

MIDDLE SCHOOL CURRICULUM

The Middle School experience at Columbus Academy promotes the love of learning through rigorous academic, artistic and athletic programs. A student who understands the intrinsic value of a multi-faceted education will develop the desire to become a lifelong learner. During this learning process the individual talents of students are nurtured, while the individual needs are supported in a collaborative atmosphere. Developmentally, Middle School students progress from concrete thinking patterns toward abstract thought. They are able to go beyond a literal meaning to greater levels of critical thinking.

Within a collaborative teaching culture, we aim to provide robust, hands-on programs that strike a balance between adult wisdom and student exploration. Teachers work closely together to better each grade's academic offerings. Advisories allow two-way communication to remain at the forefront of all student/adult relationships, while helping to celebrate the maturing voices of our students.

The partnership among parents, students, and faculty provides experiences that encourage students to develop an appropriate sense of independence. Middle School is a time for experimentation and testing of boundaries. It is our intent to provide appropriate limits on behavior, appropriate consequences for transgressions, and opportunities for students to understand the connection.

The student ultimately assumes the obligations of self-monitoring and self-motivation. Middle School students view themselves as part of a greater community through which they can develop a sense of social responsibility, self-discipline, and morality. For this reason, we attempt to make participation in various academic, artistic, and social groups rewarding and minimally exclusive. Students also learn to extend themselves beyond the school's community through active participation in service projects.

In the Middle School environment, habits such as organization, extended concentration, cooperation with peers, compromise, and perseverance are fostered. As a result, the skills gained are often more useful and transferable than objective content. By the completion of Middle School, it is our goal that students have developed a true love of learning.

FINE AND PERFORMING ARTS DEPARTMENT

ART OVERVIEW:

Middle School art students are actively involved in creating their own works of art. Imaginative, creative, and original work is encouraged. Each student's unique answer to artistic problems is respected. Students become increasingly more aware of the work of artists and designers of the past and present. Many studio projects have an historic or cultural basis, and attempts are made, whenever possible, to coordinate artwork with topics in other courses in an interdisciplinary approach. Students begin to analyze and respond critically to their own work and to the work of others as they progress through the Middle School. Classes meet for one quarter each.

In fifth grade art, students do the following:

1. Begin to define and use art terms.
2. Explore cartooning basics.
3. Understand the role of the designer and commercial artists.
4. Begin keeping a sketchbook.

In sixth grade art, students do the following:

1. Explore design.
2. Begin to develop skill in looking at works of art.
3. Work with portraiture.

4. Explore Chinese Art.
5. Continue keeping a sketchbook.

In seventh grade art, students do the following:

1. Understand various procedures used for depicting three-dimensional surfaces.
2. Understand and work effectively with one point perspective.
3. Experience the "sighting" technique of perspective.
4. Study ancient and Victorian architecture.

In eighth grade art, students do the following:

1. Understand the development of Surrealism.
2. Explore the work of Surrealist artists.
3. Create an original Surrealist oil painting.
4. Explore and use various drawing techniques.

MUSIC OVERVIEW:

Instrumental and choral music are offered in the Middle School. These classes emphasize musical knowledge and style, as well as note reading, history, basic concepts of theory, and performing skills. Chorus, strings, and band are elective courses.

In grades five through eight, Middle School Creative Expressions students are actively involved in singing, playing, moving, and listening, as they experience the world of music. Through the integration of Orff, Kodaly and other traditional instructional methods, a student's mind, body, and spirit are engaged in the richness of music. In addition, students will be introduced to the basics of theatre through acting games, warm-up exercises, improvisation, oral interpretation, and scene work.

Fifth grade band and chorus are required six-week courses. After completing both, students choose which one they will take for the remainder of the year.

Fifth grade band includes development of basic instrumental technique, stylistic interpretation, performance skills, and musicianship. Students learn key signatures, meters, fingerings, posture, breath support, embouchure, and articulation.

Fifth grade chorus is a class in performance and basic musicianship. Performance skills include basic vocal technique and stylistic interpretation. Musicianship encompasses identification of keys, scales, meters, and intervals to develop both rhythmic and melodic sight-reading ability. The chorus performs in at least one school concert.

Sixth grade band is an elective class encompassing basic instrumental technique, stylistic interpretation, performance, and musicianship. Students learn key signatures, meters, fingerings, posture, breath support, embouchure, and articulation.

