

FRIENDS ACADEMY

Middle School

COURSE OF STUDY

2022-23

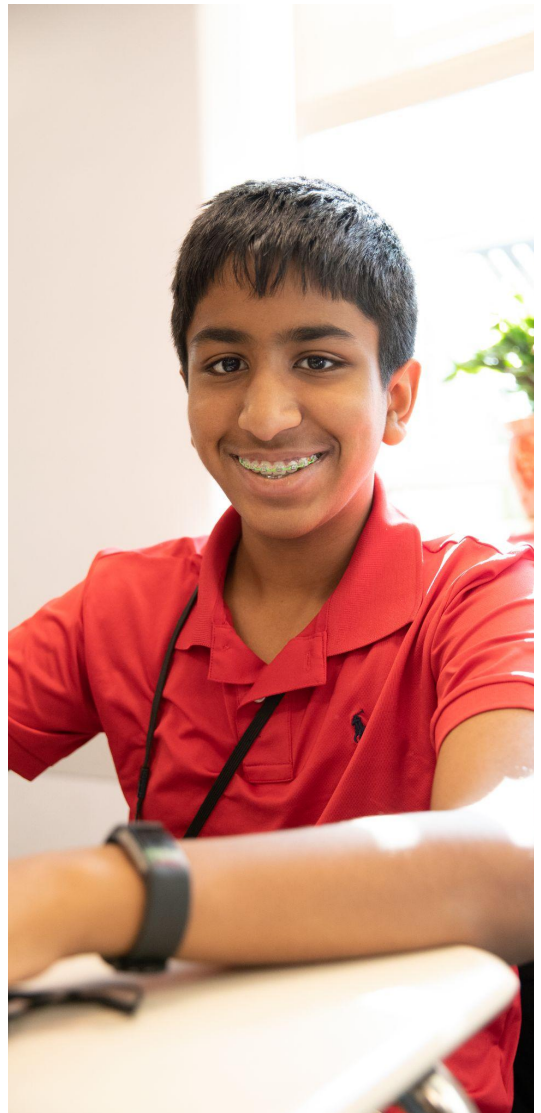


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Friends Academy Middle School Course of Study 2021-2022

Welcome to the 2021-2022 Friends Academy Course of Study. The course book serves as a guide for your child's four years of Middle School at Friends Academy.

Education at Friends Academy is a process of seeking truth and deepening our awareness, which demands ongoing reflection within a community of diverse thought and perspective. We believe in the innate goodness of each member of our community. We value every perspective and experience, and encourage their discovery and exploration by both the individual and the community to achieve greater understanding.

As a student-centered Quaker school, we support students through the process of becoming more active questioners who are increasingly responsible for their learning and for their world. We seek to inspire deep inquiry that fosters discernment, good judgment, and ethical action. As learning happens when students actively construct ideas and test approaches, "meeting" in the classroom promotes a culture that honors "meaning making," individual and shared. The Quaker adage, "Let your Life Speak," spurs graduates to lead purposeful lives of integrity and service.

Friends Academy is committed to developing a diverse community whose members are respectful, responsible and reflective, open-minded and creative in the pursuit of excellence. Students are challenged to think analytically and independently and to strive for spiritual awareness, emotional well-being, and physical health. As a community, we are committed to understanding and honoring Quaker testimonies of integrity, simplicity, patience, moderation, peaceful resolution of conflict and service within and beyond the school community.

Academic Requirements

We expect students to fully engage in their studies and complete all course work successfully. Failure to do so may lead to required academic support, summer work, or dismissal from Friends Academy.

Quantitative and Qualitative Definition of Grades

A+ (97-100%)	Performance demonstrating excellent understanding and application of concepts, and high skill level, thorough assimilation of detail, originality of thought, and keen insight into the subject.
A (93-96%)	
A- (90-92%)	
B+ (87-89%)	Performance demonstrating good understanding and application of concepts, good acquisition of skills, accurate application of details, and some original insight into the subject.
B (83-86%)	
B- (80-82%)	
C+ (77-79%)	Performance demonstrating basic understanding of the fundamental concepts of the subject and a consistent attempt to apply the details and skills taught. In spite of occasional conceptual misunderstanding, or flawed or incomplete knowledge, the performance indicates satisfactory preparation to advance to the next level.
C (73-76%)	
C- (70-72%)	
D (65-69%)	Performance demonstrating minimal understanding of the fundamental concepts and a partial acquisition of the details and skills taught.
F (below 65%)	Performance that fails to demonstrate understanding of the fundamental concepts of the subject and/or performance that indicates pronounced lack of knowledge or skill. Achievement is inadequate to allow the student to advance to the next level. Students who earn an F must complete a course again in some acceptable form.

