



St. Anne's-Belfield School
LEARNING VILLAGE GRADES FIVE-EIGHT
CURRICULUM GUIDE

2016-2017



2016-2017 ADMINISTRATION

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GRADES 5-8 INFORMATION

GRADE 5 INTRODUCTION

Fifth grade at St. Anne's-Belfield marks the entry to our Grade 5-8 Program. Our students relish both the new freedoms and the new responsibilities inherent in these years. Their core classes of math, science, and interdisciplinary English/history, enhanced with classes in the fine arts, world language, and physical education, ensure a balanced curriculum. Single-gender classes for math and science create just the right learning environment for those disciplines. Fifth grade students are also members of an advisory which provides a mentor for each child through his or her advisor, a fifth grade faculty member. Advisory extends community building opportunities on a daily basis.

Advisories also explore the Habits of Heart and Mind, participate in community service projects and, most importantly, strengthen our St. Anne's-Belfield School family.

Highlights of the fifth grade year include studying microscopic pond life in the science lab, building and flying kites to study the complexities of flight, hosting a South African Festival for the entire Learning Village, playing a stringed instrument, and performing with a choral group. Students also contribute to their community through service opportunities such as creating holiday table decorations for Meals on Wheels, collecting food for the Thanksgiving Food Drive, and writing letters to penpals at Ura-Gate School in Kenya.

GRADE 6 INTRODUCTION

Sixth graders at St. Anne's-Belfield School learn and grow in exciting and important ways. They experiment with words, data, and ideas as they discuss amazing stories, write creative and thoughtful stories and essays, construct their own civilization, record and track math data on spreadsheets, conduct experiments and present their findings at a science fair. They express their talents by crafting artwork, performing with the orchestra or choir, speaking and singing in a foreign tongue, and progressing as developing, growing athletes. Sixth graders develop essential skills and gain broader perspectives.

Consider the following job descriptions our sixth graders try on for size: roller coaster designer, Shakespearean actor, Census Bureau statistician, medieval knight, or children's book illustrator. The sixth grade itinerary includes stops at the Triple C outdoor education course for team-building, the Richmond Science Museum for hands-on thrills, and a trip to the Fralin Museum for the Writer's Eye contest. Serving the larger community, sixth graders share in a workday at a local farm, participate in the school's annual fund raiser for Camp Holiday Trails or JDRF and write letters to penpals in Kenya. Through all this, sixth graders build a foundation of confidence and self-reliance they will draw upon during their remaining years at the Learning Village.

GRADE 7 INTRODUCTION

The seventh grade year at St. Anne’s-Belfield School is both an actual and symbolic rise to a new level of life at the Learning Village. Our seventh grade students are immersed in a vibrant setting that nourishes body, mind, heart, and soul. “Life upstairs” involves core classes of humanities English and history, math, science, and language, enriched by fine and performing arts, life skills, health and physical education, electives (Quests), and an advisory program where students work closely with their advisors on a daily basis.

Seventh grade students also have the chance to participate in interscholastic sports for the first time. A chapel program and community service opportunities help sustain a sense of community and responsible citizenship. Highlights of the seventh grade year include the building and launching of model rockets, the analysis of stock market data while learning Excel, and journeying to several historic sites and museums in support of the U.S. history curriculum.

GRADE 8 INTRODUCTION

Grade eight is the culmination of the Grade 5-8 experience. As more independent learners and thinkers, eighth grade students are given more responsibility as leaders of the Learning Village. They are expected to exemplify the Habits of Heart and Mind that we value both inside and outside of the classroom. They are encouraged to lead and participate in weekly chapel, on sports fields, in performance halls, and in community service activities. Eighth grade continues to prepare students for the transition to the ninth grade, as academic requirements reflect the vigor and expectations of our Upper School.

While grade eight looks forward, it is also a time of reflection. At the end of the school year, grade eight students participate in Exhibitions at which time they write and speak to their parents, teachers, and classmates about the experiences that have molded and guided them in becoming productive and responsible members of the School and greater community.

ENGLISH

GRADE 5 (ENGLISH/HISTORY)

Teaching and learning for the twenty-first century requires a vision of the world beyond our own lives and beyond our own country. The aim of the fifth grade interdisciplinary English/History curriculum is to enhance our students’ global empathy and knowledge through the exploration of cultures, governments, and countries different from our own. Daily class time is devoted to the teaching of English, including reading, writing, and language skills, which intertwine with the study of the geography, history, and the culture of each place students “visit.” The rich curriculum includes studying the Cultural Revolution in China, South Africa’s Apartheid, United States immigration, the ancient civilizations of Latin America, Sir Ernest Shackleton’s epic voyage to the Antarctic and Inventors and Innovators throughout history.

Reading and writing, the academic backbone of each discipline, are taught explicitly using reading and writing strategies that enable students to take control of their own learning.

Complementary literature accompanies each unit, thereby connecting reading instruction to the unit of study. Reading assignments include a variety of texts and are balanced by the independent reading program. Teachers guide students' book choices and encourage selections from a variety of genres. Students write regularly, practicing the 6 +1 Traits, and produce a comprehensive portfolio of written work and a poetry anthology featuring original poems. Several units in the curriculum embrace the use of technology, including Macs, iPads, and Web 2.0 tools as part of our commitment to digital literacy instruction.