Seventh and eighth grade band are elective courses dedicated to increasing musicianship and performance mastery. Musicianship includes advanced rehearsal skills and stylistic interpretation, and sight-reading skill. Performance skills include complex rhythmic patterns, keys, and meters, increasing individual musical independence, increasing awareness of the role within the section and the band as a whole. Performances for band include at least two school concerts.

Sixth grade chorus is an elective class in performance and musicianship. Performance skills include vocal technique and stylistic interpretation. Musicianship includes identification of keys, scales, meters, and intervals to develop rhythmic and melodic sight-reading ability. The chorus performs in at least two school concerts.

Seventh and eighth grade chorus develop competence in both performance and musicianship. Performance skills include vocal technique, expansion of the singing range, and stylistic interpretation.

Musicianship includes rhythmic and melodic sight-reading for up to four vocal parts. Performances include at least two school concerts.

Fifth through eighth grade strings is a regularly scheduled class that meets during the school day. While divided into three sections for practice (5th grade, 6th grade, and 7th/8th grades), these groups join together for performances. Middle School students work toward playing with rhythmic and tonal accuracy. Students will develop good musicianship through scales, rhythm studies, teaching pieces, and performance literature. Through participation in this course, each student will improve his or her personal musical skills.

PHYSICAL EDUCATION

OVERVIEW:

The Middle School program is designed to teach students skills and game strategies for all major activities. Individual activities are placed throughout the school year for development as well. Each activity focuses on skill development, game strategy, and competition. The student's physical growth is attended to throughout the school year as well. Fitness pretests and posttests are used to judge individual progress. Various activities ranging from calisthenics to high level cardiovascular activities are used to build on an individual's fitness level. Attention is also paid to social development. Students must learn to cooperate in a group setting and work toward group goals in athletic competition and class direction.

FALL

Field Hockey
Tennis
Soccer
Touch Football
Ultimate Frisbee
Wrestling
Fitness Pre-Testing

WINTER

Basketball
Badminton
Fitness
Swimming
Weight Training
Lacrosse
Volleyball
Floor Hockey

SPRING

Presidential Fitness Training
Track and Field
Softball
Tennis
Group Games

Middle School Health is a quarter-long course in grades five through eight. Many topics are covered throughout the student's four years of health such as self-esteem, family life, emotions, stress management, fitness, nutrition, human development, drugs, alcohol, tobacco, diseases, and safety. The goal of this program is to encourage and teach students to take responsibility for their personal health and to develop necessary life skills to make good decisions.

TECHNOLOGY

OVERVIEW:

The Middle School of Columbus Academy houses a state of the art technology center. Equipped with forty iMac computers with one connected to an overhead projection device and whiteboard, the computer lab is a vibrant learning center where students are enthusiastically engaged in learning in an environment that is native to them. Access to printers, both color and black and white, scanners, digital cameras and video equipment are all available for student use. Student projects extend from, but are not

limited to, writing essays, composing poetry and authoring short stories. Producing, directing, and editing videos that illustrate topics being studied are also popular projects. Using software such as *Adobe Photoshop*, many students have created beautiful art renderings. Publications have been designed using *Adobe InDesign* software. Other popular software used by the students includes *MS PowerPoint* (used for presentation), *MS Excel* (used for spreadsheet/charts), *Inspiration* (concept mapping software), and *Mavis Beacon* (keyboarding software). Firefox is the preferred Internet browser. In addition to the software previously mentioned, there is a myriad of assorted software installed on the computer stations for student access.

Fifth and sixth grade students are enrolled in a keyboarding class for one quarter of each year. This class uses electronic software to help the students practice their keyboarding skills. In addition to keyboarding, students learn how to create various projects using a multitude of software titles. Some sample examples of projects include creating presentations using *MS PowerPoint*, graphing survey results using *MS Excel*, designing brochures using *MS Word* desktop publishing using *Adobe InDesign*, photo editing using *Adobe Photoshop* and video-editing using *iMovie*.

FOREIGN LANGUAGES

OVERVIEW:

All students in the Lower School of Columbus Academy are provided with age appropriate instruction in the Spanish language. The study of Spanish continues in grade five. During the sixth grade year, students have the opportunity to experience one quarter of each of the three languages offered at Columbus Academy: Chinese, Latin and Spanish. Upon entry into seventh grade, students must choose one of the three languages mentioned above. These Middle School programs are traditional first year language courses, which are taught over a two-year period to seventh and eighth graders in order to incorporate the study and appreciation of different cultures and customs. The Upper School of Columbus Academy provides a comprehensive language program in Spanish, Latin, and Chinese.

