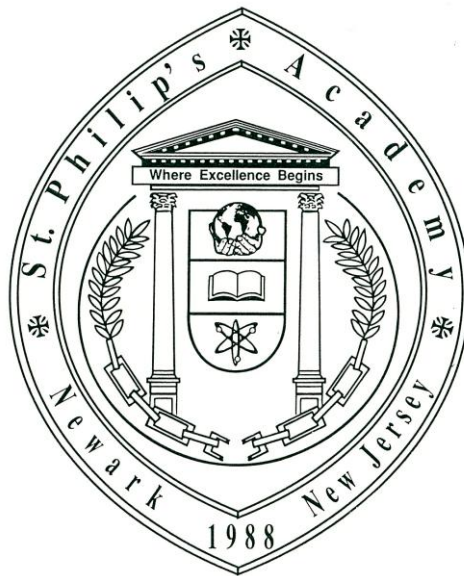


# St. Philip's Academy



## Middle School Curriculum Guide Grades Fifth-Eighth

## TABLE OF CONTENTS

MIDDLE SCHOOL OVERVIEW AND EDUCATIONAL PHILOSOPHY.....	Page 3
ENGLISH LANGUAGE ARTS CURRICULUM OVERVIEW.....	Page 5
MATHEMATICS CURRICULUM OVERVIEW.....	Page 8
SCIENCE AND ECOSPACES CURRICULUM OVERVIEW.....	Page 9
SOCIAL STUDIES CURRICULUM OVERVIEW.....	Page 11
FOREIGN LANGUAGE.....	Page 11
COMPUTER SCIENCE.....	Page 13
PHYSICAL EDUCATION.....	Page 15
ART.....	Page 16
MUSIC.....	Page 16
LIBRARY RESEARCH.....	Page 16
SPECIAL PROGRAMS.....	Page 17
ADVISORY.....	Page 17
EDUCATIONAL SUPPORT PROGRAM (ESP).....	Page 18
INTRAMURAL SPORTS.....	Page 18
ENRICHMENT ACTIVITIES.....	Page 18
HONORS SEMINARS.....	Page 19
FIFTH GRADE CURRICULUM.....	Page 20
RESOURCES.....	Page 22
SIXTH GRADE CURRICULUM.....	Page 25
RESOURCES.....	Page 28
SEVENTH GRADE CURRICULUM.....	Page 30
RESOURCES.....	Page 34
EIGHTH GRADE CURRICULUM.....	Page 36
RESOURCES.....	Page 41

## MIDDLE SCHOOL OVERVIEW AND EDUCATIONAL PHILOSOPHY

St. Philip's Academy recognizes the middle school years as a time of tremendous change and growth. Between the ages of 10-14, young people experience major physical, emotional, psychological and intellectual changes in their transition from childhood to adolescence. The process is one of twists and turns, and even some occasional "bumps in the road." This journey is, however, one of immense challenge, excitement and reward. Middle school students are naturally curious, questioning, caring, loyal, passionate and energetic as they begin to take on a greater interest in their peer group, and to explore their personal role in the world at large.

The St. Philip's Academy Middle School philosophy recognizes and values the developmental needs of the middle school student. We seek to ease the journey into young adulthood by creating an environment that not only addresses the academic necessities of the emerging adolescent, but also responds to his/her social, emotional and physical needs. In recognition of the fact that students grow and mature at different rates, St. Philip's seeks to address individual academic and personal needs insofar as possible. We also understand that while middle school students seek to have greater control over their lives and to exercise independent decision-making, they also have a need for positive relationships with adults, as well as freedom within boundaries.

To this end, the middle school at St. Philip's Academy embraces guiding principles of the *Responsive Classroom* research-based philosophy created by the Northeast Foundation for Children: 1. The social curriculum is as important as the academic curriculum. 2. How children learn is as important as what they learn. 3. The greatest cognitive growth occurs through social interaction. 4. Knowing the children we teach – individually, culturally, and developmentally – is as important as knowing the content we teach. 5. Knowing the families of the children we teach is as important as knowing the children we teach. 6. How we, the adults, work together is as important as our individual competence.

Middle School is a time when young people may increasingly challenge rules and authority as they begin the process of understanding both the world at large and their place in it. St. Philip's respects this important developmental stage, while at the same time heeding the adolescent's continuing need for structure and limits. The Middle School strives to maintain a balance between rigid restrictions and too much freedom. It is our profound

belief that true education, learning and control must come from intrinsic motivation and understanding as opposed to arbitrary rules and regulations. Therefore, we view the discipline process as part of educating the whole child and strive to maintain limits, while helping students to understand and own their decisions. As a way of addressing the need of students for increased autonomy, St. Philip's provides opportunities for students to exercise responsibility and to get involved in their community through a variety of community service and student leadership programs.

To encourage students to develop the intrinsic motivation and foster a nurturing and respectful environment St. Philip's Academy adheres to and teaches a core of nine universal virtues, or values. These nine virtues include: Honesty, Kindness, Self-Control, Respect, Responsibility, Friendship, Loyalty, Courage, and Open-Mindedness. Students are taught these values in an intentional manner throughout their time at St. Philip's Academy and each grade level is assigned one virtue for the year. As St. Philip's Academy students progress through nine years of schooling they will receive one year focused on each of the nine virtues.

These values are discussed and internalized throughout the Middle School Advisory Program, classroom meetings, and school gatherings. During Advisory, in addition to other topics and discussions, students are given an opportunity to reflect on issues and problems in their classroom, school, or community, and think of best options for handling situations of conflict. These conversations prepare students to think of situations before they arise, and to help them make thoughtful and ethical decisions. Students learn to treat themselves and others with respect, to be responsible citizens, and contributors to their community. The middle school curriculum was conceived and implemented in support of the educational and developmental needs of the young adolescent. Teachers continue to shape and revise curriculum in alignment with New Jersey State Standards and International Baccalaureate Standards for Middle School. It is structured both to prepare students for success at leading day and boarding schools and to meet the academic, social and emotional requirements of the whole child. At St. Philip's Academy, the course content of our middle school program is the vehicle by which we stress the sharpening and mastery of skills that prepare a student for high school, college and life-long learning. Through carefully constructed course content, teachers challenge students to not only recognize and comprehend material, but to support opinions with facts, to challenge ideas and to question the world in which they live.

Teachers, who are specialists in particular disciplines, teach the core academic subjects of English, Mathematics, History, Science and EcoSPACES. Learning periods are maximized through block scheduling of both 90 minute and 45 minute classes in which all students grades 6-8 have a different teacher for each content area and subject. Modern language, physical education, music, art, library research, and computer skills augment the basic curriculum. Weekly enrichment periods offer students in grades five through eight a choice of electives and clubs that range from music to the study of Ethics, Robotics, and World Religions, Civil Rights or Caribbean Literature and Culture. The physical development of the students is supported through physical education classes, seasonal intramural sports and interscholastic athletic teams including basketball.

The Middle School at St. Philip’s officially begins in the fifth grade and extends through eighth grade graduation. The fifth grade at St. Philip’s is viewed as a transitional year as students make the progression from the self-contained lower school classrooms to the fully departmentalized sixth to eighth grade curriculum. Students entering fifth grade, at ages 10 and 11, stand on the cusp of young adulthood. In order to facilitate their progression, the fifth grade students are placed in a homeroom-based environment, but have one teacher for English and Social Studies and another for Math and Science. As a class, students move between these teachers and their specialist instructors (physical education, computer skills, language, art, music, and library research) and begin the process of managing differing expectations and teaching styles while retaining a clear “home base.”

## **ENGLISH LANGUAGE ARTS CURRICULUM OVERVIEW**

The goal of the middle school English curriculum is to create in students a life-long love of reading and writing while building critical thinking, analytical and communication skills. The curriculum is structured around the International Baccalaureate Standards as well as the New Jersey Core Curriculum Standards and is strongly guided by Gay Su Pinnell and Irene C. Fountas’s work *The Continuum of Literacy Learning: Grades PreK-8*. In order to ensure that the curriculum meets the standards and benchmarks set forth, the English Department has divided units of study in terms of Reading Strategies, Word Work, Writing Skills, and Grammar Skills.

Reading Strategies are developed through studying whole-class assigned texts, Book

Club groups, and through independent reading which is encouraged through *The Accelerated Reader Program*. Students learn to think within the text, beyond the text, and about the text as they study a variety of genres including, but not limited to, fiction, non-fiction, short stories, poetry, plays, and essays. The whole-class assigned texts serve as the “mentor” texts to teach specific reading strategies and skills such as solving words, monitoring and correcting, summarizing, predicting, making connections, inferring, analyzing, or critiquing. Teachers guide students through these mentor texts in order to point to specific aspects which will aid in developing targeted reading strategies and skills. These mentor texts are then supplemented within Book Clubs by a similar text in the same genre that students read in small groups. The Book Clubs provide an avenue for students to practice the reading strategies learned with the teacher through the mentor texts, but in an environment that is tailored to their more specific needs. For instance, in one given class there may be 2-4 Book Clubs taking place at one time. Students are placed in a specific Book Club group based upon their Guided Reading Level and are able to work with a text that is tailored to their needs. Within these Book Clubs students are practicing the same reading strategies and reinforcing the same skills, but with books that may be more or less challenging than the whole-class mentor text. Literature discussions are also an important aspect of Book Clubs, as talking about books furthers thinking, connecting, and communicating about reading. Book Clubs allows for teachers to more easily differentiate their reading strategies instruction and work within small groups to guide students in acquiring the reading strategies necessary to become effective and active readers.

