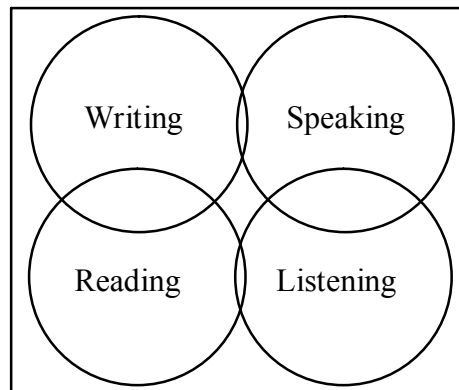


**Seabury Middle School**  
**Curriculum Scope and Sequence**  
**An initial document**

At Seabury, we have a tradition of meeting individual needs. We recognize that students arrive with a variety of academic talents and abilities, ones that might far exceed the expectation set forth in these grade level guidelines. As in the Lower School, faculty will create opportunities for students to demonstrate their competency of knowledge or skills and to then provide curriculum that matches where the students is in their continuum. Some of the tools that we incorporate are acceleration, increasing depth and breadth, and curriculum compacting. Grade level distinctions described in this guide are broad understandings and that individual placement may be different.

**English**

The discipline of English can be divided into four primary areas:



Two of these areas, Writing and Speaking, are active skills, requiring an improvement in compositional ability for better performance. The second two, Reading and Listening, are more passive, though they require active practice to achieve mastery.

## 6<sup>th</sup> Grade English

Throughout the year, this class will strive to broaden each student’s understanding of the many purposes of the English language. The most intent focus will be on preparing the students for more advanced writing by mastering the writing process, by expanding compositional skills in technique and vocabulary, and by examining the work of master writers. In this quest, we will touch each aspect of the study of English, striving to inculcate enjoyment, knowledge, and a full understanding of the language.

The primary goals for this class are to achieve:

### Writing

Understanding of the Writing Process

Sound Grammatical Base

Finding One’s “Voice”

Expansion of Vocabulary

Peer editing

### Reading

Independent Comprehension

Recognition/Judgment of “Worth”

Familiarity with Narrative Structure

Broadening of Genres

Analyzing beyond Summary

### Speaking

Comfortable Poise

Understanding and Use of Tone

Comfort with Scripted and Impromptu Speech

### Listening

Proper Audience Behavior

Note-taking Skills

Interviewing Skills

As it is with any skill, writing requires daily practice to see notable improvement. Students will be putting pen to paper every day, be that in the form of journals, essays, reflections, interpretations, letters, vocabulary exercises, grammatical drills, poems, narratives, or more formal academic papers. The class will also seek to improve the level of reading for each student by exploring a sampling of classic and contemporary works from many genres, both in and out of class time. A considerable amount of class time will be given to allowing students to present their work to the class, school, and community, allowing each student to hear his or her “voice” as a presenter. This will also, of course, allow the rest of the students to work on their skills as listeners. All of this work will require an introduction to academic research, which will be covered both in passing and in particular.

Regular academic tasks:

Vocabulary	Grammar	Journals
Unit Tests	Speeches	

## 7<sup>th</sup> Grade English

Throughout the year, this class will strive to enrich students' understanding of the study of the English Language as an academic discipline, in preparation for the rigors of future high school courses. In this quest, students will touch each aspect of the study of English, striving to inculcate enjoyment, knowledge, and a full understanding of the language. Whereas the sixth grade course sought to teach certain skills with the writing process, this course seeks to apply those skills to the discussion and interpretation of literature.

The primary goals for this class are to achieve:

### Writing

Knowledge of Compositional Structures

Sound Grammatical Base

Expansion of Vocabulary

Peer editing

### Reading

Independent Interpretation

Internalization of Themes

Understanding of Narrative Components

Overview of Literary Periods

### Speaking

Comfortable Poise

Understanding and Use of Tone

Comfort with Scripted and Impromptu Speech

### Listening

Proper Audience Behavior

Note-taking Skills

Interviewing Skills

As it is with any skill, writing requires daily practice to see notable improvement. Successful members of this class will have strong writing knowledge of literary analysis, reader response, and creative extrapolation. Students will be putting pen to paper every day, be that in the form of journals, essays, reflections, vocabulary exercises, interpretations, grammatical drills, poems, narratives, or more formal academic papers. The class will also seek to improve the level of reading for each student by exploring a sampling of classic and contemporary works from many

genres, both in and out of class time. A considerable amount of class time will be given to allowing students to present their work to the class, school, and community, allowing each student to hear his or her “voice” as a presenter. This will also, of course, allow the rest of the students to work on their skills as listeners. All of this work will require a further understanding of academic research, which will be covered both in passing and in particular.