GRADE 6 (ENGLISH/HISTORY)

A quote from Annie Dillard in the sixth grade English classroom reads, "Why are we reading, if not in hope of beauty laid bare, life heightened and its deepest mystery probed?" This spirit is critical to the development of the engaged reader. The foundation of the sixth grade English class is embedded in a fundamental design of volume in reading. Simply put, our aim is to develop students into lifelong readers. Age-appropriate versions of classic stories incorporating literary and cultural cornerstones are introduced, while other readings present exciting backdrops to ancient civilizations, the Renaissance, religion, and the Age of Exploration, thereby making critical parallels to the units in sixth grade history. Additionally, several readings connect with our sixth grade science curriculum, including physics and chemistry, emphasizing reading across several content areas and genres. Each reading unit includes explicit teaching of reading strategies and vocabulary development required for both fiction and non-fiction reading.

A workshop approach to writing develops student ownership and responsibility, all the while incorporating vocabulary, spelling, and the conventions of grammar and usage. Above all, students learn to write through constant practice, targeted instruction, frequent conferences and feedback, and varied opportunities to revise and publish their work. The crux of the 6th grade writing curriculum is embedded in three broad forms of written expression: narrative, information, and argument writing. Additionally, the curriculum is designed to incorporate the 6 +1 Traits of writing and the integration of grammar within the context of the writing workshop mini-lesson. Note that it is impossible to write without using all six-traits of writing in each essay. However, each trimester we will explicitly highlight three traits with each writing unit, while conventions will be an overriding trait through the year.

Required independent reading, seminar-style discussions, and graded oral presentations also receive considerable attention throughout the year. Finally, as we prepare our students for the 21st century, digital literacy is incorporated into the curriculum for each unit of study. Digital tools facilitate learning in the areas of creativity and innovation, communication and collaboration, research, critical thinking and problem solving.

GRADE 7

HUMANITIES 7: HISTORY AND ENGLISH – “OUR AMERICAN STORY”

The Grade 7 Humanities courses are scheduled separately by discipline but are interdisciplinary and collaborative in their approach. On any given day, the lines between English and History may be blurred, as students gather for common experiences, engage in group work, explore multimedia, and then possibly realign for direct instruction. Emphasis is placed on the use of technology to help students better understand topics, explore new perspectives, engage in debate, and present their ideas both to their classmates and to a wider audience.

History is a project and research-based course following the timeline of United States history to explore a wide variety of social, political, cultural, scientific, technological, and historic events. Students engage in frequent conversations and activities about topics essential to their understanding of US history and critical to the development of their own perspectives and voice. Throughout the year, we ask two essential questions, “What does it mean to be an American?” and “What does it mean to be a good citizen?” Core content aligns with each of the trimesters and involves three major periods in our country’s history: Foundations of the Republic; Struggles for National Identity in the 19th Century; and Globalization and Social Movements in the Modern Era.

The English component of Grade 7 Humanities is driven by and enriches the study of “Our American Story” through readings from a variety of genres fiction, nonfiction, short stories, plays and poems all linked to history topics either by theme or content. We also promote a lively independent reading program. Students frequently write informally through blogs, discussions, or personal opinion pieces and also receive systematic instruction in the more formal writing process that stresses the 6 +1 Traits of writing.

Students also refine their sentence sense and grammar and usage skills through the editorial process, through use of technology, and through frequent, formal instruction in the parts of speech and how they function in a sentence. Students also have numerous opportunities to develop their humanities voices through seminar discussions, oral/multimedia presentations, and through informal debates.

GRADE 8

HUMANITIES 8: ENGLISH AND HISTORY – “CLASSICAL FOUNDATIONS”

This course takes students on a literary journey that broadens their historical perspective on the ancient world. They are given the opportunity to look back and get to know some of the great writers and thinkers of the period—Homer, Virgil, Sophocles, to name a few— by way of their texts—The Odyssey, The Iliad, The Aeneid, Antigone. We also visit the more recent past to learn how Shakespeare, too, looked back on the ancients in Julius Caesar.

Questions that synthesize ancient and modern historical contexts are asked so that students can consider how it is that human beings from any and all periods contain far more than a

seed of similarity—questions like: Is war ever just? What does it mean to be civilized? What distinguishes the individual from the state? How does one discover oneself? To that end, the course stretches students intellectually by asking them to make ties to more modern literary works — like *Animal Farm* and *The Giver*, for example — that beg to have those same essential questions answered.

HISTORY

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Complementary literature accompanies each unit, thereby connecting reading instruction to the unit of study. Reading assignments include a variety of texts and are balanced by the independent reading program. Teachers guide students' book choices and encourage selections from a variety of genres. Students write regularly, practicing the 6 +1 Traits, and produce a comprehensive portfolio of written work and a poetry anthology featuring original poems. Several units in the curriculum embrace the use of technology, including PCs, Macs, iPads, and Web 2.0 tools as part of our commitment to digital literacy instruction.

