



**MIDDLE SCHOOL
CURRICULUM GUIDE, 2016-17**



Sacramento Country Day School

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MISSION OF EXCELLENCE

Sacramento Country Day School provides a challenging, comprehensive college-preparatory education to students from a variety of backgrounds who demonstrate strong academic potential and good character. Within a community that affirms positive human relationships and sincere respect for others, the school nurtures in its students the qualities of self-confidence, creativity, integrity, and responsibility.

INTRODUCTION

The Sacramento Country Day Middle School program guides students through a carefully orchestrated transition from the homeroom configuration of Lower School into the departmentalized format of the Middle and High Schools. The program is rich and varied with many opportunities for students to explore their interests and talents, while providing them with a strong foundation for future studies in the upper grades. There are also more options for participation on competitive interscholastic athletic teams and in the visual and performing arts. In addition, the Middle School emphasizes the development of children's character, interpersonal skills, social awareness, and personal growth. Our study hall Advisory Program plays an important role in the academic and personal growth process, and our teachers are particularly well suited to teach children during these often challenging years of transition from childhood to young adulthood.

PROGRAM MODELS

Grade 6 English
 Mathematics
 Physical Science
 Ancient History and Culture
 French, Latin, or Spanish
 Electives
 P.E.

Grade 7 English
 Pre-Algebra or Algebra 1
 Life Science
 World History
 French, Latin, or Spanish
 Electives
 P.E.

Grade 8 English
 Algebra 1 or Geometry
 Earth Science
 U.S. History
 French, Latin, or Spanish
 Electives
 P.E.

ENGLISH

The Middle School English curriculum focuses on literature, writing, grammar, and vocabulary.

Grade 6

English

Developing a love of literature and strengthening reading skills are primary points of focus in sixth grade. The curriculum centers on the novel, but also includes poetry, short stories and nonfiction texts in order to provide a rich foundation for discussing themes and developing critical thinking skills. Novels are selected for their relevance to the students' intellectual and emotional development and include the following: *Mythology*, *Wonder*, *The Giver*, *A Midsummer Night's Dream*, and *The Invention of Hugo Cabret*. In addition to the assigned texts, the students actively engage in an independent, free-choice reading program designed to foster a lifelong love of reading.

The study of literature serves as the foundation for developing strong writing and thinking skills. Students learn to analyze and scrutinize, to reflect personally, to express facts and opinions, and to entertain. In addition to introducing the literary essay, the course also allows students to explore the writing process through creative writing, projects and poetry. By developing depth of content and creativity, sixth graders also come to understand the mechanics of language. As students master the parts of speech and correct usage, they incorporate their knowledge into their writing, gaining greater clarity and depth of critical thinking.

Grade 7

English

Seventh grade English students develop depth, precision, and sophistication in their reading and analysis of literature. As they move from short stories and poetry to contemporary pieces of realistic fiction in *The Call of the Wild* and *The Outsiders* to the historical fiction of *Catherine, Called Birdy* and *The Samurai's Tale*, students are exposed to a wide variety of literary styles and techniques. In addition, several of the same themes – good versus evil, alienation and reconnection, and being true to oneself – are examined in their many dimensions through the turning kaleidoscope of literature. The sled dog Buck, removed from the comfort of his first home, engages in a struggle to survive and ultimately gives in to his own wild nature. The “outsider” Ponyboy steps out of personal tragedy to take control of his own life in the real world of personal responsibility. Birdy's journal conveys with rich detail life in the Middle Ages as seen through the eyes of a rebellious teenage girl who gradually learns to make her peace with herself and her world. In the backdrop of feudal Japan, students follow the life of the orphaned boy Taro, who navigates the strict rules and customs of his society to realize his dream of becoming a samurai. These novels also serve as the foundation for study of literary concepts: plot, setting, characterization, conflict, imagery, symbolism, foreshadowing, flashback, point of view, theme, metaphor, simile, and tone. Students write extensively about the literature, exploring their own lives in connection with the novels and also arguing and supporting thesis statements about the texts. By the end of the seventh grade, students are expected to have a solid grasp of paragraph development and to have carefully crafted several expository essays that include textual evidence, thoughtful analysis, and appropriate transitions. Writing is approached as a process; students understand the differences between rough draft and final draft purposes, and they understand the revision process and various revision strategies. Mechanics, usage, and grammar activities are integrated with the writing process in order to make the nuts and bolts of English as engaging and meaningful as possible. Class novels provide the matrix for contextual vocabulary development, while learning Greek and Latin roots helps students identify individual word meanings.