Fifth grade Spanish builds on the previous years of the program. The main objective of the course is to build a strong foundation from which the student will increase proficiency in reading, writing, listening and speaking Spanish. It starts with small and concise units which introduce students to the language, cultures and geography of the Spanish-speaking world. This program also creates an awareness and appreciation for the rich variety of Hispanic culture. Students are re-introduced to the cultures and geography of the Spanish-speaking world. Students learn general facts about every Spanish-speaking country.

Sixth grade Foreign Language Experience for Chinese, Latin and Spanish will rotate students each quarter from the above languages to allow them to get a preview of what they will study in 7th and 8th grade. Students are introduced to specific aspects of each language in addition to learning about the cultures. Each language instructor decides how to best present their specific language to the students.

Seventh grade Spanish builds on the previous years of the program. The main objective of the course is to continue increasing proficiency in reading, writing, listening and speaking Spanish. It also creates an awareness of and appreciation for the rich variety of Hispanic culture. Students understand basic native Spanish spoken at a normal speed, speak comfortably on every day topics, have a basic working knowledge of Spanish grammar structures, and discuss different aspects of Hispanic cultures.

Eighth grade Spanish completes the two year coverage of the traditional Spanish I Class taught in the Upper School. It emphasizes the practical use of everyday Spanish in conversational situations and through writing activities. Classroom activities include discussion of vocabulary and grammatical structures, paired conversational situations, compositions, audio activities, speaking evaluations, and projects. All are designed to foster communication skills by learning and practicing the language in

situations imitating real life. The class prepares the student to take Spanish II in the ninth grade, thereby gaining the possibility of five years of Spanish instead of only four.

Seventh and Eighth Grade Chinese introduces Chinese Mandarin Language using the Pinyin system. Students learn the Chinese characters, phrases, sentence structure, and basic grammar. The lessons include topics geared to Middle School age students. Such topics include greetings, counting, family, pets, sports, birthdays, shopping, making phone calls, food, and weather. The students are also introduced to various cultural activities, which include paper folding, calligraphy, Chinese painting, folk tales, card making, and games. In the seventh grade, this class has more emphasis on listening and speaking skills, and less on reading and writing. In the eighth grade, listening, speaking, reading, and writing are equally emphasized. In both grades students undertake projects that are core areas of Chinese geography, history, culture, and current events.

Seventh and Eighth Grade Latin stresses translation, mastery and pronunciation of Latin vocabulary, understanding and usage of basic grammatical structures, word derivation, and the building of stronger English grammar and vocabulary skills through the study of two languages. Students completing these two Latin courses should come to the point where they can read Latin with confidence. The study of classical history, government, Roman life and customs, and mythology are an integral part of the course. This course also acquaints students with study and organizational skills and the precision and daily discipline that will facilitate the learning of other languages and the transition to the Upper School. Students will take part in the annual National Latin Exam.

LANGUAGE ARTS

OVERVIEW:

The primary goal of the language arts program is for students to appreciate the nature and the power of our language. Students will learn to use various strategies in order to develop an effective reading process that allows them to extract the meaning and message from a wide range of written material. Students will learn to develop, organize, and express their ideas in an effective and purposeful manner. Students will demonstrate a variety of writing styles and develop a love of literature and an understanding of the structure of our language.

The fifth grade language arts course emphasizes the fundamentals of writing and the appreciation of literature. Students read from a variety of genres including poetry, contemporary and historical fiction, and non-fiction. Parts of speech and basic rules of grammar are reviewed and reinforced, and word study is emphasized. The writing program focuses in particular on writing strong, well-developed paragraphs. Student writing includes letters, poetry, memoir, and book reviews.

The sixth grade language arts course extends students' abilities to read carefully and critically. They will explore such literary devices as setting, plot, and theme. Poetry and nonfiction are also studied. Students will extend their abilities in expository, descriptive, and creative writing, and they will learn to write for a variety of audiences. In addition, they will increase their understanding of the concepts and rules of standard English grammar. This course is also designed to foster the habit of regular reading for pleasure as well as the pursuit of knowledge. Students read from a variety of genres including, but not limited to, historical fiction, fantasy, and autobiography.

