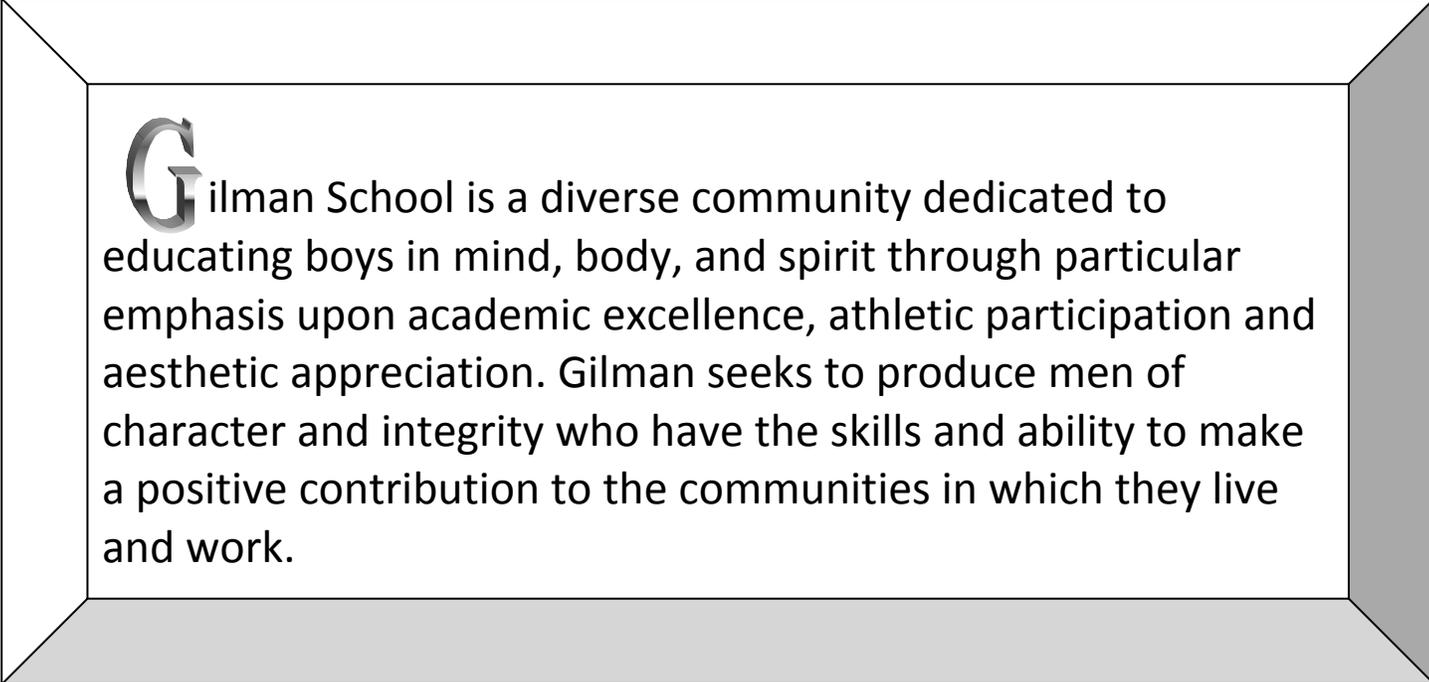


# GILMAN SCHOOL

MIDDLE SCHOOL  
COURSE OF STUDY  
2017 – 2018



**G**ilman School is a diverse community dedicated to educating boys in mind, body, and spirit through particular emphasis upon academic excellence, athletic participation and aesthetic appreciation. Gilman seeks to produce men of character and integrity who have the skills and ability to make a positive contribution to the communities in which they live and work.

Gilman School is a kindergarten through twelfth grade independent school located in Baltimore City. It serves families from a broad variety of neighborhoods in the greater Baltimore metropolitan area. There are three school divisions. Lower School, grades kindergarten through five; Middle School, grades six through eight; and Upper School, grades nine through twelve. The programs and curriculum are specifically designed to be developmentally appropriate for boys and follow a logical sequential progression leading from one grade to the next.

Gilman School remains a boys' school because boys and girls develop at significantly different rates and have substantially different developmental needs. A boys' school is best positioned to offer boys a program designed to address their specific needs.

Gilman's Upper School also offers a coordinate program that combines Gilman's resources with those of two excellent girls' schools, which are connected to this campus by a system of bridges. As a result, students can choose among an extraordinary array of electives and opportunities.

## MIDDLE SCHOOL STATEMENT OF PHILOSOPHY

Gilman School's educational philosophy recognizes the critical importance of developing boys in mind, body, and spirit. Each Gilman boy should have an excellent academic experience, a vigorous athletic program, a cultivated appreciation of the arts and significant attention to issues of character and spirit, in order to realize his full potential and become a contributing member of society.

### MIND

Gilman School's academic program stretches boys to reach levels of accomplishment they would be unable to attain without excellent teaching, high standards, and continuing encouragement. The program is college preparatory, designed to help boys gain admission to and then flourish at selective colleges and universities best suited to their talents and interests. Gilman School's core curriculum is designed to promote a strong work ethic, effective oral and written communication, critical thinking, creative problem-solving, aesthetic appreciation and the enjoyment of intellectual pursuits. Beyond the core curriculum, boys are offered a wide variety of elective courses and other activities in which they can pursue a variety of personal interests in a focused manner.

### BODY

Gilman School promotes physical fitness and health through required participation in athletics. In addition to teaching healthy habits of exercise, participation in competitive team sports develops important qualities such as teamwork, resilience, discipline, humility, self-control, and good sportsmanship.

### SPIRIT

The term "spirit," as Gilman School intends it, is broadly defined to include issues of religion and character.

Gilman School affirms the spiritual and ethical values of the Christian and Jewish traditions, while respecting other creeds and beliefs. Gilman recognizes the importance of spiritual matters, not only in an abstract, academic sense, but also in observation and practice to the formation of an integrated personality.

Above all else, Gilman School helps boys evolve to become men of character. The qualities of integrity, honor, leadership, humility, and service to others cannot be fostered

separately by specific programs, but instead must be woven into all aspects of the school community. To that end, Gilman School emphasizes a strong and comprehensive honor system, a community service program, an assembly program that promotes respect for the dignity and rights of each individual, and significant leadership opportunities.

## **MIDDLE SCHOOL OBJECTIVES**

The Middle School seeks to help each student strengthen his self-concept, to nurture his inherent love of learning, and to prepare him for the challenges of the Upper School and beyond. Accordingly, the Middle School program, both in its curricular and extra-curricular components, is designed to achieve the following goals:

### **SPIRIT**

- help students embrace and understand the value of personal honor, integrity, and ethical behavior
- promote community responsibility and involvement, with an awareness of the world beyond Gilman through learning and leadership in service to others
- provide support and guidance for all students
- create an environment for exploring and celebrating diversity
- challenge students to become more adept at decision-making and problem-solving
- promote and reinforce extended relationships and communications among all members of the school community

### **MIND**

- provide core courses appropriate to the developmental level of the students, stressing the development of skills that enhance the process of learning
- meet individual needs of students by incorporating multiple teaching strategies, technology, and support programs
- enable students to develop strong organizational and preparation habits, research skills, and technology fluency
- develop students' communication skills and creative expression across subject areas through writing, speaking, technology, and the fine and performing arts
- provide opportunities for creative expression and exploration through coursework in visual, technical, and performing arts
- improve skills in reading comprehension and stimulate a love of reading
- further develop writing skills across the curriculum
- challenge students with increasing opportunities for guided independent learning

### **BODY**

- encourage a sense of sportsmanship, teamwork, and self-discipline
- promote physical fitness, coordination, and life-long wellness
- develop basic athletic skills, in both individual and team settings
- provide a variety of physical activities and appropriate levels of competition in order to build self-confidence

# GILMAN'S MIDDLE SCHOOL CURRICULUM SUMMARY

## **SIXTH GRADE**

Language Arts  
Mathematics  
Geography  
Introduction to  
Experimental Methods  
French or Spanish  
Talk I  
General or  
Instrumental Music  
Art  
Design and  
Woodworking  
Music  
Drama  
Computer  
Finance  
Physical Education  
Sports Program

## **SEVENTH GRADE**

Language Arts  
Pre-Algebra  
United States History  
Life Science  
French or Spanish  
Talk II  
General or  
Instrumental Music  
Art  
Design and  
Woodworking  
Public Speaking  
Leadership  
Athletics  
Intramural – Interscholastic

## **EIGHTH GRADE**

Language Arts  
Algebra  
Ancient History  
Introduction to  
Physical Science  
French or Spanish  
Talk III  
Latin  
Electives (2)  
Journalism  
Design and  
Woodworking  
Technology  
Art  
Literary Magazine  
Solar Car Design  
Athletics  
Interscholastic – Intramural

**GILMAN'S MIDDLE SCHOOL**  
**COURSE OF STUDY**

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## Language Arts

The Middle School Language Arts program strongly emphasizes reading and its relationship to effective thinking, writing, and speaking. As study skills are best learned in context rather than in isolation, students are presented with literary works to be studied both as superior examples of the various genres for analysis of literary structure and writing techniques and as vehicles for class discussion of values, ethics, and the problems of moral decision-making.