Grade 8 English

Eighth grade books are chosen to represent both quality literature and novels that are especially relevant to this age. Readings by several American authors complement the eighth grade American history course and develop themes such as the individual's place in society, the quest for individual dignity and identity, misfits, justice/injustice, and growing up. At the center of each literary work lies a paradox that conceptually and cognitively stretches students of this age. *Of Mice and Men*, Steinbeck's classic about migrant farm workers, provokes discussion about the human predicament of loneliness and the paradox of mercy killing. *Cannery Row* is set in Monterey, California and focuses on life as it is, both the joy of community and the loneliness of the individual. It is about human values, warmth, camaraderie, and love. *To Kill a Mockingbird* explores the seeming contradiction that one can lose outwardly – Atticus Finch loses his court case – but win inwardly; Atticus abides by his conscience and is at peace with himself. Finally, *I Am the Cheese* traces a teenager's journey to regain his identity, both literally and existentially. Students write frequently in tandem with literary studies. In expository essays, students are trained to develop an interpretive statement with specific textual examples and skillfully chosen, coherently incorporated quotes. The expository essay is particularly emphasized this year in order to prepare students for the demands of high school the year after – yet students also go to the opposite end and write free-form poetry. Writing is approached as a process; students understand the differences between rough draft and final draft purposes, and understand the revision process and various revision strategies. Grammar is taught directly to some extent, but the emphasis is on contextual grammar wherein students actively manipulate language forms in their own writing by sentence expanding, sentence combining, and patterned writing activities. Grammar is often taught through writing about artwork and writing poetry; verbal reasoning and stylistic maturity are the ultimate goals.

MATHEMATICS

Grade 6 Mathematics

The goal of sixth grade math is to insure a solid foundation in order for students to successfully transition to Algebraic mathematics. This is achieved by the rigorous study of several different areas. Chief among these is the continuing expansion of arithmetic with an increased level of difficulty that includes fractions, decimals, integers, and the applications of percentages. Students are also instructed in algebraic concepts such as variables, inequalities, ratios, and coordinate graphing. The study of geometry in sixth grade is also continued by working with planes, angles, circles, area, volume, lines, and the Pythagorean Theorem. The textbook used is Prentice Hall's *Course 2*. As an added aspect of continually pushing the mathematical envelope, sixth graders participate in math projects several times per quarter. These projects can vary in form from logic problems to practical applications of current studies through extended hands on projects. At the culmination of sixth grade, students will then be able to move forward to increasingly complex algebraic studies.

Grades 7 and 8

Pre Algebra

Pre-Algebra is the standard course for most seventh graders, although a limited number of seventh graders advance directly from sixth grade Mathematics to Algebra I. Students in Pre-Algebra strengthen mathematical thinking through practice in applying computational skills and problem solving to increasingly abstract mathematical problems. The course includes an emphasis on rational numbers and proportionality in which students are expected to develop accuracy and confidence with integers, decimals, fractions, ratios, and percents. Students work regularly with equivalent expressions, and with single and multi-step equations, inequalities, and formulas. Their coordinate-graphing skills are expanded as they graph proportional relationships and as they solve and graph linear and nonlinear equations. Seventh graders also explore the geometry of three-dimensional figures, and continue to work with measurement, probability, and data analysis. The textbook used is Prentice Hall's Course 3. Pre-Algebra students are also assigned two or three projects per quarter; these projects emphasize problem-solving and demonstrate each student's ability to communicate their mathematical thinking in formal written formats.

Algebra I

Algebra I is the standard course for eighth graders, although a limited number of seventh graders advance directly to Algebra I from sixth grade Mathematics. The focus of Algebra I is to master techniques for solving with variables. Students practice problem solving and graphing with increasingly complex algebraic expressions, stressing the relationship between the equation or inequality and its graph. They further develop their skills in solving word problems algebraically. Students learn and practice solving linear and quadratic equations. Their knowledge of geometry, measurement, and statistical methods are expanded, as well. The text used is Prentice Hall's *Algebra I*. Students in Algebra I are also assigned two or three projects per quarter. Projects include data interpretation, graphing, and problem solving. All projects include a written portion that emphasizes critical thinking and formal report writing.

