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**FRIENDS ACADEMY
MIDDLE SCHOOL COURSE OF STUDY**

PHILOSOPHY

Friends Academy was founded in 1876 by Gideon Frost, a leading member of the Matinecock Meeting of the Religious Society of Friends, for the education of "the children of Friends and those similarly sentimented." The philosophy of the school is to adhere to those elements basic to Quaker practice that have proven their worth in three centuries of experience. Simplicity, moderation, patience, sincerity, insistence upon quality, a continuing search for truth, a knowledge of the world's values and the courage to establish one's own all form part of this practice. Underlying these concepts is the conviction of the unique worth and the individuality of each of us, an individuality that we must learn to recognize and to respect in each other.

THE MIDDLE SCHOOL OVERVIEW

Young people experiencing the rapid physical, intellectual, social and emotional growth of early adolescence need an educational environment sensitive to their specific needs. The Middle School program for 185 students in grades six, seven, and eight has been carefully constructed to provide a curriculum that is challenging in a school community built on trust and mutual respect. Each grade level in the Middle School is guided by a team of teachers who work together to provide a stable and supportive atmosphere. These groups meet regularly to discuss the academic, social, emotional, and physical needs of each student and to develop strategies to help students deal with the many challenges of this stage of development. Each student is assigned an advisor who communicates regularly with parents through written comments and parent conferences as well as through more informal channels.

In keeping with the Quaker mission of the school, Middle School students attend Meeting for Worship in the Matinecock Meeting House once each week, take a semester course in Quakerism, and participate in numerous community service activities.

The academic program emphasizes the development of good organizational and study skills, a respect for diverse learning styles, experience in cooperative learning, and the acquisition of interdisciplinary skills. The core curriculum includes the study of English, mathematics, science, and social studies. In the sixth grade, students begin the study of French or Spanish. Exploratory courses in computer, research skills, health, Quakerism, theater, ethics, band, strings, chorus, and art complement the program. Sixth, seventh and eighth graders also separately participate in an outdoor education trip in the fall and winter. These activities provide students with the opportunity to build leadership skills and to strengthen self-esteem.

All students are required to take physical education. Sixth graders participate in a daily physical education program while seventh and eighth graders have the opportunity to play on interscholastic teams, which are members of the Nassau County Athletic Association. Sports offered include soccer, field hockey, football, cross country, volleyball, wrestling, basketball, softball, baseball, lacrosse, and track.

Special events in the Middle School include the all-school Fall Fair and Homecoming, a Middle School theater production, dances, sports nights, ski trips, the Winter and Spring Concerts, Diversity Evening, Career Day, community service activities, and the eighth graders' final Meeting for Worship as they "move up" to the Upper School.

MIDDLE SCHOOL COURSE SELECTIONS

ENGLISH

ENGLISH 6

The sixth grade English curriculum is comprised of four interconnected components. These four components are: reading, writing, grammar and oral expression. While specific skills in each component are taught throughout the year, the major emphasis of the course is placed on the thematic study guided by the literature. The literature selections influence the written and oral expression. The curriculum is a holistic study that creates a parallel between the academic and social/emotional development of the students. The thematic emphasis in the literature selections is designed to mirror the social and emotional understanding of sixth grade students. The course progresses from the student as an individual, to individuals within a family, to the peer group, and finally, to society as a whole.

The reading component includes three novels, as well as short stories, poems, plays, biographical selections, folk tales, and myths. Students study the literary elements of theme, setting, character, and plot to facilitate a deeper understanding of the texts. Students are expected to read independently, outside of assigned class material. Specific genres are assigned monthly.

The writing component includes a variety of assignments connected to the literature, as well as frequent entries in Reading Response Journals. Students also intensively study the writing process. They make frequent entries in their Writer's Notebooks, which then become the inspiration for pieces to be taken through the process of choosing a seed entry, pre-writing, drafting, self-editing, peer-editing, revising, conferencing, revising again, and publishing.

The grammar component is centered on the sentence. A careful examination of a sentence's parts, purpose, and function will aid in the writing of clear, meaningful sentences. A formal

study of the parts of speech, punctuation, and paragraph development will also help to facilitate the students' growth in written expression. Although the students receive direct instruction in Grammar, the emphasis is placed on the application and mastery of these skills in order to strengthen the students' writing.

