



**Saint Mary's Hall**

**Middle School**  
**Curriculum Guide**

**2016-2017**

## MIDDLE SCHOOL COURSE OF STUDY

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### FORM 6

English Language Arts 6  
Mathematics 6 or Pre-Algebra 6 Honors  
Earth Science 6  
Social Studies 6: The Eastern Hemisphere: “From Mesopotamia to the Modern World”  
French 6, Latin 6, Spanish 6, Accelerated Spanish Language & Culture I, or Academic Reading  
Art 6, Beginning Band, Chorus 6, String Ensemble, Drama 6, or Introduction to Robotics  
Athletics, Fitness, or In-school Dance  
Life Skills 6

### FORM 7

English Language Arts 7  
Pre-Algebra 7 or Algebra 7 Honors  
Life Science 7  
Social Studies 7: The Western Hemisphere (1 sem.) & Texas History (1 sem.)  
French 1A, Latin 1A, Spanish 1A, Accelerated Spanish Language & Culture II, Academic Reading 7/8 or Academic Writing  
Art I, Beginning or Concert Band, Chorus, String Ensemble, Beginning Speech & Drama  
Athletics, Fitness, or In-school Dance  
Life Skills 7

### FORM 8

English Language Arts 8  
Algebra 8 or Geometry 8 Honors  
Physical Science 8: Chemistry (1 sem.) & Physics (1 sem.)  
Social Studies 8: United States History to 1865  
French 1B, Latin 1B, Spanish 1B, or Accelerated Spanish Language & Culture III, Academic Reading 7/8 or Academic Writing  
Art I or II, Chorus, Concert Band, String Ensemble, Beginning or Advanced Speech & Drama, or Advanced Robotics  
Athletics, Fitness or In-school Dance  
Life Skills 8

## MIDDLE SCHOOL COURSE DESCRIPTIONS

### **ENGLISH LANGUAGE ARTS**

*In the Middle School English Language Arts program, students refine and master previously learned skills in increasingly complex reading selections and written compositions. They read widely in classic and contemporary selections, both fiction and nonfiction, and are able to apply strategies for better comprehension, analysis, and interpretation. In addition, students select and use different forms of writing for specific purposes. They learn to edit their writing based on their knowledge of grammar and usage, spelling, punctuation, and other conventions of written language. Students become increasingly more sophisticated in their writing as they learn how to compose complex sentences and use those structures in their own writing.*

#### **ENGLISH/LANGUAGE ARTS 6**

*Length of Course:*      2 semesters

*Texts:*                    Core texts and selected paperbacks/novels

*Course Description:*   Form 6 English is designed to help students become critical readers who can recognize recurrent themes and structures in literature and expressive writers who can write effectively about those structures. In order to facilitate this learning, English 6 explores the theme of *Journeys*. Students study a wide range of fiction and nonfiction from the beginnings of English literature to the late twentieth century in an attempt to make those connections. The focus on connections is especially appropriate for Form 6 students who are still attracted to concrete concepts and themselves, but who are also beginning to think critically about the more abstract areas that include others in our world and its history. Students learn the meaning and significance of narrative elements, literary devices and strategies as they work to comprehend more complex reading material. In addition, students complete imitation exercises, which begin the refinement of the many skills involved in effective writing. The course emphasizes the following key concepts in written language: prewriting strategies, writing processes, audience awareness, idea development, topic sentence and paragraph development, use of concrete details, organizational strategies, revising strategies, voice, diction, syntax, and language conventions. Students practice these concepts in a variety of assignments that include description, personal narratives, journal entries, compare and contrast essays, imitation exercises, and other expository writing pieces that help them gain experience in distinguishing “showing from telling.” A variety of assessments is used to determine each student’s level of proficiency and achievement in light of these concepts and skills.

#### **ENGLISH/LANGUAGE ARTS 7**

*Length of Course:*      2 semesters

*Texts:*                    Core texts and selected paperbacks

*Course Description:* The goal of Form 7 English is to help students become (1) critical readers who can recognize cause and effect relationships in literature and (2) expressive writers who can write effectively about those relationships in literature and in life. In order to facilitate this learning, this course utilizes a variety of literature, both fiction and non-fiction, connected by the overall conceptual theme of *Relationships*: societal roles and responsibilities, oral traditions, cultural views and philosophies, survival, justice, adventure, and the strength and character of the human spirit. Students continue to develop their understanding of the meaning and the significance of narrative elements, literary devices, sentence structure, paragraph structure, essay structure, and reading strategies in both reading and writing assignments. A variety of assessments is used to determine each student's level of proficiency and achievement in light of these concepts and skills. The incorporation of all aspects of the writing process as well as extensive instructional practice in grammar, sentence structures, and paragraphing is designed to move students along a continuum of more sophisticated writing skills. The program is a combination of selected works of fiction and non-fiction used both as literary achievements and as models for the student's own writing coupled with a stress on basic grammar and punctuation skills. Regular writing assignments are designed to develop the students' command of various modes and methods of writing. The following key concepts are emphasized: prewriting strategies, writing processes, audience awareness, idea development, topic sentence and paragraph development, use of concrete details, organizational strategies, revising strategies, voice, diction, syntax, and language conventions. Students practice these concepts in a variety of assignments that include descriptive-narrative writing; journals; compare-contrast, cause-effect, and persuasive reasoning essays; imitation exercises; and other writings that help them gain experience in distinguishing showing from telling.

## **ENGLISH/LANGUAGE ARTS 8**

*Length of Course:* 2 semesters

*Texts:* Core texts and selected paperbacks

*Course Description:* The study of literature develops the student's ability to understand and use the English language, its various forms and conventions, and further, it exposes the student to a variety of moral, social and cultural dilemmas, the study and discussion of which forms the foundation for character and emotional intelligence. The linguistic and emotional intelligence exemplified in great works of literature is an invaluable aid to furthering student understanding of language and of the world around them. Under the conceptual umbrella of *Conflicts*, the student reads a variety of fiction, poetry and prose both sympathetically and critically, expanding his or her understanding of the meaning and significance of narrative elements and literary devices, sentence structure, paragraph structure, and essay structure. The student also employs reading and comprehension strategies designed to increase student ownership of reading and learning processes and foster success, even with difficult texts. In tandem with the reading of a variety of fiction, poetry and prose, students learn to develop more complex, stylistic sentences and paragraphs of their own, to revise their work and to improve their writing, as a whole. Students also use the writing process to develop multiple-paragraph compositions dealing with the texts read in class as well as more

expository themes. Additionally, continued grammar, usage, and mechanics lessons provide instruction and practice with the building blocks of language – words, phrases, and clauses – so that students can convey meaning clearly, correctly, and stylistically.

