

*Episcopal School of Baton Rouge*

*Middle School*

*Curriculum Guide*

*2025-2026*

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## EPISCOPAL MIDDLE SCHOOL COURSE PROGRESSIONS

### Visual and Performing Art

<u>Music: Band and Choral Music</u>	<u>Performing Arts: Dance and Theatre</u>	<u>Visual Arts</u>	<p><i>All 6th and 7th-grade Art courses are quarter-long courses.</i>  <i>All 8th grade Art courses are semester-long courses.</i></p>
<p><i>6th Grade:</i>  Band  Choral Music  Introduction to  Popular Music</p> <p><i>7th Grade:</i>  Band  Choral Music  Introduction to  Popular Music</p> <p><i>8th Grade:</i>  Band Ensemble  Choral Music  Introduction to  Popular Music</p>	<p><i>6th Grade:</i>  Dance  History</p> <p><i>7th Grade:</i>  Dance  Musical Theatre</p> <p><i>8th Grade:</i>  Dance  Musical Theatre</p>	<p><i>6th Grade:</i>  Visual Art</p> <p><i>7th Grade:</i>  Visual Art</p> <p><i>8th Grade:</i>  Visual Art  Exploration of Visual  and Media Arts</p>	<p><i>6th Grade:</i>  Must take:</p> <ul style="list-style-type: none"> <li>● Band for a semester or year.</li> </ul> <p>If taking for a semester, must also take two of the following: Choral Music (may be taken twice), Dance, Introduction to Popular Music, Visual Art, Foundations of Academic Success (Interdisciplinary course)</p> <p><u>Or</u></p> <p>Must take:</p> <ul style="list-style-type: none"> <li>● Choral Music</li> </ul> <p>Plus three different courses from the following: Choral Music, Dance, Introduction to Popular Music, Visual Art, Foundations of Academic Success (Interdisciplinary course)</p> <p><i>7th Grade:</i>  Must take:</p> <ul style="list-style-type: none"> <li>● Band for a semester or year.</li> </ul> <p>If taking for a semester, must also take two of the following: Choral Music (may be taken twice), Dance, Introduction to Popular Music, Visual Art, Foundations of Academic Success (Interdisciplinary course)</p> <p><u>Or</u></p> <p>Must take one of the following:</p> <ul style="list-style-type: none"> <li>● Choral Music</li> <li>● Musical Theatre</li> </ul> <p>Plus three different courses from the following: Choral Music (may be taken twice), Dance, Introduction to Popular Music, Musical Theatre, or Visual Art</p> <p><i>8th Grade:</i>  Must take 2 semesters of Music, Performing Art, or Visual Art classes. It is recommended that Band be taken for two semesters. Choral Music may also be taken for two semesters. All other art courses may only be taken for one semester each.</p>

<b>English</b>		
6th Grade English 7th Grade English 8th Grade English		<i>All English courses are yearlong courses and are required each year.</i>
<b>Global and Social Studies</b>		
<b>Social Studies</b>		
6th Grade: Ancient and Classical World History  7th Grade: United States History to the Civil War  8th Grade: World Geography*		<i>All Social Studies courses are yearlong courses and are required each year.</i>  *This course provides Upper School credit and will be listed on the Upper School transcript. All courses that provide Upper School credit in Middle School are 1.0 credit courses.
<b>World Language</b>		
6th Grade: French Ia  7th Grade: French Ib❖  8th Grade: French II Intro❖ French II*	6th Grade: Spanish Ia  7th Grade: Spanish Ib❖  8th Grade: Spanish II Intro❖ Spanish II*	<i>All World Language courses are yearlong courses and are required each year except by Division Head approval.</i>  ❖Level Ia and Ib language courses or Level II Intro courses will count as the Level I credit on the Upper School transcript using Level Ib or II Intro course grades. All courses that provide Upper School credit in Middle School are 1.0 credit courses and are not included in the Upper School GPA calculation.  *This course provides Upper School credit and will be listed on the Upper School transcript. All courses that provide Upper School credit in Middle School are 1.0 credit courses.

## Health and Physical Education

6th Grade Health and Physical Education  
7th Grade Health and Physical Education  
8th Grade Health and Physical Education

*All Physical Education courses are the equivalent of three quarter-long courses and are required each year.*

## Mathematics

*6th Grade:*  
Foundations of Middle School Mathematics  
Pre-Algebra

*7th Grade:*  
Pre-Algebra  
Pre-Algebra - Year 1  
Algebra I\*

*8th Grade:*  
Pre-Algebra - Year 2  
Algebra I\*  
Honors Geometry\*

*All Mathematics courses are yearlong courses and are required each year.*

\*This course provides Upper School credit and will be listed on the Upper School transcript. All courses that provide Upper School credit in Middle School are 1.0 credit courses.

## Religious Studies

6th Grade Religion  
7th Grade Religion  
8th Grade Religion

*All Religious Studies courses are the equivalent of quarter-long courses and are required each year.*

## Science

*6th Grade:*  
Earth and Space Science

*7th Grade:*  
Life Science

*8th Grade:*  
Computer Science\*  
Physical Science\*

*All Science courses are yearlong courses and are required each year.*

\*This course provides Upper School credit and will be listed on the Upper School transcript. All courses that provide Upper School credit in Middle School are 1.0 credit courses.

## Interdisciplinary

*6th Grade:*  
Foundations of Academic Success

*All Interdisciplinary courses are quarter-long and are elective.*

## **Scheduling**

Course schedules are based on teacher and Department Chair recommendations. Students are placed in courses in which they are likely to be successful while still being appropriately challenged. These course recommendations are communicated in the spring. It is important to note that some of these courses count for Upper School credit and the grades for these courses will be reflected on the Upper School transcript, though the grades will not be factored into the Upper School GPA. Courses that provide Upper School credit are indicated in the course listing at the beginning of this Curriculum Guide.