Students are also encouraged to select books to read on their own, independently and during their spare time, with the intention to read for enjoyment. Independent reading books are often selected based on their content and solely on the interests of the student. However, the St. Philip’s Academy Middle School also employs a computer program called *The Accelerated Reader*, which integrates computer technology with reading enrichment to increase independent reading and comprehension. Students who read independent reading books that are on *The Accelerated Reader* program list earn points after completing a short online comprehension quiz that is taken once the book has been completed. Individual teachers in grades 5-8 often set a specific number of *Accelerated Reader* points as a goal for students to reach by the end of a grading period.

Developing strong writing skills is crucial to the overall goal of the entire middle

school curriculum and English program in particular. Students are encouraged to write across the curriculum and in the content areas they apply many of the skills developed in their English classes. Students in grades fifth through eighth also learn to write in a variety of genres and forms focusing on narrative, informational, poetic, and functional writing purposes. Teachers focus on writing skills and strategies such as perfecting paragraph structure, topic sentences, the elements of introductions and conclusions, character development, using dialogue, etc. The range of writing expectations increases at each grade level and students build upon the foundations they formed in Lower School to perfect the writing process and become clear, articulate, colorful, and entertaining authors. Writing instruction takes place within units that are focused on a specific genre. Often times in the middle school English classroom the genre of the writing unit will correspond to the genre of the mentor text being used in the teaching of reading. This helps students draw connections between themselves as authors and the authors of the texts they are reading in class.

Students enter the fifth grade expected to know the steps of the writing process and are increasingly held accountable for submitting multiple drafts of their writing pieces as they get older. In fifth grade, students are guided through these steps with much more support from their teacher than an eighth grade student. By eighth grade students are expected to independently submit additional drafts of their writing to their teacher without prompting; having internalized the value of the writing process throughout their years as a middle school English student and having recognized the value of getting feedback, revisiting their writing, and revising it constantly to transform it into its best possible form. The goal of the writing skills instruction within the Middle School is to scaffold the instruction in such a way as to aid students in becoming confident and independent writers by identifying, practicing, and building upon skills and strategies that will improve their voice, writing conventions, organization, word choice, and ideas for content.

During Word Work students in grades 5-8 focus on word meanings, word structures, and word origins. Students in fifth grade may still be practicing spelling patterns and exploring high frequency words, but as students progress through the eighth grade they begin to analyze the complexities of the English language such as the intricate use of figurative language and analogies. Word Work may also consist of content vocabulary, Greek and Latin roots, suffixes and prefixes, and parts of speech. Grammar Skills are taught as a

means to becoming better speakers, writers, readers, and listeners. The 5<sup>th</sup>-8<sup>th</sup> grade curriculum ranges from teaching basic language conventions such as the four types of sentences or verb tense, to more difficult concepts such as independent, dependent and subordinate clauses, and parallel structure. Grammar Skills and Word Work curriculum is primarily developed from a resource known as *Write Source*, which is a division of Great Source and Houghton Mifflin Harcourt.

## **MATHEMATICS CURRICULUM OVERVIEW**

The Mathematics program in the Middle School is designed to help students approach math capably and confidently, while relating mathematical problems to their everyday lives. Math is taught with the goal of developing students who are able to address problem-solving flexibly and creatively while drawing from a strong foundation developed in the Lower School that allows them to broaden their knowledge into the more complex concepts of Pre-Algebra, Algebra, and Geometry in the Middle School. Students are encouraged to experiment with a range of problem-solving strategies, to become comfortable taking risks, and to be open to different approaches.

In fifth grade at St. Philip's Academy students continue their studies from the Lower School utilizing the *Everyday Mathematics* curriculum, which is a hands-on program. The goal of the curriculum is to encourage students to use mathematical reasoning, employ problem solving strategies, communicate mathematically, and make connections among mathematical topics and with real-life situations. The University of Chicago School Mathematics Project developed the program based on the findings and recommendations of the 1989 National Council for Teachers of Mathematics (NCTM). The program began in approximately 1985 and was continually developed over the following decades with modifications made every year thereafter. The main features of the fifth grade program consist of: Real-life Problem Solving, Balanced Instruction allowing for the balance of teacher-directed instruction with opportunities for open-ended, hands-on explorations, long-term projects and on-going practice, Multiple Methods for Basic Skills Practice, Emphasis on Communication by encouraging students to explain and discuss their mathematical thinking in their own words, an Enhanced Home/School Partnership, and the Appropriate Use of Technology. Students

regularly receive direct instruction, work independently and in cooperative groups, play math games, and use manipulative materials.

In sixth grade students enter Pre-Algebra and begin to focus on the main purpose of the sixth-eighth grade Mathematics program: to develop a strong foundation in the concepts of Algebra and strengthen problem-solving abilities. The sixth-eighth grade Mathematics program is unique at St. Philip's Academy because of the wide range of courses available to students. All students begin in 6<sup>th</sup> grade with a Pre-Algebra course, but can advance onto two or three different tracks depending on their performance levels when entering grades 7 and 8. In seventh grade students either participate in Pre-Algebra 2 or Algebra 1 Honors and in eighth grade students may take Algebra 1, Algebra Honors, or Algebra & Geometry Honors. All courses employ texts provided by the *Glencoe McGraw-Hill* series and supplement the textbook instruction in order to give each child a well-rounded, in-depth, and comprehensive Mathematics experience in the Middle School.

## **SCIENCE & ECOSPACES CURRICULUM OVERVIEW**

EcoSPACES is a multidimensional co-curricular program designed to give students the tools to lead healthy and environmentally productive lives in the 21<sup>st</sup> century. Utilizing unique learning environments, St. Philip's Academy seeks to inspire students at all grade levels to embrace the highest principles of environmental and nutritional stewardship. As part of our curriculum we aim to help students make informed decisions for living a life that benefits their bodies and our planet, while understanding the interconnectedness of all living things.

The St. Philip's Academy curriculum continues to integrate the mission, goals, and learned academic skills of EcoSPACES into the daily class work of students at every grade level. We also utilize all of our physical learning environments (Teaching Kitchen, Rooftop Garden, Dining Hall, Electronic HVAC Monitoring System) to support our curriculum through hands-on learning opportunities.

The EcoSPACES curriculum is integrated into all subjects in the Middle School, but serves especially well as a supplement to our Science curriculum, which aims to build upon the foundations in Physical Science, Life Science, and Earth Science learned in Lower School. Students in the Middle School delve deeper into the laws and principles that govern

nature and the universe to become confident and comfortable with utilizing the scientific method, conducting labs and writing lab reports, and gaining a better understanding of the world around them.

In fifth grade students continue to study content specific scientific knowledge and conduct hands-on experiments through the use of the Houghton Mifflin *Discovery Works* program. The *Discovery Works* program is based on the benchmarks set forth by the American Association for the Advancement of Science and the National Science Education Standards prepared by the National Research Council. The curriculum consists of hands-on activities, including scientific experiments and demonstrations, which fall into the following content areas: Life Science, Physical Science, and Earth Science. Students are introduced to content specific knowledge appropriate to their age/developmental level and the use of technology and field trips are integral to the program. Field trips, technology, and resources provided from the Newark Museum allow fifth grade teachers to provide the hands-on experiences that we strive to provide for our students in science.

The sixth-eighth grade Science curriculum builds upon the foundations of Life, Physical, and Earth Science that students gained in the Lower School through the *Discovery Works* program. Instead of concentrating on multiple units of study that fall under each of these content areas, as with the *Discovery Works* program, the sixth-eighth grade Science department teachers have developed three specific year-long courses devoted to each of these content areas specifically. By providing full courses and lab work in Environment Science for sixth graders, Life Science for seventh graders, and Physical Science for eighth graders students develop a deeper content knowledge base. The 6<sup>th</sup>-8<sup>th</sup> grade Science department utilizes texts from one of the nation's leading educational publishers, Prentice Hall Inc., which is a division of the Pearson Education Company and responsible for publishing middle school and high school textbooks and technology. The fifth grade Science teacher and the sixth-eighth grade Science teachers work hard to ensure that the curriculum is scaffolded in such a way to support and extend students' knowledge of these three main branches of Science.

## **SOCIAL STUDIES CURRICULUM OVERVIEW**

The goal of the Middle School History program is to develop in students a sense of

connectedness to history, of historical events to one another, and of the social sciences to other disciplines. Students are expected to master basic, defined course content and to examine current events in the context of past experiences. In fifth grade students study Geography and Ancient Civilization. The sixth grade curriculum continues to focus on world history, studying people, places, and events after the fall of the Roman Empire, while the seventh and eighth grade programs provide an in-depth study of American history and help students to place their own experiences within the greater historical context. Ultimately, the History curriculum seeks to not simply provide dates and data, but to provoke students to probe deeper beneath the facts presented and to examine our common human experience.