INC A grade of INC (incomplete) is applied when graded work has not been turned in by a student by the end of a given marking period. The teacher and student, in consultation with the Middle School Principal, will determine a revised deadline for completing the work. An incomplete will remain on the transcript until the work is turned in. Once the work is turned in, the teacher will calculate the grade for the course and the incomplete will be changed. If a student does not complete the work within the expected time, a failing grade will be assigned to the missing work.

PAS Indicates a "passing" or "having participated" grade.

We do not rank in class, nor do we compute grade point averages.

The Impact of Attendance on Course Credit

Daily, full engagement in classes is vital for optimal learning, and expected of all students. Students who miss more than twenty percent of class time due to unexcused absences, chronic tardiness, or frequent early departures from school are in danger of not fully completing the course of study for their current grade level, thereby putting themselves at risk for not advancing to the next grade level. Prior to reaching twenty percent lost class time, parents and students will be notified by the school through verbal and written communication from advisor/teachers, the Dean of Middle School Student Affairs, and the Middle School Principal.

Course Descriptions

English

The English department's primary goals include developing in our students a love of reading and writing, and developing the abilities to think critically, read thoughtfully, listen intelligently, and communicate effectively. In Middle School, purposeful connections are made between English and social studies, with literature choices and writing assignments often spanning both courses.

English 5/Humanities 5

English 5 interconnects several components: reading, writing, listening, and speaking. Annotation, grammar, and word study are woven into all aspects of the curriculum. Through guided reading students are taught and encouraged to use strategies that lead to improved comprehension and a deeper connection with the text. Ample time is provided for students to practice these strategies and to have meaningful discussions with their peers. Literature selections vary in genre, and writing assignments are designed to mirror the social development and emotional understanding of fifth-grade students. Most literary themes focus on the student as an individual with connections to community - especially family and friends - and the importance of place and time in our lives. Writing includes memoir, personal narrative, and imaginative storytelling, as well as literary response. Students write frequently in their writing journals, and often these entries become the inspiration for longer pieces, involving all phases of the writing process.

English 6

English 6 builds upon the reading, writing, listening, and speaking foundations established in English 5. Literature selections and writing assignments are closely connected and often dovetail with topics found in other core courses, most notably social studies. Writing expands from narrative to persuasive to analytical. Students learn about the qualities that are inherent in all good writing—ideas, organization, voice, word choice, sentence fluency, conventions, and presentation—as well as how to incorporate these qualities into their own writing. Through cross-curricular work, students connect their research, outline, and writing skills. Literature themes include the transition from childhood to adolescence, our connection to nature, and using inquiry and inference to study human decision making, supported both by our Quaker values as a school and also by the sixth-grade social studies focus on ancient civilizations and foundations of government.

English 7

The English 7 curriculum connects deeply to the History 7 focus on World Cultures. Students are introduced to global communities and history via memoir, non-fiction, poetry, articles, short stories, and novels. Students continue to develop their skills in reading, writing, listening, and speaking.

By seventh grade, students have learned about the qualities that are inherent in all high-quality writing – clear ideas, organization, voice, word choice, sentence fluency, conventions, and presentation – and they continue to incorporate these qualities into their own writing. Rubrics are used extensively by students, so they learn to evaluate their own writing and by the teacher as a tool for evaluating writing. All stages in the writing process are thoroughly addressed, which often necessitates multiple revisions of a single piece of writing. A variety of writing modes of writing are taught – narrative, expository, descriptive, persuasive, and creative, as well as literary response. In addition to written expression, public speaking is developed through class discussion, socratic seminars, literary conversations, oral reports, presentations, and book talks.