Regular academic tasks:

Vocabulary	Grammar	Journals
Unit Tests	Reading Logs	Speech

## 8<sup>th</sup> Grade English

This course seeks to hone and polish the skills that students will exercise in high school courses. This course offers a broad wealth of works upon which to practice those skills. In the course of the year, this class will examine great novels, poems, and short stories from the earliest to the most current. Readings will be accomplished both in and out of class. A central and overriding goal of this course is to produce independent students—both in their thinking and in their execution.

The primary skills for this course echo and build upon those from the 6<sup>th</sup> and 7<sup>th</sup> grades. In writing, students will be asked to master summation, analysis, commentary, and reflection while still working to expand their knowledge of grammar and vocabulary. Research skills will flow from the integrated curriculum theme and teach students varied methods of locating information and documenting it correctly, in addition to taking effective notes in lecture. Thirdly, reading skills must continue to be strengthened through copious fiction reading as well as in non-fictional research reading such as essays, articles, and memoirs that will tie into the integrated curriculum themes.

### Writing

Knowledge of Compositional Structures

Sound Grammatical Base

Expansion of Vocabulary

Peer editing

### Reading

Independent Interpretation

Internalization of Themes

Understanding of Narrative Components

Overview of Literary Periods

## Speaking

Comfortable Poise

Understanding and Use of Tone

Comfort with Scripted and Impromptu Speech

## Listening

Proper Audience Behavior

Note-taking Skills

Interviewing Skills

Much of this course will require independent work from students, be it individually or as part of a team. A part of the teacher's role will be to lecture the introductions to units and provide direction for the subsequent discussions and writing. Presentation of those hypotheses and interpretations will include presentations to the class, symposiums, debates, papers, and one major research report. Testing in the form of quizzes and examinations will take a larger role in this course, in preparation for high school coursework.

As the senior students at the Seabury School, the standards for this course are quite high. Individual efforts must be a student's Personal Best, so steady and consistent engagement is required. Of course, these expectations will be matched by appropriate support from the teacher.

Regular academic tasks:

Vocabulary

Grammar

Journals

Unit Tests

Reading Logs

Speeches

## **Mathematics**

During the middle school years, students solidify conceptions about themselves as learners of mathematics. They arrive at conclusions about their competence in mathematics, their attitudes, their interest, and their motivation. These conceptions will influence how they approach the study of mathematics in later years, which in turn will affect their later career and personal opportunities.

The overarching goals for the middle school mathematics curriculum are:

- Develop competencies in mathematical thinking and logic
- Develop fluency in mathematical calculations
- Achieve working knowledge for problem solving in Geometry and Algebra and beyond as needed
- Develop skill in communicating mathematical thinking, both verbal and written

Students will have the opportunity to demonstrate competency and to then move on through the curriculum. Teachers will employ curriculum compaction techniques along with asking students to complete activities that offer deeper understandings and applications of concepts.

The skills outlined below represent a general outline and adjustments will be made for individual students.

**6<sup>th</sup> Grade Math** Content will be divided into the following units:

- Parts of a whole (decimals, fractions, and percents)
- Statistics
- Integers
- Equations and Functions
- Proportional reasoning
- Geometry
- Measurement
- Patterns, relationships and algebraic thinking

**7<sup>th</sup> grade Math**

- Exploring integers
- Equations and inequalities
- Rational numbers
- Functions and graphing
- Ratio, Proportion, Percent
- Geometry
- Statistics

**8<sup>th</sup> grade Math**

- Expressions, equations and functions
- Exploring rational numbers, expressions and equations
- Solving and analyzing linear and nonlinear functions
- Using proportional reasoning
- Exploring polynomials
- Graphing: relations, functions
- Exploring quadratic and exponential functions
- Statistics, data analysis and probability
- Geometry and special reasoning

Throughout the year, mathematics instruction will also include:

- The use of mental math techniques vs. a written approach
- Problem solving strategies
- Expression evaluation and presentation
- Effective use of mathematical language, both verbal and written

For most students, this course of study will take them through Algebra 1 or Geometry. Students may then take honors level Geometry or Algebra II upon entering high school. Students that require additional accommodations, an individualized program will be available.