The History curriculum encourages analytical thinking and enhances writing skills. Additionally, such basic skills as note taking, outlining, and map reading are an important part of the program. A crucial aspect of the seventh and eighth grade history program is a major research paper for which students are required to engage in exhaustive research of a historical figure and to follow a clearly delineated research process. This month-long project includes work with both primary and secondary sources and multiple drafts leading up to a complete research paper. The sixth, seventh and eighth grades visit the library on a weekly basis to support this research process and the study of the social sciences.

## **FOREIGN LANGUAGE**

Learning any foreign language is marked primarily as learning a new means of communication. By teaching our students another means of communicating, we are, in essence refining their cognitive and linguistic abilities. Reading, Writing, Speaking, and Listening opportunities are provided in three languages from grades 5-8 at St. Philip's Academy.

### ***French (Grade 5)***

Students in fifth grade continue their study of French from the Lower School. French is the foreign language taught in grades k-5 for a variety of reasons. First and foremost is the connection to our founding Head Mistress, Dr. Maureen Fonseca, who received her undergraduate degree from Vassar College in 1974 in French. French is also a

widespread language spoken as a native tongue on all the continents except Australia. It remains the language of diplomacy. For example, although the documents of the United Nations are published in several languages, the French version is always the official one. French literature and French civilization are among the richest in the world. French thinkers have immeasurably enriched our political, social and philosophical ideals as well as our knowledge of Mathematics and Science. In the ever-expanding career opportunities of the 21<sup>st</sup> century, French is the foundation of international business, finance and trade. As students in the fifth grade are not yet accustomed to the full block scheduling, keeping them in the French program minimizes their number of teachers and courses, thereby easing the transition into the departmentalization of the 6<sup>th</sup>-8<sup>th</sup> grade curriculum.

### ***Spanish Language (Grades 6-8)***

Sixth, seventh and eighth graders begin their study of the Spanish language and culture with an emphasis on culture and conversation. At the middle school level, the program attempts to awaken and enhance the students' interest in and appreciation of foreign languages and cultures through a variety of linguistic and cultural experiences. The generation of enthusiasm for foreign study, the development of study skills essential to the mastery of a foreign language, the basic command of grammar, vocabulary, and syntax of the Spanish language are the primary objectives. By graduation, students are prepared at the equivalent of high school Spanish I. This will enable them to continue their study of this language to the advanced placement level in secondary school. If they choose to pursue French, Latin or Italian they will have received a solid foundation in a romance language.

### ***Latin (Grades 6-8)***

Grades 6-8 participate in the Cambridge Latin course (North American Fourth Edition) that aims to introduce students to the language that was so influential on the development of Romance languages, as well as our own language, English. Students meet the real *familia* of *Lucius Caecilius Lucundus*, whose house and business records survive from first century AD Pompeii. Our goals are to lay a basic foundation for comprehension of the Latin language through practice in reading it, and to increase awareness of the Roman contribution to Western Civilization through reading about life in the first century AD. We also aim to help students better understand English grammar and extend their English

vocabulary. The course entails translation exercises, comprehension questions, Latin grammar and vocabulary, as well as some study of ancient Roman civilization.

## **COMPUTER SCIENCE**

Over the past two decades, Computer Science and computer technology have had a remarkable impact on our society. St. Philip's Academy recognizes the utility of the computer and the ability of the child to acquire literacy and competence at a phenomenal rate, when compared to adults.

St. Philip's Academy boasts a fully equipped computer lab with 22 desktop units, two mobile laptop units, a 21<sup>st</sup> Century classroom, and another fully equipped media center, to all students grades Kindergarten-Eighth. In grades 5-7 students refine their word processing skills, create and use spreadsheets, become familiar with databases and develop web pages using HyperText Mark-up Language. In addition they continue to use an individually paced program to practice keyboarding. In eighth grade media literacy skills are honed as students address real-world issues such as poverty and global warming. Students use technological and multimedia tools to design and produce web sites, web casts, podcasts, digital stories, and public service announcement.

The following is a list of requirements and offerings for 2010-2011 from the Computer Science Department:

### **Technology Literacy Assessment**

The Technology Literacy Assessment is a pre-assessment test that will be given to all Middle School students during the first week of school. This test will evaluate students on their current technological content knowledge. Students will be assessed on keyboarding, word processing, spreadsheet, and multimedia presentation and Internet skills. Students, who do not pass, must participate in the MS Computer Science Basics 6-8.

### **Internet Safety Workshop**

The Internet Safety workshop is a 90 minute session specifically designed for all Middle School students. The workshop reinforces the safe and ethical use of digital devices; including the Internet, and cell phone. In addition students will review the school's acceptable use policy.

## **Middle School Course Offerings**

**Computer Science 5-** A state standard technology course that equips Fifth Graders for 21<sup>st</sup> century learning. Students are taught Telecommunications concepts of: Ethical and Safe Use of Technology; World Wide Web/Internet; Email; Keyboarding; Word Processing; Multimedia/Presentation and Spreadsheets/Graphs

**MS Computer Science Basics 6 -8-** A technology course that focuses on strengthening keyboarding skills and comprehensive use of Microsoft Office applications, i.e. Word, Excel, Publisher and PowerPoint.

## **Computer Science Honors**

**Digital Storytelling** – 8<sup>th</sup> grade course that integrates the techniques of filmmaking into the classroom by developing the following concepts: 1) Script development 2) Screenwriting & storyboarding 3) production & filming 4) editing 5) exhibit, review and reflect.

## **Computer Science Enrichment Activities**

Fall Semester

**MS Computer Science Basic 6-8-** A technology course that focuses on strengthening keyboarding skills and comprehensive use of Microsoft Office applications, i.e. Word, Excel, Publisher, Access and PowerPoint

**Social Networking 6-8** – An Internet awareness course that will explore various Web 2.0 tools (such as blogging, podcasts and YouTube) and evaluate the use of these tools from ethical, educational and goal-oriented viewpoints. Students will participate in monitored environments using social networking sites and discuss the impact of social networking in recent events. This course will build 21<sup>st</sup> century learning skills, with a particular focus on critical thinking and problem solving, communication, and collaboration.

Spring Semester

**Microsoft Office Intermediate-** Students will build on their MS Office and public relations skills by participating in a marketing project called, The Dream Team. Students will have the opportunity to create and promote their own sports team while developing intermediate

skills in the following applications. Word, Excel, Publisher, Access and PowerPoint.

**Web Design** – Students will design a web page using HTML (Hyper Text Mark Up Language). Students will learn to write, edit and debug HTML code.

**Flash Animation** – Students will become animators and learn how to use Macromedia Flash to create a “mini” animated story. Students will learn how to animate objects by using Flash tools such as static, frame by frame, motion tween, shape tween and motion paths.

## **PHYSICAL EDUCATION**

The mission of the Athletics Department at St. Philip’s Academy is to provide a competitive athletic environment while promoting and embodying the ideals of teamwork, sportsmanship, hard work and self-discipline. The athletic program is designed to provide wholesome opportunities and experiences that will enable students to develop physically, mentally, socially, and emotionally. Participation in the athletic program teaches middle school students the importance of commitment, the satisfaction of selfless teamwork, the lessons learned in victory and defeat, and the joy of competition. In the spirit of healthy competition, our athletes at all levels are expected to strive to win, as a winning tradition is one measurement of success and can invigorate an entire community.

St. Philip’s Academy offers two sports teams for our middle school students: Boys Basketball and Girls Basketball. Although basketball is the only extramural sport we offer, our Middle School intramural program is offered twice per week on Tuesdays and Thursdays and provides an opportunity for all students to participate in a varied, competitive environment. All student athletes are expected to maintain academic standards. Coaches work with parents and teachers to ensure that St. Philip’s student-athletes are achieving their best.

The Athletic Department recognizes that success is not exclusively a function of winning and student-athletes work towards team goals, and conducting themselves with honor, integrity, and sportsmanship at all times is the cornerstone of our athletic philosophy. It is a philosophy and approach that complements the educational process, mission, and overall environment of St. Philip’s Academy.

Students in grade 5 continue to wear gym uniforms for the duration of the school day,

while students in grades 6-8 are given lockers and are expected to change for Physical Education classes.

### **ART**

Middle School Art classes center on the exploration of media and art concepts. Students cover the basic principles of art and elements of design. Work is done in a variety of media so students learn various art techniques and methods. Areas covered include paper folding, drawing, clay acrylics, design, color theory, art appreciation, and pencil and charcoal techniques. In addition, students are encouraged to use computer technology to create and alter images and learn basic elements of graphic design.

Discussions address the nature of artistic creativity and how the principles and elements of design are employed to create highly expressive compositions. Various historical periods are discussed to illustrate how diverse cultures implement the concepts students have learned in class.