## **ACADEMIC READING**

*Length of course:* 2 semesters

*Prerequisite:* External assessment and review conducted by licensed diagnostician

*Texts:* Provided by instructor

*Course Description:* The goal of this course is to improve the reading capabilities of Middle School students who possess the characteristics of dyslexia and/or a learning disability in the area of reading. In order to facilitate this improvement two distinct phonics programs will be utilized: the Spalding Method and Rewards Phonics for both penmanship and handwriting as well as fluency improvement. The phonics lessons will combine and connect these programs with writing and reading lessons. In addition, two strategic reading programs, Learning Strategies (The University of Kansas) and Project CRISS (CREating Independence through Student-owned Strategies), will be used to help the students become independent readers, writers, and thinkers across discipline-based content. Greek and Latin roots, note-taking skills, and organization strategies will be woven into the assignments to assist in increased comprehension of the reading material presented. A variety of informal and formal assessments will be used to determine understanding and mastery of the strategy being taught and the comprehension level of the material itself. Students will be able to connect strategies taught and practiced to their other content area classes.

## **ACADEMIC WRITING**

*Length of course:* 2 semesters

*Prerequisites:* External assessment and review conducted by licensed diagnostician

*Texts:* Provided by instructor

*Course Description:* The goal of Academic Writing is to extend the student's understanding and application of strategies learned in Academic Reading, with a stronger emphasis on academic writing skills. Students will continue to work with the Spalding Method and *Rewards* phonics programs not only to emphasize spelling, fluency, and comprehension but also to use writing as a tool for practice and internalization of phonics instruction. Longer writing assignments will center on the philosophy that struggling writers need support in organization, revision, and elaboration. Project CRISS (CREating Independence through Student-owned Strategies) and other writing resources, such as *From Talking to Writing: Strategies for Scaffolding Expository Expression* and *Make It Real: Strategies for Success with Informational Texts*, will provide writing supports needed to target writing success. Additional journal writing, vocabulary instruction, and instruction in content area writing from science, math, and social studies will be woven into the weekly lessons.

## **ACADEMIC WRITING 7 & 8**

*Length of course:* 2 semesters  
*Prerequisites:* External assessment and review conducted by licensed diagnostician  
*Texts:* Provided by instructor

*Course Description:* The goal of this course is to improve the reading capabilities of Middle School students who possess the characteristics of dyslexia and/or a learning disability in the area of reading. In order to facilitate this improvement two distinct phonics programs will be utilized: the Spalding Method and Rewards Phonics for both penmanship and handwriting as well as fluency improvement. The phonics lessons will combine and connect these programs with writing and reading lessons. In addition, two strategic reading programs, Learning Strategies (The University of Kansas) and Project CRISS (CREating Independence through Student-owned Strategies), will be used to help the students become independent readers, writers, and thinkers across discipline-based content. Greek and Latin roots, note-taking skills, and organization strategies will be woven into the assignments to assist in increased comprehension of the reading material presented. A variety of informal and formal assessments will be used to determine understanding and mastery of the strategy being taught and the comprehension level of the material itself. Students will be able to connect strategies taught and practiced to their other content area classes.

## **FINE ARTS**

### **DANCE**

Forms 6, 7 & 8

*Length of course:* 2 semesters

*Course Description:* Taken in place of PE/Athletics and open to both boys and girls. Students will have daily study in proper ballet techniques, as well as modern dance and jazz idioms. Basic instruction will also be given in the art of choreography to advance individual creative talents. Each semester will be highlighted by a major dance production, with other public performances possible. Placement in groups according to student ability will be accomplished at the beginning of the year by a panel of the dance faculty. In-School dancers receive performance opportunities on campus and in the community. Class enrollment is fee-based.

## ***DRAMA, SPEECH AND DEBATE***

### **DEBATE 8**

Form 8

*Length of course:* 2 semesters  
*Texts:* Provided by instructor

*Course Description:* This course will introduce students to persuasive speaking and argumentation through preparation for competitive speech and debate tournaments in the following events: Cross-

Examination, Congressional and Public Forum Debate, Foreign and Domestic Extemporaneous Speaking, and Original Oratory.

## **DRAMA 6**

Form 6

*Length of course:* 1 semester (Paired with Art 6, Chorus 6, or Introduction to Robotics)

*Texts:* Provided by instructor

*Course Description:* Drama 6 is a one semester course that covers basic acting techniques. Using a hands-on approach to learning about acting, students are guided through the process of building a character. Theater vocabulary is also studied. The semester culminates in an in-class performance.

## **SPEECH AND DRAMA: Beginning and Advanced**

Forms 7 & 8

*Length of course:* 2 semesters

*Texts:* Provided by instructor

*Course Description:* The course will cover the basics of interpreting text by selecting, rehearsing and performing pieces for competitive speech events, drama scenes and monologues. Public speaking and debate will be introduced in this course. Students are required to participate in four speech and competitive drama tournaments throughout the year and are required to perform in acting showcases. Students who wish to participate in the Middle School Drama Production are encouraged to enroll in this class.

## **MUSIC**

### **CHORUS**

Forms 6, 7 & 8

*Length of course:* 1 semester Form 6 and 2 semesters Forms 7 & 8

*Texts:* Provided by instructor

*Course Description:* This class is open to all students who like to sing. Students are given many performance opportunities during the school year. They will perform a good balance of traditional and contemporary songs with a focus on improving basic skills such as reading rhythms, intonation and ensemble singing. Course requirements include regular attendance at rehearsals, and at least two evening concerts, which may involve occasional rehearsals outside the scheduled class time. Students earn their grade through participation, performance and improvement. Class enrollment is fee-based.