Students will be given the opportunity to indicate their order of preference for their arts and interdisciplinary courses for the following year in the spring. Episcopal's Middle School Arts requirements were developed to balance proficiency and exploration of the arts. Placement in art courses is based on student preference, class size, and staffing. With that in mind, the ability to make changes after students are placed in their arts courses is limited.

If a student would like to request a schedule change, he or she should speak with the appropriate Department Chair. The Department Chair will then communicate that request to the relevant teachers and the Middle School Division Head. The Department Chair and Division Head must approve the schedule change. Such decisions will be made based on a number of variables that balance the student request with the needs of the larger student body and the goals of our program.

### **Department Chairs**

- English: Ms. Kealy Duke - [DukeK@ehsbr.org](mailto:DukeK@ehsbr.org)
- Global and Social Studies: Dr. Rebecca Kuhn - [KuhnR@ehsbr.org](mailto:KuhnR@ehsbr.org)
- Health and Physical Education: Coach Heidi Hebert - [HebertH@ehsbr.org](mailto:HebertH@ehsbr.org)
- Mathematics: Ms. Amy Rome - [RomeA@ehsbr.org](mailto:RomeA@ehsbr.org)
- Religious Studies: Father Patrick Edwards - [EdwardsP@ehsbr.org](mailto:EdwardsP@ehsbr.org)
- Science: Ms. Sarah Pulliam - [PulliamS@ehsbr.org](mailto:PulliamS@ehsbr.org)
- Visual and Performing Arts: Mr. Louis Gagliano - [GaglianoL@ehsbr.org](mailto:GaglianoL@ehsbr.org)

# Visual and Performing Art

Visual and Performing Art			
<u><i>Music: Band and Choral Music</i></u>  <i>6th Grade:</i> Band Choral Music Introduction to Popular Music  <i>7th Grade:</i> Band Choral Music Introduction to Popular Music  <i>8th Grade:</i> Band Ensemble Choral Music Introduction to Popular Music	<u><i>Performing Arts: Dance and Theatre</i></u>  <i>6th Grade:</i> Dance History  <i>7th Grade:</i> Dance Musical Theatre  <i>8th Grade:</i> Dance Musical Theatre	<u><i>Visual Arts</i></u>  <i>6th Grade:</i> Visual Art  <i>7th Grade:</i> Visual Art  <i>8th Grade:</i> Visual Art Exploration of Visual and Media Arts	<p><i>All 6th and 7th-grade Art courses are quarter-long courses.</i>  <i>All 8th grade Art courses are semester-long courses.</i></p> <p><i>6th Grade:</i>            Must take:</p> <ul style="list-style-type: none"> <li>Band for a semester or year.</li> </ul> <p>If taking for a semester, must also take two of the following: Choral Music (may be taken twice), Dance, Introduction to Popular Music, Visual Art, Foundations of Academic Success (Interdisciplinary course)</p> <p><b>Or</b>            Must take:</p> <ul style="list-style-type: none"> <li>Choral Music</li> </ul> <p>Plus three different courses from the following: Choral Music, Dance, Introduction to Popular Music, Visual Art, Foundations of Academic Success (Interdisciplinary course)</p> <p><i>7th Grade:</i>            Must take:</p> <ul style="list-style-type: none"> <li>Band for a semester or year.</li> </ul> <p>If taking for a semester, must also take two of the following: Choral Music (may be taken twice), Dance, Introduction to Popular Music, Visual Art, Foundations of Academic Success (Interdisciplinary course)</p> <p><b>Or</b>            Must take one of the following:</p> <ul style="list-style-type: none"> <li>Choral Music</li> <li>Musical Theatre</li> </ul> <p>Plus three different courses from the following: Choral Music (may be taken twice), Dance, Introduction to Popular Music, Musical Theatre, or Visual Art</p> <p><i>8th Grade:</i>            Must take 2 semesters of Music, Performing Art, or Visual Art classes. It is recommended that Band be taken for two semesters. Choral Music may also be taken for two semesters. All other art courses may only be taken for one semester each.</p>



## ***Music: Band and Choral Music***

### **6th Grade Band**

*Equivalent of a semester-long course\**

This course is for beginning musicians who want to learn a woodwind instrument (flute, clarinet, saxophone, oboe, bassoon), a brass instrument (trumpet, French horn, trombone, euphonium, tuba), or percussion instruments (drums and melodics). Depending on section numbers, students may be grouped by instrument type for one quarter and then perform as an ensemble in another quarter. Alternatively, students may play as a full ensemble for a semester. *Note: Students will need to provide their own woodwind or brass instruments.*

*\*Students may request to take a full year of 6th Grade Band. These requests will be considered based on staffing availability.*

### **7th Grade Band**

*Equivalent of a semester-long course\**

In this course, students will learn scales, and beginning music theory, and participate in ensemble performances, all the while working to improve their musical proficiency with their woodwind, brass, or percussion instruments. Depending on section numbers, students may be grouped by instrument type for one quarter and then perform as a full ensemble in another quarter. Alternatively, students may play as a full ensemble for a semester. *Note: Students will need to provide their own woodwind and brass instruments.*

*\*Students may request to take a full year of 7th Grade Band. These requests will be considered based on staffing availability.*

### **8th Grade Band**

*Semester-long course, it is recommended that students take this course twice in 8th grade*

This course is designed to combine all students who want to participate in the 8<sup>th</sup>-grade band. Students will work towards performing multiple concerts while learning about music and music theory. Students will learn and perform pieces of music and scales with varying degrees of difficulty. Those students who choose to take this course twice will also have the opportunity to learn jazz and be a part of the *Stablemates* jazz combo. *Note: Students will need to provide their own woodwind and brass instruments.*

## **6th Grade Choral Music**

### *Quarter-long course*

This course is designed for the beginning musician. In this course, students will begin to study how the voice works and learn healthy means of vocal production for singing. Students will also begin to learn the rudiments and fundamentals of music notation which will lead to their study of sight singing.

