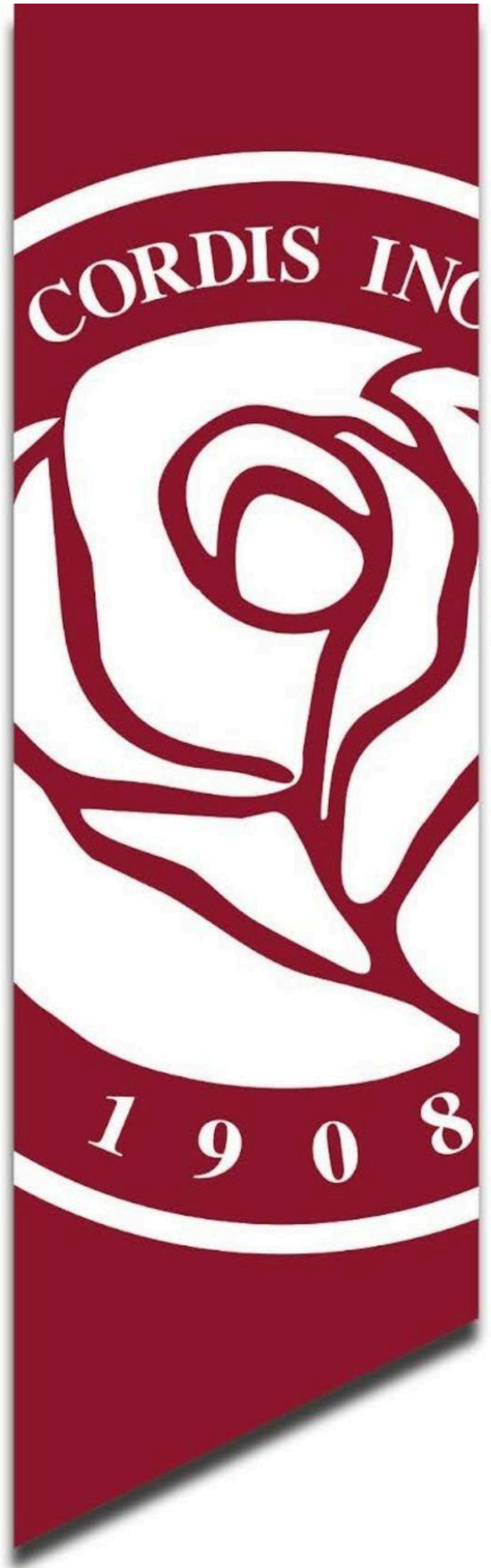




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**2026-2027**  
**Course Selection Guide**

Middle School



# LCDS COURSE GUIDE FOR 2026-2027

This *Course Guide* contains our academic policies and is a listing of all courses available in the Lancaster Country Day Middle School. Specific courses may or may not be offered in a given year due to student interest or scheduling conflicts. A good faith effort will be made to enroll students in the courses they choose. However, we may not be able to accommodate all requests. Thus, this *Guide* is not a contract to offer specific courses during any given year.

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## **ACADEMIC POLICIES AND PROCEDURES**

Lancaster Country Day School provides a challenging college-preparatory curriculum enhanced by numerous opportunities for personal discovery and growth, both inside and outside the classroom. The school's sequential curriculum is designed to develop skills, impart knowledge, arouse curiosity, and prepare students for a world of rapid change. Students are encouraged to think clearly, independently, creatively, and analytically and to realize their intellectual, physical, and artistic potential. As they mature, students need to learn to become increasingly responsible for their own learning.

### **ACADEMIC EXPECTATIONS**

To be a successful student a person must learn to take responsibility for his or her own education. The academic program at LCDS places many demands upon students. While individual students must determine how they learn best and what standards are rewarding to them, there are two common ingredients for success:

- Daily preparation: A student's contributions to each day's classes rest upon the preparations made before class begins. A student should organize short- and long-term assignments so that they are completed thoroughly and submitted on time.
- Active participation: A successful student takes class notes, asks thoughtful questions, contributes ideas to discussions, listens attentively, and seeks extra help when needed.

### **COURSE CREDITS**

Year-long courses that meet four (4) periods per cycle carry one (1) credit for the year. Courses which meet four (4) periods per cycle for one (1) trimester carry 1/3 credit. Other courses carry credit and meet as indicated in the course description.

### **Online and Summer Courses**

Students who wish to take a course online or through another high school and want LCDS to recognize the course must gain prior approval in writing from the appropriate department chair and Head of Middle School. The major criteria that will be considered are the student's academic standing, effort, and suitability of the proposed course to the student's overall course of study.

Course work taken outside of LCDS becomes the financial responsibility of the family. Moreover, it is the student's responsibility to ensure that the other school sends an official transcript showing the grade and credit to colleges, scholarship programs, and summer programs. LCDS attaches only transcripts from the previous high school of a transfer student to the official LCDS transcript.

These courses should be for advancement: to meet a prerequisite for a particular course, to accelerate progress in a particular discipline, or to study a subject not offered in our curriculum. The course selected, however,

must be part of the institution's regular, full-credit curriculum. Students may not take a course that duplicates one concurrently available at LCDS.

Students interested in taking a non-LCDS summer course in order to advance in an area of study must obtain approval, as noted above, prior to taking the summer course. The course must be taken from an accredited, credit-granting institution that will provide the LCDS student with a transcript that documents successful completion of the course so that the student can include this transcript in his or her college applications. The student will also be expected to complete a final assessment of the LCDS course and demonstrate an understanding commensurate with the prerequisite of the course to which the student desires entry. Taking an external course to meet a requirement rather than advance in an area of study will not be supported.

## **MARKING SYSTEM AND GRADING**

### **Grading Scale**

A's	(90-100)	Superior Achievement
A	93-100	
A-	90-92	
B's	(80-89)	Above-Average Achievement
B+	87-89	
B	83-86	
B-	80-82	
C's	(70-79)	Average Achievement
C+	77-79	
C	73-76	
C-	70-72	
D's	(60-69)	Below-Average Achievement
D+	67-69	
D	63-66	
D-	60-62	The minimum passing grade at LCDS is a "60"
F	Below 60	Unsatisfactory Achievement

*Note:* No student should receive a C- or below on his/her report card without timely communication with the parent from the advisor or the teacher.

### **Incompletes**

Incompletes should only be used for a student with exceptional and documented circumstances – for instance, extended absences or a family crisis. Incompletes will not be given to a student who has unexcused absences or who has been irresponsible about course deadlines.

- a. Incompletes **MUST** be resolved within three weeks of the end of the trimester (unless the circumstance continues). If the work is not done, a grade will be calculated with no credit for missing work.
- b. A teacher assigning an incomplete will email the student, parent, and Head of Middle School with a list of work due and the final due date.

### **Course Failure**

No student may advance from one grade to the next, with an unresolved failure in a course that is required for graduation. Although the grade of “F” will not be replaced on a student’s official transcript and the “F” will be part of the GPA calculation, a student must resolve the failure in a required course in one of the following ways:

- Repeat the course in a summer school session immediately following the course failure and take the appropriate LCDS course final exam, earning a minimum score of 60.
- Repeat and pass the course in the following academic year at LCDS.
- Pass the course by a means agreed upon by the teacher of the course, the department chair, the Head of Upper School, and the student and parents.