### **BEGINNING BAND**

Forms 6 & 7

*Length of course:* 2 semesters

*Texts:* Provided by instructor

*Course Description:* Students learn to perform on traditional wind and percussion instruments in a large ensemble and within sections, while developing individual musical skills. Students are required to supply their own instruments. No prior musical training is necessary.

### **CONCERT BAND**

Forms 7 & 8

*Length of course:* 2 semesters

*Texts:* Provided by instructor

*Prerequisite:* Permission of instructor

*Course Description:* Students continue their individual musical development while performing traditional band repertoire. Opportunities for solo, small and large ensemble and group performances throughout the year exist for all members. Students are required to supply their own instruments.

### **STRING ENSEMBLE**

Forms 6, 7 & 8

*Length of course:* 2 semesters

*Texts:* Provided by instructor

*Course Description:* The ensemble will prepare and perform string works including quartets, small chamber works, and chamber symphonies by some of the most important composers in history. Special attention will be paid to style and musicality throughout different musical periods and to the theoretical and historical aspects of the music being studied. Both Beginning Strings and Advanced Strings classes will be offered when enrollment warrants this. Class enrollment is fee-based.

## **VISUAL ARTS**

### **ART 6**

*Length of course:* 1 semester (paired w/Chorus 6, Drama 6 or Introduction to Robotics)

*Course Description:* Form 6 Art students will draw, paint and sculpt their way into the Middle School art experience. The semester long class will leave the students wanting more while setting a strong foundation in art appreciation and artistic expression. Students will be introduced to the elements and principles of design while building their art vocabulary and discovering new technical skills through a wide range of mediums.

### **ART I**

Forms 7 & 8

*Length of course:* 2 semesters

*Course Description:* Students in this course will focus on making art using a variety of materials. Assignments will address technical skills using both 2 and 3-dimensional media. Through class

discussions, projects, and critiques, students will begin to see how the materials and processes of art can be used to make concepts and ideas real.

## **ART II**

Form 8

*Length of course:* 2 semesters

*Prerequisites:* Art 1 and instructor approval

*Course Description:* Students will further explore the elements and principles of art and how to apply them to create works of art in a variety of media. Projects will include instruction in drawing, painting, design, printmaking, book arts, sculpture, and art history. Students will develop their visual creative problem solving skills and hone their perceptual abilities to create their own unique visual statements. The course focuses on expanding technical and problem solving skills, while requiring students to think conceptually and relate their work to the contemporary world.

## **Non-Credit/After School Fine Arts Options**

### **AFTER SCHOOL DANCE**

Forms 6, 7 & 8

*Length of course:* 1 semester

**After school classes in ballet, pointe, modern, folklorico, hip hop, Irish, and more for beginners and serious students alike. Dance classes are fee based.**

### **PRIVATE MUSIC INSTRUCTION**

Forms 6, 7 & 8

*Length of course:* 1 semester

*Course Description:* Not-for-credit. Lessons are available to Middle School students on a very limited basis in strings, guitar, brass, woodwinds, and piano. There is no credit for Middle School private music. Lessons may only be scheduled after school or during lunch and are available depending on scheduling availability.

### **Middle School Fine Arts Fees\***

**Many Fine Arts classes require additional fees (changed to Book Bill) for enrolling/participating).**

- Art: \$125 per semester
- Dance: In-School classes are \$700 a year. After School classes start at \$250 a semester
- Strings/Chorus: \$500 per semester
- Private Music Lessons: \$400 per semester (15 lessons)

*Most Fine Arts classes have additional costs (beyond fees stated above) for the purchase of materials and/or to participate in special class-related events. For example, the costs of instruments, dance attire, art supplies, tournament*

*registration/participation, and music that are the responsibility of the student. Please contact the Fine Arts Director for more information at [bbohall@smhall.org](mailto:bbohall@smhall.org)*

## **WORLD LANGUAGES**

*The Middle School World Languages Program strongly encourages our students to remain with one language during their three years of study. The purpose for this is clear: we want our students to achieve an advanced understanding of their language. Students who switch their language in the middle of the program could quite possibly be placed in the “Discovery” level of their new language and thus take Level I in the Upper School. Students may begin a new language when they enter Upper School. However, those students who remain with one language during the three-year program in the Middle School and continue on with this same language in the Upper School have a much greater possibility of reaching the AP level than those who do not.*

### **FRENCH**

#### **FRENCH DISCOVERY**

Forms 6-8

*Length of course:* 2 semesters

*Texts:* *Bon Voyage! Level 1, Bon Voyage! Level 1 Writing Activities book and Audio Activities book*

*Prerequisites:* None

*Course Description:* This course is for both those with exposure to the language and those without exposure to the language. The curriculum supports differential learning and allows those students who are more advanced to move at a quicker pace, while it also supports those students who need extra practice. This course provides students with a basic introduction to the French language and Francophone cultures. French is spoken in the classroom in order to promote oral as well as aural comprehension. An emphasis on communication allows students to be involved as much as possible in the practice of each of the foreign language skills—speaking, listening, writing, and reading. While beginning with an exposure model, the curriculum quickly moves to more of a production model. Students will examine the geography, history and culture of France as well as learn about other French-speaking countries and cultures around the globe. The students will begin to develop French conversational skills including the development of correct pronunciation, colloquial speech, and vocabulary inherent to everyday situations. Students are introduced to basic grammatical structures such as present tense regular and irregular verb conjugations, gender agreement, definite and indefinite articles, and subject-verb agreement. In addition to the French curriculum, *Muzzy* video language program is incorporated to enhance learning, as well as a variety of documentary films, video clips, songs, and interactive games. Upon completion of this course, students will continue on to French IA.

#### **FRENCH IA**

Forms 7 & 8

*Length of course:* 2 semesters

*Texts:* *D'Accord Level I, Cahier d'Exercices and Cahier d'Activités (first half of the text)*  
*Supersite access, supplementary reader entitled Coup De Coeur*

*Prerequisites:* Form 6 students may enroll with permission of instructor only.