### **MUSIC**

Music instruction for students in the Middle School emphasizes appreciation for this art through the study of music history, theory, analysis, and performance. Students are encouraged to participate in musical groups, such as the St. Philip's Academy SPAlight Singers Middle School Choir and the Middle School Spring Musical.

### **LIBRARY RESEARCH SKILLS**

The school library and fully equipped media center serve as a vital link to the world of information and support the curricular and extracurricular needs of students, educators and staff. Information literacy is the program's ultimate goal and is promoted by collaboration between classroom instructors and the librarians for the purpose of teaching information-seeking strategies and skills across disciplines.

The library curriculum focuses on five areas that are presented to students at age and grade appropriate levels:

- The characteristics of information and the information seeker
- How information is organized in a library
- How information is stored

- ☑ How libraries function
- ☑ How to search for information

Different materials and increasingly complex skills are introduced in each area.

## **SPECIAL PROGRAMS**

### **Grades 6-8 Advisory Program\***

Advisory programs (also called advocacy programs, homebase, teacher-based guidance, advisor-advisee) are predicated on the belief that every young adolescent should have at least one adult at school to act as the student's advocate. According to the Carnegie Council on Adolescent Development (1989), "Students should be able to rely on that adult to help learn from their experiences, comprehend physical changes and changing relations with family and peers, act on their behalf to marshal every school and community resource needed for the student to succeed, and help to fashion a vision of the future" (p. 40). In similar fashion, Beane and Lipka (1987) presented a useful description of advisory programs:

*Advisory programs are designed to deal directly with the affective needs of [young adolescents]. Activities may range from non-formal interactions to use of systematically developed units whose organizing center are drawn from the common problems, needs, interests, or concerns of [young adolescents], such as "getting along with peers," "living in the school," or "developing self-concept." In the best of these programs, [young adolescents] have an opportunity to get to know one adult really well, to find a point of security in the institution, and to learn about what it means to be a healthy human being. (p. 40)*

When an advisory program is effectively implemented, it can be an important factor in supporting student learning. In some schools, advisory periods are scheduled daily, whereas at St. Philip's Academy they occur twice a week for 45 minutes. Students are assigned an advisor in groups of approximately 5-6 students and focus on weekly themes that integrate St. Philip's Academy's nine virtues and build a sense of community and trust.

\*Descriptions adapted from the National Middle School Association (NMSA)

### **Grades 6-8 Educational Support Program (ESP)**

Students in grades 6-8 attend ESP classes three times a week at St. Philip's Academy. These class periods allow for teachers to conduct office hours with the purpose of providing educational support to students. Although teachers have open-access to working with students who show a need for remedial or enrichment academic support, students are

assigned to an extra period with their core curriculum teachers during this time to also provide students the opportunity to see teachers on an informal basis to receive progress reports, catch up on missing assignments, and get their course materials organized.

### **Grades 5-8 Intramural Sports**

Intramural sports are recreational sports played within St. Philip's Academy for the purpose of creating more athletic opportunities, building community, and promoting friendly competitions amongst our student in Grades 5-8. Teams are comprised of students from each homeroom, and thereby also create another opportunity for community building within the advisory groups. For grades 6-8 intramurals are offered twice a week for 45 minutes during the advisory period for the two participating groups at a time. A rotating schedule is produced during each athletic sport to ensure that all advisory/homeroom groups play one another at least once. For fifth grade, students participate twice a month and compete against one another. Intramural Awards and MVP (Most Valuable Player) Awards are given to the homerooms with the best stats, most points, or most wins for each athletic unit. This valuable program allows further opportunities for students to get excited about athletics and exercise, rally around a common goal, and build stronger, closer relationships within their homeroom/advisory groups.

### **Grades 5-8 Enrichment Activities**

Enrichment Activities are offered twice per week for 45 minutes and provide an opportunity for students to engage in recreational clubs that will enrich and expand their personal interests. This program also allows Middle School faculty to lend their personal hobbies and creativity to connect with students on a level that is not purely academic. At the beginning of each year, students in Grades 5-8 are given a list of available Enrichment Activities and are able to choose which activities most interest them. Enrichment Activities range in levels of commitment from one quarter to a full year. Students are taught that these Enrichment Activities are a serious commitment and that they must make valuable selections in the beginning of the year so that they are expanding, as well as reinforcing, their interests. Example Enrichment Activities may include, but are not limited to: Current Events, EcoSPACES, Social Networking, Pep Squad, Web Design, Junior Techies, Sports History, Brain Games, Chess, Fiber Arts, SSAT Review, Yearbook, or Arts & Crafts.

### **Grades 6-8 Honors Seminars**

Honors Seminars are offered either on a Semester or Full-Year commitment basis and are by application only for students in grades 6-8. The focus of the Honors Seminars Program is to provide students with the opportunity to challenge themselves further, in an area of academic interest, by accepting more course work and the demands of an increased course load. Honors Seminars take place 1-3 times per week for 45 minute periods and often take place during ESP. Because students may be missing the Educational Support Program periods in order to attend an Honors Seminar, they must be responsible, reliable, and resourceful enough to keep up with their coursework. Honors Seminars are offered by our Middle School faculty as well as other school personnel and may include, but are not limited to courses such as: Robotics, Engineering, Ethics, World Religions, Caribbean Culture, Classical Literature, Studio Art, Digital Stories, etc. These Honors Seminars are the only area within our Special Programs that receive a grade value upon the completion of the course

## **FIFTH GRADE CURRICULUM VIRTUE: COURAGE**

Fifth grade is an integral year at St. Philip's Academy. It is a transitional year when students move from the self-contained classrooms of the Lower School to a modified departmentalization structure of the Middle School. At this age students are beginning to become quite concerned with friendships and issues of fairness and tend to seek comfort in their relationships with their teachers, parents, friends, and even siblings. It is the optimal year to start introducing the homeroom model to build camaraderie, but at the same time introduce students to taking courses from multiple teachers.

Students in fifth grade transition from one teacher who teaches Mathematics and Science, to another classroom where Social Studies and English are taught. They also travel to specials courses and foreign language. Fifth grade is unique because it does not consist of a fully departmentalized experience, such as grades 6-8, but slowly aids students in accepting more responsibility and becoming more reliable. They are able to participate in a modified version of our Intramural Sports Program and our Enrichment Activities Program, and are given increasing responsibilities as the year progresses, such as receiving personal locks for their lockers, walking in the halls without the presence of their homeroom teachers, etc.

Organization is also a main component of the fifth grade curriculum in an attempt to prepare them for the many course materials that they will be responsible for in the fully departmentalized 6-8 academic program. It is integral to success at the fifth grade level that students utilize homework planners, start to develop study schedules, and develop a system of organizing course work that meets teacher requirements as well as personal needs.

### **Focus and Benchmarks of Fifth Grade Curriculum**

#### **Fifth Grade Language Arts**

##### **Reading Strategies**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Solving words through context clues                      | <input checked="" type="checkbox"/> Make a wide range of predictions               |
| <input checked="" type="checkbox"/> Monitoring and correcting for accuracy and understanding | <input checked="" type="checkbox"/> Justify predictions using evidence             |
| <input checked="" type="checkbox"/> Searching for and using information                      | <input checked="" type="checkbox"/> Make text-to-text and text-to-self connections |

- for a variety of purposes
- ☑ Summarize a series of events, a stories problem and solution
- ☑ Read dialogue with appropriate phrasing and expression

- ☑ Infer big ideas or themes
- ☑ Identify elements of genre

### **Word Work**

- ☑ Spelling patterns and conventions
- ☑ Complex compound and hyphenated compound words
- ☑ Plurals and Plural Forms
- ☑ Verb Endings and Tenses
- ☑ Nouns and Pronouns
- ☑ Verbs
- ☑ Adverbs
- ☑ Adjectives
- ☑ Adverbs
- ☑ Contractions
- ☑ Possessives

### **Writing Skills**

- ☑ Understand and utilize the steps of the writing process
- ☑ Identify elements of a genre
- ☑ Effective beginnings and endings
- ☑ Clearly communicate purpose
- ☑ Provide supporting details
- ☑ Use a variety of revision strategies to clarify meaning
- ☑ Use a variety of sentence structures and length
- ☑ Vary word choice to create interesting description and dialogue
- ☑ Transitions
- ☑ Show through language instead of telling or commentary
- ☑ Topic sentences

### **Grammar Skills**

- ☑ Types of sentences
- ☑ Combining sentences
- ☑ Types of paragraphs
- ☑ Italics and underlining
- ☑ Apostrophes and quotation marks
- ☑ End punctuation
- ☑ Commas, semicolons, and colons

### **Fifth Grade Mathematics**

- Data and Use of Variables
- Data and Chance
- Geometry and Spatial Sense
- Measures and Measurement
- Numeration and Order
- Patterns, Functions, and Sequences
- Operations
- Reference Frames

### **Fifth Grade Science & EcoSPACES**

- Plant Science
- The Solar System
- Energy, Work, and Machines
- Populations and Ecosystems
- Earth Science- including rocks and minerals
- Light and Sound