Geometry

Students who have taken Algebra in the seventh grade year advance to Geometry in eighth grade. This is a high-school level course. Plane, solid, and computational geometry is presented from several perspectives that include inductive reasoning (searching for patterns), deductive reasoning (proving or disproving patterns), computation, construction, and geometrical exploration. A heavy emphasis is also placed upon reinforcing Algebra I skills in the solution of geometric problems and upon theorem proving as an integrated activity. Topics covered during the first part of the course include geometric figures and solids; computation of lengths, areas, and volumes; properties of points, lines, angles, and triangles, properties of polygons and circles; and similarity and congruency of plane figures. Later topics include three-dimensional intersections of planes and surfaces, coordinate geometry, conic sections and right-triangle trigonometry. Geometry students complete two to three projects each quarter to synthesize concepts and explore the connections between art and geometry; most projects include formal written reports.

SCIENCE

Grade 6

Physical Science

Sixth grade students study physical science. Because it is important they experience that science is a process for conducting research – for investigating, experimenting and gathering new information – it is studied in the context of the scientific method: hypothesizing, experimenting, and analyzing data. Students are introduced to the central concepts of physics in preparation for more sophisticated studies at higher grades. Attitudes and important fundamentals including safety, conservation and stewardship are stressed throughout the school year. Students will utilize the technology of the iPad in place of textbooks, although classroom sets will be available.

Grade 7

Life Science

Seventh grade science is an exploration of the rich variety and interrelatedness of organisms and the environment. The beginning ecosystems, biomes, and evolution studies are greatly enhanced by lessons and experiences from the Outdoor Education trip to Yosemite National Park in the fall. The scientific method is employed throughout the year as a way of navigating all aspects of life. Usage of science tools and equipment, note-taking, conducting labs and writing reports, and doing outside research are some of the skills acquired. Students investigate the five kingdoms through work with microscopes, growing fungi and plants in the classroom and school garden, observing living organisms, and dissections. Much of the material in the second half of the year is based on the human body. The structure and function of the various systems are covered, with an emphasis on wellness and making healthy choices. Students utilize the technology of the iPad in place of textbooks, although classroom sets will be available.

Grade 8

Earth Science

Eighth grade students study the Earth Sciences – the body of knowledge describing the forces that shape our planet. Students conduct experiments, make observations, collect data, and synthesize material from previous science and math courses in order to form an understanding of Earth's many behaviors. Eighth graders have the opportunity to sample a diverse array of disciplines – the Earth Sciences comprise everything from meteorology and atmospheric sciences to astrophysics and geology. Throughout the year, emphasis is placed on lab safety, the scientific method, and kindling a sense of wonder and curiosity for the natural world. We supplement lab exercises and teacher demonstrations with periodic use of our set of classroom texts, *Earth Science*, by Tarbuck and Lutgens, Prentice Hall, but students are not required to purchase the book. We also draw from web resources and iPad applications from NOAA, USGS, NASA, National Geographic and other cutting-edge sources for obtaining the most current, accurate information on Earth Science topics.

HISTORY

Grade 6

Ancient History and Culture

The sixth grade social studies program is designed to explore questions about the existence of human beings that young adolescents begin to ask – who we are, how we got here, and where we are going. Students study the ancient cultures of Mesoamerica, Egypt, Greece and Rome. They learn how physical geography relates to the formation of societies. They research ancient peoples and participate in experiential projects based on aspects of the civilizations being studied. An important strand in the program is the on-going study of current events, designed to provide a framework for understanding the present day, linking past to present. Students examine historical patterns as the ideas of democracy, artistic expression, and justice emerge in cultures. Social studies is not only history in sixth grade; it is an experience that is designed to help students understand the uniqueness and commonalities between selected cultures in history, and hopefully, plant the seeds of respectful and informed choices for the future. Students learn note-taking and test-taking skills and analytical writing with a heavy emphasis on critical thinking.

Grade 7

World History

The seventh grade history program immerses students into a variety of cultures including those of the Middle East, sub-Saharan Africa, Medieval and Renaissance Europe, India, China, and Japan. The class mixes a traditional approach to teaching history with a more experiential “hands on” approach. Students master skills essential to the study of history including critical thinking, analytical reading and writing, note-taking, map usage, and research. They also participate in several role-playing simulations aimed at bringing history alive through experiential explorations of history, religion, literature, customs, art, food, and music. As students step into characters, including medieval knights, Arabic traders, and Japanese samurai, they are challenged to make connections between their own lives and those of other cultures. Central to the seventh grade course is an interdisciplinary project that draws on knowledge from all disciplines and culminates in a dramatic Renaissance Fair. This curriculum utilizes students’ devices, the web, and a variety of textual and audio-visual resources.