GRADE 6 (ENGLISH/HISTORY)

Students examine key topics and themes in world history from the birth of civilization through the European voyages of exploration. The course includes a substantial examination of major world religions and their belief systems. The course is taught in chronological order, but it is not a chronology. We focus on six specific historical periods: the birth of ancient civilizations, the origins of major religions, ancient Rome, the Middle Ages, the Renaissance, and the Age of Exploration. Themes of the course include the importance of asking questions; the relationship between humans and the natural environment; the influence of technology on human development; the similarities and differences among the major world religions; cooperation and conflict between cultures; and the centrality of art, music, and architecture to the human experience. Classes are discussion-based, with considerable emphasis on reading and writing skills. Students engage one another in spirited debates and work cooperatively

on a range of projects. Assignments include flipped-classroom “mini lectures” and extensive examination of primary sources, including artifacts, paintings, and written documents.

GRADE 7

HUMANITIES 7: HISTORY AND ENGLISH “OUR AMERICAN STORY”

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GRADE 8

HUMANITIES 8: ENGLISH AND HISTORY – “CLASSICAL FOUNDATIONS”

Classical Foundations explores the historical, literary, artistic, cultural and linguistic debt Americans owe to the ancient Greeks and Romans. Among the topics addressed are Greco-Roman myth and legend; the origin of democracy; the ancient models of colonial expansion

and imperialism; the birth of philosophy; classical art and architecture; and ancient theatre. The course includes a year-long study of Latin and Greek elements of the English language. Focus throughout will be on the essential questions, “How did the Greeks and Romans explain their world?” and “What insights do their traditions give us into our identity in relation to our various communities of family, state and worship?”

MATHEMATICS

GRADE 5

The Singapore Math 5 curriculum incorporates various teaching strategies and encourages active student engagement in solving real-life problems all in the context of the single-gender classroom. Students are expected to compute and estimate accurately with whole numbers and decimals using all operations. They are introduced to the properties of whole numbers, basic fraction concepts, and addition and subtraction of fractions and mixed numbers. Students explore linear measurement, ratios, percentage, data analysis and multiplication of fractions. Throughout the year, students apply critical thinking skills to solve challenging word problems.

GRADE 6

The Singapore Math 6 curriculum incorporates various teaching strategies and encourages active student engagement in solving real-life problems. Set in single-gender classrooms, students are regularly exposed to problems to help them develop better number sense and estimation skills. Students are expected to compute and estimate accurately with fractions and mixed numbers using all operations. They are introduced to percentages, ratios, exponents, and one-and two-step algebraic equations with whole numbers and decimals. Students continue to explore both the standard and metric measurement systems, the properties of whole numbers and decimals, and plane geometry. They use Excel in interdisciplinary projects that require critical thinking and problem-solving skills.

GRADE 7

The Math 7 curriculum focuses on computational proficiency, critical-thinking skills and developing an organized approach to problem solving. Students study integers, rational numbers, the coordinate system, percents, proportions, ratios, and simple and compound interest. They investigate the practical applications of two-dimensional geometry and are introduced to solid geometry. Students solve word problems by writing one-and two-step equations, organize data using spreadsheets, and use dimensional analysis to convert within and between measurement systems. Mathematical concepts and Excel skills are reinforced in a stock market project and an interdisciplinary math/science project where students build and launch model rockets and analyze telemetry data.

ADVANCED MATH 7

The Advanced Math 7 curriculum addresses the transition from arithmetic to the basic

elements of theoretical mathematics. Throughout the year, this course emphasizes problem solving, critical thinking, and authentic project based learning (PBL), as students explore rational numbers, proportions, square roots, the Pythagorean Theorem, solid geometry, converting within and between measurement systems using dimensional analysis, and writing, solving, and graphing linear equations and inequalities. Students learn to use Excel to organize, sort, display, and analyze data, as they complete their stock market and rocketry projects. Students also participate in a spaghetti bridge STEM project that involves working in groups to research, design, build, and test bridges made from spaghetti. The three major projects are interdisciplinary and involve application of real world problems. When appropriate, computers, iPads, and calculators are tools used to enhance learning and problem- solving skills.

MATH 8

Trimester 1: In Math 8, students develop their skills in simplifying rational expressions. Students are introduced to functions and graphing functions. Students continue working with exponents and are introduced to negative exponents and roots.

Trimester 2: In trimester two, students develop their knowledge base of greatest common factors and lowest common multiples while introducing variables into these. The students are introduced to factoring simple expressions. Students continue to work on solving multi-step equations. Students are introduced to linear equations and how to graph them.

Trimester 3: In trimester three, students review rates and proportions, while being introduced to similarity and congruence in geometric figures. Students are introduced to geometric relationships with angles and triangles. Students are introduced to measurement of circles, and surface area and volume of prisms, cylinders, pyramids, cones, and spheres.

INTEGRATED MATHEMATICS 1

Trimester 1: Students are introduced to inductive and deductive reasoning in relation to functions and geometric relationships with angles and triangles. Students review graphing linear equations and functions. Students also review and analyze characteristics of functions and linear equations, like slope and form. Students are introduced to writing linear equations in standard, point-slope, and slope intercept forms. Students develop their skills in solving inequalities and graphing linear inequalities in two variables.