Self-discovery, coming of age and overcoming adversity are just some of the themes contained in the seventh-grade reading selections. Repertoire includes age-appropriate novels, short stories, and poems drawn from both classical canon and contemporary selections. Classes emphasize discussion and the study of the basic components of short stories and novels, including characterization, theme, point of view, symbol, irony, etc. Students are encouraged to read actively, to form their own opinions about what they read, and to articulate their views in discussions and writing assignments. The nine steps of reading comprehension are modeled and emphasized with each reading.

English 8

English 8 offers two overarching objectives: to improve students' ability to communicate verbally and in writing, and to extend their appreciation and understanding of literature.

Writing styles include descriptive, expository, narrative, analytical, and persuasive formats. Special attention is paid to evidence-supported argumentative writing, a format highly-utilized in Upper School. Review and reinforcement of research skills: documentation, attribution and citation, and avoidance of plagiarism is reinforced in both English and history classes.

As was true in English 7, literature covered includes selected short stories, a Shakespearean play, classic American literature, poetry, and contemporary young adult fiction. Students explore elements of fiction, including setting, characterization, plot, theme, and irony. Themes examined include loyalty, trust and betrayal, tolerance, perseverance, coming of age, dealing with adversity, making and living with choices, and coping with societal expectations. Public speaking continues to include book talks, critiques, reviews, creative projects, and class presentations.

History and Social Studies

We aim to broaden our students' understanding of the historical processes that have produced our world; to encourage students to think critically while interpreting past events and finding potential solutions to contemporary problems; and to prepare students for enlightened, empathetic and active citizenship in a diverse society. In Middle School, purposeful connections are made between English and social studies, with literature choices and writing assignments often spanning both courses.

Social Studies 5/Humanities 5

Social Studies 5 poses questions and offers frameworks to understand the foundations of the United States government, its three branches, and how the United State of America formed during Revolutionary times.

Fifth graders are introduced to topics of geography, economics, agriculture, and Students learn through reading, independent research, simulations, experiential group projects, and public presentations. Cross-curricular connections abound with English class activities.

Social Studies 6: Foundations of Early Civilizations

Social Studies 6 poses questions and offers frameworks to understanding the beginning of western civilizations, and to develop skills necessary to study any society. Study skills (annotation, note taking, project time management, and organization), mapping, and research are all areas of focus. Studies

Course topics include physical geography, mapping, and archeology through study of Mesopotamia, Greece, Egypt, and Ancient Rome. Sixth graders are introduced to the six human institutions - geography, history, economics, religion, family structure, and culture, which offer inroads to understanding any civilization. Students learn through reading, independent research, simulations, experiential group projects, and public presentations. Cross-curricular connections abound with English class activities.

Social Studies 7: World Cultures

Seventh-grade history focuses on the cultures and geography of the world. Students contemplate their study of world cultures with the lens of social scientists. Rather than be passive receivers of information, students will explore the world through a variety of sources and learn to make their own conclusions by thinking critically about issues facing the world community.

The year begins with a review of world geography and then students delve into the meaning of culture, and the different social sciences (economics, history, political science, religious studies, geography, arts, language, daily life and social groups) used to study this vast subject. Regions

studied include: Latin America and the Caribbean, South America, Europe, The Middle East, Africa, India, Asia, and finally Oceania. During our travels we develop an understanding of how these cultures emerged from their interaction with physical surroundings, other people, and historical events. Our studies place an emphasis on global interdependence, cultural diffusion, and diversity. We follow emerging events throughout the year by reading, writing, and discussing these topics in class. By examining the daily life of real people around the world, especially young people, the aim is to develop our understanding, acceptance, and celebration of our world's cultures.

Academic skills further developed include note taking and organization, oral presentation, research, and analytical and persuasive writing.

Social Studies 8: American History

The eighth-grade history course serves three primary purposes. First, its intent is to further expand students' skills of working with, analyzing, and critically evaluating historical information while engaging in inquiry designed to probe questions about the past. Second, it provides an opportunity for students to further develop and practice the academic skills necessary for success in Upper School humanities courses. Finally, American History aims to ask students to draw their attention to similarities and differences over time in the United States with respect to practices of governance and policy, economic production and consumption, and social arrangements and behavior.