*Course Description:* French IA is the first half of Middle School program that is the equivalent of Upper School level French I. This course reviews and recycles much of the French 6 exploratory course and then moves to the more complex content materials presented in the textbook, *D'Accord I*. Students also practice skills in a student workbook and activities book that accompany the text, developing their proficiency in more complex grammatical structures. French is spoken in the classroom, strengthening students' aural comprehension, oral proficiency, and the basic skills necessary to function in a French-speaking environment. Through a variety of guided activities that appeal to different learning styles and encourage active participation, students develop conversational skills to prepare them for everyday situations. Students also become acquainted with the many different aspects of French culture, thus leading them to a greater understanding of people and places with which they may not be familiar. A variety of activities encourage students to use simple conversation in everyday situations, and students are expected to master the application of the models of correct colloquial speech. Audio-visual materials include DVD's, video clips, online activities through the supersite, and interactive games. Upon completion, students will continue on to French IB. Students take the National French Exam in the spring.

## **FRENCH IB** Forms 7 & 8

*Length of course:* 2 semesters

*Texts:* *D'Accord Level I, Cahier d'Exercices and Cahier d'Activités (second half of the text)*  
*Supersite access, supplementary reader entitled Mystère aux Jeux Olympiques Aquatiques*

*Prerequisites:* Form 7 students may enroll with permission of instructor only.

*Course Description:* French IB is the second half of a Middle School program begun in form 7. It completes the course study of the textbook started in Form 7. With successful completion of the course, students should be eligible for French II or higher in the Upper School. The French language is used exclusively in the classroom, thus strengthening the students' oral/aural comprehension and encouraging interaction among classroom peers. Developing a higher level of proficiency in the basic language skills is the focus of this year's French classes. An appreciation of the target cultures continues through cultural lessons that help to enhance global awareness. There is an emphasis on vocabulary building and using the target language in a variety of contexts. Grammar concepts studied become more complex; students are expected to use those concepts in both oral and written work. Audio-visual materials include DVD's, video clips, newscasts, online activities through the supersite, and interactive games. Emphasis is placed on the ability to use the language in a logical, thoughtful manner and to function effectively in a French-speaking environment. Additionally, students are expected to express themselves in writing, using proper grammar and spelling. Students take the National French Exam in the spring.

## **LATIN**

### **LATIN DISCOVERY**

Forms 6-8

*Length of course:* 2 semesters

*Texts:* *Minimus Pupil's Books: Starting out in Latin and Moving on in Latin;*

*D'Aulaires' Book of Greek Myths*

*Prerequisites:* None.

*Course Description:* This course is for both those with exposure to the language and those without exposure to the language. The curriculum supports differential learning and allows those students who are more advanced to move at a quicker pace, while it also supports those students who need extra practice. The Latin 6 introductory course provides the student with a solid grounding in the fundamentals of a classical education. Largely, this introductory course emphasizes vocabulary building - both Latin and, consequently, English vocabulary. Students will develop a better understanding of relationship between Latin words and their many English derivatives. The *Minimus* course book provides a lively introduction to the Latin language with a highly illustrated mix of comic strips, stories and myths. Alongside this general introduction to the Latin language, students will develop a more detailed knowledge of Greek and Roman mythology, Roman culture and history. Using the *D'Aulaires' Book of Greek Myths* we will study important gods, heroes, and royal houses, leading ultimately to students taking the National Mythology Exam. Students will also study legends leading up to the founding of Rome and the subsequent Monarchy and Republic. This very broad syllabus is reinforced through the inclusion of frequent review using a variety of media, including games played on the smart board, videos, a student response system, and quiz-bowl style buzzer games. Grammatical concepts include: the present tense, adjective-noun agreement, and nominative/accusative case-endings. Projects vary, but have included: making a Roman costume, using Prezi to create a presentation about a god or goddess, and joining students at all levels in creating a presentation for World Languages Day, when Latin students will celebrate ancient Roman culture and cuisine with the other the World Languages.

### **LATIN IA**

Forms 7 & 8

*Length of course:* 2 semesters

*Texts:* *Cambridge Latin Course: Unit I, Cambridge Latin Course: Unit I Workbook,*

*Classical Mythology and More, A Reader Workbook.*

*Prerequisites:* Form 8 students may enroll with permission of instructor only.

*Course Description:* Latin IA is the first half of Middle School program that is the equivalent of Upper School level Latin I. Students will use the *Cambridge Latin Course Unit I*, which focuses on the city of Pompeii, and weaves cultural readings and archaeology into a plot-line concerning a typical Pompeian family, and their daily lives leading up to the eruption of Mt. Vesuvius. Culture and language acquisition is reinforced by the extensive use of multimedia resources, including: many short documentaries enhancing the cultural themes of each chapter; video dramatizations of stories;

and many interactive activities to aid, consolidate and assess understanding. Students will participate in many of these activities using a student response system, which allows the teacher to gauge student understanding anonymously and instantly. Additionally, students will also further explore Greek and Roman mythology, reading *Classical Mythology and More, A Reader Workbook*. Key grammatical structures covered this year are: present, imperfect, and perfect tenses in all conjugations; nominative, dative, and accusative noun cases in the first three declensions; the irregular linking verb *sum, esse* and some of its compounds; 1st /2nd declension adjectives; personal pronouns. Students will have the opportunity to play competitive Certamen (a classical quiz-bowl) at the local level. Participation in one Junior Classical League event (either the February Area Convention or the State Convention in March) is a course requirement. Again, students have the opportunity to take the National Mythology Exam, as well as Level 1/2 of the National Latin Exam. Projects vary, but have included: creating a choose-your-own-fate ghost story using PowerPoint, and creating a gladiator scrapbook, and joining students at all levels in creating a presentation for World Languages Day, when Latin students will celebrate ancient Roman culture and cuisine with the other World Languages.

## **LATIN IB**

Forms 7 & 8

*Length of course:* 2 semesters

*Texts:* *Cambridge Latin Course: Unit II, Cambridge Latin Course: Unit II Workbook*

*Classical Mythology and More, A Reader Workbook.* (Continued from 1A)

*Prerequisites:* Form 7 students may enroll with permission of instructor only.