The oral expression component consists of class discussion, literary conversations, oral reports, book talks, informal interchanges, and dramatic presentations.

ENGLISH 7

Seventh grade English builds on what was established in sixth grade. Other written forms taught include narratives, biographical sketches, myths, and a short research paper. Reading assignments are age appropriate and range from novels to short stories and poems. Classes emphasize discussion and the study of the basic components of short stories and novels, including characterization, symbolism, point of view, etc. Students are encouraged to read actively, to form their own opinions about what they read, and to articulate their view in discussions and writing assignments. All students also have to read one additional book per month as part of their independent reading requirement.

Whereas the focus of sixth grade is the sentence, the seventh grade focuses on expanding those forms to create longer, more sophisticated sentence forms, with the paragraphs being the main mode of expression. Student writings also include short stories, character sketches, descriptive persuasive, expository, and narrative paragraphs and poems. For most assignments much emphasis is placed on all stages of writing; pre-writing, rough draft, revision, and final copy. Students are encouraged to use the computer to help their writing. While there is some formal study of grammar in this course (parts of speech, clauses, phrases), most mechanics of writing, specifically punctuation and proper usage, are taught in conjunction with writing assignments. Students also keep a reader response journal, frequently writing both at home and in class.

ENGLISH 8

The material of eighth grade English is taught primarily through class discussion and the writing process. Grammar is still taught and emphasized and will proceed from the point where students left off their work in seventh grade. The focus, however, will be on enhancing existing writing skills, speaking skills, and extending our appreciation and understanding of literature.

The writing component begins with the paragraph and will include descriptive, expository, narrative, and persuasive formats; students will be expected to demonstrate the ability to write well-organized, cohesive, and meaningful examples of each type before moving to longer pieces of writing. Story telling in the form of personal narratives, short stories, and fables will also be attempted throughout the course of the year. The five paragraph essay, the written format likely to become the most utilized in the forthcoming years, will be taught and used extensively, particularly at the conclusion of a literature unit.

The literature component of the course will include selected short stories, a modern fable, a Shakespearean play, a Greek tragedy, a contemporary play, and an autobiography. The short stories will allow students to explore different themes, sets of characters, and conflicts. The drama selections, fable and autobiography will examine such these as loyalty, trust and betrayal, peer and parental pressure, and coping with societal expectations. The course will also include a brief examination of the origin of theater and the Elizabethan period and its impact on art and literature. In addition to what is read in class, students have an additional independent reading requirement which will average to about one book per month with a different genre assigned each month.

Students are expected to:

- Enhance their ability to communicate in language and to promote the writing of interesting and thoughtful essays.
- Embrace and value literature with active, open and analytical minds by reading works of different styles, themes, and structures.
- Contribute insightful ideas about literature to class discussions and articulate ideas and responses to interpretive questions.
- Learn to listen to and respect the ideas of their peers and take pride in their own ideas.
- Expand their vocabulary skills which will strengthen their usage, articulation of ideas, and prep them for upcoming standardized tests.

SOCIAL STUDIES

SOCIAL STUDIES: AN OVERVIEW

Middle School Social Studies seeks to give students the conceptual tools to analyze and to understand a specific branch of inquiry - that of human culture and history. Students in the middle years grow from being able to best "know" information and ideas in very concrete and simplistic terms to being able to understand historical and cultural relationships in more abstract ways. We attempt to foster this development by encouraging the acquisition of historical information from a variety of sources and by teaching the skills which will enable students to discuss and write about significant and thought -provoking ideas that are relevant to their lives.

SOCIAL STUDIES 6: EARLY CIVILIZATIONS

The main purposes of the program in the sixth grade are to gain an understanding of the beginning of western civilization and to develop the interest and skill necessary to study any society. The year begins with an introduction to physical geography, mapping, and archeology. The students then study the ancient civilizations of Sumer, Greece, and the Eastern River Valleys; they end the year with a unit on the Middle Ages.