Trimester 2: Students are introduced to: solving systems of equations and inequalities using substitution, elimination, and graphing. Students are introduced to: properties of powers and negative exponents as well as polynomials and factoring them.

Trimester 3: Students review special quadrilaterals, proportions with area, areas of rectangles and parallelograms, and the Pythagorean Theorem. Quadratic equations and functions are introduced.

HONORS INTEGRATED MATHEMATICS 1

Trimester 1: Students are introduced to inductive and deductive reasoning in relation to

functions and geometric relationships with angles and triangles. Students review graphing linear equations and functions and analyzing characteristics of functions and linear equations, like slope and form. Students learn to write linear equations in standard, point-slope, and slope intercept forms. Students develop their skills in solving inequalities and graphing linear inequalities in two variables.

Trimester 2: Students are introduced to solving systems of equations and inequalities using substitution, elimination, and graphing. Students are introduced to properties of powers and negative exponents and polynomials and factoring them.

Trimester 3: Students review special quadrilaterals, proportions with area, areas of rectangles and parallelograms, and the Pythagorean Theorem. Students are introduced to quadratic equations and functions.

SCIENCE

GRADE 5

Biology, chemistry, and physics in the fifth grade? Yes! Single-gender classes, SCRATCH programming projects and no textbook make for an exciting hands-on experience for our young scientists.

In our biology unit, students study the balance of nature as they head outdoors to visit local fields, catching and identifying insects. Using compound microscopes, students are introduced to rotifers, cyclops, stentors, and other remarkable microscopic pond creatures.

The next curricular focus is on the mechanical aspects of physics through construction projects using motorized Lego kits. Levers, wheels and axles, pulleys and gears are explored and investigated. Students problem solve to conquer the steep ramp challenge, the sail car challenge, and more. The culminating “Battlebots” project takes place in the “Ring of Doom!”

Mid-winter, chemistry is introduced: atoms and molecules, physical and chemical reactions, the periodic table, and chromatography keep us occupied and busy.

In the early spring, fifth graders have a two-week unit on puberty. The eight-lesson unit, sensitively taught in gender separate sessions, finds students thinking about the physical changes they are experiencing as they mature.

Finally, the year ends with fifth graders revisiting physics with the study of flight. Students study the Wright Brothers, design and build paper airplanes and kites, and collect, graph, and analyze their flight data.

GRADE 6

Sixth grade science is all about questions. With each unit of study and in each day’s class, our

main goal is to ask questions and think critically about answers. Each class period begins with students asking questions, and through the use of technology, students are all able to answer questions in real time. As a result, student understanding of conceptual questions drives every lesson and unit.

In our first unit, students learn to think and act like scientists by asking questions and concentrating on problem solving as they prepare projects for the annual science fair. Student scientists choose their own question, conduct an experiment, gather and analyze data, and present their findings to students from other grades, parents, and faculty.

During the second trimester, we study “The Physics of Roller Coasters” as we learn principles of forces and motion through a series of STEM based projects and activities involving racecars, wrestlers, helicopters, and lunar landers. Students then apply what they have learned by designing and testing model roller coasters.

“The Chemistry of Fireworks” helps us learn about atomic structure, the periodic table, and chemical reactions as we conduct serious experiments using chemicals, lab burners, and a variety of lab equipment. We get warmed up with flame tests, glowing water, and hydrogen “bombs” before ending the year with a bang as we design and construct safe versions of several types of fireworks.

GRADE 7

Seventh grade science uses the Big History Project – an exploration of our history from the beginning of time to modern civilization – as the context for a survey of the earth sciences. As seventh grade scientists learn about the materials on earth’s surface and the processes that change earth’s features, they also delve into theories and evidence about the earth’s age and geologic history. They are exposed to ideas about when and how our oceans and atmosphere developed while learning about modern meteorology, oceanography and climate science. As they explore earth’s place in the universe, seventh graders grapple with concepts such as the Big Bang, exoplanets, and space exploration.

Classroom instruction for seventh grade science is based mostly on hands-on laboratory activities and projects. Students take notes from teacher-made lecture videos at home to ensure that they receive thorough exposure to content, while class time is reserved for collaborative projects, experiments, and problem-solving activities.

GRADE 8

Eighth grade students begin the year sharpening their analytical skills as they apply the scientific process and how we, as scientists, determine how probable any given statement might be. Logic and critical thinking skills are used, along with the tools of claims testing and internet validation, to answer project-based questions both individually and in collaborative groups. Students hone their creative engineering skills by designing, building, and testing models to answer several open-ended STEM challenges. In addition, the history of science and technology is incorporated into frequent hands-on/ inquiry based experiments.

Using their understanding of “how we know what we know”, students then delve into a study of life science. The evolution of life from a single cell to human beings is studied within the context of Big History (the history of the universe from the big bang to modern civilization). Our study of human evolution segues into a study of anatomy and physiology. To deepen their understanding, students are given the option of dissecting chicken wings, cow eyes, and sheep brains. The year closes as our study of the human body becomes even more relevant in our discussions of adolescent health.