## **7th Grade Choral Music**

### *Quarter-long course*

Students enrolled in this course will discover how the voice works and learn healthy means of vocal production for singing. Students will also learn the rudiments and fundamentals of music notation, which will enhance their skills with sight singing. Performance opportunities will include sharing polished choral numbers during Middle School chapel, morning meeting, and when possible, choir concerts with the Upper School Choirs.

## **8th Grade Choral Music**

### *Semester-long course*

This course is designed to continue the musical and vocal skill development of the students enrolled. Students will continue to learn more about music theory, which is the basis of music composition, and will move into the world of four-part acapella singing. They will also continue to discover ways to work as a team and deepen their understanding of the art of singing and how it connects us as human beings. Along with opportunities for competition with other young singers in the Baton Rouge area at local music contests, performance opportunities will include sharing polished choral numbers during Middle School chapel, morning meeting, and when possible, choir concerts with the Upper School Choirs. Students who complete this course will have the tools to soar into Upper School and add their voices to the Concert Choir.

## **6th Grade Introduction to Popular Music**

### *Quarter-long course*

This course will introduce students to various musical topics, genres, and fundamentals. In addition to several other genres of music, students will receive a brief overview of the history of Rock n' Roll and how the influence of artists/groups such as Elvis, The Beatles, The Beach Boys, and more have shaped present-day popular music. Students will also learn the fundamentals of reading music and have an opportunity to try out several woodwind, brass, and percussion instruments.

## **7th Grade Introduction to Popular Music**

### *Quarter-long course*

This course will introduce students to various musical topics, genres, and fundamentals. In addition to several other genres of music, students will receive a brief overview of the history of Rock n' Roll and how the influence of artists/groups such as Elvis, The Beatles, The Beach Boys, and more have shaped present-day popular music. Students will also learn the fundamentals of reading music and have an opportunity to try out several woodwind, brass, and percussion instruments.

## **8th Grade Introduction to Popular Music**

### *Quarter-long course*

This course will introduce students to various musical topics, genres, and fundamentals. In addition to several other genres of music, students will receive a brief overview of the history of Rock n' Roll and how the influence of artists/groups such as Elvis, The Beatles, The Beach Boys, and more have shaped present-day popular music. Students will also learn the fundamentals of reading music and have an opportunity to try out several woodwind, brass, and percussion instruments.

## ***Performing Arts: Dance and Theatre***

### **6th Grade Dance**

#### *Quarter-long course*

This course will give students their first introduction to the dance experience at Episcopal by becoming acquainted with basic techniques in ballet, modern, and jazz, as well as anatomical awareness that will serve them throughout their lives. Gaining movement skills and finding confidence and enjoyment through movement are the focus of this class. Depending on enrollment, 6th-grade dance students may be separated into classes based on prior experience. In that case, students with at least two years of dance experience will continue their dance experience by studying contemporary dance, ballet, and other dance forms. Students will learn how to refine their technique and continue to learn the performance secrets of professional dancers. Be prepared to work hard and have a wonderful time developing the true dancer within you.

### **7th Grade Dance**

#### *Quarter-long course*

This course builds on the students' 6<sup>th</sup> Grade Dance experience and begins to develop their dance ability at a more advanced level. Students will learn the importance of the quality of movement that will inspire and influence others through their own artistic expression. Students will have a deeper understanding of the great impact dance has on our world.

### **8th Grade Dance**

#### *Semester-long course*

In this course, students will learn more about the principles of movement and performance quality, and begin to develop an understanding of choreographic concepts- the important details used to create dances. Students will have the opportunity to work as a group of young artists through dance classes and performances. In the fall semester, students will have the opportunity to join the Upper School dancers in the Fall Dance Concert. In the spring semester, there will be performance opportunities such as performances in announcements and morning meetings. By the end of the 8th-grade year, students taking a full semester of dance will be fully prepared to train and perform at a more advanced level.

### **7th Grade Musical Theatre**

#### *Quarter-long course*

This course focuses on both the singing and acting aspects of musical theatre. Students will explore the distinctive challenges of the musical theatre genre through survey work with songs, characterizations, vocal work, and movement, and an introduction to aspects of technical theatre. Works will be presented in a showcase and class performances with limited technical support. Through a balanced repertoire of high-quality music representing diverse genres and eras, students will learn the versatility to perform music in a stylistically appropriate manner, with an emphasis on accuracy, consistency, and the highest potential quality. A high emphasis is placed on music literacy, as it is the backbone of any learned musician. The student will also learn to craft intelligent critical appraisals of performances, to become a functional connoisseur of all types of music.

## **8th Grade Musical Theatre**

### *Semester-long course*

Students will explore the distinctive challenges of the musical theatre genre through survey work with songs, characterizations, vocal work, movement, and an introduction to aspects of technical theatre. The student will learn the versatility to perform music in a stylistically appropriate manner, with an emphasis on accuracy, consistency, and the highest potential quality. Through exercises, students will explore their potential as actors and crew and identify objectives and goals. Works will be presented in a showcase and class performances with limited technical support.

## ***Visual Arts***

### **6th Grade Visual Art**

#### *Quarter-long course*

This course introduces students to the elements and principles of art and design. Students develop basic drawing skills, are introduced to important historical figures in art, and learn key terms in the subject. Students will demonstrate their understanding of these skills by creating projects using a variety of media and techniques for both 2D and 3D.

### **7th Grade Visual Art**

#### *Quarter-long course*

This course reinforces concepts and techniques learned in 6th Grade Visual Art as well as introduces new concepts, techniques, and mediums. Using the formal elements and principles of art, students will learn new techniques, discover new artists, and challenge themselves through more advanced prompts. Students will be exposed to a variety of materials and mediums for both 2D and 3D. In addition, students will have the opportunity to respond and react to the artwork of their peers and established artists.