For a course not required for graduation, a course failure may stand unresolved; the student’s transcript will reflect an “F” for the failure and a zero for the credits earned.

### **Report Cards**

Report cards are posted on the Parent Portal at the end of each trimester. In the middle of each trimester, progress updates will be given. Parents meet with their child’s advisor in October and in March for a conference. With every report card or update, parents are encouraged to focus on the comments, when applicable, to get the full view of their child’s progress. Because LCDS is a college-preparatory school, students are evaluated in a rigorous manner in terms of academic achievement.

### **Mid-Trimester Academic Reports**

Progress grades are posted on the Parent Portal at each mid-term. In Trimester 1, the advisor will meet with the parent to discuss the student’s progress. For Trimesters 2 and 3, mid-trimester progress grades are posted, and comments are written for students with grades of C or below or those who have dropped a full grade since the start of the trimester. Student-led conferences for parents, students and advisors take place early in Trimester 3.

### **ACADEMIC PROBATION**

A student who is having serious academic struggles will be placed on Academic Warning or Academic Probation. Placing a student on Academic Probation sends a clear message of concern from the faculty and administration to the student and parents. It also will initiate the development of a plan to provide the student with the necessary support and guidance to be academically successful.

A student will be placed on Academic Warning or Probation at the end of a trimester if the student:

1. fails (1) one or more courses, or
2. earns two (2) grades below C

A student who is in similar academic standing at mid-trimester may receive similar consequences but will not formally be placed on Academic Probation at that time.

Possible consequences for Middle School Students while on probation:

1. may lose eligibility to participate in extracurricular activities
2. may be assigned mandatory help sessions with faculty and/or tutoring
3. may be assigned to the Learning Support Specialist for additional academic assistance

Middle School students may be removed from academic probation if at the next reporting of grades, either mid-term progress reports or trimester grades, all grades are above a C and all effort grades are an S or above. If, in the opinion of the Division Head, the student would benefit from continued academic support, the academic assistance may continue until the student has satisfactorily demonstrated acceptable progress.

### **Probation Consequences Regarding Re-enrollment**

- First Trimester - A student placed on academic warning based on first trimester grades must improve his/her grades by mid-trimester in Trimester 2, or the status changes to Academic Probation. Students who remain on Academic Probation will not receive an enrollment contract for the next school year unless the student earns grades necessary to be removed from academic probation at the end of the second trimester or at the end of the year (final year grades).
- Second Trimester - A student placed on academic probation based on second trimester grades will have his or her enrollment for the subsequent year put on hold. If the student does not earn final year grades necessary to be removed from academic probation, it is unlikely the student will be allowed to enroll for the subsequent school year.
- Third Trimester - A student placed on academic probation based on third trimester grades will return on academic probation the subsequent year.

### **MS HOMEWORK POLICY**

A good education is one that teaches children to become independent and life-long learners. Academic work outside of class is an opportunity for students to develop good study habits as they build a deeper understanding of material. Academic courses can have approximately 45 minutes of homework per day. This will vary depending on each learner's reading speed, focus, and organization. Students are encouraged to complete homework assignments on the same day they are assigned even though classes meet on alternate days. In general, MS students can expect an average of 60-90 minutes of homework per evening.

### **ACADEMIC SUPPORT - THE LAB**

Academic support at Lancaster Country Day is provided by a team of trained Learning Specialists and is designed to provide additional support beyond the regular assistance and extra help provided by classroom teachers. The Lab offers academic coaching to students of all abilities who need support with time

management, organization, study and test-taking strategies, test anxiety, and more. Sessions are based on student need and can include short-term interventions as well as long-term work.

A Learning Specialist in each division provides ongoing consultation to parents, teachers, grade-level teams, administration, and student support teams so that student needs can be addressed in a holistic manner. For students with documented learning differences, the Learning Specialists create Individualized Learning Plans (ILP) based on a review of psychoeducational testing. Because Lancaster Country Day is an independent school, the school does not write or follow Individualized Education Plans (IEPs) or 504 plans, which are public school documents; however, ILPs are designed to provide teachers with an overview of strengths, challenges, beneficial strategies, and academic accommodations. ILPs are crafted to support students with learning differences without altering the curriculum or grading policies.

Students may be eligible for Learning Support in a variety of ways: grade level team recommendations, parent request, presence of a diagnosed learning difference or a suspected learning difference. Students may utilize the Lab on a trial basis to allow the Learning Specialist to assess student needs and will recommend next steps. The goal of the Lab is to support students in becoming confident, independent and efficient learners with strong self-advocacy skills.

## **ATTENDANCE POLICIES**

Regular school attendance is an important ingredient in your child's educational success. Each school day is an integral part of a coordinated program to provide the best possible education for your child. We ask that parents/guardians ensure responsible attendance so students can take full advantage of the time provided for their education. Missing class time can have an impact on the development of skills and understanding as well as overall achievement.

The school day begins at 8:10 a.m. and ends at 3:00 p.m. for all students in grades K - 12.

Parents/guardians should communicate with the appropriate division office no later than 8:30 a.m. to report an (a) absence, (b) tardy, or (c) early dismissal. We care deeply for the safety of your child and want to ensure you know when your child is absent, late, or will leave early. If not initially given, a note from a parent/guardian explaining the absence or tardiness is required when the student returns to school. When possible, medical appointments should be scheduled outside of the school day. For an early dismissal for a non-school event, parent permission is always required. No note is needed for school-sponsored activities (e.g. sports) that are dismissed early.

To assist in determining the legitimacy of absences, a differentiation will be made between excused and unexcused absences. Students who will be missing the majority of a school day due to a planned absence are required to submit an *Absence Request Form* at least two (2) academic days before the absence(s). These forms are available in the Middle School office.

## **Excused Absences**

Students who are absent are responsible for the completion of missed work. Generally, a student will receive the same number of days to make up the assignments that were missed due to an excused absence. It is the student's responsibility to make sure he/she understands what work needs to be made up and to schedule make-up tests, quizzes, or assignments. Most students will work with their advisor and/or teachers in developing a make-up plan for an excused absence. There are three (3) types of absence designations as described below:

### **1. Excused absences - Support Provided (SP)**

A student who misses school for one of these reasons may request support from her/his teachers in making up missed work as well as rescheduling due dates and assessments.

- **Unplanned Absences** - A call/email to the division office the morning of the absence is required (Absence Request Form not needed) for:
  - an illness (a doctor's note may be requested)
  - a family emergency
- **Planned Absences** - *Absence Request Forms* must be completed for these types of absences:
  - an authorized school activity when missing more than one class period
  - a college visit approved by the Director of College Counseling
  - a religious observation
  - a significant family milestone event
  - an educational, athletic, or service activity in which the student has a demonstrated high level of commitment and the event cannot be scheduled outside of the school day (e.g. a dance recital, club team game, service project, etc.)

### **2. Unexcused Absences**

These are absences that are not for one of the reasons noted above. A student in this situation may not be allowed to make up missed work and could receive zeros for missed work. This will be at the discretion of the individual teachers.

## **FINAL EXAMINATIONS**

As an integral part of college preparation, the administration of final examinations is included in the total educational experience of Lancaster Country Day School students. Final examinations may be required for MS students for each of their full academic courses; alternative types of assessment also can be used (papers, projects, oral presentations, or take-home exams). Final exams in one-semester electives are optional.

