

Columbus Academy

MIDDLE SCHOOL



Curriculum Guide

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.

ACADEMICS OVERVIEW

Academics in middle school seek to provide robust, hands-on programs balanced between adult wisdom and student exploration. As collaborators, students and teachers work closely to enhance academic offerings. Middle school students learn to self-monitor and motivate themselves as learners prior to their completion of 8th grade. Columbus Academy middle school students are an integral part of a greater community through which they develop responsibility. They reflect on their self-discipline, morality and character, fostering these essential habits: organization, cooperation, collaboration and perseverance. These skills are more useful and transferable than accumulated knowledge.

A partnership between families and faculty stimulates an appropriate sense of the student's independence. Middle School is a place for experimentation and the testing of boundaries. The Middle School community provides appropriate limits and consequences that help students understand their commitment to self and the community.

As students progress from concrete thinking patterns toward abstract thought, they can go beyond literal meaning to greater levels of critical thinking. The variety of curricular approaches supports the true love of learning. Most important to the academic program in middle school is the development of skills by teaching basic, relevant, and developmentally appropriate subjects. Grades are given in middle school. They inform student progress and time management habits. The most useful, practical reason for grades in our middle school, beyond assessing their ability to retain information, is to help students understand the strategies they use to study, complete work, and achieve their academic goals.

CONFERENCES

Parents and teachers meet for conferences three times a year. The first conferences are held in October. Two days are committed to these conferences in both October and March. In May, we will have a full day of conferences between parents and advisors.

GRADES AND COMMENTS

Grades are given in all courses and at the end of each quarter and semester. All core classes are assessed with letter grades ranging from A to F or Incomplete (I). Allied and special courses are assessed with a grade of Outstanding (O), Satisfactory (S), or Unsatisfactory (U). A listing of courses offered in middle school is below. Likewise, comments are written for students at the end of the first semester in all Core classes, including PEEC, Writer's Workshop 7, Workshop 8 and Music classes. At the end of the year, each Advisor writes a comment regarding the student's social and emotional progress for the school year.

MIDDLE SCHOOL LANGUAGE ARTS OVERVIEW

The Middle School Language Arts Department strives to provide an environment that will foster students' appreciation for the nature, structure, and power of our language while connecting them to the world beyond classroom walls. Students closely examine diverse texts, write in a variety of styles and genres, engage in small and whole-class discussions, and use technology to expand their learning and find authentic audiences for their work. As a result, they become stronger critical thinkers, readers, speakers, listeners, and writers. Students maximize their learning potential as they explore how to develop, organize, and express ideas in an effective and purposeful manner.

SIXTH GRADE LANGUAGE ARTS

The sixth-grade Language Arts curriculum focuses on developing and using literacy to communicate clearly and effectively with others. Through an integrated study of reading, writing, grammar, and vocabulary, students will engage in project-based learning using Design Thinking principles to apply life lessons from texts to real-world problems.

THE SIXTH GRADE LANGUAGE ARTS PROGRAM ENABLES STUDENTS TO DO THE FOLLOWING:

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- Write arguments to support claims with clear reasons and relevant evidence.
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- Engage in service-based learning connected to the course literature to enrich students' understanding of their community and world.
- Literature includes: *Dateline: Troy* by Paul Fleischman, *Insignificant Events in the Life of a Cactus* by Dusti Bowling, *The Bonaventure Adventure*, by Rachelle Delaney, and *The Mighty Miss Malone* by Christopher Paul Curtis..

SEVENTH GRADE LANGUAGE ARTS

The seventh grade Language Arts curriculum allows students to explore the power, structure, beauty and uses of language. In particular, students investigate the meaning of “community,” exploring concepts such as stereotyping, identity, the power of one person to effect change and utopian societies. The seventh grade Language Arts course engages students with a variety of literary texts, developing their critical analyses of these texts, their writing, and the world around them. Additionally, a grammatical emphasis on sentence components and structure equips students with the necessary skills to evaluate their writing more thoroughly. Beyond writing critical analyses, students create a short story, original poems, and creative projects as a means of

exploring personal and global issues, particularly those themes connecting to the seventh grade Social Studies course.