Grade 8

U.S. History

The eighth grade United States history course takes a thematic approach to the study of this nation from its early colonial roots through the beginning of the twentieth century. Students explore the values and ideals that shaped the birth of this nation and united its people through events like the American Revolution and the writing of the Constitution. They also grapple with issues such as race, class, and sectionalism that have divided this country and contributed to the Civil War and Reconstruction eras. Students also consider the ways in which forces including exploration, reform, religion, and diversity have played – and continue to play – important roles in the development of the United States. The class utilizes a variety of resources, including the iPad, web, films, and several other textual and audio-visual sources. Students learn through a mix of direct instruction, cooperative problem-solving, debate, student-led instruction, and discussion. The class also emphasizes the continued development of academic skills including critical thinking, analytic reading and writing, as well as research skills such as note-taking, outlining, paraphrasing, and citations. Major projects and highlights of the course include a significant thesis paper on a topic of the students’ choice and a trip to Williamsburg and Washington D.C. to visit and experience many of the sites that have been so important to the history of this nation.

WORLD LANGUAGE

French

The Middle School French program employs a multi-faceted approach to the study of language. Listening comprehension, conversation, writing, and grammar are emphasized through traditional textbook and workbook activities as well as field trips, cultural/historical projects, games, paired discussions, and TPR activities (Total Physical Response) to engage in listening comprehension with physical, rather than verbal, responses. All Middle School French students are encouraged to participate in the National French Contest (promoted by the American Association of Teachers of French).

Grade 6 French

Middle school French starts in the sixth grade. This is a high-school level I course offered in Middle School and may be taken without previous knowledge of French. This course includes basic grammar, short reading selections, and an introduction to geography and culture of the Francophone world. *C'est à Toi!* is a function-based textbook series that uses a communicative approach to teach students French within the context of the Francophone world. Each day, students practice communicating easily and confidently with their peers in paired or group activities. This ability to interact with others using listening, speaking, reading and writing skills, all integrated with culture, give students the confidence to use the language "on their feet." Students use both the *C'est à Toi!* textbook and workbook. (French 1A)

Grade 7 French

This is a continuing course for Middle School students who have completed the curriculum requirements for French 1A. This course expands upon the principles laid out in French 1A. At all levels of the curriculum, cultural/historical research projects are written and presented on such topics as French monuments, artists, writers, scientists, and historical events that provide students a glance into the lives of important figures and events in the world. Students continue to acquire vocabulary and language structures through completing the second half of *C'est à Toi!* Level One textbook and workbook. (French 1B)

Grade 8 French

In eighth grade students progress to high school level French II through *C'est à Toi!* Level Two. Students expand upon the communicative tasks and skills they have already practiced. Their ability to read and write in French improves as they learn how to analyze and interpret songs, poems, articles and stories, to take notes, to write outlines, summaries and business letters. Students become acquainted with French people who are famous for their accomplishments in art, science, films, literature, sports, politics, etc. Students further develop their ability to interact with others in authentic French, while enhancing all of their language skills. They are encouraged to always express themselves in French by interacting with their classmates, either in pairs or small groups. (French 2)

Latin

The primary objective in the *Cambridge Latin* program is to bring students to the point where they can read Latin with confidence. A series of stories relating events in the life of a typical Roman family of the first century A.D. gradually introduces vocabulary and grammar in context. The materials in our text also develop listening, speaking, and writing skills as a means of enhancing the ability to read and comprehend Latin. Grammar exercises in each chapter develop writing skills and demonstrate each student's understanding of syntax. Etymology is included in the form of English words derived from each chapter's vocabulary. To enhance the students' awareness of Roman literature and history, a series of cultural segments are keyed to the story line of the text. In addition to activities provided in *Cambridge Latin*, students are encouraged to use Latin conversationally and in skits.