*Course Description:* Latin IB is a continuation of the Latin IA course, in which students will increase their efficiency in reading and translating Latin. Unit II of the Cambridge course follows the fortunes of two characters from the first book through Britain and Alexandria. As in Latin IA, course book material is reinforced with multimedia resources, including documentaries, video dramatizations, and interactive activities. Building on the IA course, key grammatical structures include: pluperfect tense; all noun cases in five declensions; irregular verbs; 1st ,2nd and 3rd declension adjectives; demonstrative, personal, reflexive, intensive and possessive pronouns. Students will take both the National Mythology Exam and Level I of the National Latin Exam. Students will have the opportunity to play competitive Certamen (a classical quiz-bowl) at the local, state and national level. Participation in one Junior Classical League event (either the February Area Convention or the State Convention in March) is a course requirement. Additionally, students will also further explore Greek and Roman mythology, reading *Classical Mythology and More, A Reader Workbook*. Projects include joining students at all levels in creating a presentation for World Languages Day, when Latin students will celebrate ancient Roman culture and cuisine with the other World Languages.

## **SPANISH**

### **SPANISH DISCOVERY**

Forms 6-8

|                          |   |
|--------------------------|---|
| <i>Length of course:</i> | 2 semesters   |
| <i>Texts:</i>            | <i>Avancemos 1A libro de texto, Avancemos 1A Cuaderno de práctica por niveles with bookmarks, El Collar de la Familia Albar, El Amor de Beatriz</i> |
| <i>Prerequisites:</i>    | Form 7 students may enroll with permission of instructor only.  |

*Course Description:* This course is for both those with exposure to the language and those without exposure to the language. The curriculum supports differential learning and allows those students who are more advanced to move at a quicker pace, while it also supports those students who need extra practice. Instructors avail themselves of a variety of teaching strategies and approaches to bridge the curriculum from an exposure model in Lower School to more of a production model in the Middle School. An emphasis is placed upon communication, and new and continuing students actively practice each of the foreign language skill areas (listening, speaking, reading, and writing). Students develop their conversational skills, study vocabulary, grammar, and pronunciation, and learn about the Pan-Hispanic cultures and people. Daily conversations and dialogues, structured pair and small group activities, computer-based exercises, and audiovisual materials provide students with ample opportunities for oral practice and listening, and reading selections expand the students' passive vocabulary. Writing moves from simple sentences to short compositions. From the very beginning of the course, the instructor and students will use Spanish in the classroom. *El Collar de la Familia Albar* and *El Amor de Beatriz* will be used as part of the reading program

## SPANISH IA

Forms 7 & 8

|                          |   |
|--------------------------|---|
| <i>Length of course:</i> | 2 semesters   |
| <i>Texts:</i>            | <i>Descubre Lengua y cultura Nivel 1, segunda edición, Cuaderno de actividades Nivel 1, Cuaderno de práctica Nivel 1, En Busca del Amigo Desaparecido, Misterio en las Olimpiadas Acuáticas</i> |
| <i>Prerequisites:</i>    | Spanish Discovery. Form 8 students may enroll with permission of instructor only  |

*Course Description:* Spanish IA is a continuation of Spanish Discovery. During this course, students will develop a higher level of proficiency in all four basic language skills, attaining a more sophisticated level of communication in their speech and written work. Cultural lessons enable the students to attain a heightened appreciation of the target cultures and greater global awareness. Students also study more complex grammatical structures and concepts, learning to express themselves in the present and the future tense. More than simply enhancing their recognition of language, students will work to incorporate the new linguistic material into their active speech and written work. Throughout the year, students will also work on developing their ability to respond spontaneously and creatively to questions, situations, and visual prompts orally and in writing. The course is taught exclusively in Spanish. *En Busca del Amigo Desaparecido and Misterio en las Olimpiadas Acuáticas* will be used as part of the reading program

**SPANISH IB**

Forms 7 &amp; 8

|                          |   |
|--------------------------|---|
| <i>Length of course:</i> | 2 semesters   |
| <i>Texts:</i>            | <i>Descubre Lengua y Cultura Nivel 2, segunda edición, Cuaderno de actividades Nivel 2, Cuaderno de práctica Nivel 2, El diario de Val, Un Mundo Lejano</i> |
| <i>Prerequisites:</i>    | Spanish IA. Form 7 students may enroll with permission of instructor only.  |

*Course Description:* Spanish IB serves as a continuation of Spanish IA as it prepares students to better communicate in Spanish: to converse with others, express ideas in writing, and to read and understand what others have written. The course follows a communicative and task-based approach to language learning that emphasizes developing proficiency and communicative competency in all four language skills: speaking, listening, reading, and writing. In addition to helping students to acquire the Spanish language, the course also helps prepare them to interact socially and professionally with native Spanish speakers by helping them understand the cultural assumptions of the Spanish-speaking world, the cultural norms of these diverse societies, and their growing importance in the global community. In addition to reviewing and perfecting their mastery of the previously studied grammar structures, in particular the present, future, and past tenses, students work to significantly augment their vocabulary, and they will begin to study the subjunctive mood, learning to express their wishes and desires, emotions, and doubts. Finally, the students learn not only about Hispanic culture and society from their textbook and ancillary materials, but the class will seek to explore the realities of the Hispanic community in and around San Antonio as well as the artistic and cultural traditions of the Pan-Hispanic World. *El diario de Val* and *Un Mundo Lejano* will be used as part of the reading program

**ACCELERATED SPANISH LANGUAGE & CULTURE PROGRAM**

Criteria for acceptance into the Accelerated Spanish Language and Culture Program for continuing SMH students:

- 1) A 60% average on the Proficiency Level 01/Listen Comprehension of National Spanish Exam given in Form 5 and strong recommendation from Form 5 Spanish teacher.
- 2) An 85% average on the placement exam given by the ASLC teacher and Department Chair.
- 3) A solid record as a student who is highly motivated, possesses strong study skills and embodies a true passion for the Spanish language and culture.