### **8th Grade Visual Art**

#### *Semester-long course*

This course reinforces concepts and techniques learned in 7th Grade Visual Art and introduces new concepts, techniques, and mediums. Using the formal elements and principles of art students will learn new techniques, discover new artists, and challenge themselves through more advanced prompts. Students will be exposed to a variety of materials and mediums both 2D and 3D. In addition, students will have the opportunity to respond and react to the artwork of their peers and established artists. This is a semester-long course, which will allow students to spend longer portions of time on their projects, explore concepts more thoroughly, and synthesize the information into more elaborate artworks.

### **8<sup>th</sup> Grade Exploration of Visual and Media Arts**

#### *Semester-long course*

This course is a creative exploration of fine art with an introduction to media art using photography & editing, illustration, paints, pastels, printmaking, and pottery. The elements of art and principles of design will be the foundation from which students will grow. Students will develop stories, props & scenery for stop-motion filmmaking and use photography in conjunction with fine art. Students will also have an introduction to many art techniques as this will be a platform for creative discovery.

# **English**

<b>English</b>	
6th Grade English 7th Grade English 8th Grade English	<i>All English courses are yearlong courses and are required each year.</i>

## **6th Grade English**

### *Yearlong course*

In this course, students explore a wide range of literature through novel study, readers' theater, class read-alouds, and independent reading. Writing instruction, which uses a process approach and daily practice, focuses on fluency of ideas and organization of thought. Grammar instruction and word study support students' writing. Students make connections between history and literature by studying Greek and Roman mythology and through cross-curricular activities.

## **7th Grade English**

### *Yearlong course*

This course focuses on literature and language. Students will practice multiple reading strategies and analytical skills through novels, poetry, and non-fiction. In response to these readings, students will generate their own writings, including a short story, poetry, and several short expository writings. Students will also practice presentation skills, sometimes working in partnerships or groups. Students will also continue to build on their own grammar, vocabulary, mechanics, and composition knowledge. Almost all assignments are completed in class, except for reading assignments. Therefore, class attendance is very important. The semester exam, which may include multiple-choice, short answer, or a presentation is a review of the previous 2 quarters and is worth 20% of the overall grade.

## **8th Grade English**

### *Yearlong course*

This course emphasizes the development of the reading, writing, speaking, and listening skills that prepare students for an Upper School English course. Writing instruction focuses on developing qualities of good writing while giving students experience writing in multiple genres. These genres include but are not limited to, reviews, argument essays, memoirs, poetry, and literary analyses. There is considerable emphasis on the writing process - producing multiple drafts, conferencing, and making meaningful revisions - to help students develop their content, and style and provide opportunities to apply grammar and usage skills. Reading instruction focuses on critical reading of fiction and nonfiction, nurturing reading for pleasure, and discovering reading awareness and

identity. Students read literature of their choice as well as short stories, drama, a novel, and essays selected by the teacher. Students gain more experience with digital literacy and citizenship through assignments and projects. They continue to develop their vocabulary and refine their understanding and use of formal English grammar and mechanics. Students are responsible for keeping up with regular weekly reading and vocabulary practice, finishing classroom activities, and completing individual short assignments that reinforce class objectives. Students demonstrate their knowledge and skills of these course objectives on a written semester exam.



## Global and Social Studies

Global and Social Studies		
Social Studies		
<p><i>6th Grade:</i> Ancient and Classical World History</p> <p><i>7th Grade:</i> United States History to the Civil War</p> <p><i>8th Grade:</i> World Geography*</p>		<p><i>All Social Studies courses are yearlong courses and are required each year.</i></p> <p>*This course provides Upper School credit and will be listed on the Upper School transcript. All courses that provide Upper School credit in Middle School are 1.0 credit courses.</p>
World Language		
<p><i>6th Grade:</i> French Ia</p> <p><i>7th Grade:</i> French Ib ❖</p> <p><i>8th Grade:</i> French II Intro ❖ French II *</p>	<p><i>6th Grade:</i> Spanish Ia</p> <p><i>7th Grade:</i> Spanish Ib ❖</p> <p><i>8th Grade:</i> Spanish II Intro ❖ Spanish II *</p>	<p><i>All World Language courses are yearlong courses and are required each year except by Division Head approval.</i></p> <p>❖Level Ia and Ib language courses or Level II Intro courses will count as the Level I credit on the Upper School transcript using Level Ib or II Intro course grades. All courses that provide Upper School credit in Middle School are 1.0 credit courses and are not included in the Upper School GPA calculation.</p> <p>*This course provides Upper School credit and will be listed on the Upper School transcript. All courses that provide Upper School credit in Middle School are 1.0 credit courses.</p>

## ***Social Studies***

### **Ancient and Classical World History**

*6th Grade, Yearlong course*

This course focuses on past civilizations and uses the History Alive! curriculum to explore the principle of causation as students study how human decisions led to the rise and fall of civilizations. Students begin the year with the Old Stone Age and conclude with the fall of the Western Roman Empire. The course focuses on six ancient civilizations: Sumer, Egypt, India, China, Greece, and Rome. Students explore these cultures through project work, reading, writing, art, and debate. Special emphasis is placed on connecting past social, political, and economic issues to current issues.

### **United States History to the Civil War**

*7th Grade, Yearlong course*

This course examines United States History from Native America through the 1860s. Topics covered include early Americans, European explorers, colonial heritage and the Revolutionary War, the U.S. Constitution and Bill of Rights, exploration of the West, the Industrial Revolution, the Civil War, and the Holocaust. Students investigate history by using primary and secondary sources (the tools of historians) to understand ways that historical, geographic, political, and economic events shaped our nation. In the process, students understand the rights, privileges, and responsibilities of American citizens and learn to value democratic principles and the purposes of the American government. In this class, students learn and practice good study skills, note-taking, outlining, and essay writing. Critical thinking and analysis skills are developed through free-response and document-based questions. Teaching strategies used include traditional lecture, note-taking from lectures and texts, project-based learning, dramatizations, cooperative problem solving, visual discovery, hands-on history lessons, public speaking, debates, value-line discussions, historical fiction novels, technology use, guided research, and writing.