COMPUTER SCIENCE INITIATIVE

In today’s tech-savvy world, students must have a deeper understanding of the fundamentals of computing so they are empowered to take control of how tech will affect their lives, their culture, and their future. Through the study of computer science, students hone their design thinking, logical reasoning, and problem-solving skills in ways that can be applied to solving real world problems in every discipline. In the Learning Village, there are three primary areas of focus for computer science:

- Computational Thinking: “Computational thinking is a way of solving problems, designing systems, and understanding human behavior that draws on concepts fundamental to computer science.” - Center for Computational Thinking Carnegie Mellon
- Programming: “Programming has the same relation to studying computer science as playing an instrument does to studying music or painting does to studying art.” - CSTA Standards Task Force
- Infrastructure: Infrastructure provides the foundation that supports the way people use technology to manipulate and share information in all its digital forms.

GRADE 5

In fifth grade, students are given several opportunities to create technology projects across the curriculum including science, world language and arts. These projects expand their computational thinking and design skills as they are given creative freedom within the framework of the learning objectives of the classroom project. As their projects gain complexity, they will also begin making independent decisions about and where to incorporate variables, boolean logic and procedures to create their own solutions.

GRADE 6

In sixth grade, our hope is that students will begin to recognize that they can use their computer science skills to create tech projects that reflect their learning across other curricular areas. We will challenge them to consider the usability of their designs and to begin to iterate their solutions. Sixth grade is also when students will be introduced to command-based programming as they explore syntax and make links to the computer science concepts they’ve been learning up to this point.

GRADE 7

In seventh grade, students begin to understand more fully the impact of computer science and technology on the world around them including the way we educate, govern, work and communicate. Through science, students explore the power of big data and computer modeling. They must also begin to weigh the ethical consequences of using their power to create tech for good or ill.

GRADE 8

In eighth grade, students learn methods of design that will help them decompose large problems into functional units. They will continue to explore the unifying numerical constructs that underpin all of computer science and the fundamentals of computation, as they determine what next steps they want to take in their computer science education in the Upper School.

WORLD LANGUAGES

FRENCH 5

Prerequisite: None

The principal goals of the French program in grade five are to nurture an appreciation of world language and culture, to build basic skills necessary for successful language learning, and to introduce students to the elements of French grammar, while expanding their French vocabulary. Through thematic dialogues, readings, and written exercises, students build upon oral skills and are exposed to the formal structures that govern the language. Phonetic exercises encourage proper pronunciation and promote an awareness of the written form. The curriculum is based on the text 1, 2, 3 Action, written by one of our French teachers, Karine Boule. The program is supplemented by cultural lessons, songs, and poems. The final project, creating a memory book about themselves, incorporates innovative technology, collaboration, and creative thinking.

FRENCH 6

Prerequisite: None

The sixth grade program serves as the link between the informal and formal study of French. Students expand their vocabulary and perfect their accents while completing grammar exercises, verb conjugations, and dictations, which stress proper syntax, pronunciation, and spelling. Readings continue to provide the opportunity to expand vocabulary acquisition, as well as to develop confidence in the ability to decipher a text.

Students who successfully complete the sixth grade French program may continue their study of French in the seventh grade. The curriculum is based on the text *Mise en Scene* written by one of our French teachers (Karine Boule). The program is supplemented by cultural lessons, songs, and the readings of *The Adventures of Louis Specteur*. The final project incorporates innovative technology, collaboration, and creative thinking where students turn the Louis

Specteur stories into a comic book and then write their own adventures.

FRENCH 7

Prerequisite: Successful completion of French 6

The seventh grade French program serves as the first year in a two-year introduction to the formal study of French language and culture. The first half of the program is completed in the seventh grade and the remaining half in the eighth grade. Students in the seventh grade are also introduced to the francophone world. Upon successful completion of French 1-8 in the eighth grade, students may enroll in French II or French II Honors in the Upper School.

The curriculum is based on the text *Bon Voyage*, published by Glencoe-McGraw Hill, which includes the following themes: school/school supplies, family, real estate, nutrition, clothing, and vacation. The program is supplemented by cultural lessons, songs, and movie discussions. Projects incorporate innovative technology, collaboration, and creative thinking: students engage in a hypothetical real estate project where students buy a vacation home in France, students present their own cooking show with food from Francophone countries, and students create a magazine for young adults that includes sections on travel and fashion, an interview of a famous person, as well as a personality quiz.

FRENCH 8

Prerequisite: Successful completion of French 7

Open only to those students who have successfully completed French 1-7 or its equivalent, this course completes the first year of French and is equal to French 1 in the Upper School. Upon completion of the course in grade 8, students may enroll in French II in grade 9.

Students complete the second part of the text *Bon Voyage*, published by Glencoe-McGraw Hill, which includes the following themes: airport/train station, sports, cinema/art, and morning routine.

The four skills of listening, speaking, reading, and writing are stressed equally. The program is supplemented by cultural lessons, poems, the reading of *The Giving Tree* and a unit on TV advertisement. The projects incorporate innovative technology, collaboration, and creative thinking: students create a painting of Monet or Van Gogh style (in collaboration with the art teacher), students are given a set of random pictures and create a logical story using the past tense, and students create an iPad app to teach French. For a preview of that project, check out the free app “2lingua” available on iPads.