Students are required to remain in the testing room for the entire exam period. Only students with documentation on file at LCDS will be allowed accommodations (extended time, separate setting, use of a word processor, or other accommodations) on exams.

## **REGISTRATION AND SCHEDULING**

During the third trimester, students register for their courses for the following academic year. Each student's advisor will review course options and work with the student, parents, and the Head of Middle School, to help

assure that he or she has chosen a course of study appropriate to his or her academic achievement and plans.

In spite of the best efforts to satisfy students' course requests within the academic regulations of each department, students may not be able to enroll in courses they have chosen due to enrollment, class size, scheduling conflicts, or other factors. In this event, reasonable efforts will be made to accommodate student requests for alternative courses.

## **LATE WORK POLICY**

It is essential for students to learn to organize their time effectively. Meeting reasonable deadlines is a student's responsibility. Major papers and projects are expected to be completed and handed in on the due date. In case of illness, emergency, or early dismissal (including athletic events), it is the student's responsibility to obtain assignments and to reschedule tests and appointments. Missing a make-up test on the pre-arranged date will result in a failing grade. If, without prior arrangement with the teacher, a deadline on a paper is not met, the mark may be lowered one grade for each day the assignment is late. Teachers reserve the right to not accept student work which is turned in over one week after the official due date. Individual teachers will indicate the manner in which the late work must be submitted.

## **MAJOR ASSESSMENT GUIDELINES**

Assessments, whether presentations, exams, tests, quizzes, labs, projects, or papers, form an integral part of the educational process allowing students to demonstrate their mastery of materials and faculty to assess student progress. To allow a student to demonstrate full understanding, the Middle School policy is that on a given day a student should not have more than two (2) major assessments. Quizzes and quests do **not** count as major assessments.

- **Quiz** = short assessment that takes 20 minutes or less for non-extended-time students.
- **Quest** = medium size assessment that takes between 20 – 30 minutes for non-extended-time students.
- **Major Assessment** = test, exam, or other assessment that takes 30 minutes or more for non-extended-time students to complete, OR a project, presentation, or paper that encompasses a week or more worth of material and that asks the student to synthesize a range of material.

### **Coordinating Major Assessments**

1. If a student has three (3) *major* assessments on the same day, it is the student's responsibility to approach the third teacher on the list and ask him or her to move the assessment to another day for that student. The teacher is obliged to do so if the student meets guideline #2 and agrees to comply with guideline #3. If a teacher does not post a major assessment on Canvas at least five school days before the assessment, that assessment is automatically 3<sup>rd</sup>.
2. The student must make his or her request at least two school days before the date of the assessments. Students should take responsibility for this.
3. Students should expect to take the "third" assessment no more than two school days after the original assessment date. At the teacher's discretion and agreement of the student, the assessment may be moved to a date before the original assessment date.

## **HOMEWORK OVER VACATION**

No homework may be assigned over the long vacations (Thanksgiving, winter break, and spring break). However, students may want to take advantage of these breaks to work on long-term projects, such as Science Fair.

## **ACADEMIC COMMITTEE**

The Academic Committee members are the Department Chairs of Humanities, Mathematics, Science, Language, Physical Education, and the Arts; the Director of College Counseling; and the Middle and Upper School Division Heads.

The committee exists for the following reasons:

- To review and recommend statements of academic policy and procedure for the Middle and Upper Schools
- To hear and evaluate departmental recommendations for changes in the curriculum in the Middle and Upper Schools
- To review all student applications for credit exceptions and independent study courses taken for credit
- To discuss important Middle and Upper School academic issues and make appropriate recommendations
- To communicate curricular issues to faculty across all divisions so as to help ensure continuity of our PS-12 curricula. To assist this cross-divisional communication, the LS Division Head (or his or her designate) may be invited to attend the Academic Committee meetings.

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# English Courses

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The mission of the English department is to help our students cultivate empathy and develop critical thinking skills through engagement with texts of increasing complexity. We believe that literature can enrich our students' lives by helping them see that they are part of a larger web of human cultures - past, present, and future; we also believe that firm command of language is necessary for them to be able to participate in their many communities. We endeavor to promote lifelong learning, a love of language, and self-awareness in our students while giving them the tools for effective communication, including reading, writing, speaking, and listening.

Our objectives are for students to:

- Read carefully and critically with attention to conventions of genre, to intratextual patterns, and to intertextual, personal, historical, and cultural connections
- Utilize the writing process to develop compelling rhetorical strategies and styles for a variety of writing projects within literary studies
- Voice ideas with clarity and confidence and refine those ideas through active and respectful interchange with others
- Apply grammar, mechanics, and usage rules effectively in a variety of modes of communication

<b>100</b>	<b>English 6</b>			
	<i>Gr. 6</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	This comprehensive program promotes thinking, reflection, and communication skills. Students study the elements of literature through their reading of selected texts – both fiction and non-fiction. Students are required to read several texts independently throughout the year. In language skills, students concentrate on parts of speech, grammar usage, vocabulary development, research, and class presentations. Writing skills are addressed through a variety of assignments and the use of a writing journal. Formal paragraph development and revision are emphasized along with cohesion and organization. Likely texts include various short stories and novels that will relate to the 6th grade history curriculum.			

<b>101</b>	<b>English 7</b>			
	<i>Gr. 7</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	English 7 relies on nightly reading assignments and student writing to provide an impetus for intellectual growth. The course will focus on literary techniques entailed in fiction, drama, and poetry, as well as the development of expository and creative writing. Students will be given the opportunity to use the English language through experimentation with fiction, poetry, journals, critical work, and other creative outlets. Texts will include selected			

	poetry and short stories as well as longer texts pulled from a variety of authors.
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<b>102</b>	<b>English 8</b>			
	<i>Gr. 8</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	<p>In English 8, students will continue to develop their skills in both literary analysis and writing effectively, especially for an academic audience. Moreover, students will learn what it means to be “rhetorically aware” and will review and further refine the application of the conventions of academic writing in the field of English to their own writing. Students will use texts not only as works to be interpreted and analyzed but also as models of writing to be evaluated and—where appropriate—emulated. Students will read and discuss a variety of literature while further refining their writing and speaking skills.</p> <p>Course texts may include Cherie Dimaline's <i>The Marrow Thieves</i>; William Golding's <i>Lord of the Flies</i>; Lorraine Hansberry's <i>A Raisin in the Sun</i>; John Steinbeck's <i>The Pearl</i>; selected myths from Bernard Evslin's <i>Heroes, Gods and Monsters of the Greek Myths</i> and Edith Hamilton's <i>Mythology</i>; and selected short stories, poems, essays, and articles.</p>			