Criteria for acceptance into the Accelerated Spanish Language and Culture Program for students new to SMH:

- 1) An 85% average on the placement exam given by the ASLC teacher and Department Chair.
- 2) A solid record as a student who is highly motivated, possesses strong study skills and embodies a true passion for the Spanish language and culture.
- 3) A background in a Spanish immersion program, living abroad, speaking Spanish at home or having some type of extensive outside experience with the language.

*Please note:* Once accepted into ASLC program, student must maintain 85% average to remain in the class. If not, student will be moved into The Spanish Program either at semester or the following academic year.

## **ACCELERATED SPANISH LANGUAGE & CULTURE I**

*Length of course:*            2 semesters

*Texts:*                          *Avancemos! Level 1, Avancemos! Level 1, Cuaderno and Bookmarks package, Un Mundo Lejano, ¡Gol!*

*Prerequisites:*                Criteria for acceptance into the Accelerated Spanish Language and Culture Program for SMH students:

*Course Description:* ASLC I is the first part of a three year full immersion program presented during Forms 6, 7, 8. This course is for the student who not only possesses some speaking proficiency but who also demonstrates capacity for understanding the Spanish language, and a true passion for the language and culture. The student will be able to elaborate and be spontaneous in conversation covering a wide variety of material deriving from everyday situations to literary themes. Particular emphasis is placed on grammar, writing, vocabulary, listening and reading comprehension. The ASLC course provides authentic material from the student text and a variety of supplemental resources that include art, music, cuisine, film and literature. The student has the opportunity of reinforcing Spanish skills through fun activities, such as role-playing, games and hands-on activities. The course offers a strong reading and writing program; through literary study the student will learn about different countries and cultures and the people that live in them thus leading the student to a better understanding of the Spanish speaking world. The reading program provides the student with a taste of genuine Hispanic tradition. Daily conversations, dialogues, group projects and presentations provide the student with ample opportunities for oral practice improving pronunciation. ASCL has *Avancemos 1* as the text book that provides the student with grammatical basics, and continues to teach them the essentials of both the Spanish and Latin-American civilizations. *Un mundo lejano* and *¡Gol!* will be used as part of the reading program. From the very beginning of the course, the instructor and the students will use Spanish in the classroom.

## **ACCELERATED SPANISH LANGUAGE & CULTURE II**

*Length of course:*            2 semesters

*Texts:*                          *Avancemos! 2, Avancemos! 2-Workbook and Bookmarks, El Zorro, Marcelino Pan y Vino*

*Prerequisites:*                Placement test and/or permission of instructor.

*\*Please note that a student currently enrolled in this course must maintain a "B" average in order to go onto the next level.*

*Course Description:*           ASCL II is the second year of the full immersion program that continues in Form 7. This course continues to build students' knowledge of Spanish structure though exercises that reinforce and expand grammar comprehension will develop a higher level of proficiency in all

four basic language skills. Particular emphasis continues to be placed on grammar, writing, expanding vocabulary, listening and reading comprehension. The ASLC II course provides authentic material from the student text and a variety of supplemental resources that include art, music, cuisine, film and literature. The course offers a strong reading and writing program; through literary study the students will learn about different countries and cultures and the people that live in them thus leading the students to a better understanding of the Spanish speaking world. The reading program provides the student with a taste of genuine Hispanic tradition. ASCL II has *Avancemos 2* as the text book that provides the student with grammar lessons, structure usage and continues to teach them the essentials of both the Spanish and Latin-American civilizations. Titles as *Marcelino pan y vino*, *El Zorro*, will be used as part of the reading program.

### **ACCELERATED SPANISH LANGUAGE & CULTURE III**

*Length of course:*            2 semesters

*Texts:*                          *Avancemos! 3, Avancemos! 3 Cuaderno Práctica, Marianela, Tocando El Vacío*

*Prerequisites:*                Placement test and/or permission of instructor.

*\*Please note that a student currently enrolled in this course must maintain a "B" average in order to go onto the next level.*

*Course Description:* ASLC III serves as the last course of the full immersion Accelerated Spanish program in Middle School. During this course, students will achieve an advanced-level of proficiency in reading, writing, listening and reading comprehension, attaining a more sophisticated level of communication in their speech and written work. More complex grammatical structures and concepts will be taught at this level, as a graded progression course it allows students to effectively communicate in Spanish in realistic situations, elaborating dialogue covering a wide variety of materials. The course also helps prepare them to interact socially and professionally with native Spanish speakers by helping them understand the cultural assumptions of the Spanish-speaking world, cultural norms of these diverse societies, and their growing importance in the community. A large variety of activities as research projects, oral presentations, writing productions continue to develop language acquisition and perfection.

The course continues to offer a strong reading and writing program; through literary study the student will learn about different countries and cultures and the people that live in them thus leading the student to a better understanding of the Spanish speaking world, it gives students ample opportunities to compare and contrast various Spanish-Speaking cultures, it will provide the students with the strategies and knowledge necessary to develop an understanding of the Spanish and the Hispanic culture. ASCL III has *Avancemos 3* as the text book. Titles as *Marianela and Tocando el vacío*, will be used as part of the reading program.

## **MATHEMATICS**

### **MATHEMATICS 6**

*Length of course:*      2 semesters

*Texts:*                    *Mathematics - Course 1* and workbook provided by instructor

*Course Description:*      Mathematics 6 focuses on the mastery of those arithmetic concepts introduced in the Forms 4 and 5. Computation skills used in operating with whole numbers, decimals, fractions, percents, ratio, and proportions are polished and reinforced through problem solving with real world applications. Additional units include work with metric and customary measures, probability, integers and geometry.

### **PRE-ALGEBRA 6 HONORS**

*Length of course:*      2 semesters

*Text:*                    *Pre-Algebra* and workbook provided by instructor

*Prerequisites:*            85 or above on Pre-algebra Readiness test

120 or above SAI on Otis-Lennon Test

85% or above on ERB, Independent School Norms

Recommendation from previous teacher

Recommendation of Middle School Math 6 teacher

*Course Description:*      Pre-Algebra seeks to prepare students for Algebra I by investigating essential mathematical topics with an emphasis on process and problem solving. Students have extensive practice using fractions, decimals, percents, integers, exponents, and variables. In addition, they solve proportions and multiple step equations and inequalities. Geometric concepts including area and volume are covered, and the students begin graphing lines on a coordinate plane. Students also begin using graphing calculators to produce and gather data from simple line graphs.