Grade 6

Beginning with the first volume of the *Cambridge Latin* course, students acquire a basic knowledge of Latin vocabulary, grammar and syntax through extensive translation work. Elements of grammar include noun and adjective declensional endings; the workings of the nominative, accusative, ablative, and dative cases; the present, imperfect, and perfect verb tenses; and superlative and comparative adjectives. Emphasis is placed on learning both Latin vocabulary and English words derived from Latin. Students are introduced to Roman culture and history through a series of readings from the *Cambridge* text, Greek and Roman mythology, and *The Romans, an Introduction* by Anthony Kamm.

Grade 7

Translation work is emphasized in this continuing course as students work through the second volume of the *Cambridge Latin* series. Grammar includes the pluperfect tense; demonstrative, personal and relative pronouns; and the genitive case of nouns and adjectives. The relationship between Latin word roots and English word formation (stem, prefixes and suffixes) is studied in depth. Students continue to explore the ancient Mediterranean world through their reading of Homer's *Iliad* and *Odyssey*, cultural segments from their *Cambridge* text, and *The Romans, an Introduction* by Anthony Kamm.

Grade 8

The third volume of the *Cambridge Latin* series introduces the students to intermediate level Latin grammar, including use of present active and perfect passive participles, gerundives, verbs in the passive voice, and various grammatical constructions of the subjunctive mood. Knowledge of Latin word roots continues to be emphasized and the role of Latin in medicine, law, and science is explored. Cultural readings include segments from the *Cambridge* text, *The Romans, an Introduction* by Anthony Kamm, and Virgil's *Aeneid*.

Spanish

The Spanish language program employs a wide range of learning strategies to enable students to develop competency in all four language skills: listening, speaking, reading and writing. We use the *Realidades* and *Descubre* texts, which includes the textbook, workbook, related video program, and listening tapes. Classroom activities are designed to provide students extensive practice in interpreting, expressing and negotiating meaning in communicative tasks that are relevant to their lives. Students also work with readings, photography, and art authentic to the Spanish-speaking world. The video programs and Internet links show native speakers engaged in real-life situations and experiences. Assessment of acquired competency is based on daily participation, homework, quizzes and tests, and quarterly projects.

Grade 6

In sixth grade, we offer an introductory Spanish class (6P) for students who may need more time with the spoken language and a more advanced class (6A) for students with a stronger foundation in Spanish. Grammar topics in 6A include the present, present progressive, and preterit tenses of regular and irregular verbs, review of definite and indefinite articles, gender, and number, and intensive practice with the verbs *ser*, *estar* and *ir*. All students will expand their vocabulary as they practice communicating basic needs and responding to questions on everyday topics in Spanish. Hispanic and Spanish cultural topics are discussed. The advanced sixth-grade class progresses to Spanish 7A in seventh grade. Students in the beginning Spanish 6P class are ready to begin Spanish 7P in seventh grade.

Grade 7

Spanish 7P

In seventh grade, students who have completed beginning Spanish 6P are ready to begin Spanish 7P. At this level, students are challenged to produce language with increasing fluency. Upon completion of the course, students are able to carry on basic conversations about themselves and their surroundings. They are capable of writing short compositions using the present and present progressive verb forms as well as many idiomatic expressions to communicate preferences, obligations and opinions. Students begin a more formal study of high frequency grammar topics, such as regular and irregular verb conjugations, present progressive, direct and indirect objects, and an introduction to the preterite tense.

Spanish 7A

Students who have completed the equivalent of Spanish 6A progress directly to grammar topics that focus on the reflexive, direct and indirect object pronouns, imperative verb forms, making comparisons, using negative expressions, demonstrative adjectives, in addition to more practice with the preterit tense and an introduction to the imperfect tense. Students will improve their fluency by speaking and responding to questions about everyday routines and articulating about topics such as purchases, shopping trips, eating out, and traveling. Hispanic and Spanish cultural topics are discussed.

Grade 8

Spanish 8P

Students who have completed Spanish 7P move into Spanish 8P, which finishes the entirety of HS Spanish 1 including: irregular and stem changing verb conjugations, preterite tense, indirect and direct pronoun usage, comparatives and superlatives, and negative expressions as well as improved fluency in the target language.

Spanish 8A

Students who have completed Spanish 7A will focus on the different uses of the preterit and imperfect verb tenses with grammar review an integral part of the course. The students will gain proficiency in expanded conversational exchanges in interactive exercises and dialogues. There is a greater emphasis on reading and writing about Hispanic and cultural topics.