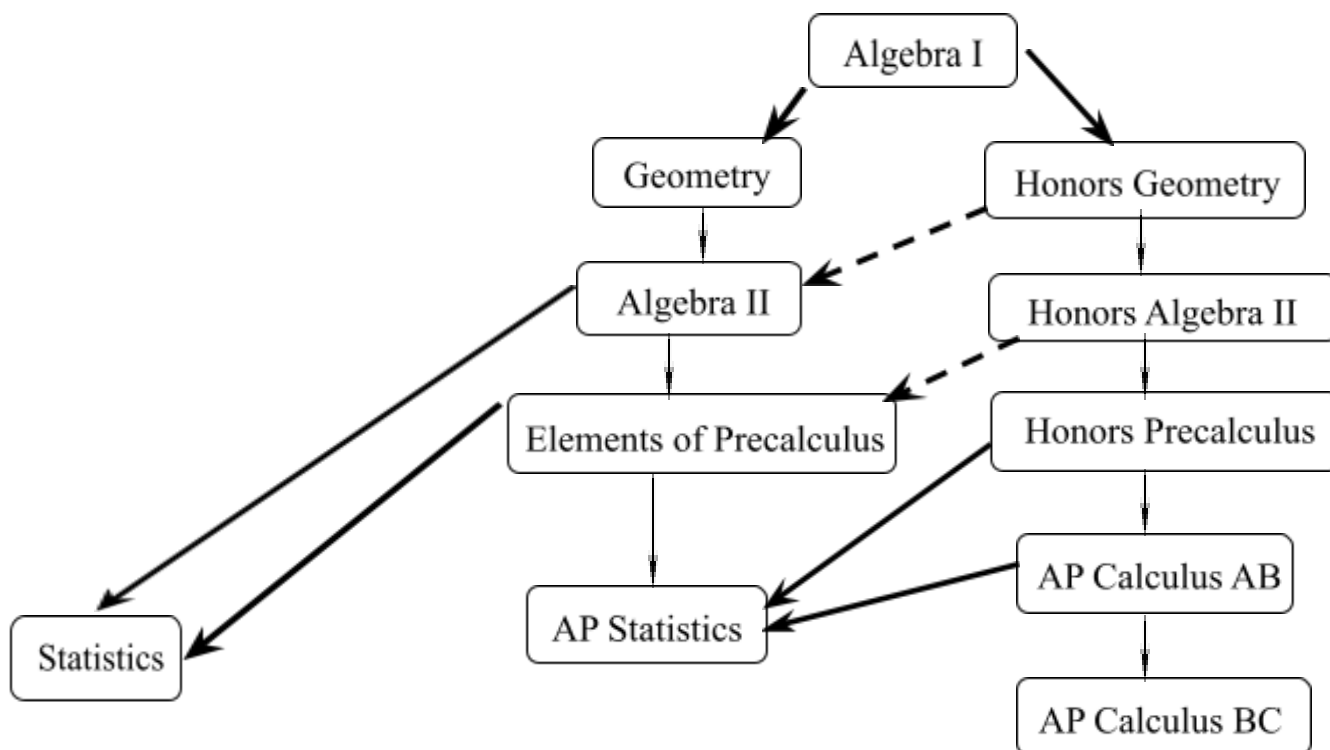
# Mathematics Courses

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A key focus of the mathematics program at Lancaster Country Day School is the development of students' mathematical problem solving skills. As students become better problem solvers, they learn to use mathematics to model life situations, to find patterns and relationships, to use calculators and computers as tools when appropriate, and to determine whether their results make sense.

Students progressing through our college preparatory curriculum build a solid toolkit of arithmetic and algebraic skills, develop geometric reasoning, learn to think critically, and use data analysis to solve problems with confidence. Working independently or collaboratively, students communicate their knowledge through written and verbal expression. Our aim is to help students develop an appreciation for the value and usefulness of mathematics and to encourage curiosity about its endless possibilities.

All students will take Algebra I, Geometry, and then Algebra II. Following Algebra II, students have a variety of ways to fulfill the mathematics requirement of at least one year of mathematics beyond a second algebra course. The following diagram illustrates the most common sequences of mathematics courses. Moving into the honors sequence is possible with outstanding performance as well as permission from the instructor and department chairperson. Students are recommended by their math teacher for the following year's math course. There is a [Waiver Request Form](#) to complete for parents who would like to request that their child take a different course than the one that is recommended.



<b>200</b>	<b>Middle Math I</b>			
	<i>Gr. 6</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	<p>This course in general math includes an extensive review of operations with decimals and fractions; introduces operations with signed numbers; examines the relationships among fractions, decimals, percentages, and ratios; and provides an introduction to geometry and algebra concepts. Concurrently students use these skills to practice solving a wide variety of problems using diverse strategies in the foundations of algebra, graphing, and statistics. The course is taught with regard to the best practices with special emphasis on quantitative and abstract reasoning, perseverance in solving problems, and looking for and making use of structure.</p>			

<b>201</b>	<b>Middle Math II</b>			
	<i>Gr. 7</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	<p>This course in general math provides a cursory review of operations with decimals; a complete review of operations with fractions; and extensive work with signed numbers, proportions and ratios, applications of percent, probability, and figures in geometry. Concurrently students use these skills to practice solving a wide variety of problems using diverse strategies in the foundations of algebra, graphing, and statistics. The course is taught with regard to the best practices with special emphasis on quantitative and abstract reasoning, perseverance in solving problems, and looking for and making use of structure.</p>			

<b>202</b>	<b>Pre-Algebra</b>			
	<i>Gr. 7</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	<p>Pre-algebra focuses on three broad areas, or strands, of mathematics: algebra, number, and geometry. This course will place a strong emphasis on the continued study of integers, fractions, decimals, percentages, ratios, order of operations, variables, expressions, and equations. Students will solve equations and inequalities, write and solve proportions, and explore geometry, statistics, and graphing concepts. Problem solving will be emphasized throughout the course.</p>			

<b>211</b>	<b>Algebra I</b>			
	<i>Gr. 8</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	<p>Taught from a technological approach using our interactive eBook and TI 83/84 calculators, this year-long course is the foundation of all mathematics courses. Students will analyze data as it relates to the real world. Concepts and skills to be mastered involve arithmetic operations and algebraic skills with linear equations, inequalities, and systems of equations. Lessons on proportions, coordinate graphs, polynomials, and quadratic equations will be covered with applications to real-life problems.</p>			

<b>229</b>	<b>Honors Geometry</b>			
	<i>Gr. 8-10</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	By discovering the many theorems and postulates of Geometry, students will improve their spatial reasoning and logic. The course includes an in-depth analysis of plane, solid, and coordinate geometry including triangle congruence and similarity, properties of parallel lines, right triangle trigonometry, area, and volume of solids/prisms. Emphasis is placed on developing critical thinking skills as they relate to both abstract mathematical concepts as well as real world problems. Proofs by deductive reasoning are a significant component of the course work.			
<i>Prerequisites:</i>	<i>A grade of A- or higher in Algebra I, or permission of the Algebra I instructor.</i>			

<b>224</b>	<b>Honors Algebra II</b>			
	<i>Gr. 9-11</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	The primary goal of this course is to learn how to solve and graph most of the basic functions needed in a students' mathematical career. They will continue learning about lines, absolute values, and quadratics and begin exploring exponential, log, and root functions. Students will also learn basic modeling and problem solving techniques that will be further developed in <i>Precalculus</i> . A TI-83 or 84 is required.			
<i>Prerequisites:</i>	<i>B or higher in Honors Geometry.</i>			

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## Science Courses

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The Science Department's goal is to increase students' awareness, understanding, and appreciation of the world in which they live. Students are introduced to the fundamental principles of science and the processes by which scientific knowledge is acquired. They use the processes of inquiry to develop their ability to think critically and communicate intelligently. Modern lab and computer applications are utilized to enhance each student's technological literacy. The collection and organization of data through careful observation, the search for underlying regularities, the formation and testing of hypotheses, and the communication of results and conclusions are concepts stressed in all of our courses. Further, students are shown that science is an ongoing endeavor in which old theories are replaced when new evidence does not support them. Students are encouraged to question and evaluate theories that are presented as fact.