### **World Geography**

*8th grade, Yearlong course - \*Upper School credit and grade on transcript*

This course begins with an introductory unit focused on building basic geographic skills, and then moves into regional studies for the remainder of the year. Within each regional study, students learn about both the physical features of each area of the earth and some aspects of human geography that are special to that region. For physical geography, students complete a mapping lab, which simultaneously builds map reading skills while developing critical thinking and problem-solving abilities. Within the human geography aspect of the course, students study topics related to areas of the world, such as transboundary pollution in Europe, globalization in Asia, and colonialism in Africa. Students use a wide range of source materials to gather information, including textbook readings, magazine and scholarly articles, and videos. Students in World Geography show their knowledge of these topics in a variety of ways, such as through oral presentations, essays, debates, and creative projects.

## ***World Languages***

### **French**

#### **French Ia**

*6th-7th grade, Yearlong course*

This course is open to students new to the study of French. It comprises the first half of our French I course in Middle School. Students are introduced to the French language and cultures through a variety of methods and materials. Students learn to understand, read, speak, and write in French through constant exposure to the French language in class discussions, simple conversations, texts, books, and interactive activities like role-plays, cooking, and games. Grammatical concepts are gradually absorbed through context and usage. The focus is on building a strong foundation in a natural way and helping students connect language learning to the Francophone World with insight into French geography, food, music, and holidays. Connections will be made to English. Upon completion of this course, students will continue to French Ib, the second half of our French I course.

#### **French Ib**

*7th-8th grade, Yearlong course - \*Upper School Language Level I credit and grade on transcript*

*Prerequisite: French Ia or equivalent placement test score*

This course comprises the second half of French I. Students continue their study of the French language and culture through a variety of methods and materials. Building on prior knowledge and understanding, students study the structures of French through reading, speaking, listening, and writing. This course expands students' vocabulary and deepens their ability to communicate. Grammar will become more prominent, helping students form more varied, complex, and accurate sentences. In addition to oral and listening practice, students read more complex literature, novels, and authentic texts. Upon completion of this course, students continue on to French II or French II Intro.

#### **French II Intro**

*8th grade, Yearlong course - \*Upper School Language Level I credit and grade on transcript*

*Prerequisite: French Ib or equivalent placement test score*

This course reinforces French I material and gradually introduces more advanced structures and vocabulary for an easier transition into French II the following year. The focus will shift to strengthening the four language skills with a heavy emphasis placed on comprehensibility ensuring students can communicate effectively.

## **French II**

*8th grade, Yearlong course - \*Upper School Language Level II credit and grade on transcript*

*Prerequisite: French I or equivalent placement test score*

As a continuation of French I, this course focuses on the further acquisition and development of basic French language skills and expands students' foundation of grammatical and cultural competency. Listening and speaking skills are practiced by the whole class and in small groups. Students engage in more fluid and confident conversations, read more complex texts, and write with greater ease. This course will lay the groundwork for French III.

*Note: Middle School students who are placed into higher levels of French may take Upper School courses. Please see the Upper School Curriculum Guide for course descriptions.*

## **Spanish**

### **Spanish Ia**

*6th-7th grade, Yearlong course*

This course is designed for students who are new to the study of Spanish. It covers the first half of Spanish I, introducing students to the language and its cultures through a proficiency-oriented curriculum. Students will focus on acquiring the three basic language skills: reading, listening, and writing. Throughout the year, the primary focus will be on the present tense. Students will read one Spanish novel that is rich in cultural content. This novel will be read as a class to model the process of reading for comprehension while developing strong reading strategies. In addition, students will engage with the Spanish language through class discussions, activities, and authentic texts. Connections will also be made to English to reinforce learning. Upon completion of this course, students will advance to Spanish IB, the second half of our Spanish I curriculum.

### **Spanish Ib**

*7th-8th grade, Yearlong course - \*Upper School Language Level I credit and grade on transcript*

*Prerequisite: Spanish 1a or equivalent placement test score*

This course is the second half of Spanish I. Students continue their study of the Spanish language and cultures through a variety of methods and materials. Building on prior knowledge and understanding, students work on the acquisition of the language with the three beginner language skills: reading, listening, and writing. Students are primarily exposed to the present tense throughout the year. Students will read two Spanish novels with significant cultural connections. The first novel is read as a class to model the process of reading for understanding and developing strong reading comprehension skills and strategies. The second novel is assigned as independent reading. The foundation received in this course is essential to success in the following levels. The first levels of Spanish focus on robust exposure and input of the target language through reading and listening. Students also work on writing to demonstrate presentational performance and show their proficiency in the language. This prepares students for presentational, and later conversational, speaking. Due to the nature of the course, mid-term and final exams are cumulative. Upon completion of this course, students will continue to Spanish II or Spanish II Intro.

## **Spanish II Intro**

*8th grade, Yearlong course - \*Upper School Language Level I credit and grade on transcript*

*Prerequisite: Spanish 1b or equivalent placement test score*

This course serves as a stepping stone for students who have completed Spanish 1B but would benefit of an additional year of Spanish before being promoted to Spanish 2. This course helps students solidify and master basic, but essential, vocabulary and concepts covered in Spanish I. Students read a series of engaging novels to build their vocabulary in a way they can connect with them more deeply and repetitively. These Spanish novels are written for language learners to reinforce reading comprehension, build their vocabulary, and see important grammar in context. Due to the nature of the course, mid-term and final exams are cumulative. Upon completion of this course, students will continue to Spanish II.