THE SEVENTH GRADE LANGUAGE ARTS PROGRAM ENABLES STUDENTS TO DO THE FOLLOWING:

- Develop a thesis and write an analytical essay, including an introduction, body paragraphs and a conclusion, citing textual support for the thesis.
- Write persuasively and descriptively using supportive examples.
- Respond to text formally and informally.
- Use contextual clues to infer meaning and be able to write or draw definitions of new vocabulary words from text.
- Use various note-taking methods to paraphrase information covered and distinguish significant information from less important material, based on a topic.
- Practice analyzing text to convey an understanding of literary techniques/concepts such as theme, symbolism, character development, plot, and irony.
- Develop a portfolio of his/her writing, review/evaluate progress made, and revise some work to improve it.
- Utilize the writing process, including pre-writing, drafting, composing, editing, revising, reviewing and publishing.
- Read a variety of genres, including memoir, non-fiction, realistic fiction and historical fiction.
- Understand the parts of a plot diagram and be able to write a story incorporating these parts.
- Read works that involve the themes of community and identity and be able to connect these themes to their own lives and others.
- Investigate questions posed by texts independently.
- Evaluate sources of information for relevance, authenticity and usefulness, incorporating their findings into their writing.
- Share writing with the class or peers for review and revision.
- Experience various presentation modes, including podcasts, four corners, playacting, video trailers, and individual readings.
- Literature includes: *Flying Lessons and Other Stories* by Ellen Oh, *The Outsiders* by S.E. Hinton, Various Short Stories, Poetry and Shakespeare scenes,, and *Born a Crime* by Trevor Noah.

EIGHTH GRADE LANGUAGE ARTS

The eighth grade Language Arts course focuses on a variety of literary genres all centered around the themes of justice and human rights in coordination with the eighth grade Social Studies course. There is significant emphasis on critical writing and analysis of the texts, and specifically on learning to write different types of essays to prove a thesis. Critical thinking and speaking skills are developed through class discussion as well as small group assignments and project-based learning. Grammar is primarily taught in conjunction with improving writing, particularly to recognize grammatical errors and enhance the flow and cohesion of one's written work. There is a considerable emphasis on vocabulary development with each unit, also with a focus on improving word choice in writing. There are myriad opportunities for students to engage in creative writing, especially through poetry, short stories, journals, memoirs and technology-based projects.

THE EIGHTH GRADE LANGUAGE ARTS PROGRAM ENABLES STUDENTS TO DO THE FOLLOWING:

- Read and critically analyze numerous texts independently.
- Understand the historical significance of the assigned books through research and further inquiry.
- Develop, argue and prove original thesis statements in a variety of critical essays.
- Learn to connect themes and draw comparisons from texts and literary genres to the greater community and world.
- Utilize and expand understanding of vocabulary and grammar, especially within the assigned writing.
- Write more complex sentences, paragraphs, and essays to examine the assigned topic critically.
- Properly cite textual evidence to substantiate a thesis statement.
- Identify themes, symbols, motifs and conflicts to gain more significant understanding of a piece of literature.
- Formulate a logical outline and coherent organization of an essay.
- Create original voices, characters, and dialogue in creative writing.
- Develop an e-portfolio of student writing and assessments to track progress.
- Engage in project-based learning to enhance one's ability to work with a diverse peer group.
- Develop confidence in expressing one's opinion during class discussion and through public speaking opportunities and presentations.
- Literature includes: *Night* by Elie Wiesel, *To Kill a Mockingbird* by Harper Lee, *Animal Farm* by George Orwell, *Welcome to the Monkey House* by Kurt Vonnegut, and *Enrique's Journey* by Sonia Nazario.

MIDDLE SCHOOL MATH OVERVIEW

In the Middle School mathematics program at Columbus Academy, students are engaged in courses ranging from Pre-Algebra through Algebra or Geometry. Students partake in lessons, activities, and projects in which they explore parts of wholes, integers, algebraic reasoning, percentages, spatial reasoning, and data analysis. Connecting to the Math Vision of Columbus Academy, all students in the Middle School will develop Problem Solving skills, Reasoning skills, and a Growth Mindset. To foster Problem Solving and Reasoning, students will take part in simulations, service opportunities, and classroom activities in which multiple strategies and multiple steps are needed to solve non-routine problems. Through differentiation of material, students will be provided with age-appropriate tasks that challenge each student while providing them with necessary support. These challenges will help to develop a mindset in which mistakes are valuable parts of the learning process and individual growth is a critical component of assessment.

PRE-ALGEBRA A COURSE DESCRIPTION

By the end Pre-Algebra A, students will master how to compute with fractions, decimals, integers, and percents while using these skills to solve equations, represent their knowledge on a coordinate plane, and solve real-world problems. There are five essential units of study in this course and Geometry is included in all units of study.