We offer introductory courses that provide a firm foundation and allow students to pursue further study with greater understanding and appreciation. Our advanced courses are intended to allow students to increase their skills and knowledge through the study of a variety of topics of special interest.

<b>300</b>	<b>Life Science</b>			
	<i>Gr. 6</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	The sixth-grade science curriculum explores the structure and function of living organisms and their interactions with the environment. The year focuses on the study of cells and diversity of life. Throughout the year, students learn the basic needs of life, in addition to some important processes, like photosynthesis. By becoming aware of the delicate relationships in ecosystems, students learn of humanity's use and impact on our environment. A three-day field trip to Penn State's Outdoor School reinforces this appreciation and understanding. Relevant current events are discussed, using resources such as newspapers, videos, and online sources.			

<b>301</b>	<b>Physical Science</b>			
	<i>Gr. 7</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	Physical Science is an investigative course with an introduction to inquiry-based learning. The Physical Science course focuses on the basic concepts of chemistry and physics. In the chemistry portion, students study themes such as matter, atoms, the periodic table, and chemical reactions. During the physics portion, students investigate motion and forces. Students will actively explore each theme through laboratory and field experimentation. In the fall and winter students will be required to plan and complete an independent science fair project. Planning for the project will primarily be done in class, and students will be mentored throughout the process, but the majority of the work will be done outside of			

	class time.
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<b>302</b>	<b>Earth Science</b>		
	<i>Gr. 8</i>	<i>Required</i>	<i>1 Credit</i>
	<i>Full Year</i>		
	<p>Earth Science is the study of the earth and its environment. While each of four branches of Earth Science – geology, meteorology, oceanography and astronomy – will be covered, strong emphasis will be placed on geology and meteorology due to their applicability to daily life. The aims of the course are to increase the students' understanding of their environment and to foster a view of the world as an orderly place that can be understood through science. In the fall and winter students will be required to plan and complete an independent science fair project. Planning for the project will primarily be done in class, and students will be mentored throughout the process, but the majority of the work will be done outside of class time.</p>		

# History Courses

The study of history promotes an understanding of the fundamental values of societies; therefore, the History Department encourages students to answer the question “who are we?” from a myriad of perspectives—political, social, geographical, and cultural. While exploring their place in history and the world, students learn to value the importance of perceptive analysis and informed citizenship.

LCDS history students should attain global knowledge, ideas and information about the United States and world history, including history of Europe and regions beyond the West. They should achieve a sense of basic chronology for significant events throughout history and understand the interdisciplinary nature of historical knowledge.

In the process of understanding the past and its effect on the present, students should develop a range of analytical and critical thinking skills: the ability to evaluate and interpret a wide range of primary and secondary sources, to properly integrate research in oral and written reports, to cogently express an argument in written form, and to integrate electronic research and publication into historical analysis.

The intended effects of this curriculum are students who have developed skills of analysis, research, and abstract thinking and who are capable of understanding their connection to the larger society and to history as a whole.

<b>400</b>	<b>History 6 – Ancient Civilizations, Age of Exploration, and Colonization</b>			
	<i>Gr. 6</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	In this course, students will delve into the rich histories of some of the world’s most renowned ancient civilizations. Through a chronological journey, we will examine and assess the lasting impact each civilization had on the world as we know it today. Some of the civilizations to be studied included the cultures of the Fertile Crescent, ancient Egypt, Greece, Rome, and others. Furthermore, students will study a comprehensive unit on the Age of Exploration. Students will analyze how the Renaissance fostered the desire for European nations to expand trade. This study leads directly into the first 7th-grade unit on the colonization of America.			

<b>401</b>	<b>History 7 – United States History</b>			
	<i>Gr. 7</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	Designed as an introduction to early American history, this course focuses on the nation's search for progress, identity, and social equality. This course explores the earliest settling of the Americas by Europeans and traces our history through Colonial Period, the American			

	<p>Revolution, Westward Expansion, Slavery, the Civil War, and Reconstruction. Students will practice the skills of a historian: evaluating primary and secondary sources, establishing historical timelines, and writing and critiquing arguments, among others. Students will also gain an understanding of the basic functions of our Federal Government and political system.</p>
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<b>402</b>	<b>History 8 – The Modern World</b>			
	<i>Gr. 8</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	<p>Specifically designed to approach the subject from a global perspective, this course first focuses on foundational geographic and historic knowledge of the Modern World and then builds on that foundation by delving more deeply into some of the crucial issues that face us today. The class begins with a unit that looks at the process and purpose of historical investigation and analysis by asking the question, “What is history?” Then students spend several weeks studying the geography of the world before scrutinizing a global historical narrative from approximately 1850 to 2000. After establishing a basic framework of knowledge about where and when important recent events occurred, students take a look at statistical trends that help describe what today’s world really looks like as well as add to our understanding of how the world reached its present state. The class spends the last portion of the year researching, discussing and analyzing issues such as human rights, energy, poverty, warfare, and the role of ideas and beliefs in the modern world.</p>			

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# Language Courses

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The language curriculum aims to give students a foundation in both classical and modern languages by offering courses in Latin, Chinese, and Spanish. The study of Spanish begins in preschool with non-credit introductory courses. In order to graduate, students are required to complete Level III of one language. Interested, motivated students are urged to pursue language study beyond the requirement, and they may even choose to study more than one language in depth. The department offers optional travel opportunities to enhance the curriculum and to immerse students in the language and culture studied.

The Language department aims to promote a lifelong enjoyment and learning of world languages in our students and to develop linguistic proficiency that enables effective communication in a target language. We strive to prepare our students to become global citizens in a multilingual society and to help them better understand the world in which we live.

The goals of the Language Department are based on the 5Cs of the American Council on the Teaching of Foreign Languages.

- **Communication:** develop skills in listening, speaking, reading, and writing in order to communicate effectively in a target language
- **Cultures:** gain insight into the social practices, products, and perspectives of a culture through the study of cultural contexts in which the language occurs
- **Connections:** develop critical thinking skills and enhance students’ understanding of other disciplines through the study and use of a target language
- **Comparisons:** develop insights into languages and cultures by comparing their own to a target language and culture
- **Community:** use the target language authentically to interact and collaborate in the classroom, community, and beyond

<b>536</b>	<b>Spanish A</b>			
	<i>Gr. 6</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	Spanish A is the first of three courses designed to cover the same curriculum as Spanish I. This course continues to develop the speaking, listening, writing and reading skills started in the Lower School with a more systematic acquisition of all four skills. Audio and video files are used in conjunction with the textbook. This program also has an accompanying website for interactive exercises.			