Thematic units span the time between the American Revolution and the 1950s and 1960s. By studying history thematically, students are able to explore, research, and study patterns, perspectives, similarities, and differences found among critical milestones that have shaped American development. Students consider the Constitution and structure of our republic, westward expansion and antebellum tensions, the Civil War and Reconstruction, domestic and international turn-of-the-century changes (including both World Wars and the interwar periods), and Post-World War II America.

Two research blocks at different points in the year allow students the opportunity to pose a research question of interest that connects a topic from class discussions to another time period or the present, craft a well-supported and thoroughly researched argument in writing, and transform their findings into a short presentation for their peers and the wider community. Other forms of assessment will include reading check-ins, tests, and in-class experiences such as debates and simulations.

Interdisciplinary Studies

Quakerism (Grade 7)

The seventh-grade Quakerism class examines the faith, practice, and history of the Religious Society of Friends (Quakers) to help students become better acquainted with the tradition that has shaped Friends Academy and continues to give it direction. Topics covered during this quarter course include: the founding Quakers, Meeting for Worship, Meeting for Business, the Inner Light, and the Quaker testimonies. Students' exploration of Quakerism is purposefully intertwined with the 7th grade Arts program, to offer many avenues for students to reflect on and then share their own inner light.

Entrepreneurship (Grade 8) - *new in 2021-2022*

This quarter course is designed so that all learning is active, collaborative, and team-based. Students learn by doing as they are offered actual problems from real entrepreneurs. Students are introduced to observational and interview skills, techniques for validating hypotheses, and design thinking for crafting potential solutions. The class works with carefully selected regional nonprofit organizations, who present real and urgent problems with hard deliverables and deadlines. Over time, students develop and present potential solutions to these real-world clients. Students' curiosity and sense of urgency drive the curriculum, while the course instructors provide the scaffolding, resources, skills, and background necessary to better understand the complexities and interconnectedness of businesses and start-up ventures. Ultimately, the class is a vehicle to develop character, intellect, and resilience in students.

Mathematics

At Friends Academy, the study of mathematics is much more than arithmetic. By instituting a Problem Solving Approach to Mathematics, sometimes referred to as the CPA Approach (Concrete, Pictorial, Abstract), children learn to construct their own meaning and develop personalized strategies in order to solve problems. For any problem, even in math, there are multiple pathways that lead to solutions. For some, math is about learning and memorizing the steps to create a particular outcome. This approach can lead to premature acceleration. At Friends Academy, math is viewed as a language – one that is investigative, descriptive, evaluative and creative. Students work individually and collaboratively to learn that multiple strategies will often lead to a solution. The role of the teacher is to assist students in reaching a conclusion; it is not to offer a singular strategy but to guide and stretch students as they develop their own strategies. As a result, our students at Friends Academy deeply understand mathematics beyond the surface level, and feel prepared and empowered to take on rich challenges and problems in math and in other disciplines.

Math 5

Math 5 builds upon concepts and skills ingrained in our Lower School curriculum, while preparing

students for pre-algebraic, algebraic, and geometric concepts studied in grades 6-8. In all middle school grades, as developmental readiness occurs, there are a variety of math challenges offered to students. These include those offered at Friends Academy like our WMCs (Weekly Math Challenges), which consist of weekly assignments that allow for spiraling practice and encourage the development of problem-solving strategies that are non-routine. In addition, there are in-class extensions, which provide additional opportunities for challenge within the daily lesson. Off-campus enrichment opportunities include the Noetic Learning Tournament which not only challenges our students but also prepares them for the Middle School AMC 8 tournament in mathematics.

Math 6

Math 6 focuses on solidifying the basic skills needed for the seventh-grade pre-algebra curriculum. The course is designed to be both interactive, reflecting the CPA (concrete, pictorial, abstract) approach to problem-solving. Connecting mathematics to the real world helps students pose questions, consider information, and apply multiple possible solutions. The students will learn through a variety of means including cooperative learning, small group instruction, peer teaching, and multimedia applications. Units include: Problem Solving, Decimals, Measurement, Number Theory, Fractions, Integers, Geometry, Ratio and Proportions, Probability, and Pre-Algebra.