## **Spanish II**

*8th grade, Yearlong course - \*Upper School Language Level II credit and grade on transcript*

*Prerequisite: Spanish Ib, Spanish II Intro, or equivalent placement test score*

Spanish II focuses on strengthening student proficiency in the language through exposure and comprehensible input. This course builds on Spanish I expectations as students apply their communicative skills to show their proficiency as they continue to expand their vocabulary. Lessons are heavily infused with cultural themes from all around the Hispanic world. This allows for deeper conversations and discussions. The use of authentic materials like videos and literary works is part of the foundation of the resources provided to enrich their experience in the classroom. Students are primarily exposed to the present and past tenses. Each semester, students read a Spanish novel with a significant cultural connection. The first novel introduces students to the past tense in an organic context and it is read as a class in order to work through reading comprehension strategies and discuss cultural references. The second novel is assigned as an independent reading. The foundation received in this course is essential for success in the upper levels. Due to the nature of the course, mid-term and final exams are cumulative. Upon completion of this course, students will continue on to Spanish III.

*Note: Middle School students who are placed into higher levels of Spanish may take Upper School courses. Please see the Upper School Curriculum Guide for course descriptions.*

## **Health and Physical Education**

<b>Health and Physical Education</b>	
6th Grade Health and Physical Education 7th Grade Health and Physical Education 8th Grade Health and Physical Education	<i>All Physical Education courses are the equivalent of three quarter-long courses and are required each year.</i>

### **Health and Physical Education**

#### *Three quarter-long course*

The Physical Education program in Middle School focuses on becoming more mindful of overall physical health and wellness, developing an awareness of lifetime activities including dance, tennis, golf, etc., as well as introducing more progressive skills in sports such as basketball, football, soccer, baseball/softball, among others. A focus on team building, discipline, and sportsmanship are daily expectations. The students are assessed by their participation, readiness for class, and written tests.

### **First Aid**

#### *Grades 7-8*

The First Aid course is based on the American Red Cross curriculum. Topics covered in this course include bloodborne disease transmission, emergency response strategies, preventive care, recognition of emergency situations, and how to care for certain cuts, scrapes, and burns. First Aid will be incorporated into the 7th and 8th-grade Health and Physical Education courses.

# Mathematics

Mathematics	
<p><i>6th Grade:</i> Foundations of Middle School Mathematics Pre-Algebra</p> <p><i>7th Grade:</i> Pre-Algebra Pre-Algebra - Year 1 Algebra I*</p> <p><i>8th Grade:</i> Pre-Algebra - Year 2 Algebra I* Honors Geometry*</p>	<p><i>All Mathematics courses are yearlong courses and are required each year.</i></p> <p>*This course provides Upper School credit and will be listed on the Upper School transcript. All courses that provide Upper School credit in Middle School are 1.0 credit courses.</p>

## Foundations of Middle School Mathematics

*6th grade, Yearlong course*

The focus of this course is on a deep understanding of each topic to produce mathematical thinkers. Students learn to develop metacognition by becoming aware of the strategies they use to accomplish a task. The use of spatial, linguistic, and kinesthetic learning through models, discussions, discoveries, and activities allows students to develop a strong math foundation. This course will include a continued study of fractions, decimals, percentages, ratios, and proportions. This course also investigates solving simple linear equations and integer operations. As part of the course, students will be expected to complete daily homework, as well as group and individual work. A quarter-long project involving the applications of these concepts allows students to use their critical thinking and problem-solving skills in a real-world situation.

*Note: Students entering 6<sup>th</sup> grade from Episcopal Lower School or another school may elect to take a diagnostic test to determine eligibility for Pre-Algebra instead of Foundations of Middle School Mathematics.*

## **Pre-Algebra - Year 1**

*7th grade, Yearlong course*

*Prerequisite: Foundations of Middle School Mathematics*

This course is a bridge that transitions the developing mathematical mind from the concrete nature of arithmetic into the more abstract concepts of algebra and covers the first half of Pre-Algebra. Number sense and logic are essential in this development. The focus is on teaching students to reason and communicate mathematically to prepare them for algebra. Students will complete spirals in class throughout the school year to reinforce previous and current mathematical concepts and to promote number sense and logic. Topics covered will include exploring factors and multiples, understanding real numbers, all operations with rational numbers, expressions and equations, and geometry. Students should expect nightly homework, quizzes and tests, at least one project per semester, and a cumulative exam at the end of each semester. Students must have a TI-30X II S calculator for this course.

## **Pre-Algebra - Year 2**

*8th grade, Yearlong course*

*Prerequisite: Pre-Algebra - Year 1*

This class is designed to help students develop key foundational skills to build toward mastering pre-algebra and algebra concepts in preparation for Algebra I in Upper School and covers the second half of Pre-Algebra. Lessons in this class will balance both skill-building and exploratory activities designed to cultivate critical thinking and analytical skills while providing support and reinforcement with important mathematical fundamentals. The fall semester will focus on strengthening operations with rational numbers as well as understanding solutions to equations and inequalities. During the spring semester, the focus will shift to foundational elements of ratios and proportions while building a conceptual understanding of slope and how it relates to linear equations and systems of equations. Lessons will also include work with basic geometric concepts and applications of geometric formulas. Students should expect nightly homework, quizzes and tests, at least one project per semester, and a cumulative exam at the end of each semester. In addition, students will complete spirals in class throughout the school year to reinforce previous and current mathematical concepts and to promote logical and critical thinking skills. Students must have a TI-30X II S calculator for this course.



## Pre-Algebra

*6th or 7th grade, Yearlong course*

*Prerequisites: Foundations of Middle School Mathematics or equivalent diagnostic test score & department recommendation.*

This course introduces pre-algebra and algebra topics while developing a true understanding of concepts and processes through proficient use of number sense, problem-solving, logical thinking, and technology. Emphasis is on exploring mathematical patterns and ideas while developing critical thinking skills. There is a balance between learning skills, exploring concepts, and solving problems. During the fall semester, the focus will be on understanding real numbers, all operations with rational numbers, expressions, equations and inequalities, rates, ratios, speed, and percentages. The spring semester will focus on geometry, coordinates and linear graphing, proportions, and data and probability. Students should expect nightly homework, quizzes and tests, at least one project per semester, and a cumulative exam at the end of each semester. In addition, students will complete spirals in class throughout the school year to reinforce previous and current mathematical concepts and to promote logical and critical thinking skills. Students must have a TI-30X II S calculator for this course.

