB INTEGRATION

- Representation is present in the art room.
- Students will learn about culturally diverse artists.
- Lessons are adapted to serve all students.

### ASSESSMENT

Students will maintain a student portfolio for visual assessment of their learning and progress.

## UNITS OF STUDY

1. Cultivating Art Room Culture
  - Behavior, conditions, and attitudes for innovative thinking inquiry
  - Risk-taking
  - Mistake Making
  - Play in the art room.
2. Tool Ownership
  - Tool Instructions & Signs
  - Communication through Art
  - Criteria-Development for Art Evaluation
3. Introduction to Design Thinking
  - Tool Design
  - Prototype Creation
  - Clay Building
4. Art Communicates about Culture
  - In-depth Archaeology collaboration with Social Studies.



## SAMPLE OF MATERIALS

Collage, pen and ink, India ink, oil pastel, watercolor, acrylic paint, paper mâché, clay

## 8TH GRADE

### OVERVIEW

The third year in art is an in-depth study of installation art, driven by a question collectively generated by the 8th grade class. Questions from past years have run the gamut from “Am I dreaming?” to “How are we connected?” and “What do you see in the belly of the beast?” After thorough exploration of installation art as a vast genre of artistic expression, the 8th graders create a collaborative art installation in the art room. Their collective work along with their presentation of it to their community acts as the culminating piece to their time in art at Hyla. It is the point that all three years have led up to.

The year begins by breaking down how to influence the viewer through art and creating art for the BIMA Día de los Muertos event. In an effort to get our 8th graders to start understanding the scale of an empty room (or a blank canvas), we dip our toes into the world of installation art by completing a “mini-installation.” They decide how the inside is lit, how viewers will see inside, and what materials they will use to communicate something about themselves. This prepares students for the main installation project, where they will determine a question to use as the guiding and unifying theme for their collaborative piece.

Successful completion of the course will see students developing an understanding of art installation as a genre of artistic expression different from other forms. They will participate in class discussions and inquiry into thematic approaches to their artistic endeavors. Students will have gained a solid understanding of how to successfully write and illustrate an effective proposal for their own work. Students will have engaged in collaborative problem solving, and risk taking as a group. They will have participated in the planning and execution of a large-scale presentation of their work to their community.

### STUDENT SKILLS

- Public Speaking
- Research
- Engaging in inquiry-based discussions
- Respectful and supportive communication
- Risk taking in art making
- Group Creative Problem Solving
- Collaboration
- Time Management
- Large Scale Project Management
- Presentation of Individual and group Materials to a Wider Community
- Extensive Management of individual and group materials

### ACADEMIC SKILLS

- Art Vocabulary
- Play and Experimentation
- Visual Communication
- Visual literacy
- Write and illustrate an effective proposal
- Writing about artistic works
- Exploration of self
- Collective defining of terms
- Studio Practice Skills

### DEIB INTEGRATION

- Representation is present in the art room.
- Students will learn of culturally diverse artists.
- Lessons are adapted to serve all students.

### ASSESSMENT

Students will maintain a student portfolio for visual assessment of their learning and progress.

### UNITS OF STUDY

1. Collaboration Growth
  - Design Thinking Challenge
  - Micro-Collaboration
  - Window Display Collaboration
2. Skills Exploration
  - Día de los Muertos Art Show
  - Exploring different art skills to be used later in Install work
3. Introduction to Installation Project
  - Introduction to Immersive Installation Artists
  - Exploration of themes and questions for show
  - Plan and Prototype Show
4. Execute Plan
  - Time management and project management tools
  - Care for and Organization of personal materials in a studio setting
  - 3D Sculpture
5. Presentation of Work to Community
  - Planning an art exhibition
  - Writing an artist's statement
  - Presentation of their work to their community

### SAMPLE OF MATERIALS

Wood, clay, wire, paper mâché, acrylic paint, lighting, paint, hardware, cardboard, and any other material that the 8th graders dream up!