Pre-Algebra 7

Math 7 builds on the structure and methods developed in previous years. Fundamental concepts and processes are reinforced. Greater emphasis is put on inquiry, higher-level thinking skills, and the problem-solving process. Included in this is a vision that students will learn to value and become confident in their mathematical ability. Ideally, students master all basic computation skills while continuing to deepen their mathematical reasoning and processing. Mathematical communication and real-world applied problem-solving constitute the core of the course. Topics of study include: Integers, Expressions and Algebraic Equations, Solving Algebraic word problems, Geometry, Statistics, Operations with Decimals, Number Theory, Operations with Rational Numbers, Ratio, Proportion and Percent, and Graphing on the Cartesian Plane.

Grade 8 Mathematics

We offer two levels of Algebra, Introduction to Algebra or Algebra I, in the eighth grade. Students are placed in the appropriate level according to teacher recommendations, performance on diagnostic assessments, performance in Math 6 and 7, and, when available, results of standardized testing.

Grade 8 - Introduction to Algebra

Introduction to Algebra offers students basic algebra instruction. Topics of study include, but are not limited to; 1) Number and Operations with Rational and Real Numbers, Real Numbers and the Pythagorean Theorem 2) Patterns, Relationships, and Algebraic Thinking, Proportions and Similarity, Percent 3) Geometry and Measurement, Spatial Reasoning, Area and Volume 4) Algebraic Thinking: Linear and Nonlinear Functions, Equations and Inequalities 5) Statistics, Data Analysis, and Probability. Students who show consistent mastery in the Intro to Algebra course will be ideally

positioned to take Algebra I in ninth grade. Students who do exceptionally well in Intro to Algebra may be encouraged to work over the summer and then take a placement test at the end of summer to place into Geometry as a freshman.

Grade 8 - Algebra 1

The Algebra I course moves at an accelerated pace. Students who successfully complete this course receive one academic credit toward the upper school math graduation requirement. Topics of study include, but are not limited to: 1) Numerical Expressions 2) Ratio, Percents and Applications 3) Solving Linear Equations 4) Introduction to Functions and Graphing Linear Equations 5) Systems of Linear Equations 6) Working with Inequalities 7) Congruent Triangles and Similarity 8) Polynomials and factoring 9) Operations with Radicals 10) Solving, Applying and Graphing Quadratics 11) Probability and Statistics. Students who earn an A+ in this course are given the opportunity to take Honors Geometry as a freshman. Students who earn below a B are encouraged to retake the Algebra course their freshman year, as this course is a foundational building block to future courses in the Friends Academy upper school math curriculum.

In keeping with the Friends Academy's commitment to meeting the needs of every student, the mathematics department offers a robust enrichment program for all math students. The purpose of this enrichment is to provide students opportunities to tackle non-routine problems, participate in competitions, and complete independent research in STEM fields. While all students are encouraged to participate in enrichment, it is highly recommended for students who seek extra challenge or are interested in entering the honors math track in Upper School.

Science

Our science program develops students' understanding of basic scientific methods and principles, and practices those skills to help students care for and better the world around them. In Middle School, studies explore the intersections of earth science and environmental studies, biology, physical sciences, and chemistry, to develop an understanding of a diversity of living organisms, to instill mindfulness of and explore the complexities of preservation and conservation of the world's resources; and to develop an awareness of ethical issues regarding the use of science and technology. Students practice hypothesis development, experimental observation, data collection, and empirical analysis. Open-ended questioning, reflective writing, research notebooks, and lab reports are among the many skills practiced across the curriculum.

Science 5

Students examine the scientific method, observation, data collection, and analysis while exploring environmental science, life cycles, phase changes, and phenomena such as weather and erosion. Whenever possible, we use local and regional science studies (Long Island Sound, local arboretums) to help students learn to become critical observers and analytical thinkers. Emphasis is placed on the basic skills of hypothesis generation, structuring experiments to test hypotheses, collecting data, note-taking and observational drawings, data analysis, and drawing conclusions to inform future question formation.

Science 6

Students are formally introduced to and explore the topics of geology, the nature of science, chemistry, 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 teach scientific skills as well as mastering a body of basic factual knowledge. The course puts students in the role of expert scientists throughout the year, as they engage in lessons and activities on environmental sustainability. This work integrates what the students are learning and helps them to learn about human impacts on the environment and solutions. The year includes a series of trips to local preserves that enhance the student's ecological literacy of the place in which they live.