Sixth graders are introduced to many of the social sciences through which a culture may be studied. These include geography, history, economics, religion, and the arts. They are exposed to a variety of learning methods that include textbook readings, independent research, simulations, and hands-on projects. Writing skills and use of technological resources are emphasized throughout the year

SOCIAL STUDIES 7: WORLD CULTURES

The seventh grade course develops from the sixth grade study of ancient civilizations and physical geography, focusing on the cultures and political geography of the modern world. Journeying across the globe, we use a set of themes to study the people and cultures which exist in regions, and develop an understanding of how these cultures have emerged from their interactions with physical surroundings and other peoples. The themes we focus on in each regional unit include: energy and resources, water population, urbanization, health, human rights, religions, conflict, and the global economy.

Students develop their map making, oral presentation, and study skills (for example, note taking) throughout the year, in addition to developing their writing through projects such as “travel guides” and keeping a journal of current events from around the world. Students complete group and individual projects, developing their ability to work independently as well as cooperatively. For example, we engage in debates and forums on the issues we research and think critically about, and classes form their own mock United Nations and European Union organizations to discuss topics facing the international community. The course places an emphasis on global interdependence, cultural diffusion, and diversity. By examining the day-to-day life of real people around the world, especially young people, students develop their understanding, tolerance, and celebration of the diversity of our world’s cultures.

SOCIAL STUDIES 8: AMERICAN HISTORY AND US GEOGRAPHY

After a review of U.S. geography through map work and an overview of important people and events in U.S. history through use of a student created timeline, the eighth grade course begins the study of American History by reading the Declaration of Independence and the Constitution. From these documents we hope to better understand the specific directions and goals our forefathers set for our nation. As we study our nation’s history we reflect on how well our country has and has not achieved those high expectations. Units of study include the Early Challenges of Our Nation, the Industrial Era, Manifest Destiny and the Rise of Sectional Interests, the Civil War and Reconstruction, the Westward Movement and the Development of Our Industrial Economy, The Progressive Movement of the early 1900s, Our Emergence as a World Power, The Roaring Twenties and the Great Depression, World War II and the Tragedy of the Holocaust, and an extensive look at the culture and events of the recent decades of the Fifties, Sixties, Seventies, Eighties, and Nineties. The overriding goal of this program is for the students to gain an understanding and appreciation for their heritage and its influence on the world in which they live. We want students to look critically at both historical and current issues and

demonstrate an ability to communicate their understanding of America's history in a variety of ways. It is our goal that students gain a sense that they will become the history makers of the future.

Students explore a variety of resources to gather information including texts, maps, time lines, encyclopedias, magazines, newspapers, computers, personal interviews, primary sources, historical novels, videos, and cassettes. Through discussions, written assignments, contests, projects, independent study in the library, and individual and group presentations, students have the opportunity to share their understanding with their classmates.

MATHEMATICS

MATHEMATICS 6

The highest priority of the sixth grade mathematics program is to ensure that the students have mastered the basic computational skills necessary to be prepared for the pre-algebra course which is taught in the seventh grade. The course is designed to be both interactive and reflective. Interactive aspects engage students in problem solving in pairs or in small groups. Students spend a great deal of time practicing different types of problem solving; they are also taught the theories behind concepts and are expected to understand why certain processes work the way they do; reflective aspects of the course engage students in discussion, analysis of processes, and writing about mathematics.

The focus for the remainder of the year is on decimals, fractions, percents, geometry, pre-algebra, and integers. Throughout the year problem-solving strategies are consistently practiced and reviewed. Manipulative materials are an integral part of the program and are used to help all students as well as those who might be having trouble.

MATHEMATICS 7

The seventh grade mathematics program builds on the structure and methods developed in the previous year. The content of the course, both in the selection of the topics and in the style and language in which they are presented, closely parallels and extends the sixth grade program. Thus, fundamental concepts and processes are reinforced. The significant changes in the seventh grade program center around the level of presentation and material and the level of testing. In seventh grade more emphasis is put on higher level thinking skills and the process that goes into solving a problem. Included in this, is a vision that students will learn to value and become confident in their mathematical ability. The chief thrust of the seventh grade program is to have students master all basic computation skills, and to lead them into the direction of mathematical reasoning and processing. This is emphasized with real life problems and technology. The main topics of the course are operations and integers, rational numbers, decimals, basic number theory, statistics, and pre-algebra and algebra topics. The degree of success achieved at this level determines, in a large measure, whether a student continues in a regular or accelerated section in eighth grade.