<b>537</b>	<b>Spanish B</b>			
	<i>Gr. 7</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	Spanish B is the second of three courses designed to cover the same curriculum as			

	Spanish I. This course continues to strengthen language using audio and video files in conjunction with the textbook. Students will work to master new vocabulary and grammatical concepts, as well as improve their speaking, listening, reading and writing skills through a variety of activities. This program also has an accompanying website for interactive exercises.
<i>Prerequisite:</i>	<i>Completion of Spanish A at LCDS or equivalent level of study at another school.</i>

<b>538</b>	<b>Spanish C</b>			
	<i>Gr. 8</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	Spanish C is the third of three courses designed to cover the same curriculum as Spanish I. This course expands the students' grammatical knowledge and vocabulary in order to increase their ability to express themselves more spontaneously. Emphasis is placed on grammatical concepts, advanced vocabulary, and pronunciation, and students will continue to develop their speaking, listening, reading, and writing skills through a variety of activities. This program also has an accompanying website for interactive exercises.			
<i>Prerequisite:</i>	<i>Prerequisite - Completion of Spanish B at LCDS or equivalent level of study at another school.</i>			

<b>551</b>	<b>Spanish I</b>			
	<i>Gr. 8-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	This course is designed to introduce students to the basic skills of speaking, listening, reading and writing for the purpose of communication. Spanish I is the first step toward the acquisition of a basic vocabulary, an understanding of fundamental grammatical structures, the development of accurate pronunciation and an acquaintance with the Spanish-speaking peoples around the world and their cultures. (This Upper School course covers material similar to Spanish A, B and C in one year.)			

<b>566</b>	<b>Chinese A</b>			
	<i>Gr. 6</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	This course introduces students to the basic skills of speaking, listening, reading and writing for the purpose of communication in Mandarin Chinese. This course focuses on developing students' listening and speaking skills through conversations. It also introduces students to the Pinyin Romanization system. At the same time, this course introduces students to reading Chinese classics with goals of developing students' pronunciation, reading fluency, and recognition of Chinese characters.			

<b>567</b>	<b>Chinese B</b>			
	<i>Gr. 7</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>

	Chinese B is the second of three courses designed to cover the curriculum in Chinese I. This course continues to build students' language skills of speaking, listening, reading and writing for the purpose of communication. This course builds on the sequence and topics introduced in Chinese A and continues to solidify students' mastery of the Pinyin Romanization system, essential grammatical structures, basic Chinese characters, and vocabulary and usages.
<i>Prerequisite:</i>	<i>Chinese A at LCDS or an equivalent level of study at another institution.</i>

<b>568</b>	<b>Chinese C</b>			
	<i>Gr. 8</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	Chinese C is the third of three courses designed to cover the curriculum in Chinese I. This course builds on the sequence and topics introduced in Chinese B and continues to build students' language skills of speaking, listening, reading and writing for the purpose of communication. In addition to building vocabulary and grammatical structures, the course aims to improve students' writing skills. Students engage in different types of writing including dialogues, summaries, and stories.			
<i>Prerequisite:</i>	<i>Chinese B at LCDS or an equivalent level of study at another institution.</i>			

<b>575</b>	<b>Chinese I</b>			
	<i>Gr. 8-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	Chinese I is an introductory course that focuses on the fundamentals of Mandarin Chinese - speaking, listening, reading, and writing. This course focuses on the Pinyin Romanization system, essential grammatical structures, and basic Chinese characters, vocabulary and usages. Students learn communicative skills regarding daily life and basic social interaction. The emphasis of the course is on active learning in a communicative setting with a variety of language activities including games, dialogues, oral presentation, imaginative tasks and projects. Chinese classics recitation is introduced in this course.			

<b>531</b>	<b>Latin I</b>			
	<i>Gr. 8-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	This course is designed to introduce students to the Latin language using a reading program, which focuses on the life and times of the Roman poet, Horace. This program stresses the mastery of Latin vocabulary and basic grammatical structures, the building of a strong English vocabulary and a more extensive knowledge of ancient history and mythology. Constant reference to the English language is made to reinforce grammatical concepts and provide comparisons with Latin. (The <i>Latin I</i> course is often studied concurrently with <i>World Civilizations I</i> , as <i>Latin I</i> enhances one's appreciation and understanding of the classical components of the <i>World Civilizations I</i> curriculum.)			
<i>Prerequisite:</i>	<i>None</i>			

# Arts Courses

The Department of the Arts believes that it is through the creative spirit and its inherent challenges that students develop heightened sensory perceptions and expanded conceptual and analytical skills. Creative problem solving, paired with the focus and discipline the arts require, are precisely the skills that future employers will require.

The Arts Department offers four disciplines: theatre, music, dance and visual arts. It is our intention that through these offerings students will gain a better understanding of the world at large and will be stronger people for it.

## Required:

- Sixth, Seventh, and Eighth Grade Music
- Sixth, Seventh, and Eighth Grade Art

<b>706</b>	<b>Music 6</b>			
	<i>Gr. 6</i>	<i>Required</i>	<i>1/3 Credit</i>	<i>Trimester 1, 2, or 3</i>
	In 6th grade music students will develop an understanding of form, rhythm, and chord structure in songs. Students will use their knowledge of music to research and respond critically to both assigned and self selected works. Using a variety of instruments including guitar, keyboards, percussion, and more students will create original songs at the culmination of the course.			

<b>707</b>	<b>Music 7</b>			
	<i>Gr. 7</i>	<i>Required</i>	<i>1/3 Credit</i>	<i>Trimester 1, 2, or 3</i>
	In 7th grade music students will develop an understanding of melody and how it relates to chord structure. Students will connect their listening skills with traditional notation as they create, perform, respond, and connect with songs. Using a variety of instruments including guitar, keyboards, voice, and percussion with traditional notation students will be able to analyze songs and create their own works.			

<b>708</b>	<b>Music 8</b>			
	<i>Gr. 8</i>	<i>8th Grade Music</i>	<i>1/3 Credit</i>	<i>Trimester 1, 2, or 3</i>
	In 8th grade music students will explore digital music making. Using GarageBand students will explore how they can transfer their instrument skills on guitar, keyboard, voice, percussion, and more to record, sample, and mix their own musical works. Students will also explore how digital music making has influenced music today.			

<b>806</b>	<b>Art 6</b>			
	<i>Gr. 6</i>	<i>Required</i>	<i>½ Credit</i>	<i>Full Year</i>
	<p>In this studio course, students work with a variety of art media in both two and three dimensions. Students develop their compositional skills as they start with an idea, create an image, and then play with its elements as they focus on the formal and expressive qualities of their work. They will also be introduced to a variety of artists and art from around the world. Goals for the class are to increase students' knowledge of our artistic heritage, build students' skills and confidence with art materials, and increase students' ability to express themselves in visual form.</p>			

<b>807</b>	<b>Art 7</b>			
	<i>Gr. 7</i>	<i>Required</i>	<i>½ Credit</i>	<i>Full Year</i>
	<p>In this studio course, students explore the formal and expressive aspects of design. Focusing on the elements and principles of art, they work in a variety of media in both two and three dimensions as they further develop their skills, learn art terminology, and are introduced to works of famous artists and great art of the world. Media include clay, paper collage, printmaking, computer design, cardboard, and drawing.</p>			

<b>808</b>	<b>Art 8</b>			
	<i>Gr. 8</i>	<i>Required</i>	<i>½ Credit</i>	<i>Full Year</i>
	<p>The focus of eighth grade art is to develop students' perceptual, technical, and problem solving skills. Students work with black and white media such as pencil, charcoal, and ink. Color and painting are explored as well as sculpture in clay. In the third trimester students are challenged to design and fabricate outfits out of recycled materials. Famous artists and their work are presented throughout the year to illustrate concepts discussed in class.</p>			

# Electives

In addition to the required arts courses, all Middle School students must participate in two electives each year. All students must choose from Middle School Chorus, Middle School Band, or Middle School String Ensemble. In addition to these three courses, students will choose from a list of other exciting and enriching course options in the arts, STEM and more. These courses will be offered conditionally, depending on the number of student requests and the availability of staff. Preference is given to eighth grade students.