- Number Sense and Reasoning: Ordering, computation, and application of fractions and negative numbers.
- Algebra: Evaluating expressions, solving one and two-step equations and inequalities, introduction to multi-step equations, and combining like terms.

- Decimals and Percentages: Ordering, computation, and application of parts of wholes and percent changes.
- Probability: Finding theoretical and experimental probability, and data analysis
- Functions: Graphing equations on a coordinate plane and finding slopes and intercepts.

PRE-ALGEBRA B COURSE DESCRIPTION

By the end of Pre-Algebra B, students will master how to solve equations, inequalities, and percent problems with multiple steps. There are five essential units of study in this course.

- Number Sense: Computation of integers, fractions, and mixed numbers combined.
- Data Collection: Creating surveys, finding measures of central tendency, and displaying data in various way
- Ratios, Proportions and Percents: Proportional reasoning, percent problems, and real-world applications.
- Expressions, Equations, and Inequalities: Solving multi-step problems and applying properties.
- Functions: Using slope-intercept form of a line, identifying domain and range, and understanding slope as a rate of change.

ALGEBRA 1 COURSE DESCRIPTION

By the end of Algebra, students will master how to solve complex equations, systems, and inequalities, utilize multiple forms of linear equations, and manipulate polynomials to solve equations. There are four essential units of study in this course.

- Equations and Expressions: Solving and evaluating multi-step expressions, equations, inequalities, proportions, and percent problems.
- Linear functions: Graphing, reasoning about linear equations in multiple forms, parallel and perpendicular lines, and slopes/intercepts.
- Inequalities and Systems: Solving and graphing linear inequalities, solving systems using graphing, substitution, and elimination, and solving equations and inequalities with absolute value.
- Polynomials: Adding, subtracting, multiplying, and dividing polynomials, factoring, applying the quadratic formula, simplifying radicals, and applying the distance and midpoint formulas.

INTEGRATED ALGEBRA A COURSE DESCRIPTION

This course is the first part of a two-year sequence that continues in the Upper School the following year. After completing both parts, students will be prepared to continue on to Algebra 2 in 10th grade. The purpose of this course is to support students that would benefit from a gentler introduction of algebraic concepts including linear functions and their graphs, proportional reasoning, solving equations and inequalities, systems of linear equations, and applying linear relationships to real-world situations. Additionally, students will make connections to related Geometry concepts such as transformations, triangle relationships, similarity, and congruence.

GEOMETRY COURSE DESCRIPTION

Students will explore the concepts of Euclidean geometry, congruency and similarity within the context of triangles, quadrilaterals, polygons, and 3-D figures, surface area and volume, basic trigonometry, coordinate

geometry, and other advanced geometric topics. The curriculum is designed to incorporate deductive reasoning, algebraic manipulation, and technology, as students develop a greater understanding of proofs, logic, observation, measurement and description. Geometry provides the foundational concepts and thought processes required for Pre-Calculus, Calculus and standardized tests. Throughout this course, there is an emphasis on problem solving, proof, communication, and effective use of technology. This advanced course is designed for students who enjoy mathematics, seek a greater level of challenge, and accept the responsibility that accompanies an advanced mathematics course.

MIDDLE SCHOOL SCIENCE OVERVIEW

The goal of the Middle School science program is to teach students how to solve problems through application of the scientific method. Through this process, students will learn that matter, energy, motion, and force have observable properties that can be measured, described, and predicted. They will learn that most natural events occur in comprehensible, consistent patterns. Further, students will understand that the interactions of these phenomena have an effect on life on Earth.

SIXTH GRADE SCIENCE

Sixth grade science is a lab-based experience that utilizes both our indoor and outdoor campus. Students learn the cooperative model of lab work through the three main branches of science: earth and space, physical, and life science. Their work models the reality that scientists from different branches work together to answer scientific questions. Students will be encouraged to develop exploratory and discovery-based questions when presented with different investigative experiments. The common thread developed through sixth grade is scientific literacy and inquiry.

- Understand and apply the steps of the scientific method
- Create and conduct scientific experiments
- Identify, describe, and classify properties of matter.
- Understand the characteristics of physical and chemical changes.
- Differentiate between various simple machines.
- Differentiate between kinetic, potential, and mechanical energy.
- Understand the purpose, function, and make-up of cells.
- Understand how cells work together in an organism.
- Explore how the Earth, moon, and sun interact.