The National Council of Teachers of Mathematics (NCTM) has created standards for math instruction from kindergarten through high school. These standards guide Seabury's math curriculum. Additional resources will be used to augment the math curriculum. These include NCTM monthly calendar of problems and other materials, EUMY (Enrichment Units for the Middle School Years), and teacher generated materials.

## **Social Studies**

Topics in Social Studies (and Science) will form the integrated curriculum themes. Such themes will stem from examining the community in which the school resides – the greater Tacoma community and the Pacific Northwest. Taking on this approach to the curriculum is often referred to as “Place-Based Education” – promoting learning that is rooted in what is local; the unique history, environment, culture, economy, literature, and art of a particular place.

Students will learn about the past and present from a variety of perspectives: civics, anthropology, economics, geography, history, political science, psychology, and sociology. Students will be required to connect the knowledge they gain from all of the disciplines of social studies. The student will demonstrate an understanding of historical and current events using chronological and spatial thinking and develop historical interpretations and frame questions by collecting and evaluating primary and secondary sources. Current events are used to help the student relate the past to the present, recognize patterns, and hypothesize about the future. This learning leads to a better understanding of the similarities and differences among the diverse cultural, ethnic, religious, and racial groups in the greater Tacoma community and extending to the larger world.

A major emphasis of the social studies curriculum will be devoted to conducting research, expository writing, and presentation of findings.

- Selection of appropriate resources
- Use of primary sources and local experts whenever possible
- Analytic reading skills
- Note-taking
- Organizing information (note cards, outlines)
- Research writing
- Source citation
- Organization of long-term projects
- Presentation of research and public speaking

## **Science**

Topics in Science (and Social Studies) will form the integrated curriculum themes. Such themes will stem from examining the community in which the school resides – the greater Tacoma community. Taking on this approach to the curriculum is often referred to as “Place-Based Education” – promoting learning that is rooted in what is local; the environment, geology, volcanoes, the water, carbon, nitrogen, & phosphorus cycles, pollution, human use of resources, as well as global warming and the impact on carbon dioxide on Puget Sound and the oceans. All major areas of science will be represented: Physical, Life, and Earth.

Lab work and activities at all grade levels will parallel readings, class discussions, and activities. Besides the concepts specific to each individual lab activity, learning to make quantitative examinations directly from nature and the use of a wide range of tools is always an important goal. The sixth grade year will focus on gaining the quantitative skills needed to examine, measure, and explore the world around them. They will learn to measure time, distance, volume, mass, and temperature accurately using a variety of low and high technology tools. Seventh and eighth grade students will continue to collect a wide range of data and will begin to explore the numerical data they collect more fully as they use their math skills to analyze the accuracy and precision of their work.

## **Art/Performing Arts**

Arts education benefits both student and society. Involving the "whole child" in the arts nurtures the development of intuition, sensitivity, reasoning, imagination, and dexterity. Arts education helps students perceive and think in new ways, opening their minds and supporting the development of a global citizen. The arts also nurture a love of learning, responsibility, persistence, and positive risk-taking.

The Arts curriculum will tap into the wealth of artistic talent that lies in the greater Tacoma community. Projects will be interwoven with the curriculum integration themes. The goals, content, instruction, expectations and evaluation methods are tailored to meet the needs and starting point of each individual child and increase in sophistication and complexity each year.