### **Fifth Grade Social Studies- Ancient Civilizations**

- Geography
  - Using globes
  - Using maps
  - Kinds of maps
  - Longitude and latitude
  - Time zones
  - Northern and Southern Africa
- Ancient Egypt
- Asian Civilizations
  - India
  - China
  - Japan
- African Civilizations
- European imperialism
- Early Mankind
  - Creation/Evolution theories
  - Early human life
  - Study of Mesopotamia
- Ancient Greece
- Ancient Rome

### **Fifth Grade Curriculum Resources**

\*Please note that all resources are subject to change\*

#### **Language Arts:**

1. Textbook Anthology Curriculums
  - a. Silver Burdett Ginn “Literature Works” – Collection 5 (reading strategies)
  - b. Junior Great Books – Series 5 (reading strategies)
2. Writing Curriculum

- a. *Reasoning and Reading Level 1* – Joanne Carlisle
    - i. Unit 1: Analogies/Metaphors
    - ii. Unit 2: Logic/Inference
    - iii. Unit 3: Sentence/Paragraph Structure
    - iv. Unit 4: Main Idea/Topic Sentence
  - b. Teacher Created Units
    - i. Speechwriting and Rhetoric – “How to Write and Give a Speech” – Joanne Detz
    - ii. Autobiographical Fiction
  - c. Grammar
    - i. *Write Source Grade 5*- Great Source Publications 2007
    - ii. Spelling – “The Basic Not Boring Series” – Incentive Publications
    - iii. *Scholastic Success with Grammar* – Scholastic – Grade 5
    - iv. *Grade 5 Language Arts* – Harcourt Family Learning
    - v. *Grammar, Usage and Mechanics* – McDougal Littell
    - vi. *English and Grammar Grade 5* – School Specialty Publishing
    - vii. Practice Book and Language Arts Handbook – Collection 5 – Silver Burdett
3. Guided Reading Books
- a. Major Whole Class Books
    - i. *The Phantom Tollbooth*
    - ii. *Hatchet*
    - iii. *Where the Red Fern Grows*
  - b. Small Group Books
    - i. *Tuck Everlasting*
    - ii. *The Greek Gods*
    - iii. *Sign of the Beaver*
4. *The Continuum of Literacy Learning K-8* by Irene Fountas and Gay Su Pinnell

**Math:**

1. Textbook Curriculum
  - a. *Everyday Mathematics* – 5<sup>th</sup> grade Volumes 1 & 2
2. Supplementary workbook/photocopies
  - a. The Mad Minute
  - b. *Middle Grade Math Minutes* – Creative Teaching Press 2000
  - c. *The Math Detective* – Ernest Woodward/ J. Weston Walch 1983
  - d. *Write Starts – 101 Writing Prompts for Math* – Dale Seymour Publications 1997
  - e. *Daily Warm-ups – Math Problems & Puzzles* – McGraw Hill Children’s Publishing 2003

**Science:**

1. Textbook Curriculum
  - a. *Discovery Works* – Houghton Mifflin Science – Grade 5
2. Supplemental books/workbooks/photocopies
  - a. *FOSS – Full Option Science System – Food & Nutrition* – Delta Education
  - b. *The Lorax* – Dr. Seuss – Random House
  - c. *Primary Nutrition* – Milliken Publishing Company 2006
  - d. *Health, Hygiene, and Nutrition* – Frank Schaffer Publications 2005
  - e. *The Down to Earth Guide to Global Warming* – Scholastic 2007

3. Websites
  - a. [www.thinkfinity.org](http://www.thinkfinity.org)
  - b. [www.discoveryeducation.com](http://www.discoveryeducation.com)
  - c. [www.thelorax.com](http://www.thelorax.com)
4. Movies/Films
  - a. An Inconvenient Truth – Al Gore
  - b. Supersize Me
  - c. The Planet Earth Series

**Social Studies:**

1. Textbook Curriculum
  - a. *World: Adventures in Time and Place* – MacMillan McGraw Hill
2. Reproducibles
  - a. *World: Adventures in Time and Place* – Workbook Grade 5

## **SIXTH GRADE CURRICULUM VIRTUE: RESPONSIBILITY**

Sixth grade at St. Philip's Academy is a time of major change for students. They no longer have a home-base classroom, but instead have homeroom each morning from 8:15-8:30. Homeroom is a time to get organized for the day, add and remove items from lockers, take attendance, and prepare for the days events. This year marks the beginning of adolescence for many students and they often start to question many adult judgments they previously accepted. Students at this level also present challenges on nearly every topic, making it necessary to establish clear expectations and guidelines, but also to allow for and encourage a safe environment to voice opinions and ideas. All of these are signs of natural cognitive, social, and emotional growth, which take place rapidly at this age level. The sixth grade curriculum is tailored to discovering and exploring many different cultures and the human experience in an attempt to guide them through this stage of self-discovery.

Time-management, organization, and homework skills are also key focuses in the sixth grade and should be reinforced at home. Students should use their academic planners on a daily basis, check teachers' blogs habitually, create tests, quizzes, and major projects timelines to avoid procrastination, utilize their binders and folders as tools to keeping themselves organized, purge documents on a weekly basis, and have a filing system at home. Students should also begin to take great care in regards to saving work completed via technology on either a personal flash drive device or on the school server. Within a given day 6<sup>th</sup> grade students must get used to traveling between classes up to nine times, creating the obvious need for these systems and routines. It is essential to success in the Middle School that 6<sup>th</sup> graders establish these routines early on.

### **Focus and Benchmarks of Sixth Grade Curriculum**

#### **Sixth Grade Language Arts**

##### **Reading Strategies**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Solving words through context clues                              | <input checked="" type="checkbox"/> Infer big ideas or themes                |
| <input checked="" type="checkbox"/> Process long sentences of 20 or more words with embedded clauses | <input checked="" type="checkbox"/> Infer the meaning of symbols - symbolism |
| <input checked="" type="checkbox"/> Elements of plot   | <input checked="" type="checkbox"/> Change style, pace, and processing to    |

- ☑ Follow complex plot structures
  - ☑ Flashbacks
  - ☑ Stories within stories
  - ☑ Identify elements of genre
  - ☑ Figurative and descriptive language
  - ☑ Make a wide range of predictions
  - ☑ Justify predictions using evidence
  - ☑ Make text-to-text and text-to-self connections
- reflect purpose
  - ☑ Identify the mood of a piece of writing
  - ☑ Identify multiple points of view
  - ☑ Examine character traits
  - ☑ Identify foreshadowing

### Word Work

- ☑ Use word roots and origins to understand words
  - ☑ Words with Latin roots
  - ☑ Words with Greek roots
  - ☑ Recognize and understand the use of prefixes and suffixes
  - ☑ Recognize and use words as metaphors and similes
- ☑ Using nouns and pronouns
  - ☑ Using verbs
  - ☑ Using adjectives
  - ☑ Using adverbs
  - ☑ Using prepositions and conjunctions

### Writing Skills

- ☑ Understand and utilize the steps of the writing process
  - ☑ Identify elements of a genre
  - ☑ Use the structure of exposition
  - ☑ Use the structure of narrative
  - ☑ Effective beginnings and endings
  - ☑ Use a variety of forms of figurative language
  - ☑ Use language to establish a point of view
- ☑ Use a variety of sentence structures and length
  - ☑ Vary word choice to create interesting description and dialogue
  - ☑ Transitions
  - ☑ Writing with voice
  - ☑ Topic sentences
  - ☑ Conduct research using primary resources
  - ☑ Create outlines

- ☑ Maintain consistency of tense

### **Grammar Skills**

- ☑ Use objective and nominative case pronouns
- ☑ Verb agreement
- ☑ Indefinite and relative pronouns
- ☑ Identify all parts of speech
- ☑ Dependent and independent clauses
- ☑ Ellipses
- ☑ Punctuating dialogue
- ☑ Hyphens, dashes, and parentheses
- ☑ Commas, semicolons, and colons

### **Sixth Grade Mathematics: Pre-Algebra**

For sixth grade Mathematics, our philosophy is that all St. Philip’s students have the potential to advance to Honors level Mathematics. Therefore, both sixth grade sections provide their students with the opportunity to advance to an Honors section the following year. Although there is no titular distinction between the two sixth grade Pre-Algebra classes, students have been placed based upon their fifth grade performance. Therefore, one section is predicted to be more fast-paced than the other.