SEVENTH GRADE SCIENCE

Seventh grade science is a spiral curriculum that focuses on topics within the Human Body, Introduction to chemistry and chemical equations, and Newton's laws of motion. Students use technology as they apply the scientific method to gather and analyze data to understand how living organisms work. Students connect life science with environmental science as they build awareness of the interaction of organisms. A combination of hands-on labs and projects, including Organ Day, will connect students with professional scientists who come into the classroom to share their knowledge.

- Conduct & refine scientific experiments and interpret scientific data.
- Use scientific equipment for data collection.

- Develop sample collecting techniques.
- Understand and apply the concept of probability in genetics.
- Differentiate between DNA & RNA decoding to build proteins.
- Gain knowledge of the organization of the Human Body
- Understand atomic theory, basic bonding and chemical interactions.
- Master the basic properties of matter, including measurement, and chemical classification
- Identify and use the periodic table to identify element trends, and group properties.
- Relate velocity and acceleration to principles of motion
- Use Newton's Laws of motion to create vehicles

EIGHTH GRADE SCIENCE

Eighth grade science students are immersed in the world of physical, earth and biological science with an emphasis on inquiry and data analysis. Using a combination of scientific literature and technology, students explore the effects of natural disasters by investigating the topics of earthquakes & waves, weather, chemistry and Earth's energy budget. The scientific method/CER is ever present in this course, with a focus on problem solving, critical thinking and application of knowledge, mathematical functions and graphing techniques. Eighth graders will gain the skills required to make the phenomena of the natural world both predictable and measurable. Hands-on lab experience and classroom demonstrations allow students to be active in their learning, while discussions, small-group work, and lab reports enable students to be active and involved learners.

- Natural disasters
- Earthquakes and waves
- Atmosphere and weather
- Chemical reactions such as the role of CFC's in our atmosphere and tropospheric ozone
- Balancing equations, types of reactions, rates of reaction
- Chemistry of safety materials such as heat packs and ice packs
- Endothermic and exothermic reactions
- Earth's energy budget demonstrated through photosynthesis and climate change
- Principles of heat and energy conversions by creating solar cookers

MIDDLE SCHOOL SOCIAL STUDIES OVERVIEW

The primary goal of Columbus Academy's middle school social studies program is to enable students to understand that all people are connected in a dynamic and complex world. Students will learn the common features of civilization, as well as the unique characteristics and contributions of various countries and cultures throughout the world. The forces that affect culture (geography, interactions, technology, and movement) will be examined. Students will come to understand the events and trends that have shaped the United States, as well as how we fit into a much broader global community.

SIXTH GRADE SOCIAL STUDIES

Students will investigate the following essential questions: How did the earliest civilizations begin, and how were they shaped by economic, political and social forces? What were the unique characteristics and accomplishments

of various ancient civilizations? What has been inherited from earlier civilizations? How can we apply this knowledge to our lives?

Topics:

- Forms of government and their impact (monarchy, oligarchy, democracy, republic, tyranny)
- Ancient religions
- The relationship between the environment and the economy

Particular attention is given to how governments and legal systems developed, and how people made use of their limited resources. Various activities and simulations (Archaeology Dig, Greek Naval Project, Build-Your-Own-Civilization), utilizing technology, are geared to make the concepts relevant to students. Students will continue to develop the skills of critical thinking, public speaking, reading, writing, research, and collaboration.

SEVENTH GRADE SOCIAL STUDIES

Seventh-grade social studies focuses on the ever-changing world and the events, people, and forces responsible for creating that change. Through the lens of the geography of six unique regions, students will explore the various forms of government used with each region and its effects on the populations within and outside of their borders.

Regions:

- United States
- Europe
- East Asia
- South Asia
- Sub-Saharan Africa
- Middle East and Northern Africa

Students also investigate the social and economic developments of each region, exploring the interplay between those two forces. Tracing the timeline of conflicts from ancient to contemporary times will allow them to understand how these consequences manifest in various ways from structural and cultural perspectives.

EIGHTH GRADE SOCIAL STUDIES

This course examines major turning points in United States History and the development of Constitutional Law via student-centered inquiry, informed discussion, and individual and group-based projects. Additionally, students will examine current events to connect the historical past and our modern nation-state.

Topics:

- Political Philosophy, Right to Revolution
- Government Intervention
- Structures of Government
- The Civil War
- Civic Engagement as Citizens

As our culminating project, students will participate in a mock Congressional Hearings hosted by the Ohio Center for Law-Related Education. During this activity, students will test their knowledge of congressional proceedings and gain a clear insight into the inner workings of our legislative branch. Students will complete this by preparing statements answering a multi-part civic related question, and by defending their statements in front of a panel of judges.