MATHEMATICS 8: INTRO TO SEQUENTIAL I or MATH SEQUENCE I

We offer two distinct courses, Introduction to Sequential I or Math Sequence I in the eighth grade. Students are placed according to teacher recommendation, performance in Math 7, results of standardized testing and student desire. The course, Introduction to Sequential I, considered to be the foundation for learning all math, builds on the pre-algebra work begun in Math 7. The topics studied include more difficult types of equations and inequalities along with word problems. The fundamental operations with polynomials and factoring introduce the middle level student to the foundations of math used in Sequence I. The math Sequence I course, which is accelerated, includes the topics of the introduction course as well as the study of the basic concepts of geometry, congruent triangles, ratio, and similarity; the year continues with work in quadratic equations, and systems of linear equations. Students who successfully complete this course receive one academic credit toward the math graduation requirement.

A MATH COUNTS club for grades 7 and 8 which explores the areas of Algebra, Trigonometry, Functions, Graphing, Inequalities, Probability, Geometry, and Number Theory, meets during the winter activities block. It is open to capable math students in grades seven and eight. A select group of 8 to 10 students enters a year-end competition with other schools in Nassau County.

SCIENCE

SCIENCE: AN OVERVIEW

Middle School science is a three-year sequence that is best described as General Science. Through the study of topics in the areas of geology, physics, chemistry, biology, and ecology, the courses described below provide the foundation of skills and concepts for the suggested biology, chemistry, and physics sequence in the Upper School.

SCIENCE 6

Students are formally introduced to and explore the topics of geology, physics, chemistry, biology, and ecology. Frequent laboratory experiences emphasize skills of observation, organization, and recording as well as developing students' understanding of scientific ideas, methods, and safety procedures. Cooperative learning is emphasized as a means of encouraging students to learn from and teach each other. Class discussions and activities highlight the use of information as well as the mastering of a body of basic factual knowledge. Field trips to a variety of local museums and habitats are used to augment the school's own facilities. The annual Science Share puts students in the role of expert scientist as they report to parents and

faculty on the results of their product-testing projects. The Town Meeting project, an interdisciplinary activity at the end of the school year, gives the students an opportunity to explore land development and humankind's role in the environment.

SCIENCE 7

The seventh grade science course builds directly on the skills presented in the sixth grade, while increasing the amount and depth of information covered. Beginning with a study of the organization of living things, the course expands into an exploration of the relationship between the structure and function of cells, tissues, organs, and organ systems. An in-depth study of genetics, and the controversial technologies developed in this area of science, takes the course from the cellular level into the more complex human body. Eight body systems are examined to view their component parts and how they interact with one another to form a system, in addition to the effects of both proper and improper system function. As a result, students not only gain a greater understanding of how their own bodies function, but how the personal choices they make can affect their health. During the course of the year, students have many opportunities to complete hands-on science and problem solving activities, laboratory investigations, and creative projects, both individually and in cooperative groups. Classes are largely discussion based, allowing for frequent communication between students, however, a strong emphasis is placed on writing. In addition, students are encouraged to become scientifically literate by making quarterly oral presentations on current science/health articles from approved sources. A close working relationship with the Dolan DNA Learning Center in Cold Spring Harbor provides much enrichment to the curriculum as well.

SCIENCE 8

Eighth grade science includes topics from biology and the physical sciences. It builds on the content and skills covered in the sixth and seventh grade curriculum, while adding more mathematical and abstract concepts. New ideas are introduced through laboratory experiences that develop confidence and initiative in manipulating apparatus, organizing procedures, and recording data. Formal scientific principles are taught through discussion of everyday experiences and observations made during classroom activities. Students are encouraged to look for connections between ideas, to consider a variety of possible answers to a problem, to evaluate the precision of their data and methods, and to pay close attention to the wording of their responses. Projects in several topics afford students an opportunity to acquire and share deeper understanding of a particular aspect of the unit, and the day-long "sludge" lab is a unique experience in which students work as research groups to plan and execute a multi-faceted chemical investigation.