Readings serve as the springboard for both expository and imaginative compositions as students explore the writing process and learn the forms of literary expression by participating in them. The formal instruction in vocabulary is derived from experience with classical roots as well as the literature read at each level; students gain understanding through the study of hundreds of Greek and Latin roots and affixes, the practice with context clues, synonyms and antonyms, word-origins, and dictionary skills, and the synthesis of sentences and longer compositions in which these words are used.

Grammar and writing mechanics are taught as integral parts of the language arts program. The goal of the grammar study is to make students more comfortable with the structure of sentences so that they can demonstrate a mastery of grammatical concepts in their own written expression. Most compositions pass through several stages: from brainstorming activities, rough draft, response group, to final draft, often with the use of laptop computers in the classroom. The teaching of written expression is balanced by instruction in public speaking – such as oral reports, storytelling, class instruction, dramatic recitation, and more – all of which are integrated with literature study and the teaching of the various research and study skills needed for success in Upper School.

**SUPPLEMENTARY READING:** In each of the Middle School years, students are required to read at least eight books of their own choice outside of class. At each level boys are called upon to read books from certain categories, to assure diversification in their selections. This program is monitored through the homeroom advisory groups, under the general supervision of the Middle School Librarian.

### COURSE OF STUDY: 2017-2018

#### **GRADE SIX Language Arts (Full Year 10/10)\***

The Sixth grade Language Arts experience focuses on the foundation of key skills in literature, grammar, vocabulary, and writing. The subsequent seventh and eighth grade curricula allow students to build upon this groundwork with a consistently vertical mindset. Emphasis on the relationship between the four components of Language Arts allows for age-appropriate development that places boys on an equipped trajectory towards rigorous high school English expectations.

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\*Indicates the number of class meetings during a ten-day cycle of classes.

The literature curriculum allows students to comprehend the basics of scholarly analysis. The boys start the year examining the elements of short story, specifically plot, character, setting and atmosphere, irony, symbol, and theme, in the context of the *Little Worlds* anthology, which is revisited in the seventh grade year. In this text, students enjoy classic short stories by renowned writers, such as Shirley Jackson and Gwendolyn Brooks. Once the boys cement these concepts, they apply their analytical skills to William Golding's classic play *The Miracle Worker*, Gilman graduate Walter Lord's *A Night to Remember*, and Mark Twain's timeless novel *The Adventures of Tom Sawyer*. Teachers routinely highlight historical context, in-depth exploration, and reading comprehension skills throughout these texts.

The grammar and vocabulary curricula establish a strong foundation regardless of student background. In accord with *The Rules of the Game: Grammar Through Discovery 1*, the boys learn identification and classification of all eight parts of speech in a sentence as well as basic sentence structures, punctuation, and capitalization; meanwhile, *Vocabulary and Classical Roots A* emphasizes the role of Greek and Latin roots words in memorization and application of various new words. The boys continue with these books series throughout all three years of Middle School Language Arts, and the traditional approaches to grammar and vocabulary significantly enhance their writing ability.

Language Arts 6 appropriately focuses on organizing, composing, and editing various modes of writing. With both hand-written journal entries and word-processed compositions, the boys create a plethora of expository paragraphs and creative writing assignments. Often the writing allows students to demonstrate their detailed comprehension of the various literary studies in the course. Additionally, they are sometimes offered the opportunity to express their written word in the context of formal oratory presentations, debates, and unique artistic or technological projects.

Ultimately, this rigorous course renders boys prepared for Language Arts 7 and eventually high school English. At the conclusion of the program, each student should comprehend and dissect appropriate literature of various genres, label and classify every part of speech in a sentence, memorize and correctly use new vocabulary, and create a strongly organized and edited expository paragraph of literary analysis as well as assorted creative compositions. With stringent class routines and effective assessments, the course covers the foundations of the English language for all sixth grade boys.

TEXTS:     Rules of the Game (Book I). Educational Publishing Services  
              Vocabulary from Classical Roots. (Book A). Educational Publishing Services  
              A Night to Remember. Walter Lord (non-fiction)  
              The Miracle Worker. William Gibson (drama)  
              The Adventures of Tom Sawyer. Mark Twain (novel)  
              Little Worlds. Longman Publishing (short story collection)

### **GRADE SEVEN Language Arts (Full Year 10/10)**

For the second year in the Gilman Middle School program, the seventh grade Language Arts experience focuses on furthering key skills in literature, grammar, vocabulary, and writing. The subsequent eighth grade curriculum allows students to build upon this effort with a consistently vertical mindset. Emphasis on the relationship between the four components of Language Arts allows for age-appropriate development that places boys on an equipped trajectory towards rigorous high school English expectations.

The literature curriculum allows students to comprehend deep scholarly analysis. The boys start the year revisiting the elements of a short story, specifically plot, character, setting and atmosphere, irony, point of view, symbol, and theme in the context of the *Little Worlds* anthology, which builds sequentially upon the sixth grade year. In this text, students enjoy classic short stories by renowned writers, such as Edgar Allan Poe and Ray Bradbury. Once the boys cement these concepts, they apply their analytical skills to the timeless allegory *Animal Farm* by George Orwell, James L. Swanson's thrilling nonfiction *Chasing Lincoln's Killer*, and *Poetry: American Themes*, which features historic poets, like Langston Hughes and Robert Frost. Each of these works thematically or chronologically coincides with the U.S. History curriculum. Teachers routinely highlight historical context, in-depth exploration, and reading comprehension skills throughout these texts.

The grammar and vocabulary curricula build upon a strong foundation from the sixth grade experience. In accord with *The Rules of the Game: Grammar Through Discovery 2*, the boys review all parts of speech, examine sentence structures, and learn functionality of words and phrases in the sentence. *Vocabulary and Classical Roots B* emphasizes the role of Greek and Latin roots words in memorization and application of various new words. The boys continue with these books series throughout all three years of Middle School Language Arts, and this traditional approach to grammar and vocabulary significantly enhances their writing ability.

Language Arts 7 appropriately focuses on organizing, composing, and editing various modes of writing. With both hand-written journal entries and word-processed compositions, the boys create a plethora of expository essays and creative writing assignments, including original short stories, personal poems, and imaginative Civil War research papers. Often, the writing allows students to demonstrate their detailed comprehension of the various literary studies in the course. Additionally, they are sometimes offered the opportunity to express their written word in the context of formal oratory presentations, debates, and unique artistic or technological projects.

This rigorous course renders boys prepared for Language Arts 8 and ultimately high school English. At the conclusion of the program, each student should comprehend and dissect appropriate literature of various genres, examine sentence structures as well as functions of words and phrases, memorize and correctly use new vocabulary, and create a strongly organized and edited expository three-paragraph essay of literary analysis as well as assorted creative compositions. With stringent class routines and effective assessments, the course covers the foundations of the English language for all seventh grade boys.

TEXTS: Vocabulary from Classical Roots, Book B. Educational Publishing Services  
Rules of the Game (Book 2). Educational Publishing Services  
Little Worlds. Longman Publishing (short story collection)

The Diary of Anne Frank. Frances Goodrich and Albert Hackett. (drama)  
Poems: American Themes. William C. Bassel, Ed. Amsco School Publishing  
Chasing Lincoln's Killer. James L. Swanson

### **GRADE EIGHT Language Arts (Full Year 10/10)**

For the final year in the Gilman Middle School program, the eighth grade Language Arts experience focuses on furthering key skills in literature, grammar, vocabulary, and writing as the boys prepare for the Upper School English coursework. The progression of the Middle School curriculum allows the boys to build upon their sixth and seventh grade foundations. Emphasis on the relationship between the four components of Language Arts allows for age-appropriate development that places boys on an equipped trajectory towards rigorous high school English expectations.