MIDDLE SCHOOL WORLD LANGUAGES OVERVIEW

The Middle School Language Program is an integral part of the Columbus Academy World Languages Department. It offers language and culture instruction to enhance the students' educational experience. Our Middle School curriculum follows the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines. Through this learning style, students will progress through a series of levels starting with Novice (Low, Mid, High) to Intermediate (Low) during their Middle School experience. Instruction utilizes various methods including comprehensible input (CI) and teaching proficiency through reading and storytelling (TPRS). These methods are student-centered to provide students a joyful experience in language acquisition. The goal is to instill in students an interest in the cultures of the languages they are learning, and to provide them with the tools that enable them to unlock their communication skills in another language. Through their study of language and cultures, the students develop open-mindedness, a sense of community, an appreciation of differences, and the ability to embrace multiple perspectives.

SIXTH GRADE

At the end of fifth grade, students can experience 4 mini-classes in Chinese and Latin, in addition to their ongoing study of Spanish. The goal of these mini-classes is to expose students to the three different languages offered at Columbus Academy and to teach them some of the cultural highlights and basic communication skills in a fun and creative environment. Following this experience, students and their families choose one of the three languages offered at Columbus Academy (Chinese, Latin, or Spanish) to pursue in Middle School.

In 6th grade, students learn to communicate about themselves, their families, and friends. They can express likes, dislikes, hobbies, and professions. They will learn about music, culture, and art. The 6th grade program allows students to situate themselves within the language and the culture. Students at this level are typically identified as Novice Low to Novice Mid. These courses foster the goals proposed by the American Council on the Teaching of Foreign Languages (ACTFL), including communication, culture, connections, comparisons and communities.

SEVENTH AND EIGHTH GRADE

In seventh and eighth grade, students continue their language learning begun in sixth grade. The Middle School World Language programs encompass the first level of language courses in which students continue to develop their speaking, listening, reading and writing skills to increase their proficiency and cultural competency.

After successfully completing the middle school language sequence, students may earn promotion into Level 2 of the language for ninth grade.

FINE AND PERFORMING ARTS DEPARTMENT OVERVIEW

The goal of the Fine and Performing Arts is to foster students' art education in a positive and productive atmosphere. It encourages both creativity and critical thinking while expecting artistic excellence and self-discovery. It strives to develop the whole child through enjoyment, exploration, and understanding of Art, Music, and Theater. While developing this sense of artistic fluency, students learn multiple models of self-expression and cultivate their role in an ever-changing cultural environment; they learn that the Arts are an essential and enduring part of the global human experience.

ART

The Art program connects art with the world around us. It opens a world beyond textbooks for students to explore and builds a foundation for creative thinking. Students are encouraged to explore new techniques, seek deeper meaning out of their art practice, and establish a personal approach to their work.

We experience how the arts can cross disciplines to create an exciting statement. What is Creativity? Students are exploring what this 21st-century skill means and how it can be practiced. We examine Creativity as a means to generate ideas, make critical decisions, take risks, make mistakes, and work together.

Different methods and media are explored, including drawing, painting, printmaking, sculpture, crafts, and digital art, as well as two- and three-dimensional design basics. Students acquire art language and concepts from both hands-on experiences and discussions and are exposed to multicultural art history references when appropriate. Assessment is based on hands-on learning, critical thinking skills, following a sequence of project steps, craftsmanship, and individual artistic voice and expression.

6th Grade Art: Projects build sequentially on skills acquired in the lower school art program. Art practices and techniques include right brain /observational drawing and Digital design.

7th Grade Art Appreciation: Students explore various 2D and 3D art mediums. Movements and art styles are studied and analyzed to encourage critical thinking and appreciation of the arts. Skill-building assignments are completed in sketchbooks, and projects are presented with demonstrations, allowing students to complete projects at their own pace.

8th Grade Studio Art: Students explore various mediums and create artworks of their choice. Concepts and mediums will be presented, and students are encouraged to expand on and develop their styles. Guided by their instructor, students in this course utilize the art room as a personal studio space that allows them to work on individual projects and pursue their personal interests. Students are expected to complete three projects by the end of the semester.