The seventh grade language arts course is comprehensive in scope, with six basic components: writing, literature, grammar, vocabulary, critical thinking, and oral skills. The goal of this course is to strengthen the student's knowledge and use of the English language. The course continues to develop the concepts and skills taught in the sixth grade. These include a focus on all phases of the writing process as well as the close reading and analysis of a variety of literary work. In addition, there is a significant emphasis on grammar designed to improve their writing skills. Students read from a variety of genres including poetry,

drama, short stories, fiction, and non-fiction.

The eighth grade language arts course builds upon the same six basic components as seventh grade. The students will study literature and become aware of its construction, its impact, and its meaning. Students read from a variety of genres, including poetry, drama, short stories, and novels which correlate to issues in eighth grade social studies. They develop various forms of written expression with emphasis on essay writing. Through study and practice, students will enhance their understanding of the structure and grammar of the English language.

Students improve their speaking and oral presentation skills. Finally, students will integrate the aforementioned skills in projects that are related to readings and other academic disciplines.

Writing Workshop classes engage students in the process of daily composition, exploring a wide range of genres and strategies in order to help them become proficient writers. Using a variety of technologies and resources, students explore their own experiences with writing and learn to express their ideas in narrative, informative, persuasive, and creative ways, with proper use of conventions. In a workshop format, they also learn to practice all steps of the writing process. Finally, the curriculum takes on an interdisciplinary approach as students complete research and compose essays related to readings in other core courses.

MATHEMATICS INCLUDING PRE-ALGEBRA AND ALGEBRA

OVERVIEW:

It is the fundamental goal of the mathematics program of The Columbus Academy to expand students' knowledge of numbers, computation, estimation, measurement, geometry, patterns and functions, and algebraic concepts. In addition, exposure to the rigors of this mathematics program will help students to reason logically, become better problem solvers and express mathematical ideas and concepts with clarity and precision.

Fifth grade mathematics is the first year of accelerated math. A sixth grade text is employed, and many supplemental materials are utilized. The course is designed to develop the student's comprehension of numbers, computational skills, and critical thinking skills.

Central to the course are:

- All operations with fractions
- All operations with decimals
- Ratio, proportion, and percent
- Geometry
- Problem solving

Sixth grade mathematics is designed to polish computational skills, teach new applications of previously learned skills, and provide a foundation of proper pre-algebra and algebraic procedures.

Central to this course are:

- Problem Solving
- Numbers and Operations
- Conversions from fractions, decimals, and percent
- Pre-algebra concepts with positive and negative numbers
- Algebraic operations with elementary linear equations

Seventh grade pre-algebra is designed to develop mastery in any computation or basic operation presented to date in Columbus Academy's mathematics program. Emphasis is placed on the real-world application of each of the topics covered in this course.

Central to this course are:

- Operations with positive and negative numbers
- Solutions methods of first-degree equations
- Evaluating algebraic expressions with exponents
- Perimeter, area, and volume
- Word problems involving distance, percent, probability, and fractional parts
- Investigating two-variable equations as linear functions

Eighth grade algebra I is a rigorous course designed to develop a solid foundation in algebraic concepts. Beyond the course content, students will learn the value of organization, self-reliance, and error analysis.

Central to this course are:

- Expressions with real numbers, variables, and radicals
- Factoring Polynomials
- Solving linear, and quadratic equations
- Graphing linear and quadratic equations
- Translating words into algebraic terms and solving multi-step word problems

In addition, there are accelerated courses at each grade level available to students who satisfy requirements in the following areas: previous performance in math classes, standardized test scores (ERB's), and teacher recommendations.

SCIENCE

OVERVIEW:

It is the goal of the science program of Columbus Academy that students understand the scientific method and can apply it in the solution of problems. Students should come to recognize that the building blocks of the universe, matter, energy, motion, and force, have observable properties that can be measured, described and predicted because most natural events occur in comprehensible, consistent patterns. Further, students should see the interaction of these forces, particularly in regard to their affect on life on Earth.

Fifth grade science is designed as an activity-based experience, which builds upon the lab process skills, introduced and developed in the Lower School program. The course emphasizes current issues in earth and environmental science as well as life and physical sciences. The students are actively engaged in problem solving, experimentation, and data collection. Students work in a variety of groupings. Several interdisciplinary projects demonstrate the real life application of the course content. Columbus Academy's campus is used for on-site field studies.