The literature curriculum allows students to comprehend deep scholarly analysis. The boys' year includes Greek mythology in Edith Hamilton's noteworthy anthology and the timeless play *The Tragedy of Julius Caesar* by William Shakespeare, both in accord with their Ancient History coursework. In addition to these ancient texts, the students examine classic literature *Lord of the Flies* by William Golding and Ray Bradbury's *Fahrenheit 451*. Teachers routinely highlight historical context, in-depth exploration, and reading comprehension skills throughout these texts.

The grammar and vocabulary curricula build upon a strong foundation from the sixth and seventh grade experience. In accord with *The Rules of the Game: Grammar Through Discovery 3*, the boys review key elements of the previous year, examine verbals, learn functionality of dependent clauses in the sentence, and review various sentence types. *Vocabulary and Classical Roots C* emphasizes the role of Greek and Latin roots words in memorization and application of various new words. This traditional approach to vocabulary and grammar greatly enhances the students' writing ability as they approach a challenging curriculum in high school.

Language Arts 8 appropriately focuses on organizing, composing, and editing various modes of writing. With both hand-written journal entries and word-processed compositions, the boys create a plethora of expository essays and creative writing assignments. Often the writing allows students to demonstrate their detailed comprehension of the various literary studies in the course. Additionally, they are sometimes offered the opportunity to express their written word in the context of formal oratory presentations, debates, and unique artistic or technological projects. Many of these writing projects also include significant research expectations, including The *Fahrenheit 451* Great Debate project that examines the relevancy of Bradbury's social commentary on contemporary society.

This rigorous course renders boys prepared for high school English. At the conclusion of the program, each student should comprehend and dissect appropriate literature of various genres, examine sentence structures as well as functions of words, phrases, and clauses, memorize and correctly use new vocabulary, and create a strongly organized and edited expository five-paragraph essay of literary analysis as well as assorted creative compositions. Complementary skills in research, note-taking, and oratory presentation are also thoroughly

developed. With stringent class routines and effective assessments, the course covers the foundations of the English language for all eighth grade boys.

TEXTS: American Heritage Dictionary (paperback)  
Vocabulary from Classical Roots, Book C. Fifer and Flowers  
Rules of the Game (Book 3). Educational Publishing Services  
Mythology . Edith Hamilton  
Lord of the Flies. William Golding. (novel)  
The Tragedy of Julius Caesar. William Shakespeare (tragic drama)  
Alcestis. Euripides (Ancient Greek tragicomedy)  
Fahrenheit 451. Ray Bradbury (science fiction novel)  
*[selected readings from 21 Great Stories. Lass and Tasman (short story collection)]*

## Mathematics

The Middle School Mathematics program consists of six interrelated courses, two per grade level, designed to meet the needs of youngsters with a range of mathematical talents. This two-tiered structure accommodates differing growth patterns along the concrete/operational to formal/abstraction continuum. The enriched programs challenge the most talented students through enrichment rather than acceleration.

The curriculum is designed to mirror the National Council of Teachers of Mathematics standards with a special emphasis on placing children in problem solving situations. The program is spiraled, indicating that the same topic is addressed in all three years but at an increasing level of complexity. For example, a sixth grader learns why you find common denominators when adding  $\frac{3}{7}$  and  $\frac{2}{5}$ . A seventh grader explores the complete rational number system with a problem like this  $.777 + -\frac{3}{5} + 31\%$ . Finally, an eighth grader discovers that adding rational algebraic expressions,  $\frac{x}{y+2} + \frac{-2}{x^2+4}$ , behaves in the same fashion as the sets he explored in grades six and seven.

Each math period is banded into opportunities to think, write, question, answer, and react. A student frequently works with his partner to brainstorm strategies for new problem situations. Children look forward to the many occasions when they are performing at the board. Calculators are used as exploratory tools. During his stay in the Middle School, a student might take a partner quiz, tessellate, build a Twang board, roll dice, design a mod art project, construct a perpendicular bisector with a compass, present his lottery problem solution, or become Hex champion.

Each child will master three major objectives: achieve arithmetic and algebraic basic skills excellence, explore new topics at an intuitive level, and develop a wonder for mathematics. Arithmetic basic skills excellence might include simplifying the following expression:  $-6 + 21x - 3$ . In Algebra I, the boys will perform a multiplication of polynomials such as:  $(x + 3)(x + 7)$ . We will explore topics intuitively. For example, the boys will have a chance to

create a tessellation project. By creating the project, each boy will discover for himself how various shapes interact and tile across a surface. As the boys develop a wonder for math, they will want to work independently at home. For example, a boy might figure out how to transform a trapezoid into a parallelogram, and thus, produce the formula for calculating the area of a trapezoid.

## **COURSE OF STUDY 2017-2018**

### **GRADE SIX Mathematics (Full Year 10/10)**

In this course, students make the transition from elementary school arithmetic to their first formal mathematical thinking. They operate within many number systems and begin to see the relationships among these number sets. The children apply their skills to word problem situations and explore both elements of geometry and real-world measurement geometry. Additionally, they intuitively explore probability.

No Text: Materials provided by teacher.

### **GRADE SIX Enriched Mathematics (Full Year 10/10)**

In this course, the most mathematically talented six graders are challenged to think "Why?" "Why is finding common denominators when adding fractions identical to lining up decimal points when adding decimals? Why are you guaranteed that given any two locations in space there is always a third between them?" The students explore the rational number system and the relationships among its subsets. The students are introduced to algebraic concepts and a wide variety of elemental and measurement geometry concepts. Additionally, they intuitively explore probability.

No Text: Materials provided by teacher.

### **GRADE SEVEN Pre-Algebra (Full Year 10/10)**

In this course, students become proficient at the skills they will need for success in grade 8 Algebra I: operating with integers, exploring algebraic expressions, and solving simple equations. They firmly establish the relationship among number sets and become comfortable making decisions when operating in the rationals. The students apply their skills to word problem settings and real life geometry.

No Text: Materials provided by teacher.

### **GRADE SEVEN Enriched Pre-Algebra (Full Year 10/10)**

In this course, seventh graders investigate finite and infinite systems from a formal standpoint. For the first time in their mathematical experience they're asked to consider the circumstances under which  $9 + 5 = 1$ . Through a series of fascinating systems (Army commands, rotations of a square, electrical circuitry, etc.) they explore the world of properties in finite settings. The students use this knowledge to create a mathematically constructed art project. The boys begin their formal algebraic education by simplifying algebraic expressions, solving linear equations, and attacking word problems. When possible, the students continue their computer awareness by participating in a project-oriented PYTHON programming unit.

No Text: Materials provided by teacher.

### **GRADE EIGHT Algebra I (Full Year 10/10)**

In this course, students complete their Middle School math experience with a formal look at Algebra I. Students solve and graph linear equations, inequalities, and systems of equations. Graphing calculators are used pedagogically. Next, they explore the new set of polynomials - operating, factoring, and solving equations. Then they translate those skills to rational algebraic expressions. The course concludes with a look at still another new set - irrational numbers.

No Text: Materials provided by teacher.

### **GRADE EIGHT Enriched Algebra I (Full Year 10/10)**

In this course, eighth graders conclude their three year enriched math sequence. Students complete the entire algebra program, in an enriched fashion, as designated in the regular Algebra I curriculum guide, i.e. linear equations and inequalities, systems of equations, solutions to verbal problems, graphing, polynomials, factoring, solving quadratic equations, rational algebraic expressions, and irrational numbers. In addition, they explore relations and functions and investigate still another new system - complex numbers. A major component of this course, accomplished throughout the year on a weekly basis, is problem solving. This journal-writing exercise, known as "The Lottery," permits the students to independently explore the notion of deductive and inductive reasoning, alternative solutions, and creative problem generating.

No Text: Materials provided by teacher.

## **Technology**

### **GRADE SIX Computer (Full Year 2/10)**

This course is designed to develop 21st Century Skills through a series of carefully crafted STEAM modules. Over the course of the year, students will explore robotics using the EV3 Lego Mindstorms kits, investigate the principles of coding, and venture into the world of circuits and breadboards using the SparkFun Inventor kits.

Students will develop a core set of essential skills beyond STEAM, including: collaboration, communication, critical thinking, perseverance, and problem solving. As students continue their middle school odyssey, these dynamic skills will serve as a springboard for discovering new interests and developing individual talents along lines of excellence.

### **GRADE EIGHT Technology (One Semester Elective 4/10)**

The eighth grade technology elective is a semester-long course designed to introduce students to film production as a medium for creative expression. During the first quarter, students acquire basic camera skills and begin production on a short film which introduces the anatomy of filmmaking from storyboarding through post-production editing. Later in the semester students produce a music video which calls upon them to refine their filmmaking skills and to apply them along creative lines. In the late spring, these projects are screened for the entire middle school.