Pre-Algebra Recommendation Criteria	<ul style="list-style-type: none"><li>● B or higher in Foundations of Middle School Mathematics (Semester 1 and Semester 2 grade)<ul style="list-style-type: none"><li>○ Quarter/Exam grades may be considered if the consistency of performance is a concern.</li></ul></li><li>● ERB CTP or admissions test scores will be considered</li><li>● Recommendation from the current math teacher<ul style="list-style-type: none"><li>○ Teacher assessment includes performance on assignments and tests, mastery of key concepts, classroom citizenship/treatment of peers, organization, work ethic, and ability to work independently.</li></ul></li></ul> <p>If a student does not initially receive a positive recommendation, the student can request to be considered for the course. The teacher will re-assess student performance at the end of the second semester.</p>
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## Algebra I

*7th or 8th grade, Yearlong course - \*Upper School credit and grade on transcript*

*Prerequisites: Pre-Algebra*

This class is designed to challenge a student's computational and analytical comprehension of algebraic concepts. Lessons in this class will combine exploratory and accelerated activities with practice problems that will expose students to different levels of critical thinking skills and require the ability to move beyond memorization and apply new knowledge to a variety of problems. The fall semester will focus on strengthening and expanding basic algebraic concepts, such as solutions to equations and inequalities, and investigating a more conceptual understanding of functions and linear equations. During the spring semester, the focus will shift to foundational elements of quadratic, radical, and rational functions with an emphasis on developing proficiency in the fundamental properties of exponents and radicals. Ultimately, the goal of the class is to prepare students for Upper School math courses by giving them a comfortable foundation on which to build an understanding of advanced mathematical concepts. Students should expect nightly homework, quizzes and tests, at least one project per semester, and a cumulative exam at the end of each semester. In addition, students will complete spirals in class throughout the school year to reinforce previous and current mathematical concepts and to promote logical and critical thinking skills. Students must have a TI-30X II S calculator for this course.

Algebra I Recommendation Criteria	<ul style="list-style-type: none"><li>● B or higher in Pre-Algebra (Semester 1 and Semester 2 grade)<ul style="list-style-type: none"><li>○ Quarter/Exam grades may be considered if the consistency of performance is a concern.</li></ul></li><li>● ERB CTP or admissions test scores will be considered</li><li>● Recommendation from the current math teacher<ul style="list-style-type: none"><li>○ Teacher assessment includes performance on assignments and tests, mastery of key concepts, classroom citizenship/treatment of peers, organization, work ethic, and ability to work independently.</li></ul></li></ul> <p>If a student does not initially receive a positive recommendation, the student can request to be considered for the course. The teacher will re-assess student performance at the end of the second semester.</p>
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## Honors Geometry

*8th grade, Yearlong course - \*Upper School credit and grade on transcript*

*Prerequisites: Algebra I*

This course is designed to enable students to use inductive and deductive reasoning to investigate and understand geometric concepts, and to apply these concepts to real-life situations. Emphasis is placed on a conceptual understanding that requires students to extend beyond the basic geometric properties and apply multiple theorems or postulates to solve novel problems. In addition, students will be required to formulate proofs of parallel lines, triangle congruence, triangle similarity, and area. Students learn to apply the principles, patterns, and spatial orientation of plane and solid Euclidean geometry to real-world applications. This course requires a strong foundation in Algebra I skills such as solving and writing linear equations, solving systems of equations, and solving quadratic equations using various methods. Minimal class time will be spent reviewing these pre-requisite skills. As part of the course, students should expect homework every night with additional time spent reviewing independently for assessments. Students must have a TI-84 series calculator for this course.

Honors Geometry Recommendation Criteria	<ul style="list-style-type: none"><li>● B+ or higher in Algebra I (Semester 1 and Semester 2 grade)<ul style="list-style-type: none"><li>○ Quarter/Exam grades may be considered if the consistency of performance is a concern.</li></ul></li><li>● ERB CTP or admissions test scores will be considered</li><li>● Recommendation from the current math teacher<ul style="list-style-type: none"><li>○ Teacher assessment includes performance on assignments and tests, mastery of key concepts, classroom citizenship/treatment of peers, organization, work ethic, and ability to work independently.</li></ul></li></ul> <p>If a student does not initially receive a positive recommendation, the student can request to be considered for the course. The teacher will re-assess student performance at the end of the second semester.</p>
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*Note: Students wishing to take advanced offerings beyond the scope of this catalog are encouraged to contact the Math Department Chair. While every effort will be made to offer needed courses in the Middle School, some advanced courses (e.g. Honors Geometry and Honors Algebra II) may be offered cross-divisionally with the Upper School.*

## **Religious Studies**

<b>Religious Studies</b>	
6th Grade Religion 7th Grade Religion 8th Grade Religion	<i>All Religious Studies courses are the equivalent of quarter-long courses and are required each year.</i>

### **6th Grade Religion**

#### *Quarter-long course*

This course introduces students to various aspects of our Episcopal Identity. Students will attend this class with a different teacher each quarter. These quarter-long units will include discussions of Judeo/Christian scriptures, learning how to create and sustain communities of belonging, an introduction to service learning, and how we can learn to make healthy choices for ourselves. The health-focused unit in this course will include substance abuse prevention curricula and sex education. Two Biblical themes provide the focus for this course: “Your body is a temple,” and Jesus’s directive that the greatest commandment is to “love God, and love your neighbor as you love yourself.” Student progress in the course is assessed through positive class participation, project work, in-class assignments, reflective journal responses, and periodic quizzes.