Science 7

Science 7 begins with a study of the organization of living things, and 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 take 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 oral presentations on current science/health articles from approved sources.

Science 8

Science 8 focuses on the physical sciences, taking the time for a detailed look at big ideas within physics and chemistry. Students are encouraged to look for real-world connections within the material, 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 in order to communicate ideas clearly. Formal scientific principles are taught through discussion of everyday experiences and observations made during classroom activities. Concepts are investigated through laboratory experiences that develop confidence and initiative in manipulating apparatus, organizing procedures, and recording data.

Technology

The Middle School is committed to providing a dynamic program that utilizes technology to enhance the curriculum as well as foster the skills necessary for success in the contemporary world.

All middle school students are issued Chromebooks for school use, and learn to use programs such as Google classroom applications, ActivelyLearn, Flipgrid, Zoom, and Schoology. In addition, students take computer classes throughout their middle school career, engaging in topics such as coding (block through Javascript), engineering and programming, robotics, and webpage and app development.

The middle school building is well-equipped with Smart Technology, projection capabilities, and a Makerspace/Robotics studio with multiple 3D printers and a VEX competition court.

World Languages and Cultures

Departmental goals include helping students build proficiency in the oral and written use of a second language, and gaining a fundamental knowledge of the literature, culture, and traditions associated with the nations where it is spoken.

World Language Sampler: Grade 5

In fifth grade, students spend a trimester studying each of our World Languages: French, Mandarin Chinese, and Spanish. This trimester rotation allows students the opportunity to sample each language before making an informed decision about which language they would like to study in depth in grades 6-8. Each sampler rotation focuses on oral communication, written expression, and culture. Language selection for sixth grade takes place in late spring of the fifth-grade year.

Formal World Language Study: Grades 6-8

Middle School students begin their formal study of language in the 6th grade. Students may select Spanish, French, or Mandarin Chinese. 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 target 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 middle school world language & cultures program cultivates increasing proficiency in speaking, writing, reading and listening skills over a three-year course of study. Vocabulary building and basic grammatical concepts are core to the student instruction and expected outcomes. As the student progresses, emphasis is put on more advanced oral communication, including more challenging grammar concepts and vocabulary acquisition.

Middle School French (Grades 6-8)

The three-year sequence in French is equivalent to completing Level 1 in Upper School. Students develop speaking, listening, reading, and writing skills in French while becoming familiar with the cultures of French-speaking countries. Successful completion earns the student one Upper School credit. The student will continue on in the ninth grade to French 2 or French 2 Honors in the Upper School. Students wishing to be placed in French Level 2 Honors course in the Upper School will take the National French Exam in March, and must score at a level that is determined by the Upper School World Language department.

Middle School Mandarin Chinese (Grades 6-8)

The three-year sequence in Mandarin Chinese is equivalent to completing Level 1 in Upper School. The goal of this course is to develop speaking, listening, reading, and writing skills in Mandarin Chinese while becoming familiar with the culture of China and the Chinese people. Written communication includes both PinYin and an introduction to Chinese characters. Successful completion earns the student one Upper School credit. The student will continue on in the ninth grade to Chinese 2 in the Upper School. Students wishing to be placed in Chinese 2 course in the Upper School will take the National Chinese Exam and must score at a level that is determined by the department. There is no non-honors track in the Upper School in Chinese. All students taking Chinese are in an advanced class that leads to the AP in their senior year.

Middle School Spanish (Grades 6-8)

The three-year sequence in Spanish is equivalent to completing Level 1 in Upper School. Students develop speaking, listening, reading, and writing skills in Spanish while becoming familiar with the cultures of Spanish-speaking countries. Successful completion earns the student one upper school credit. The student will continue on in the ninth grade to Spanish 2, Advanced Spanish 2, or Spanish 2 Honors in the Upper School. Students wishing to be placed in Spanish Level 2 Honors course in the Upper School will take the National Spanish Exam in March, and must score at a level that is determined by the Upper School World Language department.