### **GRADE EIGHT Solar Car Design & Construction (One Semester Elective 4/10)**

Students will work in teams to study, design, test, and then build a solar powered car. Using the program, *Green Car 2.0*, the class will be a unique combination of in-class instruction and web-based technologies. Student will learn the science behind solar energy and the engineering necessary to create a fuel-efficient car, such as gear ratios, aerodynamic designs, and battery chemistry. The class will culminate with students competing either virtually on-line or in person with teams from other schools.

## **Science**

Science in the Middle School is an exciting mixture of learning by reading, discussion, and active participation in laboratory work. In the sixth grade we begin scientific discovery through the study of many topics including: the Earth's composition and surface, Weather, Astronomy, and Ecology. In the seventh grade we focus on the human body and its systems, beginning with the cell and its function and progressing through the organ systems: Circulatory and Respiratory, Immune and Lymphatic, Skeletal and Muscular, and concluding with nutrition, which leads into the Digestive and Excretory. In the eighth grade we move on to a Physical Science Laboratory course focusing on chemistry and formal lab report skills.

**COURSE OF STUDY: 2017-2018**

### **GRADE SIX Introduction to Earth Science (Full Year 7/10)**

The foundation of scientific skills begins in the sixth grade with emphasis on the Scientific Method as well as the Engineering Design Process. The boys identify the parts of the each method and apply them in laboratory activities. Using the metric system we explore the concepts of mass, volume, and density while practicing the techniques necessary to correctly use a triple beam balance, a metric ruler and a graduated cylinder. These lab activities allow students to learn proper usage of the lab equipment.

During all of the units in sixth grade science there is an emphasis on using proper techniques for note taking and bibliography writing when compiling research on specific topics that directly relate to our classroom work. There is concentration on the proper method of scientific reading and the use of scientific terminology. Lab activities and lab reporting reinforce the use of units of measurement, decimal place value and writing skills for lab conclusions.

This course focuses on applying lab skills with Earth Science concepts. Students will spend time integrating concepts they learn with genuine hands-on learning activities. We begin the year using proper lab techniques, and use those skills throughout the entire year, focusing on topics such as the Earth's surface, Weather and Climate, and Astronomy. We finish the year with a short study on Ecology. The boys learn about ecosystems on a global, national and local level and then apply their knowledge of a healthy ecosystem to examine the stream that runs through campus.

TEXT: (e-Book) Earth & Space: iScience. McGraw-Hill Publishing.

### **GRADE SEVEN Life Science (Full Year 8/10)**

The seventh grade Life Science course begins by defining what it means to be living and focuses on life at the cellular level. The students make their own slides of Elodea, an aquatic plant, for use in identification of organelles within the cell. This identification continues throughout the year when viewing slides of cells. The boys begin learning the proper technique involved in scientific sketching and labeling. Sketching is used throughout the year in all units of Life Science.

Each unit focuses on a combination of rigorous science content and thorough laboratory work. The boys begin to apply the concepts learned through their textbook and class discussions to the samples seen through the microscope. This application is seen in the completion of the conclusion questions on each lab report and on essay questions done for homework assignments.

After the midterm exam, we change our focus from life at the cellular level to human body organ systems. Students are able to understand how each system is controlled by individual cells, tissues and organs and how these complex systems are able to come together to form a fully functional organ system.

Students are introduced to dissection methods at the end of the course of study when they are guided through the dissection of a frog. The purpose of this dissection is to identify the systems found within the frog and compare them to human systems. This is a voluntary activity where boys may participate or complete an alternative activity.

TEXT: (iBook) Biology. Miller and Levine. Pearson Publishing.

### **GRADE EIGHT Introductory Physical Science (Full Year 8/10)**

The eighth grade course is a laboratory-based class that investigates the development of the atomic theory of matter throughout the year's work. The boys work in partnership with another student to prepare, carry out and analyze the results of each lab activity. We begin the year with an introductory lab that focuses on heating baking soda in order to separate it into the three states of matter. This leads us to a discussion of solids, liquids and gasses and how to measure the amount of each. We continue throughout the year taking substances apart using many methods such as: heat, solubility, boiling point, freezing and melting point, fractional distillation and fractional crystallization.

Through this lab work we gain knowledge of the characteristic properties of matter used to identify and tell materials apart. The students apply newly learned concepts in their lab report writing, class discussions and problem solving. Note taking skills are reinforced during the post lab discussions as a source of material for review and study for evaluations.

TEXT: (iBook) Introductory Physical Science. 9th Edition. Science Curriculum, Inc.

## **Social Studies**

The learning process of the social studies student begins with a study of world geography in the sixth grade. This is followed by a study of certain U.S. historical figures in their historical context in seventh grade. The students Middle School course of study concludes with an examination of the ancient Greek and Roman civilizations in eighth grade. Throughout the program there is an emphasis on improving the following skills: reading, writing (from single sentence answers to multi-paragraph essays and projects), note-taking and organization, analysis, using and creating maps, research, artistic expression, public speaking, and teamwork. Along with these skills, students master a large body of information that makes them more informed citizens and prepares them for future study in the humanities.

### **COURSE OF STUDY: 2017-2018**

### **GRADE SIX Geography (Full Year 7/10)**

Our sixth grade geography students explore the world using a thematic approach focusing primarily on five themes of geography: place, location, regions, human-environment interaction, and movement. Students will learn where places are located, and why human and natural features occupy particular locations. Students will examine how geographic regions are formed and change over time. They will also work to gain an understanding of how humans relate to their environment and how the movement of people and ideas influence places around the globe. Geography gives students the opportunity to gain a more thorough understanding of our ever-changing world. The study of geography also includes the examination of the physical geography, landforms, climates and cultures of Asia, Europe, the Middle East and Africa.

An emphasis on skill development is established, especially with regard to reading, writing, research, organization, note-taking, and study skills. Geography students will learn to use a variety of maps and to interpret data and draw conclusions based on a variety of sources.

TEXTS: World Studies: Eastern Hemisphere. Pearson / Prentice Hall.  
The Nystrom Desk Atlas. Herff Jones Nystrom.

### **GRADE SEVEN United States History (Full Year 7/10)**

The seventh grade history course revolves around the central ideal upon which the United States was founded, "...that all men are created equal..." Those six words from the Declaration of Independence provide a theme and checkpoint for the students as they progress through different time periods in U.S. history. In addition, the course is designed so that events are studied largely in the context of the people who helped shape them.

Students begin the year reading about Thomas Jefferson, the author of the Declaration of Independence. While learning about Jefferson and his central role in the country's founding, students examine America's struggle to become an independent country and its efforts to establish a democratic government. Projects, research, and internet exploration highlights students' study of the Constitution, the War of 1812, and westward expansion. The first semester concludes with the study of slavery and its impact on the country, especially in light of the country's founding principles; students read primary source accounts of slaves' lives in To Be A Slave.

Abraham Lincoln, an admitted admirer and student of Jefferson and his words, is the topic of study in the third quarter. In conjunction, students study the Civil War in depth, including library research and field experience. The year closes with a study of Reconstruction, Jim Crow laws, and the Civil Rights movement of the 1950's and 1960's. The central figure studied is Martin Luther King, Jr. through a book of the same name. Once again, the students continue to examine the founding ideal of equality and the on-going struggle to make it a reality in America.

TEXTS: Thomas Jefferson: Architect of Freedom. Rita Thievon Mullin. Sterling Publishing.  
To Be a Slave. Julius Lester. Scholastic, Inc.

Lincoln, A Photobiography. Russell Freedman. Clarion Books  
Martin Luther King, Jr. Amy Pastan. DK Publishing

### **GRADE EIGHT Ancient History (Full Year 8/10)**

This course seeks to provoke each student's interest in the origins of western civilization, and explores the legacy of Greek and Roman civilizations for our own American experience. To facilitate the fulfillment of these goals, high priority is given to cooperative learning, the development of strong reading skills, productive note-taking and research skills, and the ability to write analytically and persuasively. Focus is also given to the development of a variety of studying and test taking techniques.

The Ancient History curriculum complements that of the Language Arts and Latin Departments to explore coordinated curriculum opportunities, which utilize students' varying interests and strengths. Examination of Greek and Roman culture, warfare, and government expose students to the themes and ideas representative of life in the ancient Mediterranean world, and connections are drawn between ancient democracies and the Republic of the United States.

TEXTS: The Greeks: An Illustrated History. Diane Harris Cline. National Geographic.  
These Were The Romans. G.I.F. Tingay and J. Badcock. Dufour Editions, Inc.  
Usborne Greeks. Susan Peach and Anne Millard. Scholastic, Inc.  
Usborne Romans. Anthony Marks and Graham Tingay. Scholastic, Inc.