- ☑ Problem solving strategies
- ☑ Algebra and Functions
- ☑ Integers
- ☑ Linear Equations and Functions
- ☑ Fractions, Decimals, Percents
- ☑ Applying Fractions
- ☑ Ratio and Proportion
- ☑ Applying percents
- ☑ Analyzing data
- ☑ Probability
- ☑ Polygons
- ☑ 2D and 3D figures
- ☑ Geometry and Measurement

### **Sixth Grade Science & EcoSPACES – Environmental Science**

- ☑ Humans and Sustainability
- ☑ Scientific Principles and Concepts
- ☑ Human Population, Resources, and Sustainability
- ☑ Environmental Quality and Pollution
- ☑ Project Sustain
- ☑ Environment and Safety
- ☑ Movements, Migrations, and Management

### Sixth Grade Social Studies – World History

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Introduction to the study of history | <input checked="" type="checkbox"/> The Renaissance          |
| <input checked="" type="checkbox"/> Review of geography skills           | <input checked="" type="checkbox"/> The Age of Discovery     |
| <input checked="" type="checkbox"/> The Roman Empire                     | <input checked="" type="checkbox"/> The Age of Enlightenment |
| <input checked="" type="checkbox"/> The Middle Ages                      | <input checked="" type="checkbox"/> Age of Imperialism       |
| <input checked="" type="checkbox"/> Western Religions                    |  |

### Sixth Grade Curriculum Resources

\*Please note that all resources are subject to change\*

#### Language Arts:

1. Textbook Anthology Curriculums
  - a. Junior Great Books – Series 6 (reading strategies)
2. Writing Curriculum
  - a. Grammar
    - i. *Write Source Grade 6*- Great Source Publications 2007
    - ii. *Scholastic Success with Grammar* – Scholastic – Grade 6
    - iii. *Grade 6 Language Arts* – Harcourt Family Learning
    - iv. *Grammar, Usage and Mechanics Grade 6* – McDougal Littell
    - v. *English and Grammar Grade 6* – School Specialty Publishing
    - vi. Practice Book and Language Arts Handbook – Collection 6 – Silver Burdett
3. Guided Reading Books
  - a. Major Whole Class Books
    - i. *Seedfolks* by Paul Fleischman
    - ii. *Walk Two Moons* by Sharon Creech
    - iii. *The Adventures of Ulysses* by Bernard Evslin
    - iv. *The Slave Dancer* by Paula Fox
    - v. *Nelson Mandela: No Easy Walk to Freedom* by Barry Denenberg
    - vi. *Where the Red Fern Grows*
  - b. Small Group Books
    - i. *Yang the Youngest and His Terrible Ear* by Lensey Namioka
    - ii. *Going Home* by Nicholasa Mohr
    - iii. *The Wanderer* by Sharon Creech
    - iv. *The Ghost Fox* by Laurence Yep
    - v. *Kringle* by Tony Abbott
    - vi. *The Blue Sword* by Robin McKinley
    - vii. *Adaline Falling Star* by Mary Pope Osborne
    - viii. *A Single Shard* by Linda Sue Park
    - ix. *Esperanza Rising* by Pam Munoz Ryan
4. *The Continuum of Literacy Learning K-8* by Irene Fountas and Gay Su Pinnell

**Math:**

1. Textbook Curriculum
  - a. *Glencoe McGraw-Hill Pre-Algebra*
2. Websites
  - a. [www.glencoe.com](http://www.glencoe.com)

**Science:**

1. Supplemental Books
  - a. *Project WILD K-12 Curriculum and Activity Guide* by Council for Environmental Education 2007 Paperback
  - b. *Project WILD Aquatic K-12 Curriculum and Activity Guide* by Council for Environmental Education 2007 Paperback
  - c. *The Food and Drug Administration (FDA) and The National Science Teachers Association (NSTA) Science and Our Food Supply: Supplementary Curriculum for Middle and High School Classrooms* 2007 Edition
  - d. *Environmental Science: A study of Interrelationships*. Seventh Edition, McGraw-Hill Higher Education, 2007
  - e. *Learning for All Seasons: Inquiry in Outdoor Science*. MB Learning Systems. First Edition, 2005
  - f. *Environmental Science: Working with the Earth* by G. Tyler Miller, Jr., 11th Edition, 2006
2. Websites
  - a. <http://www.biologycorner.com/>
  - b. <http://www.howstuffworks.com/>
  - c. <http://www.foodsafety.gov/>
  - d. <http://www.csgn.org/page.php?id=44>
  - e. <http://www.edibleschoolyard.org/>

**Social Studies:**

1. Textbook Curriculums
  - a. Burstein, Stanley M. and Richard Shek. World History. New York: Holt, Rinehart, and Winston, 2008.
  - b. Pellison, Gerard. Mastering Social Studies Skills: Second Edition. 1996.
2. Supplemental Texts
  - a. Banks, James A. et al. World: Adventures in Time and Place. New York: Macmillan MacGraw-Hill, 1997.
3. Movies
  - a. The Gods Must Be Crazy
  - b. Arabs, Muslims, and Islam
  - c. The Galleons – The History Channel
4. Websites
  - a. [www.brainpop.com](http://www.brainpop.com)
  - b. [www.unitedstreaming.com](http://www.unitedstreaming.com)
  - c. [www.lizardpoint.com](http://www.lizardpoint.com)

## **SEVENTH GRADE CURRICULUM VIRTUE: OPEN-MINDEDNESS**

By seventh grade, students at St. Philip’s Academy have typically adjusted to the departmentalized and block scheduling system. They spend much of their free time socializing and finding their place within their peer group and begin to prefer talking to their classmates much more than interacting with adults. The organization systems and study schedules that they developed throughout 5<sup>th</sup> and 6<sup>th</sup> grade truly start to take hold in seventh grade and students begin to initiate these practices without adult prompting.

Seventh grade also formally marks the beginning of the Placement Process for St. Philip’s students. In the Spring Semester each year, seventh graders attend the annual Placement Fair in which they glean information about secondary independent day and boarding schools. From this event students are encouraged to begin creating lists of secondary schools that they are interested in applying to in the eighth grade. In addition to the fair, seventh grade students also attend the annual Placement Trip in the spring, during which they visit several independent school environments to help in their selection process. These events begin the process of asking students and families to look forward to post-graduation plans.

### **Focus and Benchmarks of Seventh Grade Curriculum**

#### **Seventh Grade Language Arts**

##### **Reading Strategies**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Solve for words through context clues                            | <input checked="" type="checkbox"/> Infer the meaning of symbols - symbolism   |
| <input checked="" type="checkbox"/> Process long sentences of 20 or more words with embedded clauses | <input checked="" type="checkbox"/> Identify the mood of a piece of writing  |
| <input checked="" type="checkbox"/> Identify elements of plot  | <input checked="" type="checkbox"/> Identify foreshadowing   |
| <input checked="" type="checkbox"/> Follow complex plot structures                                   | <input checked="" type="checkbox"/> Synthesize information to group related information and integrate and incorporate new and existing content |
| <input checked="" type="checkbox"/> Identify elements of genre                                       |  |
| <input checked="" type="checkbox"/> Figurative and descriptive language                              |  |
| <input checked="" type="checkbox"/> Make a wide range of predictions                                 |  |
| <input checked="" type="checkbox"/> Justify predictions using evidence                               | <input checked="" type="checkbox"/> Synthesize information to express  |

- ☑ Make text-to-text, text-to-self and text-to-world connections
- ☑ Examine character traits
- ☑ Infer big ideas or themes
- ☑ Infer character motivation
- ☑ Build reading stamina to read with purpose (and enjoyment) for an extended, uninterrupted time.
- ☑ changes in ideas or perspective and use situations to develop new perspectives on readers' own lives

### Word Work

- ☑ Use word roots and origins to understand words
- ☑ Words with Latin roots
- ☑ Words with Greek roots
- ☑ Learn vocabulary from context in both fiction and non-fiction
- ☑ Recognize and understand the use of prefixes and suffixes
- ☑ Recognize and use words as metaphors and similes
- ☑ Using nouns and pronouns
- ☑ Using verbs
- ☑ Using adjectives
- ☑ Using adverbs
- ☑ Using prepositions and conjunctions

### Writing Skills

- ☑ Write narrative, informational, poetic, and functional texts
- ☑ Write pieces in the following genres: memoir, formal letter, persuasive essay, literary non-fiction, and free verse and rhyming poetry
- ☑ Understand and utilize the steps of the writing process
- ☑ Organize writing through text structure of each genre
- ☑ Organize writing through
- ☑ Develop ideas clearly and with detailed language
- ☑ Craft a voice that conveys the mood, tone and purpose of the piece
- ☑ Use a variety of forms of figurative language
- ☑ Use language to establish a point of view
- ☑ Use a variety of sentence structures and length
- ☑ Vary word choice to create

- presentation of ideas
- ☑ Use effective transitions to move from one idea to the next
- ☑ Use effective transitions for time flow (meanwhile, next)
- ☑ Use topic sentences
- ☑ Provide examples to support your ideas and make meaning clear
- ☑ Conduct research using primary resources
- ☑ Create outlines
- ☑ Implement effective beginnings and endings

- interesting description and dialogue
- ☑ Use concrete sensory details and descriptive language to develop plot and setting in memoir, biography and fiction
- ☑ Use descriptive language and dialogue to present character who appear and develop in memoir, biography and fiction
- ☑ Use language to show feelings of characters, or elicit feelings from readers
- ☑ Use strong verbs and nouns
- ☑ Build writing stamina to write with purpose for an extended, uninterrupted time.