## THE FOLLOWING TEN COURSES ARE THE CHOICES FOR ELECTIVE 1:

<b>629</b>	<b>Middle School Theatre Ensemble</b>			
	<i>Gr. 6-8</i>	<i>Elective</i>	<i>½ Credit</i>	<i>Full Year</i>
	In this year-long course, working as a “theater company,” students will design, technically run, and perform a show. Performances will occur throughout the school year - both on and off campus. Students will engage in acting exercises, improvisation, and devising and adaptation techniques. The culminating event will be a performance for family and friends at the end of the school year. Previous theater experience is not a requirement. Students will culminate the course by writing and designing the opening scene of their very own original show!			

<b>620</b>	<b>Dance, Express, Explore!</b>			
	<i>Gr. 6-8</i>	<i>Elective</i>	<i>½ Credit</i>	<i>Full Year</i>
	This class encourages expression through movement by introducing students to a variety of dance styles and movement improvisation techniques. Through dance, students will build self-confidence while improving posture, balance, rhythm, and coordination. Students will also have the opportunity to collaborate on several group dances which they will perform at MS events and the school-wide Spring Arts Festival. Dancers of all levels are welcome.			

<b>802</b>	<b>The Art of Crafts</b>			
	<i>Gr. 6-8</i>	<i>Elective</i>	<i>½ Credit</i>	<i>Full Year</i>
	In this course, students will have a chance to use a number of different tools and techniques while working with mediums such as fabric, yarn, glass, book-binding and paper maché. Through work and class discussion, students will explore the connection between art and craft, learn about traditional and contemporary crafts from various cultures, and gain an appreciation for the skill and craftsmanship required to produce craft objects.			

<b>205</b>	<b>MS Yearbook Production</b>			
	<i>Gr. 6-8</i>	<i>Elective</i>	<i>½ Credit</i>	<i>Full Year</i>

	<p>This course is intended for both new and experienced MS yearbook students. The MS staff will assist the US in production of the yearbook and the supplement. Students will be introduced to a wide range of journalistic skills: desktop publishing, photography, photo cropping, design and story-telling. Students will learn about layout as it relates to theme and will learn the use of an online publishing program, as well as skills in photo editing and business management. Students will be expected to take initiative with photo-taking, interviewing, and gathering all the information needed to complete their pages. Class size is limited.</p>
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<b>836</b>	<b>Photography</b>			
	<i>Gr. 6-8</i>	<i>Elective</i>	<i>½ Credit</i>	<i>Full Year</i>
	<p>Develop and explore the foundations of digital photography. Students will learn how to create technically proficient digital photographs, examine the basics of visual communication, study the history of photography, and communicate the intentions behind their art. Working in groups and individually, students will take on various photography-related projects that encourage creative growth and lay the foundations of an appreciation for the arts. This course will focus on using tablets and smartphones for capturing photographs, so enrolled students will need access to such a device.</p>			

<b>020</b>	<b>Fitness for Life</b>			
	<i>Gr. 6-8</i>	<i>Elective</i>	<i>½ Credit</i>	<i>Full Year</i>
	<p>This course will enable students to obtain the knowledge and skills necessary to develop and maintain a health-enhancing level of fitness and to increase physical competence, self-esteem and the motivation to pursue lifelong physical activity. Students will gain an understanding of the components of health-related fitness, skill-related fitness, training principles, and the benefits of being physically active. Students will participate in activities, such as mountain biking, archery, and jogging, that will increase physical fitness levels and develop health practices that value physical activity and its contribution to lifelong fitness. Students will exhibit a physically active lifestyle through participation in many lifetime sports or activities during the course.</p>			

<b>811</b>	<b>Introduction to Ceramics</b>			
	<i>Gr. 6-8</i>	<i>Elective</i>	<i>½ Credit</i>	<i>Full Year</i>
	<p>In this elective we'll explore various methods of working in clay, including sculpting and an array of handbuilding techniques to create useful vessel forms. Students will also have the opportunity to learn about approaches to decorating and glazing their work. All pieces will be fired in the kiln and functional for use. Students will learn about and utilize a range of clay tools, including an extruder and slab roller. This elective serves as an excellent foundation for future ceramics classes.</p>			

810	<b>Exploring Computer Science</b>			
	<i>Gr. 6-8</i>	<i>Elective</i>	<i>½ Credit</i>	<i>Full Year</i>
	In this course, students will embark on a three-part exploration of Computer Science. Each trimester, we will focus on a core element to becoming a successful tech user. Students will begin by gaining a foundational understanding of hardware-vs-software, then practice introductory programming skills using the Python language, and finally start to examine the evolution and ethics of AI in the modern world.			

413M	<b>Middle School MUN (Model United Nations)</b>			
	<i>Gr. 8 ONLY</i>	<i>Elective</i>	<i>½ Credit</i>	<i>Full Year</i>
	This course offers an introductory study in world political situations and an overview of U.N. procedure. Skills are developed in critical thinking, debating, resolution-writing, and learning to work effectively in committees. Students ultimately serve as delegates for one of the U.N. member nations at a Model United Nations conference in Philadelphia.			
<i>Prerequisite:</i>	<i>Completion of online application</i>			

530	<b>Middle School Exploratory Latin</b>			
	<i>Gr. 7 &amp; 8 ONLY</i>	<i>Elective</i>	<i>½ Credit</i>	<i>Full Year</i>
	This middle school Latin elective course introduces students to the Latin language, covering fundamental grammar, vocabulary, and cultural aspects of ancient Rome. Key skills developed include reading, writing, and listening in Latin, along with translating between Latin and English with a focus on principles of grammar in both languages. Students also learn how English vocabulary is derived from Latin roots and explore ancient Roman culture and mythology.			

**END OF THE CHOICES FOR ELECTIVE 1.**

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**ALL MS STUDENTS MUST SELECT ONE OF THE FOLLOWING THREE MUSIC ENSEMBLES. All music electives will take place during Elective 2.**

709	<b>Middle School Chorus</b>			
	<i>Gr. 6-8</i>	<i>Elective</i>	<i>½ Credit</i>	<i>Full Year</i>
	Middle School Chorus is open to interested students without audition or prerequisite. The class is designed for students who have a developing interest in their voice and singing in a choir. Through carefully planned lessons students are exposed to the concepts of good singing, sight reading, music theory, singing in a foreign language, and working as a team. Music is chosen to expose the singers to the endless variety of styles and cultures represented by singing traditions found all over the world.			

<b>710</b>	<b>Middle School Band</b>			
	<i>Gr. 6-8</i>	<i>Elective</i>	<i>½ Credit</i>	<i>Full Year</i>
	Middle School band is open to all wind and percussion students without audition, although some prior experience with the instrument is preferred. This course meets as a full ensemble 3 times per cycle with one sectional lesson group meeting. Students will have the opportunity to continue to develop both their individual and ensemble skills. Music is chosen to expose students to new skills, techniques, and genres.			