HEALTH – Grades 6, 7, and 8

The Middle School Health Curriculum is a sequential curriculum that runs parallel to the Middle School Science Curriculum. The course meets for one semester in grades six, seven, and eight.

WORLD LANGUAGE

FRENCH and SPANISH – Grade 6

The goal of the sixth grade language program is to build a solid vocabulary base and offer an introduction to simple grammar. Students are surrounded by authentic cultural materials and are offered varied interactive activities to increase their ability to utilize the whole language. There is an emphasis on note-taking skills and study techniques as we strive to give students the tools needed to become skilled at communicating in their chosen language. Students will participate orally in skits and dialogs to increase their proficiency. The main thrust of the first year language experience in middle school is to communicate the idea that learning a world language can be an enriching and enjoyable experience.

FRENCH and SPANISH - Grades 7 and 8

The language program stresses the four basic language skills: listening, speaking, reading, and writing. Through mastery of these skills, students are required to cope, to question, to organize and, to communicate in the foreign language, both individually and in a group. The study of a language requires patience, discipline, and organizational skills. Factual knowledge and memorization are essential in this study. The application of this knowledge to their oral and written work encourages students to understand, appreciate, and sympathize with human beings of other cultures and thereby see their own lives and culture in perspective.

The first full-year of language study stresses mastery of pronunciation, listening skills, vocabulary building, and basic grammatical concepts. During the second year, emphasis is put on encouraging the students to communicate freely, both orally and in writing. More difficult grammar concepts are introduced and vocabulary acquisition is stressed. A final exam is given at the end of each year to determine placement for the following year.

EXPLORATORY COURSES

EXPLORATORY COURSES: AN OVERVIEW

Students are enrolled in exploratory courses for approximately eight weeks each. Since each course runs for approximately one-quarter of the school year, exploratory courses are often referred to as “quarter courses.”

RELIGION

QUAKERISM - Grade 7

This course introduces the student to the history and beliefs of the Religious Society of Friends (Quakers). Quaker approaches to biblical stories are examined; stories introduce students to the important concerns and perspective of Friends.

ETHICS- Grade 8

The purpose of this course is to help students to better understand themselves and their personal beliefs. Students will be challenged to think through and reflect upon the guiding principals or beliefs that determine the way they act and react in a variety of given situations. Students will be asked to recognize and understand the difference between “personal opinion” and “personal conviction”.

Through classroom discussions based on short readings, video clips and role playing dealing with typical 8th grade dilemmas such as issues of honesty, responsibility and kindness, students will work toward developing positive character traits, key in helping students become respected, contributing members of a community.

TECHNOLOGY

KEYBOARDING

Direct instruction in keyboarding occurs in the lower school. Students arriving in middle school will be tested to ascertain their keyboarding ability. The ultimate goal is for students to reach the typing proficiency level of thirty-five words per minute for a sustaining period of five minutes with eighty-five percent accuracy by the end of the eighth grade year. Students who have not yet attained this goal when tested are asked to practice independently at home using *Microtype Pro*,

computer software that provides a self-paced program of instruction for both beginning and intermediate typists. The program features specialized drills, diagnostic tests, and printouts describing student progress and areas of weakness. The goal for all middle schoolers is to reach proficiency by the end of eighth grade.

Library Research and Computer – Grade 7

The purpose of this course is to acquaint seventh graders with electronic library databases as sources of research and to instruct them in the use of a word processor to plan and write a research paper. After choosing topics related to their core subject curriculum, students are encouraged to access both traditional and computerized indexes of books, newspapers, and magazines to compile research data. Note taking and outlining/semantics mapping techniques are presented and rehearsed, and considerable class time is given to writing workshops during which students receive individual tutelage in English grammar, mechanics and usage as they compose rough drafts of their essays. After practicing methods of proofreading paragraphs for coherence, students use word-processing techniques to edit their work to create a final draft and prepare a formal bibliography. Following this, interested students are encouraged to enhance, illustrate, and amplify their written work by incorporating sound, artwork, graphics, and video through the use of hypermedia software, thus reformatting and designing their papers as multimedia productions.