## **Modern Foreign Language**

The Middle School Modern Language curriculum emphasizes competence in the four language skills - speaking, aural comprehension, reading, and writing - through a carefully sequenced three-year program. Cultural themes provide the content around which the four skills are developed. Conversation, grammar instruction, and vocabulary are structured around textbook readings, short stories, dialogues, videos, audio recordings, and popular songs. Movies, computer programs, and internet sites are also used in instruction. The students are exposed to various aspects of the target language civilization, including language in authentic context, familiar/formal address, geography, monumental cities, schools, family life, free-time activities, art, classical and popular music, and cuisine. These topics serve as a springboard for projects and writing assignments that range from paragraphs to full compositions and oral presentations. In addition, several cultural themes are explored with a goal of encouraging Gilman students to travel and to appreciate their role as world citizens.

Additionally, development of study skills is a significant aspect of the language program. Techniques in homework, organization, self-criticism, test preparation, and memorization of verb forms and vocabulary are emphasized.

Instruction, even at the introductory level, is in the target language. Throughout the program, students are actively engaged in producing and navigating in the language as they expand and enhance their communication skills.

### **GRADE SIX / SEVEN French A or Spanish A (Full Year 8/10)**

Beginning students in French and Spanish study elements of the language with a strong emphasis on basic oral and written sentence construction and aural and reading comprehension. Initially the program concentrates on the alphabet and phonics, subject pronouns, the present tense of regular and select irregular verbs, articles, classroom commands, the negative, and basic prepositions. Grammar is illustrated through simple vocabulary themes such as classroom objects, the calendar, weather and seasons, numbers, colors, time, and school subjects.

Throughout the remainder of the year, the daily life of a typical French/Spanish-speaking teenager provides the core of the cultural content of the course, with units on schools, leisure activities, and sports. In addition to these themes, geography, holidays, and famous persons are explored, as well as art, music, and cuisine. These themes are woven into the grammatical content of the course as the students begin to attack more complex concepts, including question formation, contractions, adjective agreement, the imperative and near-future tenses, use of the infinitive, and a wide variety of more specific topics. Both the grammatical and the cultural units provide the basis for projects, computer presentations, and writing assignments in which students are asked to describe their own daily activities or to compare them to those of a typical French or Spanish-speaking student. These projects provide a creative vehicle for using the vocabulary and structures reinforced daily through verb and vocabulary assignments, workbook exercises, and worksheets.

Classroom instruction is conducted in the target language. Teachers illustrate vocabulary through pantomime, play acting, gestures, props, transparencies, photos, and the use of smartboard technology. Additionally, sentence patterns are diagrammed visually while taking full advantage of the use of cognates to maintain the use of the target language in grammar explanations. These constructions build on one another and grow progressively more complex as the year unfolds. Success depends largely on actively including the student in the presentation of the lesson. Thus, physical involvement of the student - for example, coaching him to make exaggerated gestures when learning the pronouns - is a key element, especially initially. Further, in evaluating students' progress, teachers give significant weight not only to quizzes/tests and writing assignments, but also to the quality and frequency of student contributions to oral discussions through full-sentence responses, questions, or comments.

RESOURCES: Teacher generated Moodle pages  
French Dictionary Larousse (<http://www.larousse.com/en/dictionaries/french>)  
French Verb Conguaitor (<http://leconjugueur.lefigaro.fr/>)  
Duolingo (<https://www.duolingo.com/>)  
Quizlet ([quizlet.com](http://quizlet.com))  
jAvancemos! jAvancemos! Workbook. McDougal Littell.

### **GRADE SEVEN / EIGHT French B or Spanish B (Full Year 8/10)**

Intermediate language study continues to develop the four language skills while broadening the cultural themes introduced in Level A. After a thorough review of the previous year's grammar, students acquire mastery of new irregular verbs and stem-changing verbs. Possessive adjectives, the past tense, object pronouns, and an in depth look at articles form the core of the grammar curriculum. Likewise, students explore a wide variety of other concepts, expanding on phonics, the negative, adjective agreement, and question formation. Study skills continue to be emphasized, with increasing student independence as a goal.

As in French/Spanish A, culture acts as the vehicle for presenting grammar and vocabulary. The sixth-grade theme of teenage life is expanded to the entire family. Other topics include music, geography, meals, shops and neighborhoods. Practical situations, such as making buying groceries, ordering in a restaurant, and receiving guests, are also included. Again, these themes provide opportunities for projects, computer presentations, and writing assignments that supplement the daily practice.

In the classroom, teachers continue to present material entirely in the target language and encourage several full-sentence contributions from each student daily. The use of visual aids continues; however, whereas the visual mode is the fundamental characteristic of the Level A classroom, students are expected to become less dependent on visuals as their listening comprehension increases. Use of dialogue recordings, movies, television commercials, and popular songs as vehicles for listening comprehension becomes prominent, and students tackle more complex readings.

As in Level A, the on-going development of sound study skills, which a student can bring to all disciplines, remains a constant throughout the course.

RESOURCES: Teacher generated Moodle pages\_  
French Dictionary Larousse (<http://www.larousse.com/en/dictionaries/french>)  
French Verb Conguaitor (<http://leconjugueur.lefigaro.fr/>)  
Duolingo (<https://www.duolingo.com/>)  
Quizlet ([quizlet.com](http://quizlet.com))  
iAvancemos! iAvancemos! Workbook. McDougal Littell.  
Spanish Dictionary (<http://www.wordreference.com>)

### **GRADE EIGHT French C or Spanish C (Full Year 8/10)**

In Level C language students continue to expand and refine their proficiency in the four language skills. After a thorough review of Level B grammar, the past and imperfect tenses of both regular and irregular verbs are introduced, together with interrogative and demonstrative constructions. Previous concepts, such as the negative, adjective agreement, commands and question formation are further examined.

As in levels A and B, a variety of cultural themes are incorporated into the grammatical content of the course. Students explore monumental cities, modes of transportation and travel know-how. Complementing these themes, teachers may also design units of literature, history, art, music, science, or math. In using the target language to teach other disciplines, students employ French or Spanish in real circumstances, thereby promoting their language proficiency. The French C students explore the city of Paris, modes of transportation, the life of Charles de Gaulle, and a unit on the cinema. French C students may explore the music of La Marseillaise, a movie such as Au Revoir les Enfants, Impressionist art, the French monarchy, or gothic architecture. Similarly, Spanish C students may explore prehistoric cultures, a novel such as La Gran Aventura de Alejandro, which introduces key components of Spanish culture, current political systems in Latin America, and the encounter between Spain and the Americas.

These complementary themes often form the basis for more sophisticated writing tasks. Composition skills are taught and projects requiring critical thinking and creative expression are assigned.

Though incorporating appropriate visual aids as needed, instructors continue to move away from over-dependence on them, with an eye to promoting aural comprehension. In addition, as in previous levels, the quality and frequency of classroom participation become increasingly important in evaluating student progress.

RESOURCES: Discovering French, Nouveau! Bleu. McDougal Littell.  
Teacher generated Moodle pages\_  
French Dictionary Larousse (<http://www.larousse.com/en/dictionaries/french>)  
French Verb Conguaitor (<http://leconjugueur.lefigaro.fr/>)  
Duolingo (<https://www.duolingo.com/>)  
Quizlet ([quizlet.com](http://quizlet.com))  
¡Avancemos! ¡Avancemos! Workbook. McDougal Littell.  
Spanish Dictionary (<http://www.wordreference.com>)

## Latin

All eighth graders are required to take one year of Latin. Those who opt to continue with Latin in the Upper School will find this course a useful introduction to more advanced studies in the language. Those who choose to study a different language in the Upper School will nevertheless benefit from the rich content of vocabulary, cultural background, and language skills acquired during the course of the year.

### COURSE OF STUDY 2017-2018

#### **GRADE EIGHT Introductory Latin (Full Year 7/10)**

Eighth grade Latin is an introductory course that familiarizes students with the basic grammar, vocabulary, and translation skills of the Latin language. Students learn the principal

forms of verbs, nouns, and other parts of speech, and then put these forms into practice by translating from Latin into English. Over the course of the year, they will build up a vocabulary of more than 350 of the most frequently used Latin words. They will also become familiar with reading progressively longer passages adapted from Roman authors.