Sixth grade science is designed as a lab-based experience using equipment and an experimental approach. Students work in a variety of groupings to learn the cooperative model of lab work. Independent projects provide students the opportunity to pursue a science topic of interest to them. Students conduct a year-long field study of an area in the woods on campus. The study of weather and climate is followed by a brief comparison of the Arctic and Antarctic climates as they record the changes in climate due to global warming. The study of cells involves using microscopes to examine plant cells and parts. Students design a plant that follows the characteristics of real plants. These "plants" include adaptations based on color and light for specific insects. The "plants" include adaptations based on color and light for specific insects. The "plants" are placed in the woods. The study of cells also introduces beginning concepts of genetics. Technological innovations are investigated within the framework of the near future, within twenty years.

Seventh grade life science explores the world of living organisms from DNA, to the Cell, to the Human

Body. This year aims to teach students scientific method, with the help of state-of-the-art technologies designed for the Middle School, and an understanding of how living organisms work. A combination of hands-on labs and projects are designed to literally bring the world of science to life. From a Nobel Prize Project, where they will learn to make presentations and web pages, to the "Organ Day", which will see real scientists coming into the classroom to share their knowledge of the human body, this year is filled with real-life science.

Eighth grade focuses on physical science to explore topics they encounter in the physical world. Students will use problem solving and analytical skills to investigate topics such as matter, elements, bonding, forensics, motion, energy, heat and light. They will undertake the difficult analytical processes necessary to make these phenomena measurable and predictable. Students will apply the scientific method and integrate mathematical functions and graphing techniques with discoveries in physical science that lay the groundwork for future course in science. Hands-on lab experience and classroom demonstrations allow students to be active in their learning, while discussions and small-group work enable students to learn from each other.

SOCIAL STUDIES

OVERVIEW:

It is the basic goal of the social studies program at Columbus Academy that students recognize that we are all part of dynamic and ever-changing cultures. Students will learn the common features of civilization, as well as the unique characteristics and contributions of various ancient civilizations. The forces that affect culture (geography, interactions, technology, and movement) will be examined. Students will come to know the events that shape modern America with particular emphasis on the institution of government, our constitution, and the rights and duties of citizenship.

Fifth grade social studies interweaves two major components. The first component is a study of United States geography focusing upon the five themes of geography: location, place, interaction, movement, and regions. The second component is a sequential survey of American history. It is intended that the student will develop an appreciation for the rich complexity of America's culture, will recognize and appreciate the multi-ethnic dimensions of our society. Further, it is hoped that the student will also recognize the interrelatedness of geography, economics, culture, belief systems, and political systems within history. Through participation in this class students will develop map and globe skills, study skills, critical thinking, social participation, research skills, written essay skills, and technological skills.

Sixth grade social studies purpose is to bring students into contact with the meaning of civilization; how civilizations came about; common features of civilizations; unique characteristics and accomplishments of various ancient civilizations; and features of our own culture inherited from earlier civilizations. Particular attention is given to how governments and legal systems developed, and how people made use of their limited resources. Mesopotamia, Egypt, ancient Greece, ancient Rome, the Middle Ages, the Renaissance, and ancient China are studied. A number of activities and simulations are done to help make the concepts taught in this course relevant to the students. Students will develop the skills of organization, critical thinking, speaking in front of a group, reading, writing, working together with classmates, and research.

Seventh grade social studies focuses on world geography and regional studies. Initially students learn how to study the world around them through the use of the "Five Themes of Geography," map studies, and current global issues. The impact of physical geography on the settlement and development of cultures is a key focus throughout the course. The regions studied during the year include Japan, India & South Asia, South America, and Africa. For each region, students study the physical geography, cultural and historical highlights, and current affairs. In the final quarter, during the study of Africa, students complete a comprehensive portfolio that includes a variety of academic, research, and creative work.

Field trips, special speakers, and video documentaries all add to the texts and outside readings for an enriching experience. This course emphasizes the development of critical thinking and writing skills, note taking and test taking skills, as well as research and map skills.

Eighth grade social studies surveys American history while integrating concepts from U.S. government. Students examine the need for, and theories of, government before looking at the circumstances that brought the Constitution into being. They then study the Constitution and its various amendments. After gaining an understanding of the way in which the government is organized, the students begin a survey of U.S. History that begins with the Federalist Period and continues through the present. While studying the history of the U.S. students examine major decisions by the government and analyze their impact. The course also includes a unit on Ohio state government. In addition, the eighth grade travels to Washington, D.C. with faculty for an extended field trip that is designed to support the Social Studies curriculum.