Students are expected to maintain an 85 average to remain in the honors course.

### **PRE-ALGEBRA 7**

*Length of course:*      2 semesters

*Text:*                    *Pre-Algebra*

*Prerequisites:*            Math 6

*Course Description:*      Pre-Algebra seeks to prepare students for Algebra I by investigating essential mathematical topics with an emphasis on process and problem solving. Students will have extensive practice using fractions, decimals, percents, integers, exponents, and variables. In addition, they will solve proportions and multiple step equations and inequalities. Geometric concepts including area and volume are covered, and the students begin graphing on a coordinate plane.

## **ALGEBRA 7 HONORS**

*Length of course:* 2 semesters  
*Texts:* *Algebra I*  
*Prerequisites:* A minimum grade of B (85%) in Pre-algebra Honors  
85 or above on Algebra Readiness test  
120 or above SAI on Otis-Lennon Test  
85% or above on ERB, Independent School Norms  
Recommendation from previous teacher  
Recommendation of Middle School Math 7 teacher

*Course Description:* Algebra I - Honors begins with an in-depth study of the structure of the real number system. Studies are exposed to a higher degree of abstraction than in the non-honors course. Derivations of formulas, proof of the properties of real numbers, and mathematical models are emphasized. Solving simultaneous equations and using the quadratic formula will be included.

*Students are expected to maintain an 85 average to remain in the honors course.*

## **ALGEBRA 8**

*Length of course:* 2 semesters  
*Text:* *Algebra I* and workbook provided by instructor.  
*Prerequisites:* A minimum grade of B (85%) in Pre-algebra 7  
Satisfactory performance on Algebra Readiness Test and standardized tests  
Recommendation of previous math teacher

*Course Description:* Algebra I begins with the study of the structure of the real number system. Key topics include solutions of linear and quadratic equations, systems of equations, graphs of linear equations, and operations on rational and radical expressions. Problem solving is emphasized throughout the year, with a special focus on the mathematical modeling of real-world situations. The TI 83 Plus Silver graphing calculator is required.

## **GEOMETRY 8 HONORS**

*Length of course:* 2 semesters  
*Text:* *Geometry* and workbook provided by instructor.  
*Prerequisites:* A minimum grade of B (85%) in Semester 2 of Algebra I Honors  
120 or above SAI on Otis-Lennon Test  
85% or above on ERB, Independent School Norms  
Recommendation of Middle School Math 8 teacher  
85 or above on Geometry Readiness Test  
Recommendation from previous teacher

*Course Description:* After a unit on symbolic logic, the postulates and theorems of plane and solid geometry are used to illustrate the deductive method in mathematics. The focus of the first

semester is on two-column proofs related to parallelism, congruence, and similarity. Second semester topics include areas, volumes, and a brief introduction to trigonometry and analytic geometry. *Students are expected to maintain an 85 average to remain in the honors course.*

## **SCIENCE**

### **EARTH SCIENCE**

*Length of course:*            2 semesters

*Texts:*                              *CPO Earth Science*, Discovery Education Techbook, and lab manual provided by instructor

*Course Description:* Earth science is an inquiry-based approach to the study of Earth System science, including space science. The geosphere, hydrosphere, atmosphere, and exosphere, and the interactions between them including the universe, galaxies and stars, Earth-Moon-Sun system, components of the atmosphere, the water cycle and groundwater, oceans, weather and climate, and changes to the surface of the earth. Students learn science and engineering by designing and conducting investigations in a collaborative learning environment. Laboratory work consists of investigations and activities that cover the concepts of earth system science. Emphasis is placed on improvement of problem-solving skills, critical thinking skills, and scientific practices, including experimental design.

### **LIFE SCIENCE**

*Length of course:*            2 semesters

*Texts:*                              *CPO Life Science* and lab manual provided by instructor

*Course Description:* Life science is an inquiry-based course focused on the interconnectedness and relationships of living organisms. The course includes the study of living organisms, their characteristics and classification, basic life functions, physiology, and ecology. Laboratory work consists of investigations and activities that cover the concepts of life science. Emphasis is placed on the refinement of problem-solving skills, critical thinking skills, and scientific practices, including experimental design.

### **PHYSICAL SCIENCE**

*Length of course:*            2 semesters

*Texts:*                              *CPO Physical Science* and lab manual provided by instructor

*Course Description:* Physical Science is an inquiry-based, preparatory physical science course covering chemistry and physics. The fall semester is an introduction to chemistry and includes

properties and classification of matter, the structure of atoms, the development and trends of the periodic table, chemical reactions, acids/bases/salts and solutions. The spring semester the focus shifts to physics and includes motion, forces, work and energy transformations, electricity and magnetism, harmonic motion, heat and temperature and nuclear energy. Laboratory work consists of investigations and activities that cover the concepts of chemistry and physics. Emphasis is placed on the mastery of problem-solving skills, critical thinking skills, and scientific practices, including experimental design.

## **ROBOTICS**

### **INTRODUCTION TO ROBOTICS**

Form 6

*Length of course:* 1 semester

*Texts:* *Lego Mindstorms NXT-G Programming Guide* and *The Unofficial Lego Mindstorms NXT Inventor's Guide*

*Prerequisites:* None

*Course Description:* Introduction to Robotics is the first programming intensive course offered in Middle School. During this course, students will be challenged to broaden their understanding of what a program is, how they are written, and what they are capable of accomplishing within the robot. Programming expectations and complexity will vary with the skill of the programmer. Throughout the semester long-course, students will be broadening their knowledge of robot-building through building challenges designed to enable the students to master the art of building. This course is a task-based and will be modified on an individual basis to challenge the student based on his/her level of proficiency in the area of robotics.