The scope of the Middle School Latin program, however, goes well beyond the language itself. The eighth grade curriculum is designed in such a way that Latin reinforces the material which students are learning in other subjects. Frequent activities on topics of Roman art and culture complement the timeline of Roman events which students examine in their Ancient History class. The memorization of Latin vocabulary strengthens the comprehension of English vocabulary from classical roots which is an integral part of Language Arts. The Language Arts reading list also introduces students to topics of classical mythology and literature; these topics are then expanded upon in Latin. As a tie-in with Art History, we often view slides of artwork, not only from Ancient Greece and Rome but also from later generations of artists, such as the Renaissance Masters, who were influenced by their Classical predecessors. Furthermore, the very skills which are acquired in Latin – grammar, vocabulary, sentence structure, and translation – are the same skills which must be applied to the study of Modern Languages. Finally, because it is the historical root of all the Romance Languages, Latin provides an invaluable basis for the study of French and Spanish.

The second semester of the Latin program includes three important highlights. First, in February, all students will take part in a Certamen modeled on the National Junior Classical League’s annual competition. This contest pits four groups of four students against each other answering questions about Latin grammar, vocabulary, derivatives, Roman history and culture, and Greek and Roman mythology. Secondly, all eighth graders will have the opportunity to participate in the National Latin Exam, a standardized test taken by more than 135,000 students in thirteen countries. Top scorers on this exam will earn gold and silver medals, and certificates of achievement. Finally, all students participate in an interdepartmental research project that combines material from Latin, Ancient History, and Language Arts. The project examines topics such as Roman architecture, gladiator games, or the ruins of Pompeii, and it culminates in a written report and some type of visual/oral presentation. This research project not only serves as a capstone for all that the students have learned about Roman culture during their eighth grade year, but also prepares them for the cross-disciplinary learning they will encounter in the Upper School.

TEXT: Cambridge Latin Course Units 1 and 2 (Stages 1-20)  
(Downloaded to iBooks through <https://itunes.apple.com/us/artist/university-cambridge-school/id514331274>)  
Romani Memento PDF Workbook  
Whitakers Words Online Latin Dictionary  
[www.Conjuguemos.com](http://www.Conjuguemos.com)

Talk

The intent of the Talk curriculum is to provide a structured program of human values education and a forum for discussion of issues related to positive human interaction and constructive community involvement. In all three grades, course objectives include: (a) linking the student, the school, and the family in ways that reinforce the importance of mutual respect, open communication, and adult-child understanding; (b) enhancing each student's self-concept and his understanding of how he can best relate to the world around him; (c) appreciating and affirming the uniqueness of each individual and the diversity of our community; (d) developing in each student ethical futures in his decision making.

### **COURSE OF STUDY 2017-2018**

#### **GRADE SIX Talk I (Full Year 3/10)**

Meeting three times a cycle, in groups of no more than ten students with a teacher-facilitator, this year-long course addresses the issues young adolescents are faced with in today's society and in the Gilman community. The principal issues and concepts addressed are: the Middle School Handbook; community service; global learning; honesty and honor; communication; the interaction of children and adults; individual and collective integrity and responsibility; family elder interview; human reproduction and development; peer relationships and pressures; jealousy and bullying; temptations, choices, decisions, and consequences; self-concept and self-discipline; and understanding world religions.

The actual text for the course is the student's own journal, which will include journal entries, homework assignments and feedback. At the end of the year, each student will take his Talk I Journal home. The text, World Religions, will be used to study the similarities and differences of the world's major religions.

TEXT: The Usborne Book of World Religions. Susan Meredith  
Wonder. Raquel J. Palacio (summer reading)

#### **GRADE SEVEN Talk II (Full Year 3/10)**

Talk II is a year-long course, meeting three times a cycle, for groups of approximately eight students with a teacher-facilitator. The curriculum's general objective is to encourage students to develop positive human values and to become constructive participants in their communities. Specifics include: group dynamics; self-concept development; parent-child interaction; relationships; discrimination and prejudice; the decision-making process; substance abuse prevention; human development; and school issues.

The student's Talk Journal, in which he writes regular entries during class and into which all his written homework assignments are inserted, becomes a do-it-yourself "text," covering all aspects of the course's work.

Project Alert, a nationally recognized program for drug education, forms the backbone of the substance abuse unit. Project Alert provides students with current scientific information on cigarettes, alcohol, marijuana and other psychoactive drugs and the effects of their

use/abuse. The program encourages students to make well-considered, positive choices in their lives. Both through an investigation of positive human values and through training in resistance skills, the program works to strengthen a student's ability to resist cultural forces that lure many to be involved in the use of these substances. The idea of a student helping a fellow student to deal with the challenges posed by tobacco, alcohol and other drugs is encouraged. Project Alert uses a variety of video material, handouts, visuals, and skits to help train students.

During the second semester, students will explore values and ethics as they relate to human development and sexuality. Love and Sex in Plain Language (Eric Johnson), will be one of the resources used. The text was chosen for this course primarily because Mr. Johnson, a veteran educator and dedicated member of the Society of Friends (Quakers), presents the facts of human sexual development “in a framework of values: caring, responsibility, self-control, the family, faithfulness, honesty, love, respect for self and others, and the goodness of life.” In addition, a variety of videos are used to present or reinforce the course’s concepts.

TEXT: Red Kayak. Priscilla Cummings. (summer reading)

### **GRADE EIGHT Talk III (Full Year 2/10)**

Meeting two times a cycle in groups of no more than ten students with a teacher-facilitator, this year-long course addresses some of the issues that adolescents face as they travel their final year in the middle school. While many of these issues such as values and decision-making, drug and alcohol awareness and relationships sound familiar, in Talk III these issues are focused to support 8<sup>th</sup> graders in their position as leaders of the middle school who are soon to transition into the upper school.

The course is designed to challenge 8<sup>th</sup> graders to assume their role as leaders and role models in the middle school with the attitudes they take, the decisions they make and the ways that they relate to peers, faculty, parents and younger students. The centerpiece of the course is a curriculum from The Institute for Global Ethics that provides students with models for making decisions based on a foundation of values. Students will learn to distinguish between a "right vs. wrong" decision and a "right vs. right" decision - i.e. a true ethical dilemma. Dilemma analysis and dilemma resolution are explored using real-life situations the boys are likely to encounter. Students will also revisit the Project Alert curriculum with “booster lessons” designed to build on the seventh grade Talk curriculum and their decision making skills related to drugs and alcohol. Issues of transition, both into their role as eighth graders as well as the challenges of transitioning into the high school will also be a significant part of the course.

TEXT: Handouts from Building Decisions Skills. The Institute for Global Ethics  
Booster Lessons 2 & 3 from Project Alert  
All American Boys. Jason Reynolds and Brendan Kiely. (summer reading)

## Visual Arts

The Middle School Art program encourages students to make connections through their life experiences and with various forms of visual imagery. The Visual Arts are an essential component to the formation of well-rounded, culturally literate adults who can approach challenges creatively, and consider the best options available. In an emerging visual-global culture, learning the language of Art provides opportunities of communication for people of diverse backgrounds.

During the Middle School years, it is crucial to continue the process of developing artistic skills and habits at a time when most children give up, resigning themselves to the idea that “I’m just not talented in Art,” or “I’m never going to use Art for anything practical.” Children at all levels of artistic skill are encouraged to think creatively and be more observant of the world around them. Students keep an organized sketchbook, which contains all homework, in-class drawings and notes. Students also participate in class critiques, learning from the successes of others and recognizing strengths in their own work. All of these elements foster the sense of community and cooperation, providing an environment where students can flourish, regardless of previous skill or training.

### **COURSE OF STUDY 2017-2018**

#### **GRADE SIX Art (One Quarter 10/10)**

Sixth Grade Art students will learn to visualize and express their ideas through a variety of mediums including watercolor, oil pastel, acrylic paints, and clay. Emphasis is placed on observation, creative ideas, abstraction, color theory and proper techniques when working with art tools. Students are encouraged to explore their drawing, writing, and creative developments through a sketchbook that will be used in the classroom and for various problem-solving homework assignments. Interested and motivated students can explore art further through the participation of sixth grade Art Club, which meets two times in the 10-day cycle, throughout the year during Study Hall.

#### **GRADE SEVEN Art (One Quarter 10/10)**

Seventh Grade Art students will increase and enhance their critical thinking skills through closer observations of the visual world in which they live. Students are encouraged to document their observations with the use of a camera from personal device of choice and utilize those images as a reference for their artwork. We will continue to build skills in articulation by expressing ideas and perspectives verbally, in written form, and through the interpretation and creation of art. Seventh grade students are also encouraged to explore their drawing, writing, and creative developments through a sketchbook. Motivated and interested students are encouraged to participate in seventh grade Art Club.