LATIN 7

Prerequisite: None

Middle School Latin 7 and 8 offer a comprehensive introduction to the language of the ancient Romans while emphasizing the usefulness of Latin for understanding English vocabulary and grammar. Language study is integrated with the culture and history of the first century BCE. The course sequence develops skills in reading, writing, listening, and speaking Latin. Regular derivative lessons teach word attack skills and identification of Latin elements in English words.

Latin grammar instruction in English helps students transfer their understanding of Latin structure to English effectively. Students develop translation skills by working collaboratively. They also complete projects requiring internet research skills and the use of presentation programs like PowerPoint and iMovie. Latin 7 and 8 cover the equivalent of one year of high school Latin. Students who complete these courses may enter Latin 2 or Latin 2 Honors in ninth grade.

LATIN 8

Prerequisite: Successful completion of Latin 7

In Latin 8 language study is integrated with the culture and history of the first century BCE. The course further develops skills in reading, writing, listening and speaking Latin. Regular derivative lessons teach word attack skills and identification of Latin elements in English words. Latin grammar instruction in English helps students transfer their understanding of Latin structure to English effectively. Students develop intermediate translation skills by working collaboratively. They also complete projects requiring internet research skills and the use of presentation programs like PowerPoint and iMovie. Latin 7 and 8 cover the equivalent of one year of high school Latin. Students who complete these courses may enter Latin 2 or Latin 2 Honors in ninth grade.

EARLY MORNING LATIN/LATIN 1

Prerequisite for EML as a second language: B+ or higher grade in 7th grade language class AND permission of modern language instructor

There is no prerequisite for Latin 1 as the only language for new 8th grade students

Early Morning Latin (EML) is open to 8th grade students who excel in their modern language class and would like to add Latin to their transcript. It meets outside the school day (7:35-8:10, M-F) to allow students to continue with their modern language instruction. Latin 1 is offered as needed, during the 8th grade language block, only for 8th grade students new to the school, who do not have sufficient background to enter an 8th grade modern language class.

This course will cover the fundamentals of Latin grammar. Students will learn verb conjugations and noun declensions, as well as the other basic grammar necessary for translation. Introduction to sight reading and to the culture of the Romans will complement the formal study of grammar. Cultural and historical topics, and word derivations in English are also an important part of the course. The class provides a combination of direct instruction and collaborative activities. Students produce short projects based on internet research, using a variety of presentation software.

Students who successfully complete the EML/Latin 1 course earn one high school credit. They may elect Latin 2H or Latin 2 as ninth graders.

SPANISH 5

Prerequisite: Successful completion of Spanish 4 or report from previous teacher/tutor

In Spanish 5, students continue exploring the language and culture and are introduced to basic grammatical concepts. Students develop proficiency in the four skill areas: speaking, listening, reading, and writing. To teach these skills, teachers employ different pedagogical techniques and approaches including TPRS - Teaching Proficiency through Reading and Storytelling. Teachers speak predominantly in Spanish throughout the class, exposing students to a great deal of spoken language. Students create fun hands-on projects using a variety of technological resources such as iPads and computers. They experiment with different apps such as Toontastic, Book Creator, and the coding program, Scratch. Students are also exposed to cultural lessons with a focus on Spain throughout the year.

SPANISH 6 INTRO

The Spanish 6 Intro course is offered as needed. It is a class for new students who have had minimal or no previous exposure to Spanish. The course is designed to help students learn the basic foundations of the language in a fast-paced way. Everyday lessons and activities emphasize the four skill areas of listening, speaking, reading and writing. Teachers speak predominantly in Spanish throughout the class, exposing students to a great deal of spoken language. Hands-on and interactive projects are a big part of the learning experience. For example, students write and record stories using the iPad app, Book Creator, and the coding program, Scratch. They are also exposed to cultural lessons focusing on Mexico throughout the year. In the third trimester, students read a short novel entirely in Spanish. Students who successfully complete the Spanish 6 Intro program may continue their study of Spanish in the seventh grade.

SPANISH 6

Prerequisite: Successful completion of Spanish 5 or equivalent.

Students continue to develop proficiency in the four skill areas: speaking, listening, reading, and writing. Teachers use an array of pedagogical techniques and approaches including TPRS - Teaching Proficiency through Reading and Storytelling. Teachers speak predominantly in Spanish throughout the class, exposing students to a great deal of spoken language. To enhance their experience students learn through lessons and projects using technology such as iPads and computers. They also create their own stories with apps like Toontastic and Book Creator. In the third trimester, students read a short novel entirely in Spanish. They are also exposed to cultural lessons focusing on Mexico throughout the year. Students who successfully complete the sixth grade Spanish program may continue their study of Spanish in the seventh grade.