### **ADVANCED ROBOTICS**

Form 8

*Length of course:* 2 semesters

*Texts:* *Lego Mindstorms NXT-G Programming Guide* and *The Unofficial Lego Mindstorms NXT Inventor's Guide*

*Prerequisites:* Permission of instructor.

*Course Description:* Advanced Robotics is intended as a continuation of Introduction to Robotics; however, participation in the introductory class, though encouraged, is not required. The advanced course is a year-long course divided in trimester-like major units that follows Introduction Robotics with the Lego Mindstorms platform, and continues onto more advanced platforms including but not limited to TETRIX and VEX. In the Lego Mindstorms unit, Form 8 students are moving to the “next level” in both programming and building. In the TETRIX and VEX units, students move onto more advanced building with aluminum and steel structural parts connecting these parts with “nuts and bolts” that present their own engineering challenges beyond the Lego Mindstorms click-build system. Students are expected to develop a mastery of building during this

course so very little building guidance will be provided as the year progresses. Additionally, a mastery of graphical programming is expected as well as the year and the building platforms progress. In addition, new, more difficult areas of programming—such as data wires within the NXG programming language and more syntax-based programming languages such as ROBOTC and/or LEJOS (Java) will be introduced in the second semester.

## **SOCIAL STUDIES**

### **The Eastern Hemisphere: “From Mesopotamia to the Modern World”**

Form 6

*Length of course:* 2 semesters

*Text:* *World History: Ancient Civilization through the Renaissance* (2012 with accompanying digital access to an e-book and digital learning activities)

Students in Form 6 Social Studies focus on the Eastern Hemisphere – its geography and selected, major historical themes. Through interactive learning strategies, students investigate ancient river valley civilizations, the classical ages in China, India, Greece and Rome, and feudal societies in Japan and Europe. Students learn about the rise of Islam, the development of West African empires, and the expansion of Islam across Africa and into regions of Europe. Our Connections to Literature supplementary reading enriches our instruction on China by examining a twentieth-century topic, China’s Cultural Revolution. This emphasis on studying both the past and twentieth and twenty-first-century topics prepares students for the similar integration of past and present in the Form 9 Global Studies curriculum. Specific case studies, role-playing, and analysis of historical artifacts engage Form 6 students in active learning.

Connections to Literature: *Red Scarf Girl: A Memoir of the Cultural Revolution*

### **The Western Hemisphere (Semester 1) & Texas History (Semester 2)**

Form 7

*Length of course:* 2 semesters

*Text:* *Western World* (2012 with accompanying digital access to an e-book and digital learning activities)

During first semester, students in Form 7 study the Western Hemisphere focusing on its major geographic features and selected historical themes. Through cross-disciplinary coordination, students’ Science and Social Studies curricula reinforce students’ understanding of the geology and geography of the hemisphere. Beginning with the early civilizations in Central and South America, students investigate the Olmec, Maya, Aztec and Inca, the European exploration of the Western Hemisphere and the impact of that exploration on the Old and New Worlds. Study of these units sets the foundation for additional study of Ancient Civilizations and Trans-Atlantic encounter in the Form 9 & 10 Global Studies curricula.

During Semester 2, students concentrate on the history of Texas. Newly-redesigned units examine Texas History thematically; themes serve as the essential structure in Texas History rather than chronology. Those organizing themes are conceptual in nature with students examining examples of conflict and conflict resolution, diversity and “turning points” in Texas History from settlement to the twenty-first century.

Connections to Literature: *A Bright Boy and a Good Soldier*, by Mary Margaret McAllen

### **U.S. History to 1865**

Form 8

Length of course: 2 semesters

Text: *United States History: Beginnings to 1877* (2012 with accompanying digital access to an e-book and digital learning activities)

The Form 8 American History course begins with a unit on societies in pre-Columbian North America. As the course traverses time, students learn about English colonization, the development of the American Revolution, the formation of the Constitution, the Founding Fathers' Presidencies, and national political, social and economic developments through the Civil War. Our Connections to Literature supplementary reading enriches a unique unit on expansion and the resulting interaction with indigenous peoples. The introduction of a Pre-Advanced Placement (AP) skills continuum, with its emphasis on interpreting primary source documents and structuring an historical essay, assists students in their transition into Upper School social studies.

Connections to Literature: *The Light in the Forest*

### **MS LIFE SKILLS: EMOTIONAL, PHYSICAL & SOCIAL WELL-BEING**

Length of course: 13 small group sessions which will meet once a week throughout the school year during Study Hall/PE/Tennis or daily for two weeks during In-school Dance class time after the fall and spring performances. Some topics will also be covered in advisory discussions and assembly presentations.

Courses Descriptions: By the end of the academic year, every middle school student will review the following topics during this year-long Life Skills curriculum.

- **Form 6 course topics**

- Study Skills
- Social Aggression Prevention
- Digital Citizenship
- Growth and puberty
- Nutrition and Exercise
- Disease processes and prevention
- Substance Abuse Prevention

- **Form 7 course topics**
  - Social Aggression Prevention
  - Digital Citizenship
  - Anatomy and Physiology
  - Substance Abuse Prevention
  - Emotional Health: Dealing with Emotional Crisis and Eating Disorders
  - FCD substance abuse lessons
- **Form 8 course topics**
  - Interpersonal Skills: Managing Stress and Conflict
  - Social Aggression Prevention
  - Digital Citizenship
  - Mental Health Education
  - Substance Abuse Prevention
  - Worth the Wait Reproductive Health Curriculum

## **ATHLETICS**

### **MS ATHLETICS OFFERINGS**

- Fall Season:
- Girls Field Hockey
  - Girls Volleyball
  - Boys Football
  - Boys & Girls Cross Country
  - In-school Boys & Girls Tennis Skill Development
  - In-school Boys & Girls Fitness Class
- Winter Season:
- Boys & Girls Basketball
  - Boys & Girls Soccer
  - In-school Boys & Girls Fitness Class
- Spring Season:
- Girls Softball
  - Boys Baseball
  - Boys Lacrosse
  - Boys & Girls Golf
  - Boys & Girls Track and Field
  - In-school Boys & Girls Tennis
  - In-school Boys & Girls Fitness Class

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