THEATRE

Sixth Grade Theatre is a course taken by all students. It includes elements of stagecraft from the actor's perspective. Beginning with the Five Tools of the Actor, developed with the Phoenix Theatre for Children, imagination, cooperation, concentration, and physical awareness of body and voice are explored through a variety of games. This is followed by character study and staging intensives, which culminate in both original and scripted scene work.

Seventh Grade Acting: Students build their core acting knowledge and gain insight into theater production by producing a play of their choosing. They are led through developing a rubric, selecting a text, auditioning, and then performing their chosen one-act script. Through their work on their production and various theater games and activities, they acquire confidence and team-building skills. This is a semester-long elective Allied class.

Seventh Grade Technical Theatre: Students learn and apply new skills as they explore the five parts of stagecraft: Costume, Sound, Lighting, Set, and Props. Their work assists active productions in progress. They wrap up by creating a Director's concept to present their ideas for a production to the class. This is a semester-long elective Allied class.

Theatre Eight is a course taken by all students. Exploring elements of public speaking, the students identify different styles of speech-making and their elements, including hooks, audience, editing, movement, and tone. This culminates in the presentation of a memorized speech delivered on stage in front of the entire 8th grade class.

MIDDLE SCHOOL BAND

Sixth Grade Band is an introductory elective class encompassing basic instrumental technique. There are two mandatory concerts- winter (December) and spring (May). Students learn:

- tone production (posture, breath support, embouchure)
- articulation (staccato, accent, slur), rhythm (whole, quarter, eighths, dotted halves, and dotted quarters)
- rehearsal etiquette
- concert key signatures (F, Bb, Eb)
- time signatures (2/4, 3/4, 4/4)
- Bb Scale
- one line melodies, duets, and eventually full band arrangements.

Seventh Grade Band is an elective course dedicated to increasing musicianship and performance mastery. There are two mandatory concerts- fall (November) and spring (May). Students in Seventh Grade Band are also eligible to participate in OMEA Solo & Ensemble in the spring.

Students explore:

- continued tone production
- articulation (marcato, legato), rhythm (sixteenths, syncopation with eighths)
- concert key signatures and scales (Ab, F, chromatic)
- full band arrangements
- faster tempos
- chamber music project (3rd quarter)

Eighth Grade Band is an elective course dedicated to building musicianship to the entry level of the Upper School Concert Band. There are two mandatory concerts- fall (November) and spring (May). Students in Eighth Grade Band are also eligible to participate in OMEA Solo & Ensemble in the spring.

Students explore:

- advanced rehearsal techniques

- stylistic interpretation
- sight-reading skill
- complex rhythmic patterns (dotted eighths, triplets)
- concert keys (C, G, g minor), arpeggios (Bb, Eb, Ab)
- advanced meters (2/2, 6/8)
- increasing individual musical independence
- increasing awareness of the role within the section and the band as a whole
- Pep Band Project (3rd quarter) culminating in a performance with US Pep Band at Pep Rally

MIDDLE SCHOOL CHOIR

Students will learn:

- How to sing alone and in a group
- Sight reading skills including solfege and Curwen hand signs
- Healthy singing, including breath support and quality of tone
- A variety of choral literature
- Proper music techniques including note accuracy, articulation, diction, and posture

The chorus performs in at least two school concerts. Singers in this group are eligible to compete in the OMEA Solo and Ensemble Event.

Sixth grade choir is an elective class in performance and musicianship. Performance skills include vocal technique and stylistic interpretation. Musicianship includes identifying keys, scales, meters, and intervals to develop rhythmic and melodic sight-reading ability.

Seventh grade choir is an elective class in performance and musicianship. Performance skills include vocal technique and stylistic interpretation. Musicianship includes identifying keys, scales, meters, and intervals to develop rhythmic and melodic sight-reading ability.

Eighth grade choir is an elective class in performance and musicianship. Performance skills include vocal technique and stylistic interpretation. Musicianship includes identifying keys, scales, meters, and intervals to develop rhythmic and melodic sight-reading ability. This choir will learn how to sign up for four voice parts.

MIDDLE SCHOOL ORCHESTRA

String orchestras for Grades 6-8 are regularly scheduled classes that meet during the school day. While divided into grade level sections for practice, these groups join together for performances. Students work toward playing with rhythmic and tonal accuracy and will develop good musicianship through scales, rhythm studies, teaching pieces, and performance literature. Each student is expected to improve their personal and group musical skills.