SPANISH 7

Prerequisite: Successful completion of Spanish 6

The seventh grade Spanish program covers the first half of Spanish 1. In order to enter the class, students must successfully complete the St. Anne's-Belfield fifth and sixth grade Spanish program or must have achieved an equivalent level of proficiency. Students continue to develop skills in the four areas of speaking, listening, reading, and writing. The course is based on lessons from the ¡Buen Viaje! text book, which uses a different theme in each chapter to build student knowledge of vocabulary and grammatical structures. Teachers speak

predominantly in Spanish throughout the class, exposing students to a great deal of spoken language. Students prepare presentations and work collaboratively on projects using iPads and computers. Projects include performing in their own runway shows, designing menus for imaginary restaurants, and creating an engaging lesson for the 5th grade students about verb conjugations. During the second part of the year, students read a short novel entirely in Spanish to gain reading fluency and to acquire new vocabulary in a different context.

SPANISH 8

Prerequisite: Successful completion of Spanish 7

Open only to those students who have successfully completed Spanish 7 or its equivalent, this course completes the first year of Spanish study and is the same as Spanish 1 in the Upper School. The curriculum for Spanish 1 is based on the thematic textbook ¡Buen Viaje!. Teachers speak predominantly in Spanish throughout the class, exposing students to a great deal of spoken language. Students continue to develop skills in the four areas of speaking, listening, reading, and writing through lessons in which projects using iPads and computers are a big part. Students do a research paper and give presentations completely in Spanish throughout the year. They also make a creative movie using vocabulary related to the winter season. In addition students work collaboratively to recreate a painting of a famous Spanish-speaking painter after giving a presentation about him/her.

In the last trimester of the year, students read a short novel completely in Spanish and write their own version of the novel using the app Book Creator, which allows them to illustrate their book and record their own voices. They later read the book to fourth grade students. Students finish the year with a creative and fun cooking project. Upon successful completion of the course in grade 8, students may enroll in Spanish II in the Upper School.

FINE AND PERFORMING ARTS

GRADE 5 VISUAL ARTS

Fifth grade students explore drawing, painting, and sculpture using a wide variety of materials, ideas, and techniques. They work with realistic, abstract, and non-objective images with an emphasis on developing creativity, imagination, and skills. During art class, references to specific artists, art works, styles, and movements are incorporated into this course. In our study of the work of Wayne Thiebaud, students relate and integrate the elements and principles of design into interesting compositions. They draw and paint desserts in monochromatic color schemes. Students also create drawings, prints, and sculpture in styles of art that draw inspiration from their studies in Science and English/history.

GRADE 5 MUSIC AND MOVEMENT

The Fifth Grade Music and Movement program is based on the Orff-Schulwerk method of music education, and emphasizes advanced ensemble opportunities. This method is

characterized by the inclusion of all students in ensemble work; the unity of music, dance, and speech; the emphasis on process teaching; and the guided improvisation and composition experience. Each week the students receive technique lessons in singing, barred instruments, recorder, or dance. Students are also given opportunities to explore literature, songs, movement, instruments, or even visual art as inspiration for their own music and dance making possibilities.

Music literacy is taught through actively making music with the body, followed by identifying patterns in sound, and finally by labeling that sound with symbol. In fifth grade, students will address modal literature, advanced instrument technique, layered melodies leading to advanced harmony study--through the voice and instruments, and physical movement work appropriate for adolescent bodies. Students at this level perform actively through opportunities in chapel and various middle school performances throughout the year.

GRADE 5 STRINGS

Beginning performance and music reading skills are introduced and refined as students study traditional classical, folk, and improvisational repertoire on the violin, viola, cello, or bass. The course is based on the pedagogy of Dr. George Bornoff and provides a logical, sequential, and unique approach to the mastery of instruments in a classroom setting. First year students are introduced to several bowing styles and finger patterns with many variations to ensure flexibility and understanding. Classes meet once per week, and the program includes three school concerts and a music competition trip in the spring.

GRADE 5 THEATRE ARTS

Theater Arts is a required year-long course for fifth graders that meets once a week. Actors will begin the year with building ensemble in their class communities in order to have a supportive foundation for personal and collective artistic growth. Actors will engage in skill-based introductory curriculum to increase kinesthetic awareness, develop vocal techniques, and enhance imagination, analytical thinking and improvisational response. Fifth grade ensembles will explore the art of physical theatre and clowning and progress into storytelling through staging and devising folktales.

GRADE 6 VISUAL ARTS

In sixth grade, students continue to build on the skills and knowledge acquired in fifth grade and use the elements and principles of design to develop their own sensibilities and meaning in their work. Through drawing, painting, sculpting with clay, computer graphics, and a variety of media, students in sixth grade study the arts with a large emphasis on integration with their history unit on the Renaissance. Sixth grade students also enjoy an introduction to ceramics in our state-of-the-art clay studio. Students will continue to be introduced to specific artists, art works, styles, and movements.

GRADE 6 CHORAL PROGRAM

The sixth grade year represents an important transition from advanced ensemble work in a general music program, to specialization in advanced singing in preparation for the seventh

and eighth grade chorus. Students will still have exposure to Orff media-instruments, body work, speech-- in order to fine tune their musicianship skills. The focus, however, will become introducing students to choral concepts such as: vocal warm-ups, breath control, beginning score analysis, two part sight-singing, and diction. In addition, students will receive lessons in vocal technique appropriate for the young voice. Students at this level perform actively through opportunities in chapel and various middle school performances throughout the year.