Visual and Performing Arts

Middle School is a powerful time for students to attain new knowledge and to begin to blend that knowledge with a greater understanding of oneself and how to function in the larger world. This intense growth and development is supported and enhanced by a strong education in the Arts. At Friends Academy, we commit seriously to Arts education as a core piece of our Middle School curriculum. Students receive ongoing education in Music, Visual & Digital Arts, Theater, and Dance. This Arts education curriculum is designed to support the cognitive, physical and character development of our students, as well as teach specific knowledge and techniques in each artistic discipline.

Students participate in the classes listed below:

Grade 5: Vocal Music (Voice Class and Chorus)
 Instrumental Music (Band and Orchestra)
 Integrated Arts (Visual & Digital Arts, Theater, Dance, Creative Music)

Grade 6: Vocal Music (Voice Class and Chorus)
 Instrumental Music (Band and Orchestra)
 Integrated Arts (Visual & Digital Arts, Theater, Dance, Creative Music)

Grade 7: Instrumental and Vocal Music (Orchestra, Band, Chorus)
 Interdisciplinary Arts (Visual & Digital Arts, Theater, Quakerism)

Grade 8: Instrumental and Vocal Music (Orchestra, Band, Chorus)
 Interdisciplinary Arts (Visual & Digital Arts, Theater)

Quaker Life: Principles and Practices

To nurture spiritual development, teach about Quakerism and provide opportunities to experience Quaker faith and practice in community. Through TASQUE (Teachers and Students for Quaker Education) and weekly Meeting for Worship we seek to create a place of sanctuary where people feel safe being reflective, open, spiritual beings who “let their lives speak.”

Community Service and Service-Learning Program:

We seek to foster in our students an awareness of issues and challenges that confront the many communities of which FA is a part, and a commitment to use their talents and skills for the benefit of others by engaging them in concrete service projects in these communities. The W.A.T.C.H. (We Are The Community Helpers) and TASQUE (Teachers and Students for Quaker Education) committees help to facilitate service learning opportunities in Middle School.

Physical Education And Interscholastic Athletics

Students in Grade 5 & 6 participate in Physical Education classes numerous times per week, during the school day. 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.

All students in Grades 7 & 8 participate in a seasonal program of interscholastic athletics.

Sports by Season – Grades 7 & 8

<u>Fall</u>	<u>Winter I and II</u>	<u>Spring</u>
Cross Country	Basketball	Baseball/Softball
Field Hockey	Cardio-fitness	Lacrosse
Football	Cheer	Track/Field
Soccer	Volleyball	
	Weight Training	
	Yoga	

Health and Wellness

The middle school Health Education curriculum is part of the comprehensive middle school Health and Physical Education program. Interactive, student-centered curriculum designed to help students learn about contemporary and critical health issues while asking them to explore their personal health habits and goals.

Health 5 & 6

Students in fifth grade and sixth grade participate in a yearlong, grade-level specific Health Education course. Topics examined include friendships, relationship management, conflict resolution, bullying, personal safety including online safety, drug use and abuse, puberty, nutrition, exercise and stress, and life management skills.

Health 7 & 8

Students in seventh grade and eighth grade participate in a quarter-long, grade-level specific Health Education course. Students practice cooperative skills, realizing risk-taking behaviors, and applying positive decision-making abilities. Topics examined include self-esteem, nutrition, reproductive systems, stress management, relationship management, alcohol, tobacco and other substance abuse, consent, and boundaries.

Overnight Experiences (TBD In 2021-22, Depending On State And Other Guidelines)

Outdoor Education Trips

Traditionally, each grade participates in an overnight, outdoor education experience. Students engage in climbing and low and high ropes courses, teambuilding, outdoor science, and other co-curricular activities on a two-night trip with Friends Academy teachers. This trip also provides an opportunity for the many new entering students to meet new friends and begin to transition socially to their class.

8th Grade Trip Abroad

Since 2004, the 8th graders have culminated their Middle School experience with an optional trip abroad. The purpose of this trip is to expose students to different cultures and allow them the opportunity to practice the language of the country, enjoy the food, and begin to appreciate the broader world. There is also an effort to connect Quaker principles and community service is integrated into each trip. Activities that are planned for this experience work to balance the more traditional tourist attractions counted with the authentic, hands-on learning that Middle School students thrive on. In the past, students have gone hiking, visited the world's most famous museums, engaged in cooking classes and attended various arts workshops. To date, trips have been made to Italy, Spain, Greece, England, France, and Costa Rica.