COLUMBUS ACADEMY PHYSICAL EDUCATION PROGRAM OVERVIEW

The primary goal of Physical Education at Columbus Academy is to provide opportunities for students to learn skills that will enable them to create a healthy lifestyle. The acquisition of physical skills and knowledge provides a foundation for the enjoyment of physical activity, fosters social development and promotes a physically active lifestyle.

Our curriculum is centered on three key teaching components:

1. Development of movement skills and overall fitness
2. Conceptual development of games and sport
3. Development of social skills

Physical education provides a unique setting to foster social skill development. Students learn appropriate social behaviors by working both independently and with others during activities. Concepts covered at every grade level to varying degrees are how to provide positive leadership, how to follow, how to work together as a team, cooperation skills, positive communication skills, respect for others of all abilities, and good sportsmanship skills.

SIXTH GRADE PHYSICAL EDUCATION

Physical education in sixth grade introduces students to a variety of team sports. Students are able to take the basic concepts learned in elementary PE and apply them to sport-specific activities. The major point of emphasis for all units is heavy skill development, which is incorporated into small lead-up games. When applicable, basic game strategies are introduced and highlighted through modified games. Physical fitness remains a constant part of daily activities, and students are encouraged to take ownership of their personal fitness.

Goals and Objectives:

1. To refine and improve eye-hand-foot coordination skills.
2. To gain body control through competitive activities
3. To participate in activities and games safely
4. To improve/maintain personal physical fitness.
5. To learn fundamental game concepts of competitive sports.
6. To demonstrate good citizenship in class and games.
7. To have fun.

SEVENTH AND EIGHTH GRADE PHYSICAL EDUCATION

Physical education in the seventh and eighth grades reviews the basic sports skills and concepts taught in previous grades. Students have the flexibility to choose activities that interest them through an elective system. Several lifetime sports activities are required, such as tennis, badminton, weight training, volleyball, swimming, personal fitness and softball.

Goals and Objectives:

1. To refine and improve eye-hand-foot coordination skills.
2. To gain body control through competitive activities
3. To participate in activities and games safely
4. To improve/maintain personal physical fitness.
5. To learn fundamental game concepts of competitive sports.
6. To learn activities that can be performed well into adulthood.
7. To demonstrate good citizenship in class and games.
8. To have fun.

INTERSCHOLASTIC ATHLETICS

Seventh and eighth grade students may elect to participate on our numerous athletic teams. The program fosters sportsmanship, builds teamwork, and teaches discipline and commitment. Through shared participation, during practice and games, athletes will develop the skills and strategies relevant to their chosen sport.

Fall: Football, Cross Country, Golf, Soccer, Field Hockey, Girls Tennis, Volleyball

Winter: Basketball, Swimming, Wrestling

Spring: Lacrosse, Track, Baseball, Boys Tennis

MIDDLE SCHOOL TECHNOLOGY OVERVIEW

As part of our Allied program, all sixth and seventh grade students take a technology class. Students in seventh and eighth grade also have the option of taking a technology-related elective for a semester.

Sixth Grade Computational Thinking

All sixth grade students learn how to apply computational thinking concepts in a variety of problem-solving exercises. They think about how to identify computers and dive into the parts and pieces that make a computer. Other topics will be discussed, including how the Internet works and how to use computers and the Internet safely.

Seventh Grade Makerspace

Using design thinking principles, all seventh grade students will have the opportunity to explore the Makerspace and learn basic building skills through specialized computer programs and modeling.

Seventh Grade Website Development

Students who enroll in this semester-long elective Allied class will learn the basics of coding HTML and CSS to create multiple webpages and a culminating website project. Along the way, students will explore topics such as the origins of the Internet, domains, hosting and bandwidth while also discussing the overall purpose and appropriateness of their sites. No coding experience is required.

Eighth Grade Electronics/Robotics

Students who enroll in this semester-long elective Allied class will investigate electricity to build circuits, remotely control vehicles, and use microcontrollers to power LED lights and servos. Larger projects will focus on object automation and the fundamentals of Lego, VEX and Sphero robotics to solve real-world problems.

Eighth Grade Product Design and Engineering

Students who enroll in this semester-long elective Allied class will apply the Product design process to take an idea from design to CAD to prototype to a functional product. Students identify a creative way of solving a problem or inventing a better product, and then design a possible solution through rapid prototyping. Students will also create a commercial and advertise their product.

Eighth Grade Python Game Design

Moving beyond simple coding to programming, students who enroll in this semester-long elective Allied class will apply fundamental programming concepts and syntax to create games using the Python programming

language. This course will take students from the fundamentals of Python programming to building interactive and engaging animated games that can run on various platforms. Students with or without coding experience will have fun and build cool games by the end of the semester.