GRADE 6 HAYDN ORCHESTRA

The Haydn Orchestra is the sixth grade string orchestra open to any student, including students who have not previously played an instrument. Students continue to refine skills and solo repertoire as prescribed in the Bornoff Approach, and ensemble music including traditional classical, folk, and jazz. The Haydn Orchestra meets three times each week and performs for three to four school concerts, a music festival trip in the spring, and occasional special focus concerts, such as the bi-annual StABFaB Concert.

GRADE 6 THEATRE ARTS

Theater Arts is a required year-long course for sixth graders that meets once a week. Actors will continue to build ensemble with a focus on taking artistic risks and giving constructive feedback. Students will engage with an intermediate curriculum to develop kinesthetic, vocal, imaginative, improvisational and analytical skills. Sixth grade ensembles will develop their skills of character development through a variety of approaches, including process drama and performing selected and original monologues. Sixth grade actors will also begin to dive into the world of Shakespeare in a parallel to their exploration in English classes. All sixth grade students are invited to audition for the winter production.

GRADES 7-8 ARTS

The Arts program in the seventh and eighth grades provides an opportunity for students to focus on one area of the arts more exclusively. Students may choose to excel in the string orchestra or choral performance groups, study theater arts, or concentrate on specific visual arts media. Some course offerings are yearlong, while others are trimester length.

GRADES 7 & 8 STUDIO ARTS

This is a year long visual arts class that includes, 2D, 3D, digital and mixed media. Students will develop and explore foundational techniques and skills using the structure of the elements and principles of design through a wide variety of media. Once foundational skills are attained, students will be challenged to explore ideas and use more advanced techniques and processes. Students will be exposed to diverse art genres, and the works of historic and contemporary artists. This class will be taught collaboratively by a team of trained, artists and teachers.

Student work will be guided by and evaluated using the eight “Studio Habits of Mind,” developing craftsmanship, engaging and persisting, envisioning, expressing, observing, stretching/experimenting, reflecting, and understanding art, as well as, the arts’ community.

GRADES 7 & 8 CREATIVE WRITING

Students have ample opportunity to learn how to recognize, access, and develop their most creative ideas and to learn to place them purposefully and naturally in selected generic forms: The Short Story and the Screenplay. Writing workshop is also an integral part of the course. Here, students develop critical and analytical thinking skills, as well as patience and tolerance, as they read closely and critique one another's written work.

GRADES 7 & 8 CHORAL PROGRAM: SAINTLY VOICES

The seventh and eighth grade chorus is an advanced singing opportunity for those interested in participating in the Upper School Chorus. The focus, however, is on the adolescent changing voice, and how to manage vocal technique during this period of physical change. Students will learn concepts such as: advanced choral warm-ups, breath control, score analysis, two and three part harmony, and diction. Students will explore vocal literature from various genres, including folk, classical, early music, world music, and gospel. Literature will be specially selected to accommodate the needs of the adolescent voice. As leaders in the Learning Village, students at this level will perform actively through opportunities in chapel and various performances.

GRADES 7 & 8 MOZART ORCHESTRA

The Mozart Orchestra is the seventh and eighth grade orchestra open to any student who has played a string instrument for at least one school year. Students study beginning through intermediate level repertoire including solo, ensemble, and chamber music in classes that meet four times per week. The Mozart Orchestra performs for four school concerts, a music festival trip in the spring, the bi-annual StABFaB Concert, and occasional chapel services or off-campus events.

GRADES 7 & 8 THEATRE ARTS

Theater Arts in seventh and eighth grade is a year-long course self-selected by students. Actors in the "Theatre Major" will work closely with Ms. Larkin at the beginning of the year to identify individual and ensemble inquiries and goals. Actors will continue to hone their skills through physical and vocal training, improvisation, an exploration of archetype and Masque, and devising of short etudes. Actors will expand their understanding of theatre forms through interactive research and play; immerse themselves in collaborative scene-work; and explore the different roles of theatre tech and design. In addition Theatre Majors will support the development of the Learning Village productions through taking on leadership roles in the Theater space and production processes. All seventh and eighth grade students are invited to audition for the after school productions in the fall (8th) and spring (7th).

PHYSICAL EDUCATION & ACTIVITY

GRADES 5 & 6

Physical Education is an important part of a well-rounded education. Students in grades five and six participate in Physical Education five-six days of each six-day rotation, for 50 minutes. Daily fitness is a top priority with individual progress and goals, recorded in individual fitness folders for each student. Students' progress reports, along with recommendations, are sent home at the

end of the year. In addition to the emphasis on overall fitness, interacting with peers, and working within a group, our program of instruction is based on sports related units. These units include soccer, football, volleyball, lacrosse, field hockey, tennis, and basketball. The overall learning process is enhanced through the use of pedometers, heart rate monitors and virtual bikes. Each unit is approximately two weeks in length with the students staying with one teacher and rotating through all the units throughout the year.

GRADES 7 & 8

Physical Activity is an important part of a well-rounded education. Students in grades seven and eight participate in their choice of a physical activity daily beginning at 2:50.



St. Anne's-Belfield School

2132 Ivy Road | 799 Faulconer Drive | Charlottesville VA 22903

(434) 296-5106 | www.stab.org