THE LIBRARY AND RESOURCE CENTER

The mission of the Matthews Library is to foster lifelong learning. The two main goals of the library are to prepare students for college-level research and to continue the school's goal to develop passionate readers. We encourage our students to be curious and interested in learning. We also recognize that they need to have the skills to pursue their passions.

Both SCDS library programs follow AASL Standards for the 21st Century Learner and the California School Library Association scope and sequence for student information literacy where research, digital, critical thinking, and problem-solving skills and responsibilities (e.g., using Boolean operators, citing sources, finding authoritative sources) are introduced, reviewed, and mastered over time and grade level. Starting with orientation and continuing through advanced research skills, students become successful – and enthusiastic – library users.

Beginning in sixth grade, students are introduced to library resources including books, several databases, e-books, and other materials. As students progress through Middle School, they learn the steps of the research process, how to cite sources properly, how to evaluate websites, and what web tools will help them with their work. Each year their research skills are refined through collaboration among teachers and the librarians.

The library's collection is driven by the curriculum and supplemented by enrichment materials that enhance students' lives and interests. Fiction and non-fiction materials are requested by faculty as well as by students.

Library events and displays are designed to complement the curriculum and foster a love of learning and reading. They often include an emphasis on fine arts and the diversity of our world. Celebrations and displays include student artwork and music and reflect a variety of cultures and ideas.

Recent celebrations have included *Teen Read Week Reading Raffle*; *Poem in Your Pocket Day* where students and teachers found with poems in their pockets received prizes; and the Middle School Book Club Elective class was invited to the library for cookies and book discussion.

Book displays may feature new arrivals, reflect current events or holidays, focus on specific genres, or be a collection of student favorites. Displays are designed to get students reading and talking about books, which they do often individually with the librarians or more formally in book talks or book club.

As a cultural center of this vibrant community, the library strives to be a place where students see learning as fun as they prepare for the future by gaining the skills they'll need, acquire habits of scholarly work, and continue to develop a love of reading and learning that will serve them through high school, college, and the rest of their lives.

ELECTIVES

The Middle School Elective program offers our early adolescents a broad co-curricular program. Students take two electives each semester. Most courses are semester classes; however, band and orchestra require a full-year commitment. The objective of the program is to build competence in a wide variety of disciplines, so students feel a sense of pride and motivation as they progress through the new and varied disciplines. Equally important to the program is the development of imagination and critical thinking skills. Middle School is a good time to explore different activities in order to determine later commitment to particular interests.

Courses in the fine arts include art, music, choir, and drama. In art, students select from classes in drawing, painting, digital photography, and ceramics. In music, band, jazz band, orchestra, and choir are offered, as well as opportunities for students to play in small groups. In drama, students build a foundation in the craft of acting and perform in two major productions each year, one in the fall and one in the spring.

In addition, the elective program allows students to explore subjects not generally found in the core curriculum. Subjects offered on a rotating basis include journalism and broadcast, Farm to Fork, speech and debate, yoga, film studies, Global Awareness, robotics, personal finance, shipyard archaeology, film production, the history of rock and roll, Maker Lab, ethics, manual arts, and book club.

TECHNOLOGY

Teachers integrate the use of technology into all disciplines, thereby making it a working part of the “vocabulary” of the classroom. iPads or Chromebooks are distributed to each student in the Middle School. After learning about safety, responsibility, and how to operate their device, students use them for class work and homework. The devices are maintained by the school and school approved applications are loaded onto the devices.

PHYSICAL EDUCATION

Because Physical Education is an integral part of the Middle School program, students take PE every day. In addition to promoting fitness and health, the program exposes the students to and builds competence in a wide variety of different sports: volleyball, soccer, golf, flag football, badminton, basketball, floor hockey, disc games, softball, dance, and gymnastics. The program emphasizes skill building, participation, teamwork, and engendering a life-long commitment to fitness.

ADVISORY

Middle School Advisory provides students with a faculty mentor who serves as the primary liaison between school and home. Advisors have roughly 12 advisees with whom they meet every day during a special 30-minute advisory time period. This is a time for a study period three days a week under the guidance of a teacher. It is also a time to build friendships and group spirit, discuss important topics and timely issues, build community responsibility in the Middle School, and participate in community service. During the advisory period, the entire Middle School gathers once a week for a Middle School meeting on Friday, and for a class in social/emotional wellbeing another day during the week.