EXTRA-CURRICULAR OFFERINGS IN THE MIDDLE SCHOOL

Each year the Middle School offers extra-curricular options; students who have genuine interest are encouraged to get involved in one or many of these activities. These activities will allow students to display their talents, to build new relationships, to develop skills, and to contribute to the Columbus Academy community.

Middle School Plays: Middle School students have the opportunity to participate in theatrical productions. Students will learn acting and technical skills in an environment that fosters acceptance and teamwork. All students who audition are cast. Students in grade six, seven, and eight may be involved in the following technical aspects of the play: set construction, sound, costuming, props, lighting, or running crew. Recent plays have included *Oliver*, *Beauty and the Beast*, and *Peter Pan*.

Inter-Scholastic Athletics: In the seventh and eighth grade, Middle School students may elect to participate on our numerous athletic teams. It is the intent of the Middle School that participation on these teams will foster sportsmanship, build the notion of teamwork, and teach discipline and commitment. Through shared participation during practice and games, athletes will develop the skills and strategies relevant to their chosen sport.

BOYS

Fall: Cross Country, Football, Golf, Soccer
Winter: Basketball, Swimming, Wrestling
Spring: Baseball, Lacrosse, Tennis, Track

GIRLS

Fall: Cross Country, Field Hockey, Soccer, Tennis, Volleyball
Winter: Basketball, Swimming
Spring: Lacrosse, Track

COLUMBUS ACADEMY MIDDLE SCHOOL ...ALSO OF NOTE...

Conferences: Conferences offer an opportunity to meet directly with each of your child's teachers. Conferences occur twice each year: during the middle of the first and third grading periods.

Comments: Formal, written narratives describing student progress will be provided from each student's teachers at the mid-point of the second and fourth marking periods. In addition, brief progress reports describing areas of commendation or concern will be mailed home on an "as-needed" basis.

Handbooks: All Middle School students are provided a student handbook that contains information regarding school policy on academics, standards of conduct, deportment, dress code, and the like. It also serves as an assignment book.

Advisors: Each student in the Middle School is assigned an advisor. This advisor serves as a liaison between home and school and keeps each advisee's records. The advisor provides a confidential, personal connection for the student.

Testing: The Middle School of Columbus Academy administers the Educational Research Bureau's Comprehensive Testing Program to all students in the fifth, sixth and seventh grades. This is done during the spring of each year.

Field Trips: Students in the Middle School will have the opportunity to take field trips, which augment the curriculum. Most notable is the four-day trip to Washington D.C. taken by the eighth grade students each fall.

C.A.S.E.: The Columbus Academy After School Experience is a service provided by Columbus Academy to parents unable to pick up their children directly after school. This serves as an extension of the school day as students will be involved in structured activities ranging from outdoor activities to service to academics. Prior arrangements are necessary.

MIDDLE SCHOOL CURRICULUM

- Grade 5: Math, Science, Language Arts, Social Studies, Spanish, & PE
One quarter each: Art, Health, Creative Expressions, and Computer
One quarter each: Band and Choir (Choice of elective for Semester II)
Strings may continue for students already in strings from Lower School
- Grade 6: Math, Science, Language Arts, Social Studies, & PE
One quarter each: Spanish, Latin, and Chinese
One quarter each: Art, Health, Creative Expressions, and Computer
Electives: Band, Choir, or Strings
- Grade 7: Math, Science, Language Arts, Social Studies, & PE
Foreign language choices: Spanish, Latin, or Chinese
One quarter each: Art, Health, Writing Workshop and Creative Expressions
Electives: Band, Choir, or Strings
- Grade 8: Math, Science, Language Arts, Social Studies, & PE
Foreign language, chosen in gr. 7 continues: Spanish, Latin, or Chinese
One quarter each: Art, Health, Writing Workshop, and Creative Expressions
Electives: Band, Choir, or Strings

**Every grade level in Middle School participates in:
Advisory (4 out of 6 days), Assembly (1 out of 6 days), and Activities (1 out of 6 days)**

COLUMBUS ACADEMY MISSION STATEMENT

Columbus Academy – an independent, coeducational college preparatory school – enriches its academic tradition of excellence by valuing a broad diversity of students as it seeks to develop the complete person: mind, body and character. The school rewards rigorous effort and accomplishment, fosters compassion, respect and moral courage, and insists on integrity, fair play and community service. Academy strives to develop and sustain a community of thoughtful, responsible, capable and confident citizens eager to engage in a pluralistic and ever-changing world.