ADVISORY

Each student is assigned a faculty advisor at the beginning of the school year. Advisors take a personal interest in their students and provide parents with a person who will inform them of their child's growth in all aspects of school life. The advisor will consult with teachers and parents concerning the student's academic and social progress and can be contacted whenever you feel the need. Advisor groups (composed of 9-11 students) meet to hear announcements, discuss school matters, and allow the group or individual students to discuss personal concerns with the advisor.

The advisory program of the Middle School supports the mission of Columbus Academy by creating an environment that supports students both as individuals and as members of the greater community, using the *Developmental Designs (trademark)* approach, and its acronym, *SEAL* (Social Emotional Academic Learning). This science and research-based curriculum appropriately builds upon the Responsive Classroom model used in our lower school. Problem solving and communication skills are a key component and advisory promotes compassion, positive relationships, tolerance and respect among students. Advisory seeks to advance relationships within groups, emphasizing the values of integrity, fair play and community service.

MIDDLE SCHOOL SERVICE

The middle school grades are all actively involved in service, most notably during the Kids-4-Kids Drivesheld in October and November. Advisories sponsor a family for the winter season by providing needed clothes, winter items, household items, books, and toys to families in the greater Columbus area. Students organize, wrap, and package the collected items for delivery before Thanksgiving. Students take great pride in selecting items for the sponsored families. During the food drive, middle school students participate well beyond donating food. The 6th grade helps sort the food items by checking expiration dates and organizing the food into a grocery store. Students learn about situations that often lead to some families needing more than others in advisory groups. In the 6th grade, students use the experience of creating the grocery store, to explore topics in math class, such as data collection and analysis.

The seventh grade experience in Kids-4-Kids is in depth, and directly connects to themes in the Social Studies curriculum. Likewise, in Pre-Algebra, students learn how to analyze food labels (percent) and explore nutrition-related topics and food insecurity statistics. The entire grade takes a yearly visit to the Mid-Ohio Food Bank and does a variety of activities intended to simulate how quickly a family's circumstances can change. The grade is tasked with shopping the school grocery, as set up by our sixth graders, using a food pantry model, to create two weeks of meals to deliver to sponsored families for the holiday.

Eighth graders are involved with the clothing drive. Students help pack and organize the clothing, household items, books, and toys donated to the drive, and set up a store at the Childhood League for sponsored families to "shop" for needed items. While at the Childhood League, students move through stations that allow them to explore the various operations the League provides their clients.

MIDDLE SCHOOL STUDENT SUPPORT SERVICES

Our school counselor is the first point of contact for student support services in middle school. The counselor is focused on supporting students as they experience the various changes that occur during the middle school years. Counseling is available for all students to assist them in balancing the demands of their academic tasks with their social and emotional growth.

The counselor's role encompasses individual and group counseling, consultation, coordination of screening and assessment (academic, emotional and behavioral), crisis intervention, and when necessary, referral. Other services may be provided based on the student's grade and developmental level. The counselor does not provide psychological evaluations or therapeutic treatment. Parents, faculty or students may initiate a request to meet with the counselor. The counselor can provide short-term, limited support for students or meet with them on an as-needed basis.

A team determination for student placement in Student Support Services is made following the Middle School Child Support Team referral and evaluation procedure. Any necessary classroom interventions are based on the degree of the student's documented need, availability of specialists, and motivation of the student to utilize services effectively.

Students in Middle School Support Services work with a specialist to develop strategies for improving and enhancing targeted skills. Specialists provide support for students through direct instruction in the students' targeted areas of need. Collaboration with parents and classroom teachers is the best practice for support of students with learning differences. The ultimate goal of the Middle School Student Support program is to foster academic independence and self-advocacy for each student.

STANDARDIZED TESTING

The Middle School gives the ERB assessments to our sixth, seventh, and eighth graders. The results allow families to follow the children's progress over time. They also allow the school to evaluate its curriculum and teaching priorities and compare itself to other fine schools nationwide.

FIELD TRIPS

Field trips are essential for real-world learning and allow children to develop independence and self-reliance. Each grade has one extended overnight experience. The Sixth Graders go to Camp Fitch to challenge themselves and bond with one another. The seventh graders go to Deer Creek for a more self-sustaining experience free from technology. The eighth grade travels to Washington, D.C., for the Museums and to see the Federal Government in action.