### **GRADE EIGHT Art (One Semester Elective 4/10)**

Students enrolled in the Eighth Grade Art elective begin to create art that is the result of careful observations within their visual culture. This includes investigations of the human face and figure, landscapes, everyday objects, and color. Some of these projects are thematic-based and revolve around identity and social issues. Students will also explore the power of words within art, as well as, images associated with popular culture. Eighth graders work in a variety of media, and are required to keep a sketchbook for ideas, class notes, and homework assignments.

### **Design & Woodworking**

The Middle School Design & Woodworking program is a 3-year continuum of lessons and activities designed to stimulate a coordinated effort of the mind and hand to solve concrete problems through a combination of creative artistry and practical considerations.

The physically active, hands-on approach of the work provides a much-needed change of pace in the students' lives. But of equal importance is the way in which this field of work is inherently interdisciplinary. It naturally integrates information and skills the students are learning elsewhere in their schooling. For instance, from the field of fine arts, students draw from the basic elements of design: line, shape, form, color, texture and value, and the principles of design: unity, balance, rhythm, and focal point. Issues of form versus function are also frequently discussed in the design projects. Mathematics and geometry are used extensively in woodworking, such as addition of mixed fractions, algebraic concepts, and Pythagorean theorem. From science, the students draw from classic Newtonian physics, the laws of thermodynamics, friction, mass and density, levers, rotational forces, and the physical properties of materials. Students study the cellular structure of wood in order to understand how that dictates the way wood behaves when they work with it. And chemistry is used when the class discusses glues, stains, finishes and solvents. And finally social studies enter in when we discuss the industrial revolution and the impact of technology on the culture and on the craft, or when they build something in an earlier cultural style, such as a Shaker stool.

### **COURSE OF STUDY 2017-2018**

### **GRADE SIX Design & Woodworking (One Quarter 10/10)**

The sixth grade course is designed to accommodate the variety of backgrounds from which the students come. Those coming from the Lower School begin to function on a more independent level than in previous years. At the same time, for new-to-Gilman students who

may not have had exposure to this discipline, the program is an excellent introduction to both wood- and metalworking and to the extensive shop facility.

The quarter begins with a project of designing with a partner a landing pod that would allow a raw egg to survive a drop from a second story landing in the Upper School. The challenge for each team is to construct the pod using only notebook paper, construction paper, masking tape, and a paper clip. The project is a fun introduction to the process of design as creative problem-solving.

While making a handmade wooden spindle top as their second project, six graders learn about the nature of wood, the safe and proper use of hand tools, and the use of the drill press. The project requires them to create a two-view technical drawing. "Form vs. function" of the top's design is explored, as the physics of the mass and diameter of the flywheel. The project concludes with a top-spinning contest. This first project introduces the problem solving process to the students and the extensive planning required to design and construct a project. Although the spinning top is largely pre-designed, there is room for individuality. The project reflects directly the student's efforts and decisions.

### **GRADE SEVEN Design & Woodworking (One Quarter 10/10)**

The seventh graders function in small design teams to develop a wooden, rubber band-powered car. Each team must first cooperate to develop a unique solution to the design problem and then execute a two-view technical drawing of their design. Next, members of each team make an oral and visual presentation of the choices made in the design decisions. The various designs are compared and formally critiqued. Each student then builds a copy of his team's design and a race is run to compare the relative merits of the different designs.

In addition to learning how to develop a scaled drawing, the seventh graders learn many practical applications of math, physical science, and design in the car project. In exploring the function of the design, student make calculations and decisions about the shape, mass and area of the car body, the thickness, mass, and diameter of the wheels, the aerodynamics of the design, and the potential energy released to kinetic energy in the rubber band.

Emphasis in this course is on the creative and problem-solving aspects of the design process, and on cooperation and teamwork. Review and refinement of work with hand tools is covered, as well as an introduction to the safe and proper use of the bandsaw, table saw, radial arm saw, jointer, thickness planer, scroll saw, and drill press.

### **GRADE EIGHT Design & Woodworking (One Semester Elective 4/10)**

In this course the eighth graders will be constructing a Shaker style hallway table. Students will discover Shaker culture, history and important aspects of their design style. Emphasis is placed on group work and fine tool use. Students will learn how to develop a scale drawing that they will use to build their tables. They will also learn the classic mortise and tennon technique to join wood without using nails or screws. Each student will learn how to operate a wide variety of tools like the table saw, power miter saw, router, hand saw, planer, mortise press and palm sander. Finally the boys will complete their tables by sanding and applying a fine oil finish.

## General Music

The Gilman Middle School General Music program is designed to engage students in music appreciation, literacy, composition, and music-making. Specific musical concepts (dynamics, tempo, timbre, rhythm, meter, melody, harmony, compositional form, texture, and genre) are taught through classroom and computer instruction, playing, listening, reading, and participating in individual and group projects.

Sixth and seventh grade general music students receive classroom instruction three periods in a ten-day academic cycle throughout the year. Eighth grade general music students attend class four periods in a ten day cycle for one semester. Each student brings to Gilman a different level of proficiency and exposure to music. The General Music program seeks to build upon these prior experiences and to teach students to identify and analyze the various building blocks of music in order to hone their ability to express themselves individually in a musical context.

Those with a special interest in singing have the opportunity to participate in one of our Middle School choral groups. The Middlemen (grades 6-8) is a large chorus whose primary goal is to sing in a blended voice choral setting, to build confidence and camaraderie and to sing at school functions throughout the year. The group meets four times in a ten-day cycle during the afternoon study hall. The Middle T's is a smaller, select group of singers and is open to interested Middlemen members by audition. This group practices on select club lunch days.

### COURSE OF STUDY 2017-2018

#### **GRADE SIX General Music (Full Year 3/10)**

We will work together this year to build a stronger understanding of the elements of music. We will learn how to analyze rudimentary song forms. We will grow in our appreciation of musical compositions through analysis and study. Sixth grade students will explore music making as a class through the study of drumming and keyboard. In addition, we will apply software programs such as Finale Notepad and Mixcraft to hone our composition skills.

TEXT: Fun Music Company Music Theory and iPad Composition Resources (Janice Tuck)  
Music Alive Monthly Magazine. Cherry Lane

#### **GRADE SEVEN General Music (Full Year 3/10)**

We will work together this year to build a stronger understanding of the elements of music. Students will be exposed to a variety of music styles, including jazz, classical, and non-western music. We will learn how to analyze rudimentary song forms and will work with software programs such as Finale Notepad to create individual compositions. Seventh grade

students will enrich their understanding of In addition, students will work as a team to develop performance skills through the study of keyboard and drum circles.

TEXT: Jazz for Young People Curriculum Produced by Jazz at Lincoln Center (Wynton Marsalis)  
Fun Music Company Music History Resources (Janice Tuck)  
Music Alive Monthly Magazine. Cherry Lane

### **GRADE EIGHT Masterwork analysis/Composition (One Semester Elective 4/10)**

We will work together this year to build a stronger understanding of the elements of music. Eighth grade students will explore concepts such as dynamics, timbre, texture, and style through classroom instruction, singing, playing, listening, as well as group work. Students will study several masterworks and will attend a BSO symphony concert featuring those works. Students will also prepare a project relating to the composer, composition, or instruments used in the concert. There will be more information given regarding the specifics of the concert in the near future.

TEXT: Fun Music Company IPad Composition Resources (Janice Tuck)  
Music Alive Monthly Magazine. Cherry Lane

## **Instrumental Music**

The instrumental music program is designed to involve students in performance-based band music. Groups meet during the school day in class-size groups to develop their fingering, breathing, and reading skills with a particular band instrument through practice of scales, technical exercises, and band music. Students learn to perform as a member of a disciplined unit conscious of rhythm, melody, form, tempo, dynamics, tone quality, intonation, and style.

The small groups then work in conjunction to prepare specific musical selections for performance. Sixth graders are in one group; seventh and eighth graders perform in a second band. Performances take place during the Winter Concert, Spring Instrumental Concert, Closing Exercises, and festival performances at the state level. The opportunity exists for selected instrumental musicians to participate in the Jazz Ensemble.

### **COURSE OF STUDY 2017-2018**

#### **GRADE SIX/SEVEN Band (Full Year 3/10)**

The emphasis of the sixth and seventh grade programs is to build a strong base of music reading and appreciation through instrumental study. Students are expected to perform notation as a result of individual and group practice. The students are provided opportunities to perform styles of music from various time periods and cultures.

#### **GRADE EIGHT Band (Full year 3/10)**

Eighth graders participate in the instrumental program during the academic day. All eighth graders have had previous experience with their instrument. The goal is to raise their level reading and technical proficiency through individual and group practice. Students are expected to perform more difficult music and to take on leadership roles within the seventh and eighth grade band.