### **7th Grade Religion**

#### *Quarter-long course*

This course uses the foundation of Old and New Testament stories to examine the truth of God’s relationship to humanity, our interaction with God incarnate, Jesus, and our relationship with one another. Using weekly writing assignments that focus on the student’s life experiences, students see how they encounter the same issues the people of the Old and New Testaments did and how God is still calling us into a closer relationship. In this course, students use initiative and team-building exercises as well as values clarification exercises to reinforce things like cooperation, recognizing and accepting the different gifts and talents of others, and what it means to live as part of a community and not simply as an individual. Students will also use Film Clips for Spiritual and Ethical Education to discuss character issues that they encounter in the study of scripture such as honesty, respect, empathy, and many more. Lastly, we will entertain questions and talk about a variety of issues in the religious world over the quarter. Students are encouraged to think freely and be inquisitive about religion and their own spiritual lives.

## **8th Grade Religion**

### *Quarter-long course*

This course explores how religion influences everyday life around the world. As citizens of an increasingly interconnected global community, we have a responsibility to develop an understanding of the world's religions. Episcopal schools, by design, seek out their own diversity-social, ethnic, religious, etc. A study of world religions is cross-cultural and teaches students to better understand each other and the world around them. It helps them develop empathy for and an understanding of those who may differ from them. Naturally, students should feel free to ask questions about various religions and spiritual practices during the course. The study of world religions is also helpful because it draws on many different academic disciplines, especially history, sociology, anthropology, philosophy, and psychology. This course uses quizzes and projects to assess the level of understanding and comprehension of the complex topics studied.

## Science

Science	
<p><i>6th Grade:</i> Earth and Space Science</p> <p><i>7th Grade:</i> Life Science</p> <p><i>8th Grade:</i> Computer Science * Physical Science *</p>	<p><i>All Science courses are yearlong courses and are required each year.</i></p> <p>*This course provides Upper School credit and will be listed on the Upper School transcript. All courses that provide Upper School credit in Middle School are 1.0 credit courses.</p>

### **6th Grade Earth and Space Science**

#### *Yearlong course*

This course provides an introduction to earth and space science. Students will learn to implement scientific methods related to scientific investigations, data analysis, and reporting results. The study of earth science focuses on geology which includes the study of earthquakes, volcanoes, plate tectonics, minerals, and rocks. In this portion of the curriculum, students utilize the engineering process to research the methods for creating earthquake-resistant buildings. They use their research to design, build, test, and modify their structures. Students will also gain a global perspective on the issues surrounding access to clean drinking water. Students identify local sources of drinking water, and concerns facing our local community, and also identify areas around the world where access to water is a concern. Students utilize the engineering process once again to identify materials that will help to clean water by building a simple water filter. The space science portion of the course will include current space advancements and occurrences while focusing on the solar system.

### **7th Grade Life Science**

#### *Yearlong course*

This course presents the structure and function of living organisms, systems, organs, and cells. It explores the relationships among the various types of living things and their interactions with the environment. The course utilizes cooperative learning and activity-based lessons to spark student interest. The following skills will be developed: communication through the expression of opinions on contemporary topics; demonstration of knowledge expressed in posters, reports, dissections, and models; classification through collection and identification of leaves and wildflowers; logical thinking through sequencing, concept mapping, role-playing, and making and using tables and graphs; and observing through field experiences and the use of microscopes.

## Computer Science

*8th grade, Yearlong course - \*Upper School credit and grade on transcript*

This course is a broad introduction to the basic principles of computer science. Students will develop critical thinking and problem-solving skills as they explore core concepts. Topics will include the basics of hardware and software, troubleshooting, networks, cybersecurity, data representation, collection, storage, visualization, and modeling, as well as algorithms and programming. Students will also look at the economics of technology development, as well as major influencers within computer science and advances that have resulted in significant changes in the world. Through this, students will learn about the complex application of technological solutions. Assessments will include projects, quizzes, and tests.

## Physical Science

*8th grade, Yearlong course - \*Upper School credit and grade on transcript*

Physical Science students will explore the basic concepts of chemistry and physics and how they apply to areas of earth and life sciences. Over the course of the year, students can expect to focus on topics like matter, the atom, the periodic table, energy, work, and power. To explore these topics, students can expect to perform weekly labs or activities, as well as take formal notes and complete readings. Some labs include creating a circuit and observing different types of evidence of chemical reactions. The class is assessed primarily through tests and quizzes with a few projects.

Physical Science Recommendation Criteria	<ul style="list-style-type: none"><li>• B or higher in Pre-Algebra (Semester 1 and Semester 2 grade) and B or higher in Life Science (Semester 1 and Semester 2 grade) OR A- or higher in Pre-Algebra, Year 1 (Semester 1 and Semester 2 grade) and B or higher in Life Science (Semester 1 and Semester 2 grade)<ul style="list-style-type: none"><li>◦ Quarter/Exam grades in both math and science courses may be considered if consistency of performance is a concern.</li></ul></li><li>• ERB CTP or admissions test scores will be considered</li><li>• Recommendation from current science and math teacher<ul style="list-style-type: none"><li>◦ Teacher assessment includes performance on assignments and tests, mastery of key concepts, classroom citizenship/treatment of peers, organization, work ethic, willingness to embrace new challenges, and ability to work independently.</li></ul></li></ul>
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## **Interdisciplinary**

<b>Interdisciplinary</b>	
<i>6th Grade:</i> Foundations of Academic Success	<i>All Interdisciplinary courses are quarter-long and are elective.</i>

### **Foundations of Academic Success**

*6th grade, Quarter-long course*

This course is designed to help students adjust to Middle School life. The course emphasizes effective and efficient ways for students to take charge of their own learning. Special areas of concentration include study skills, organization, time management, test preparation, and goal setting. Students who have never taken a study skills course and those encouraged by Lower School teachers to improve their study and organization skills are most likely to benefit from this course.