COMPUTER MASTERY

Students who have successfully attained the required keyboarding goal may begin working toward completing the Computer Mastery program. This course is a graduation requirement for each Friends Academy student. It is a self-paced, student-centered course with an emphasis on individual problem solving and skill acquisition. The course presents a sequence of levels of computer skills. The levels include basic computer usage, word processing, spreadsheet creation, multi-media development, and Internet basics. Students earn one-third credit toward the technology graduation requirement; in combination with the Keyboarding credit, middle schoolers may earn a total of two-thirds credit toward the technology graduation requirement, which is one full-credit.

PERFORMING AND VISUAL ARTS

PERFORMING AND VISUAL ARTS: AN OVERVIEW

Middle School courses in the performing (theater and instrumental music) and visual arts are designed to be developmentally appropriate and sequential. This means that they have been created specifically with the needs and interests of sixth, seventh, and eighth graders in mind.

Furthermore, the courses are designed so that sixth grade courses are built upon and expanded in seventh and eighth grades; they also lay a foundation for Upper School course work.

THEATER: AN OVERVIEW

The function of theater studies at this level is threefold: to understand the basic elements of the stage (as they apply to both acting and technical theater), to develop an understanding of the concept of “ensemble work,” and to provide a solid grounding in the techniques of public speaking.

THEATER 6

Students are introduced to the basic concepts of staging and character development. Through theater games and activities, including varying degrees of improvisation, students develop theatrical vocabulary. This vocabulary enables students to analyze and express their ideas regarding the performances of themselves and others in a mature and informative manner.

THEATER 7

The emphasis of this class is on storytelling. Through a series of improvisational exercises and scenes, the students search for an effective means of conveying a story on stage. The focus shifts towards the body and voice, “the storyteller’s tools,” as they begin to experiment with work incorporating abstract movement and sound.

THEATER 8

This course seeks to challenge students’ understanding from previous grades and to begin the process of teaching “acting technique.” At this level, students read scripted text (ranging from Miller to Shakespeare) and they memorize these pieces for performance.

VISUAL ARTS: AN OVERVIEW

The role of the Visual Arts is to foster individual and communal understanding of aesthetics and the creative process through practical experience. Middle School art is designed to develop the skills and confidence necessary to enjoy and benefit from more advanced and specialized Upper School courses. The art department encourages all Middle School students to find their own creative potential and to recognize the value of the visual arts in their lives. Each unit is designed to emphasize specific art and design principles. Evaluation is based on group critiques, effort,

enthusiasm, craftsmanship, and a self-evaluation checklist is completed by each student. Student's artwork is extensively displayed around school and culminates in quarterly Art Shows.

ART 6

In the sixth grade, the quarter is divided into four units: the topics covered include drawing, painting, ceramics, and mixed-media.

ART 7

In the seventh grade, the topics include drawing, painting, print and papermaking, and ceramics.

ART 8

In the eighth grade, a competent working knowledge of art principles coupled with good eye-hand coordination and an ability to critically think, act, and articulate are the culminating course goals. The eighth grade course is more final-product oriented than the two previous courses, which focus on the learning of technique and how to use a variety of media; as a result, exhibition of work is also more emphasized in eighth grade than in previous years.

INSTRUMENTAL MUSIC

BAND AND STRINGS – Grades 6, 7, and 8

The participation in the String Ensemble and Concert Band is an option for Middle School students who have mastered basic instrumental skills. The two ensembles provide a group activity in which pupils learn how to work cooperatively and derive genuine esthetic growth. The instructional program consists of two ensemble meetings per week and one twenty-minute instructional rehearsal. All are directed towards the improvement of instrumental technique, the advancement of musical skills, and the development of concepts relating to musical content, structure, and style. Each grade level will take part in two major performances per year.

CHORUS/MUSIC ENRICHMENT – Grades 6, 7, and 8

In the sixth grade basic fundamentals of proper vocal technique and choral singing are introduced along with ear-training and rudimentary music skills. As the students progress through grades seven and eight, their repertoire and skill levels advance through multiple part singing with literature taken from all styles of music.