## Drama

### **GRADE SIX Drama (One Quarter 10/10)**

Drama is a course in the fundamentals of the theater arts. During the program, students are introduced to, study, practice, and engage in many facets of dramatics. Each is given the opportunity to experience this unique art form and to learn the basic terms and techniques involved in theater, all while broadening his general experience with public speaking, physical performance, and group cooperative skills.

During the eight-week course, students study pantomime, improvisation, characterization, voice, tragedy, and stage blocking while participating in a variety of "performing" activities, ranging from one-person scenes to group skits. Within class-period rehearsals, students develop most of the material presented. The course culminates with a limited production of a professionally- or student-written script. Parents are often invited in to see this final project.

Students who have a special interest in the theater arts have the opportunity to participate in either (or both) of two full-scale dramatic productions during each school year: a play produced on Gilman's campus and a musical produced at Roland Park Country School. The Grade Seven Drama course is not prerequisite to a student's involvement in either show.

## Journalism

### **GRADE EIGHT Journalism (One Semester Elective 4/10)**

The eighth grade Journalism course is a semester-long practicum in which students will be introduced to the styles of journalistic writing (news, feature, op-ed) and publishing design; in addition, the class will work together to write, edit, and publish the Gilman Middle School newspaper, *The Blue and the Gray*. Students will write articles of many modes – including a unit in sports writing – and gain a working knowledge of print journalism through experience and analysis of actual newspapers and news writers. In addition, students will become proficient at Adobe's InDesign and Photoshop Elements. Central requirements of the course are the daily reading of *The Baltimore Sun* (or other newspaper) and the fact gathering, writing, editing, and designing of articles between class meetings.

## Library

The Walter Lord Library strives to support and enrich the curriculum of the Middle School through its services, while satisfying the needs and interests of its students and faculty. In order to accommodate the student body's diverse background, ability, and maturity, the print and non-print collections contain materials varying in degrees of difficulty and sophistication.

Since 1994 there has been a school wide library network with a union catalog of the three libraries available. The Gilman Library Web Page is accessed through this network and presents a collection of electronic reference and periodical databases as well as a guide to web sites and selected search engines. The Gilman Library Web Page is available to use off campus at <http://library.gilman.edu/>.

The library staff is committed to teaching the skills necessary to encourage life-long learning. The curriculum is student oriented, comprehensive, sequential and, most importantly, integrated with subject needs. The ultimate goal of the library program is to develop discriminating readers, who are independent users of a variety of resources, so that they can function effectively as individuals and become successfully involved in society.

The library skills program is divided into four general areas:

1. *Orientation and Organization* - skills that enable students to use the library and its print and non-print collections.
2. *Selection* - skills which students need to select appropriate resources for personal needs and classroom assignments.
3. *Utilization and Application* - skills that enable students to use and apply media concepts, organize and interpret information, and to draw conclusions about materials.
4. *Appreciation* - skills that permit students to enjoy, value and utilize all types of media for individual growth, vocational endeavors and leisure.

The library curriculum is not taught in isolation, but is closely integrated into the various subject areas. A number of research skills interface with learning outcomes in the areas of Language Arts, Social Studies, Science, Fine Arts, Computer and Communication Skills. Selection and appreciation of literature are the focus of homeroom literary lunches hosted by the librarian and the supplemental reading program.

Sixth graders have the opportunity to do research in the library under the guidance of the librarian and the Communications Skills teacher. In the Science program students participate in several small research projects culminating in the annual Science Fair which requires extensive formal library research.

The seventh grade has been the traditional area for heavy reinforcement of research skills. Projects occur in the Social Studies and Science curriculums. Bibliographic formats for print and non-print resources and note taking principles are focal points of instruction by both

the librarian and the classroom teacher. Selecting research material suited to the project and gleaned targeted information are skills developed during this year.

In the eighth grade, students engage in an extensive integrated research project involving Latin and Ancient History. Here again, students receive instruction from the librarian and classroom teacher in preparing bibliographies and note taking. The students receive more freedom to discern appropriate resources and evaluate research material.

During the school year, there may be any number of occasions when students use the library for reports and special projects. However, the ones described above are the basis of the library curriculum and, with some variation, occur annually.

## Athletics

The School, through its strong commitment to athletic participation for all students, seeks to promote physical fitness and a spirit of healthy competition and sportsmanship. The School strives to implement this through the development of physical fitness and athletic skills in physical education classes, intramural participation, and interscholastic team involvement; the nurturing of a healthy sense of teamwork and good sportsmanship; and the continued reinforcement of self-discipline, sustained effort, and responsibility.

Each student participates in athletics every school day during the afternoon period. The students are exposed to a wide variety of sports, exercises, and activities. The School embraces the concept of teacher-coach, so the students are supervised and instructed by Middle School classroom teachers in athletics as well.

Each new to Gilman student is tested to insure swimming proficiency.

### COURSE OF STUDY 2017-2018

#### **GRADE SIX Physical Education (Full Year 10/10)**

Sixth grade students participate in a physical education program. While placing an emphasis on fitness development, the program also stresses skills acquisition in individual and team sports, leadership development, and in intramural sport competition. The program is unit-based, with boys rotating in their squads through each activity.

FALL UNITS: Wrestling, Flag Football, Tennis, Soccer, Volleyball, pre-test for physical fitness.

WINTER UNITS: Basketball, Fitness and Aerobics, Street Hockey, All-American Ball, Yoga.

SPRING UNITS: Softball, Track and Field, STX-Ball, Alpine Tower, Swimming/Water Polo, post-testing for physical fitness.

#### **GRADE SEVEN Athletics (Three trimesters 10/10)**

Seventh graders participate in three trimester-length sports programs. The students elect one of the sports alternatives each trimester. They receive daily instruction and game

competition as a member of an intramural or interscholastic team.

Currently, the interscholastic teams for cross country, swimming, track and wrestling are open to both seventh and eighth grade students, as there is no tryout process. Interscholastic water polo, as a result of increased popularity, requires a tryout process, but it is still available to both seventh and eighth grade athletes.

Because of a developing need to provide seventh grade athletes with high levels of athletic ability regular competition at the interscholastic level in all sports, *starting in the spring of 2017 and continuing in the following fall and winter seasons there is now a process in place to allow seventh grade students with high levels of ability to participate in interscholastic play in **all sports**.*

The policy for team selection, deciding which athletes are on an interscholastic team, is based upon balancing the number of players trying out, the skill level of those players, and the number of spots available for each team (Space and playing time limit numbers in most sports but specifically basketball, squash, and tennis). In addition, giving eighth grade athletes the opportunity to play on an interscholastic team will continue to be a goal of the athletic program.

The following interscholastic/intramural athletic choices are available for seventh graders during the three seasons:

FALL SEASON:	Tackle Football*, Flag Football <sup>+</sup> , Soccer <sup>**</sup> , Tennis <sup>+</sup> , Cross Country*, Water Polo*, Pre-test for physical fitness.
WINTER SEASON:	Basketball <sup>**</sup> , Wrestling*, Swimming*, Polar Bears <sup>+</sup> , Squash*(off campus, fee involved)
SPRING SEASON:	Lacrosse*, Baseball <sup>**</sup> , Track and Field*, Tennis*, Volleyball <sup>+</sup> , Post-testing for physical fitness.

+ Intramural option(Polar Bears play outside winter games)

\* Interscholastic option

### **GRADE EIGHT Athletics (Three trimesters 10/10)**

Eighth graders participate in three trimester-length sports programs. The students elect one of the sport alternatives each trimester. They receive daily instruction and regular game competition whether on an interscholastic or intramural team. Gilman is a member of the Middle School league of the Maryland Interscholastic Athletic Association (M.I.A.A.). We offer the opportunity for any eighth grader to experience regular interscholastic contests with our league competitors and occasionally against competitors outside of the league.

For eighth graders who choose not to participate with interscholastic teams, they may elect to join sports in the intramural program.

The following interscholastic/intramural athletic choices are available for eighth graders during the three seasons:

FALL SEASON: Tackle Football\*, Flag Football+, Soccer\*+, Cross Country\*, Water Polo\*, Pre-test for physical fitness.

WINTER SEASON: Basketball\*+, Wrestling\*, Swimming\*, Polar Bears+, Squash\* (off campus, fee involved)

SPRING SEASON: Lacrosse\*, Baseball\*+, Track and Field\*, Tennis\*+, Volleyball+, Post-testing for physical fitness.

+ Intramural option(Polar Bears play outside winter games)

\* Interscholastic option