### **Grammar Skills**

- ☑ Use correct verb agreement
- ☑ Maintain consistency of tense
- ☑ Use nouns, verbs, pronouns, adjectives, adverbs, and prepositions in agreement and in conventional order within sentences.
- ☑ Indefinite and relative pronouns
- ☑ Identify all parts of speech
- ☑ Identify and use dependent and independent clauses
- ☑ Use proper capitalization and spelling (particularly consider possessive words and contractions)
- ☑ Use all forms of punctuation including quotation marks, commas, colons, semi-colons, hyphens and ellipses
- ☑ Punctuate dialogue with commas, quotation marks and other end punctuation

## **Seventh Grade Mathematics**

Based upon their sixth grade performance, students are placed in Algebra 1 Honors which addresses approximately one-half year of high school Algebra 1 in depth and swiftly, or they are placed in Pre-Algebra 2 to develop a more comprehensive foundation for Algebra 1 in their eighth grade year.

### **Pre-Algebra 2**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> The Tool of Algebra                   | <input checked="" type="checkbox"/> Percents                         |
| <input checked="" type="checkbox"/> Operations with Integers              | <input checked="" type="checkbox"/> Linear Functions and Graphing    |
| <input checked="" type="checkbox"/> Operations with Rational Numbers      | <input checked="" type="checkbox"/> Powers and Nonlinear Functions   |
| <input checked="" type="checkbox"/> Expressions and Equations             | <input checked="" type="checkbox"/> Real Numbers and Right Triangles |
| <input checked="" type="checkbox"/> Multi-Step Equations and Inequalities | <input checked="" type="checkbox"/> Distance and Angle               |
|   | <input checked="" type="checkbox"/> Surface Area and Volume          |

### **Algebra 1 Honors**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> The Language of Algebra                | <input checked="" type="checkbox"/> Linear Equations                      |
| <input checked="" type="checkbox"/> Integers                               | <input checked="" type="checkbox"/> Powers and Roots                      |
| <input checked="" type="checkbox"/> Addition and Subtraction Equations     | <input checked="" type="checkbox"/> Polynomials                           |
| <input checked="" type="checkbox"/> Multiplication and Division Equations  | <input checked="" type="checkbox"/> Factoring                             |
| <input checked="" type="checkbox"/> Proportional Reasoning and Probability | <input checked="" type="checkbox"/> Quadratic Exponential Functions       |
| <input checked="" type="checkbox"/> Functions and Graphs                   | <input checked="" type="checkbox"/> Inequalities                          |
|  | <input checked="" type="checkbox"/> Systems of Equations and Inequalities |

### **Seventh Grade Science & EcoSPACES – Life Science**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Making Measurements                  | <input checked="" type="checkbox"/> Bacteria to Plants       |
| <input checked="" type="checkbox"/> Conducting Scientific Investigations | <input checked="" type="checkbox"/> The Animal Kingdom       |
| <input checked="" type="checkbox"/> Creating Data Tables and Graphs      | <input checked="" type="checkbox"/> Human Biology and Health |
| <input checked="" type="checkbox"/> Exploring and Applying Knowledge     | <input checked="" type="checkbox"/> Ecology                  |
| <input checked="" type="checkbox"/> Cells and Heredity                   |  |

### **Seventh Grade Social Studies - World History I**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> The First Americans | <input checked="" type="checkbox"/> The Revolutionary War |
| <input checked="" type="checkbox"/> European History    | <input checked="" type="checkbox"/> The Constitution      |

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> The Age of Discovery      | <input checked="" type="checkbox"/> The Bill of Rights |
| <input checked="" type="checkbox"/> Early Colonies in America | <input checked="" type="checkbox"/> The Federalist Era |

### **Seventh Grade Curriculum Resources**

\*Please note that all resources are subject to change\*

#### **Language Arts:**

1. Textbook Anthology Curriculums
  - a. Junior Great Books – Series 7 (reading strategies)
2. Writing Curriculum
  - a. Grammar
    - i. *Write Source Grade 7*- Great Source Publications 2007
    - ii. *Scholastic Success with Grammar* – Scholastic – Grade 7
    - iii. *Grade 7 Language Arts* – Harcourt Family Learning
    - iv. *Grammar, Usage and Mechanics Grade 7* – McDougal Littell
    - v. *English and Grammar Grade 7* – School Specialty Publishing
    - vi. Practice Book and Language Arts Handbook – Collection 7 – Silver Burdett
3. Guided Reading Books
  - a. Major Whole Class Books
    - i. *Seedfolks* by Paul Fleischman
    - ii. *The Giver* by Lois Lowry
    - iii. *Night* by Elie Wiesel
    - iv. *The House on Mango Street* by Sandra Cisneros
    - v. *A Christmas Carol* by Charles Dickens
    - vi. *Twelve Angry Men* by Reginald Rose
    - vii. *To Kill a Mockingbird* by Harper Lee
  - b. Small Group Books
4. *The Continuum of Literacy Learning K-8* by Irene Fountas and Gay Su Pinnell

#### **Math:**

1. Textbook Curriculum
  - a. *Glencoe McGraw-Hill Pre-Algebra*
  - b. *Glencoe McGraw-Hill Algebra Concepts and Applications*
2. Websites
  - a. <http://glencoe.mcgraw-hill.com/sites/>
  - b. <http://www.glencoe.com/sec/math/algebra/>

#### **Science:**

1. Textbook Curriculum
  - a. *Life Science*, Prentice-Hall Publishing Company
2. Websites
  - a. <http://www.biologycorner.com/>
  - b. <http://www.howstuffworks.com/>
  - c. <http://www.foodsafety.gov/>
  - d. <http://www.csgn.org/page.php?id=44>

e. <http://www.edibleschoolyard.org/>

**Social Studies:**

1. Textbook Curriculums
  - a. Creating America: A History of the United States. McDougal Little, 2007.
2. Supplemental Texts
  - a. Garrity, John A. The Story of America. Austin: Holt, Rinhart and Winston, 1994.
3. Movies
  - a. “The First Americans” – History Channel
  - b. “Founding Fathers” – History Channel
  - c. “1776”
4. Websites
  - a. [www.brainpop.com](http://www.brainpop.com)
  - b. [www.unitedstreaming.com](http://www.unitedstreaming.com)
  - c. [www.lizardpoint.com](http://www.lizardpoint.com)

## **EIGHTH GRADE CURRICULUM VIRTUE: LOYALTY**

Eighth graders at St. Philip’s Academy begin the year with a mandatory weeklong wilderness experience known as Outward Bound. The Outward Bound Program serves to provide students with opportunities to learn through experience, practice leadership, and actively engage in service to others. In their last year at St. Philip’s eighth grade students participate in many special events like this wilderness experience to help solidify their bonds as a class, provide memorable and meaningful experiences, and reinforce their connection to being St. Philip’s graduates. Students also participate at this level in Externship Day, which is a day developed to aid students in looking towards future career interests and experiencing a day in the life of a professional. Externships are secured through connections within and without the St. Philip’s community and eighth graders gain much from this valuable experience.

This year is also marked by the intensive final stages of the Placement Process. Students must study and take standardized tests such as the SSAT & ISEE, complete applications, write a personal essay, obtain letters of recommendation, apply for financial aid and interview at prospective secondary schools. St. Philip’s Academy plays a very large and supportive role in this process. We guide our students and parents through the process from start to finish, offering test prep courses and practice dates, mock interview experiences, guidance in completing applications, writing essays, etc. This process takes a lot of dedication and collaboration between the parents, students, and Placement Advisors but is well worth reaching the goal of successfully placing our graduates at some of the top independent day and boarding schools in our region.

### **Focus and Benchmarks of Eighth Grade Curriculum**

#### **Eighth Grade Language Arts**

##### **Reading Strategies**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Solve for words through context clues                            | <input checked="" type="checkbox"/> Synthesize information to group related information and integrate |
| <input checked="" type="checkbox"/> Process long sentences of 20 or more words with embedded clauses | and incorporate new and existing content  |

- ☑ Identify elements of genre
- ☑ Identify figurative and descriptive language
- ☑ Make a wide range of predictions
- ☑ Justify predictions using evidence
- ☑ Make text-to-text, text-to-self and text-to-world connections
- ☑ Examine character traits
- ☑ Infer in text with multiple and complex characters: traits, motivations and changes by examining how the writer's descriptions
- ☑ Infer the meaning of symbols - symbolism
- ☑ Identify the mood of a piece of writing
- ☑ Identify foreshadowing
- ☑ Synthesize information to express changes in ideas or perspective and use situations to develop new perspectives on readers' own lives
- ☑ Analyze a text to understand the writer's organizational structure, i.e. compare and contrast, cause and effect etc.
- ☑ Analyze and locate textually explicit information such as setting, plot, resolution and character development
- ☑ Identify similarities across text (language and style)
- ☑ Build reading stamina to read with purpose (and enjoyment) for an extended, uninterrupted time.