PHYSICAL EDUCATION AND ATHLETICS
SECTION VIII “MODIFIED PROGRAM”

PHYSICAL EDUCATION AND ATHLETICS: AN OVERVIEW

Middle School athletics enrich each student’s school experience by helping to balance his or her academic, physical, and social lives. Through physical education and athletics, early adolescents gain and use talents and skills. Our goal is for them to feel increasing personal satisfaction and understand the values of team, school and community.

Athletics should foster values such as; cooperation, a strong work ethic, fair play, grace in victory and defeat, and respect for teammates, coaches, opponents, and officials. Athletics develop individual skills, provide opportunity for personal enjoyment, and give a sense of belonging and accomplishment.

PHYSICAL EDUCATION AND ATHLETICS – Grade 6

In the sixth grade, Friends Academy provides a physical education program that meets daily for one hour. Students are taught a variety of movement concepts, motor skills, athletic team skills, and strategies. Physical education teachers provide experiences that enhance both cognitive and affective development.

Topics Covered - Grade 6

Floor Hockey (B&G)	Volleyball (B&G)	Baseball (B)
Softball (G)	Tumbling (B&G)	Tennis (B&G)
Team Handball (B&G)	Dance (G)	Track/Field (B&G)
Soccer (B&G)	Wrestling (B)	Speed Ball (B)
Football (B)	Physical Fitness (B&G)	Lacrosse (B&G)
Field Hockey (G)	Flag Football (B&G)	New Games (B&G)
Run for Fun (B&G)	Creative Movement (G)	Basketball (B&G)

PHYSICAL EDUCATION AND ATHLETICS – Grade 7

In the seventh and eighth grades, the intent is for each student to participate in interscholastic competition during the fall and spring seasons. An attempt is made to have all athletes who dress for a game, play at least half a game. Occasionally, due to the large number of participants, all athletes will not dress for each contest. In some sports the rules permit an extra period so that more athletes can compete. We take advantage of this whenever possible.

Topics Covered – Grade 7 (See below.)

PHYSICAL EDUCATION AND ATHLETICS – Grade 8

During the winter season, not all of the students who choose to play interscholastic basketball or volleyball are able to do so since the interest is very high, far exceeding available space. The selection is made according to ability, potential, attitude, and effort. Those students not selected take part in a physical education program designed to improve health and fitness.

Topics Covered - Grades 7 & 8

Soccer (B&G)

Football (B)

Field Hockey (G)

Cross Country (B&G)

Basketball (B&G)

Baseball (B)

Wrestling (B)

Winter Jogging

Physical Fitness

Lacrosse (B&G)

Softball (G)

Tennis (B&G)

Track/Field (B&G)

Weightlifting (B&G)

Volleyball (B&G)

COMMUNITY SERVICE

In addition to participating in projects with the rest of the Friends community, middle school students have opportunities to be involved in a variety of middle school and class activities. Some of these annual events, but many arise as a response to a specific need or situation.

In the fall, the entire middle school community participates in hunger awareness day. In addition to learning more about hunger issues the community shares a simple meal to raise funds for a designated organization working in this field. Each class follows up by putting together a food basket for a family in need, and some of our students help out at the local sorting center. A Christmas toy drive collects gifts for local children, especially teenagers.

After the holiday season most service projects are undertaken by grade level. Sixth grade projects usually have an environmental theme, but also include visiting local nursing homes and sponsored reading as a fundraiser. Our highly successful annual walkathon is a major event in the seventh grade community service calendar. Students take on every aspect of the fundraiser from selecting a recipient organization and designing the course, to tallying sponsor sheets and collecting money. Much of the eighth grade community service effort is focused on the Games for the Physically Challenged, and includes fund raising ice cream sales through the year, visiting a school for physically challenged children and volunteering a day's work at the games in the spring. Eighth graders also have opportunities to serve alongside adult volunteers at the INN soup kitchen in Glen Cove and to assist lower school teachers after school.

STUDENT ACTIVITIES AND CLUBS

(sampling)

STEERING COMMITTEE: Interested students are involved in elections to identify student leadership. Each advisory group has an elected representative and the Middle School community elects leadership council.