## **Life Skills**

“Life skills” is a skills-based class about health and social issues for youth. Through an interactive and experiential process, students will have the opportunity to acquire knowledge and develop attitudes and skills which foster healthy behavior. Young adolescents are regularly faced with challenges and ethical dilemmas that affect their health and well-being. Skills practiced throughout this course empower students to not only make good decisions that contribute to their personal well-being, but it will empower them to act on behalf of others (their family/peers, their community, their nation, or the global community.) Content areas include: personal identity; influences on behavior; violence and peace; stress and depression; substance abuse; nutrition and exercise; sexuality; HIV/AIDS; community health; and advocacy. The skills emphasized throughout the course are: communication; negotiation and refusal; conflict resolution; empathy; advocacy; problem solving; critical thinking; self reflection; and stress management. The goal is to help students think critically about the world around them; reflect on their own actions and intentions; and ultimately act in ways that contribute to health, happiness and well-being for themselves and their community. The content and extent to which each topic is taken up will differ with each grade level.

### Unit One: “Your Mind”

- Character development
- Communication skills
- Happiness
- Fears
- Pressures
- Stress
- Emotions
- Beliefs

### Unit Two: “Your Body”

- Body image
- Gender identity
- Adolescent development (puberty)
- Sexual health
- Choices, decisions, negotiating
- Rights and respect

### Unit Three “Your World”

- Media literacy and the internet
- Consumption and consumerism
- Alcohol, tobacco, drug awareness
- Non-violence
- Tolerance
- Fairness

### Unit Four “Your Voice”

- Self confidence
- Living by your values
- Personal mission statement
- Standing up for something

## **Service Learning**

The purpose of the Service Learning program is to develop and enhance compassion, courage, responsibility, and leadership in our students through experiential learning. The program enables students to recognize needs in the community, address those needs, reflect on their experience and celebrate their achievements. This is accomplished by planning projects that directly relate to the integrated curricular themes. The interweaving of service with the curriculum strengthens the philosophy that service is a part of daily life and that it should not be compartmentalized.

## **Physical Education**

Given the physical development of the young adolescent, it is imperative that students are physically fit and have ample opportunities to exercise their bodies. The positive impact on academic performance is not to be underestimated! Seabury will be forming partnerships with a variety of organizations that will provide a variety of physical activities; YMCA, Edgeworks (indoor rock climbing), the Tacoma Cycle Club, a Yoga studio, and others. PE will be scheduled at least three times a week, depending on where the school is located.

The student will participate in a variety of cooperative games and sports. The student will perform a variety of skills necessary to engage in individual, dual, small, and large teams. Students will engage in physical activities that provide for challenge, problem-solving, decision-making, appropriate risk-taking, sportsmanship, and collaborative behaviors.

## **Technology**

We have a strong desire that the middle school program be a technology rich environment. Seabury middle school is considering the implementation of a lap top program. Discussions are underway to assess the feasibility of this program.

The vision for the laptop program is included here: At Seabury, the laptop will be considered a learning tool that adds to the overall experience of the students in a variety of settings and content areas. Laptops will be used in all classes for gathering, analyzing, manipulating, and communicating ideas. Students will produce a variety of end products including word processed documents, multimedia presentations, spreadsheets, graphics, web pages, etc. The use of technology promotes creativity, teamwork, higher order thinking, and the editing process. Technology classes will be viewed as time to develop skills to enhance all other learning opportunities at Seabury.

## **Transition to high school**

Moving from a small middle school environment to a larger high school setting requires that the school take steps to make that transition as smooth as possible. The transition can be seamless when these program elements are in place:

- Seabury reaches out to those high school programs that students will most likely attend (both public and independent) to understand the ninth grade course work and expectations for entry into that program.
- Seabury hold very high expectations for student performance over the course of the three middle school years. Those expectations should reach beyond the general ninth grade guidelines. For example, the eighth grade English curriculum will include writing assignments that reflect the standards set forth in the SAT test.
- Students will need to be tested on a regular, basis, using a variety of evaluation tools, including standardized tests.
- Seabury middle school will determine ways to have students included in other school activities, such as athletics, electives, and social events.

- Seabury middle school will host a “Secondary School Night” in the fall of the eighth grade year to help prepare students and parents to meet the demands of the admissions process.
- As part of student assessment, students will be building portfolios that will demonstrate competencies which will be a tool to advocate for appropriate placement in high school sections.