### **Word Work**

- ☑ Use word roots and origins to understand words
- ☑ Words with Latin roots
- ☑ Words with Greek roots
- ☑ Learn vocabulary from context in both fiction and non-fiction
- ☑ Recognize and understand the use of prefixes and suffixes
- ☑ Recognize and use words as metaphors and similes
- ☑ Using nouns and pronouns
- ☑ Using verbs
- ☑ Using adjectives
- ☑ Using adverbs
- ☑ Using prepositions and conjunctions

## Writing Skills

- ☑ Write narrative, informational, poetic, and functional texts
- ☑ Write pieces in the following genres: personal narrative, short fiction story, literary non-fiction, extensive research paper, and sonnet, free verse and rhyming poetry
- ☑ Write in test format for standardized test preparation (extended response, essay test and short answer)
- ☑ Understand and utilize the steps of the writing process
- ☑ Organize writing through text structure of each genre
- ☑ Organize writing through presentation of ideas
- ☑ Use effective transitions to move from one idea to the next
- ☑ Use effective transitions for time flow (meanwhile, next)
- ☑ Use topic sentences
- ☑ Provide examples to support your ideas and make meaning clear
- ☑ Conduct research using primary resources
- ☑ Create outlines
- ☑ Implement effective beginnings and endings
- ☑ Craft a voice that conveys the mood, tone and purpose of the piece
- ☑ Use a variety of forms of figurative language
- ☑ Use language to establish a point of view
- ☑ Use a variety of sentence structures and length
- ☑ Vary word choice to create interesting description and dialogue
- ☑ Use concrete sensory details and descriptive language to develop plot and setting in memoir, biography and fiction
- ☑ Use descriptive language and dialogue to present character who appear and develop in memoir, biography and fiction
- ☑ Use language to show feelings of characters, or elicit feelings from readers
- ☑ Use strong verbs and nouns
- ☑ Build writing stamina to write with purpose for an extended, uninterrupted time.
- ☑ Develop ideas clearly and with detailed language

## Grammar Skills

- ☑ Use correct verb agreement
- ☑ Maintain consistency of tense
- ☑ Use nouns, verbs, pronouns, adjectives, adverbs, and prepositions in agreement and in conventional order within sentences.
- ☑ Indefinite and relative pronouns
- ☑ Identify all parts of speech
- ☑ Identify and use dependent and independent clauses
- ☑ Use proper capitalization and spelling (particularly consider possessive words and contractions)
- ☑ Use all forms of punctuation including quotation marks, commas, colons, semi-colons, hyphens and ellipses
- ☑ Punctuate dialogue with commas, quotation marks and other end punctuation

## Eighth Grade Mathematics

In eighth grade, approximately two-thirds of St. Philip's students are performing at an honors level pace and either complete the entire year of high school Algebra 1 in Algebra 1 Honors or advance at an even more rapid pace to complete foundational topics in Geometry as well. Over 50% of St. Philip's students qualify for honors or advanced math programs at their selected secondary schools.

### Algebra 1

- ☑ The Language of Algebra
- ☑ Integers
- ☑ Addition and Subtraction Equations
- ☑ Multiplication and Division Equations
- ☑ Proportional Reasoning and Probability
- ☑ Functions and Graphs
- ☑ Linear Equations
- ☑ Powers and Roots
- ☑ Polynomials
- ☑ Factoring
- ☑ Quadratic and Exponential Functions
- ☑ Inequalities
- ☑ Systems and Equations and Inequalities

### Algebra 1 Honors

- Expressions, Equations, and Functions
- Linear Equations
- Linear Functions
- Linear Inequalities
- Systems of Linear Equations and Equalities
- Polynomials
- Factoring and Quadratic Equations
- Quadratic and Exponential Functions
- Radical Functions and Geometry

### Algebra 1 & Geometry Honors

- Algebra
  - Expressions, Equations, and Functions
  - Linear Equations
  - Linear Functions
  - Linear Functions and Relations
  - Linear Inequalities
  - Systems of Linear Equations and Inequalities
  - Polynomials
  - Factoring and Quadratic Equations
  - Quadratic and Exponential Functions
  - Radical Functions and Geometry
  - Rational Functions and Equations
- Geometry
  - Tools of Geometry
  - Reasoning and Proof
  - Parallel and Perpendicular Lines
  - Congruent Triangles
  - Relationships in Triangles
  - Quadrilateral
  - Proportions and Similarity
  - Right Triangles and Trigonometry
  - Transformations and Symmetry
  - Circles
  - Areas of Polygons and Circles
  - Extending Surface Area and Volume

### **Eighth Grade Science & EcoSPACES – Physical Science**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> What is Science?               | <input checked="" type="checkbox"/> Skeletal System      |
| <input checked="" type="checkbox"/> Matter and Its Properties      | <input checked="" type="checkbox"/> Muscular System      |
| <input checked="" type="checkbox"/> The Periodic Table of Elements | <input checked="" type="checkbox"/> Integumentary System |
| <input checked="" type="checkbox"/> Chemical Reactions             | <input checked="" type="checkbox"/> Nutrients            |
| <input checked="" type="checkbox"/> Motion, Force, and Energy      | <input checked="" type="checkbox"/> Digestive System     |
| <input checked="" type="checkbox"/> Sound and Light                | <input checked="" type="checkbox"/> Circulatory System   |
| <input checked="" type="checkbox"/> Electricity and Magnetism      | <input checked="" type="checkbox"/> Respiratory System   |

### **Eighth Grade Social Studies - World History II**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> The Constitution and Bill of Rights | <input checked="" type="checkbox"/> The Civil War and Reconstruction |
| <input checked="" type="checkbox"/> The Federalist Era                  | <input checked="" type="checkbox"/> Immigration                      |
| <input checked="" type="checkbox"/> The Democratic-Republican Era       | <input checked="" type="checkbox"/> The Industrial Revolution        |
| <input checked="" type="checkbox"/> The Age of Jackson                  | <input checked="" type="checkbox"/> Progressivism and Unions         |
| <input checked="" type="checkbox"/> Manifest Destiny                    | <input checked="" type="checkbox"/> Events from 1900-1945            |
| <input checked="" type="checkbox"/> Slavery in America                  | <input checked="" type="checkbox"/> Events after World War II        |

### **Eighth Grade Curriculum Resources**

\*Please note that all resources are subject to change\*

#### **Language Arts:**

1. Textbook Anthology Curriculums
  - a. Junior Great Books – Series 8 (reading strategies)
2. Writing Curriculum
  - a. Grammar
    - i. *Write Source Grade 8-* Great Source Publications 2007
    - ii. *Scholastic Success with Grammar* – Scholastic – Grade 8
    - iii. *Grade 8 Language Arts* – Harcourt Family Learning
    - iv. *Grammar, Usage and Mechanics Grade 8* – McDougal Littell
    - v. *English and Grammar Grade 8* – School Specialty Publishing
    - vi. Practice Book and Language Arts Handbook – Collection 8 – Silver Burdett
3. Guided Reading Books
  - a. Major Whole Class Books
    - i. *Seedfolks* by Paul Fleischman
    - ii. *The Alchemist* by Paulo Coelho
    - iii. *Monster* by Walter Dean Myers
    - iv. *The Metamorphosis* by Franz Kafka
    - v. *Lord of the Flies* by Williams Golding

- vi. *The Crucible* by Arthur Miller
- vii. *Romeo and Juliet* by William Shakespeare
- b. Small Group Books
- 4. *The Continuum of Literacy Learning K-8* by Irene Fountas and Gay Su Pinnell

**Math:**

- 1. Textbook Curriculum
  - a. *Glencoe McGraw-Hill Algebra Concepts and Applications*
  - b. *Glencoe McGraw-Hill Algebra I*
  - c. *Glencoe McGraw-Hill Geometry*
- 2. Websites
  - a. <http://glencoe.mcgraw-hill.com/sites/>

**Science:**

- 1. Textbook Curriculum
  - a. *Physical Science*, Prentice-Hall Publishing Company
- 2. Websites
  - a. <http://www.biologycorner.com/>
  - b. <http://www.howstuffworks.com/>
  - c. <http://www.foodsafety.gov/>
  - d. <http://www.csgn.org/page.php?id=44>
  - e. <http://www.edibleschoolyard.org/>

**Social Studies:**

- 1. Textbook Curriculums
  - a. *Creating America: A History of the United States*. McDougal Little, 2007.
- 2. Supplemental Texts
  - a. Metcalf, Doris Hunter. *African Americans: Their Impact on US History*. 1992.
  - b. Aaseng, Nathan. *Great Decisions: You Are the President II: 1800-1899*. Minneapolis: The Oliver Press, Inc., 1994
- 3. Movies
  - a. “April 1865”- The History Channel
  - b. “Ellis Island” – The History Channel
  - c. “The Century” – ABC News
  - d. “Moscow on the Hudson”
  - e. “Norma Rae”
- 4. Websites
  - a. [www.brainpop.com](http://www.brainpop.com)
  - b. [www.unitedstreaming.com](http://www.unitedstreaming.com)
  - c. [www.lizardpoint.com](http://www.lizardpoint.com)