YEARBOOK/NEWSPAPER/WEB PAGE: Students work closely with faculty sponsors to produce documents, which reflect student life and creative efforts.

ENVIRONMENTAL CLUB: Students help the community stay focused on environmental issues, become involved in campus beautification and are challenged by many science projects.

DIVERSITY CLUB: Students initiate and explore opportunities for diversity awareness and training throughout the school.

MOVIE MAKING/QUIZ SHOW MANIA: A chance for students to work cooperatively and become involved in friendly challenges.

MATH OLYMPIAD (6)/MATH COUNTS (7,8): Students interested in further challenging their problem solving skills in math can join in on the fun.

ROCKETRY/MODEL AIRPLANE BUILDING: An opportunity for students to build and try out their creations.

VOICE TRAINING: The choral director works with students who request additional assistance.

JAZZ BAND: The band director invites students to participate and further develop their musicianship.

MODEL CONGRESS: Motivated, well-informed students work together to present legislation to a "Model Congress" comprised of Friends Academy and other independent school representatives.

SKI CLUB: On selected Saturdays, students of all abilities head off to nearby slopes for a fun day.

MIDDLE SCHOOL THEATER PRODUCTION: The annual play attracts more than half the student body. Students may elect to be actors/actresses or work on sets or lighting.

ANNUAL TALENT SHOW: Students interested in displaying their unique talents may join in on the fun and participate in the Talent Show held just prior to the end of school.

	English	Math	Science	Foreign Language	Social Studies	Performing Arts	Visual Arts	Technology	Health	Other
	(10/10 days unless noted otherwise)	(10/10 days unless noted otherwise)	(10/10 days unless noted otherwise)	6 th grade 4/10 days 7/8 th grade 8/10 unless noted otherwise	(10/10 days unless noted otherwise)	(All are "Quarter" courses, meeting 6/10 days unless noted otherwise; strings, chorus, and band run yearlong)	("Quarter" courses, meeting 5/10 days unless noted otherwise)	("Quarter" courses, meeting 5/10 days unless noted otherwise)	("Quarter" courses, meeting 7/10 days unless noted otherwise)	
6th	English 6	Math 6	Science 6: Gen'l Sci	French Spanish	Soc Studies 6: Early Civilizations	Arts Block (5/10) full year Chorus 6 Strings 6 (opt) [♪] or Band 6 (opt) [♪]	Arts Block full year	Computer 6 (3/10) full year	Health 6 (4/10) full year	Comm Svc (activity and advisory blocks)
7th	English 7	Math 7	Science 7: Gen'l Sci	French Spanish	Soc Studies 7: World Cultures	Theater 7(4/10) Chorus 7 Strings 7 (opt) [♪] or Band 7 (opt) [♪]	Art 7	Computer I Computer Skills Library Research	Health 7	Quakerism Comm Svc (activity and advisory blocks)
8th	English 8 (9/10 days)	Math 8: Intro Seq I or Math Seq I* (9/10days + 2 flex days/month)	Sci 8: Gen'l Sci (9/10 days)	French* Spanish*	Soc Studies 8: Am History and US Geography (9/10 days)	Theater 8 (7/10) Chorus 8 (opt) Strings 8 (opt) [♪] Or Band 8 (opt) [♪]	Art 8 (7/10)	Computer (3/10)	Health 8	Ethics(4/10) Comm Svc (activity and advisory blocks)

* Upon successful completion of this course, students receive 1 academic credit on their Upper School college transcript

♪ In addition to meeting 6/10 pds/wk for group instruction, students receive individual instruction once, every 5 days

** General Music is required for 7th and 8th Grade students not enrolled in string ensemble or concert band

PE Grade 6

Boys and Girls: floor hockey, team handball, soccer, run for fun, volleyball, tumbling, physical fitness, flag football, tennis, track/field, lacrosse, new games, basketball,

Girls: softball, field hockey, dance, creative movement

Boys: football, run for fun, wrestling, speed ball

Grades 7 & 8

Boys and Girls: soccer, cross country, basketball, winter jogging, physical fitness, lacrosse, tennis, track/field, weightlifting, volleyball

Girls: field hockey, softball

Boys: football, baseball, wrestling