<b>710S</b>	<b>Middle School String Ensemble</b>			
	<i>Gr. 6-8</i>	<i>Elective</i>	<i>½ Credit</i>	<i>Full Year</i>
	Middle School String Ensemble is open to interested string players without audition or prerequisite, although some prior experience with the instrument is preferred. The class meets for three rehearsals and one sectional per eight day cycle. Students will have the opportunity to continue to develop techniques specific to string instrument performance, including: tone production, vibrato, bow articulations, and beginning position work. Music is chosen to expose players to new techniques and genres, as well as to develop a love and appreciation for working as a team to express themselves musically.			

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# Physical Education Courses

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Physical Education is a carefully planned curriculum designed to fulfill the growth, development, and behavior needs of each student through the natural medium of physical activity and movement. Emphasis is placed on involvement and the opportunity for each student to build, cultivate, and maintain a strong, active mind and body through participation. We also recognize that students develop physically and emotionally through the participation of extracurricular sports teams.

The goals of the physical education program are:

- To provide a challenging, diverse curriculum designed to be progressive and sequential
- To guide students to feelings of enjoyment, accomplishment, and success in performing to the best of their ability
- To develop a foundation of basic team and individual sport skills
- To acquire a general knowledge and understanding of the rules and strategies for a variety of games and sports
- To instill in students the importance of exercise and fitness in a healthy lifestyle

<b>006</b>	<b>Physical Education 6</b>			
	<i>Gr. 6</i>	<i>Required</i>	<i>No Credit</i>	<i>Full Year</i>
	<p>The focus of this course is to provide an introduction to physical education, focusing on the development of fundamental movement skills, the enhancement of health-related fitness, and the importance of teamwork and cooperation. Students will engage in a variety of activities, including sports, games, and lifetime physical activities, while learning the importance of safety and personal responsibility. The overarching goal is to foster a lifelong commitment to physical activity and healthy living. Physical education class will meet four times per eight day cycle.</p>			

<b>007</b>	<b>Physical Education 7</b>			
	<i>Gr. 67</i>	<i>Required</i>	<i>No Credit</i>	<i>Full Year</i>
	<p>This course provides a comprehensive introduction to physical education, focusing on the development of fundamental movement skills and patterns, health-related fitness, and participating in activities utilizing teamwork and cooperation, all while emphasizing safety and personal responsibility. Students will begin a journey of progressive learning, building a solid foundation for a lifelong commitment to physical activity and healthy living. Physical education class will meet four times per eight day cycle.</p>			

<b>008</b>	<b>Physical Education 8</b>			
	<i>Gr. 8</i>	<i>Required</i>	<i>No Credit</i>	<i>Full Year</i>
	<p>Building upon the foundational skills and concepts learned, this course delves deeper into advanced movement patterns, specialized fitness training, and strategic team dynamics. Students will refine their fundamental movement skills, apply advanced fitness principles, and engage in complex team activities, further developing their ability to analyze, adapt, and perform at a higher level. This course emphasizes the application of knowledge and skills to enhance performance, promote healthy lifestyles, and cultivate leadership in physical activity settings. Students will continue to prioritize safety and personal responsibility throughout all activities. Physical education class will meet four times per eight day cycle.</p>			

# Interdisciplinary Courses

<b>628</b>	<b>Communicating Through Theatre</b>			
	<i>Gr. 8</i>	<i>Required</i>	<i>1/3 Credit</i>	<i>Trimester 1, 2, or 3</i>
	This course is offered to eighth grade students to stimulate their interest in exploring the world of theatre, through the eyes of the actor. Students, through learning theatre history from the ancient Egyptians, Greeks, and the Renaissance, are given a new view on theatre and a lifelong appreciation. During the trimester, the students will also have two group projects that will incorporate the lesson from the class, allowing the students to have real-life theatre.			

<b>666</b>	<b>Communicating Through Public Speech</b>			
	<i>Gr. 7</i>	<i>Required</i>	<i>1/3 Credit</i>	<i>Trimester 1, 2, or 3</i>
	In this required one trimester course, students engage in writing and performing speeches. Students will learn to rely on their voices and their presentation skills to communicate their ideas, rather than technology. Students will learn and practice foundational public speaking skills such as: listening, analyzing, and delivering constructive criticism to peers. They will perform manuscript, extemporaneous, memorized, and impromptu speeches. The students' public speaking skills will be enhanced as will their writing skills, all while building confidence within each student.			

<b>125</b>	<b>Communicating Through Writing</b>			
	<i>Gr. 6</i>	<i>Required</i>	<i>1/3 credit</i>	<i>Trimester 1, 2, or 3</i>
	Communicating Through Writing builds upon the skills taught in English 6 with a focus on teaching narrative writing techniques and allowing students to explore various forms of creative writing. Daily writing, along with long-term writing assignments, will help refine the skills students learn throughout the course. Students will also begin exploring media literacy through proper and effective use of AI and Chatbot text generators.			

<b>261</b>	<b>How to Be a Happy Middle School Student 6</b>			
	<i>Gr. 6</i>	<i>Required</i>	<i>1/3 Credit</i>	<i>Trimester 1, 2, or 3</i>
	Moving up to middle school is a big and exciting step for students. To support the transition, this course is designed to provide our newest middle schoolers with essential tools and resources and to encourage the development of healthy life habits. The course consists of two components: wellness and study skills. The wellness component uses SKY Schools			

	curriculum to teach students how to be self-aware, self-regulate, and manage stress through breathing techniques, yoga, meditation, and social-emotional learning. The study skills component focuses on how learning “works” so that students can take ownership of their learning and develop the organizational, time management, and study skills they need to be successful scholars in middle school and beyond.
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<b>027</b>	<b>Health and Well-Being 7</b>			
	<i>Gr. 7</i>	<i>Required</i>	<i>½ Credit</i>	<i>Trimester 1, 2, or 3</i>
	Health and Well-Being 7 introduces students to basic concepts in health and wellness, and encourages informed decision making and personal responsibility. Through breathing techniques, yoga, meditation, and social emotional learning, students will continue to develop self-awareness and self-regulation, manage their emotions, and develop life-long healthy habits. Other topics in this course include discussions about healthy eating, hydration, daily exercise, and the study of human sexuality and building healthy relationships.			

<b>028</b>	<b>Health and Well-Being 8</b>			
	<i>Gr. 8</i>	<i>Required</i>	<i>½ Credit</i>	<i>Trimester 1, 2, or 3</i>
	Health and Well-Being 8 builds on the Health and Well-Being 7 course and continues to develop students’ self-awareness and self-regulation, stress management skills, and life-long healthy living habits. Students continue to practice breathing techniques and meditation in this course. Additionally, this course presents valuable skills of the research process while studying selected health topics. Such topics include a general overview of the teen brain and the physiological effects of drugs on the developing brain. Students research and discuss the mechanisms by which commonly abused drugs alter brain function. Consent and sexual assault are also discussed. With role-play, students practice refusal skills in peer-pressure situations. The research component of this course presents strategies for locating reliable sources for research projects and practicing the skills necessary to become good digital citizens in our ever-changing world. Skills presented for successful research include: developing search strategies, navigating databases, evaluating sources, and learning the steps to become good digital citizens. APA format, including in-text and paraphrased citations, and plagiarism are also addressed.			