Curriculum Guide
GRADES 6-8
2023-2024
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6th grade drama focuses on stage acting and the performing of a Shakespearean play. The focus is using Shakespeare and his language to improve students’ analytical skills, understanding of characters (and therefore personal motivations), and to give them the opportunity to simplify something that, at first, seems foreign yet in the end becomes manageable and understood, thereby working on their ability to dissect and engage with material for the intent of comprehension and performance. The course focuses on a condensed script and acting exercises which build student skills effectively as a byproduct of the work they are having fun with.

Successful completion of the course will see the student capable of reading, performing, and understanding Shakespearean text, working as a functional teammate, and expanding their comfort zone in the areas of public speaking and presentation. The overall idea is to allow the student to be more autonomous than they were previously used to at the elementary level and, using the tools and techniques we work with, provide in them a knowledge of personal capabilities, possibilities, and achievements in order to obtain stronger speaking and expression skills as well as a heightened sense of confidence.

**Student Skills**
- Confidence
- Public Speaking
- Character Analysis
- Sociological Understanding
- Responsibility/Autonomy
- Teamwork

**Academic Skills**
- Text Analysis
- Enunciation/Projection
- Presentation Skills
- History
- Autonomous Problem Solving
- Memorization

**Units of Study**
- Acting Fundamentals (Speaking Effectively as Self)--September into October
- Shakespeare: His Time & His Work--October
  - Historical Applications
  - Condensed Script (retells, assignment of roles)
- Play Production
  - Role Assignment and Breakdown
  - Rehearsals
  - The culmination of this class will be a school-wide presentation of the play onstage.
SAMPLE OF DRAMA COMPONENTS TO BE LEARNED

• Two Person Scene Study
• Character Motivations
• Projection/Enunciation
• Emotive Acting
• Performing
• Dialogue
• Blocking
• Costuming

ASSESSMENT
Assessment of students is twofold. The script study and rehearsal process allows for real time feedback between teacher and student as to where their comforts, strengths, and challenges lie and how they may push themselves further in the work. The final performance serves as a final assessment of progress made in comparison of speaking skills, comprehension, and teamwork based not on the quality of talent but quantity of growth.

DEI INTEGRATION
Given the study of Shakespeare and a different time period, we are able to have open discussions about the differences of gender representation, social norms, and status during that time and the changes in modern society. In the casting of the play, we are able to open up the barriers that were present back then by allowing for the possibility of any player to portray any role. What is stressed is the importance of teamwork and fair representation in the performance as well as the acknowledgement of audience awareness.
7TH GRADE

OVERVIEW
7th grade drama focuses on improv and using improvisational tools in order to increase students’ abilities to communicate, present, create, and work together as a team. Improv as a teaching tool is a wonderful way for the students to have fun while at the same time gaining an understanding of and reliance on one another, while also gaining confidence in presentation, performance, and public speaking. The very nature of basic improv, such as “Yes, and-” exercises and speaking in “You” format rather than “I” inherently creates an atmosphere of teamwork and empathy.

Successful completion of the course will see the student gain confidence not only in their speaking skills but in their ability to think under a variety of situations, thereby gaining confidence in their voice as well as their thought process. The goal is to not allow students to shy away from problems but to embrace our human fallibilities as challenges to overcome and learn from, thereby making us stronger in each challenge we face. The teacher, in this case, acts as a motivator, but the student provides the self driven impetus to guide them through their own personal blocks in a manner that is conducive to strength building and not shutting down.

STUDENT SKILLS
- Confidence
- Public Speaking
- Interpersonal Skills
- Sociological Understanding
- Responsibility/Autonomy
- Teamwork

ACADEMIC SKILLS
- Communication
- Enunciation/Projection
- Presentation Skills
- Creative Problem Solving
- Autonomous Thinking
- Cooperative Process

UNITS OF STUDY
Improv:
- Hyla’s Drama teacher Chris Soldevilla has more than 20 years’ experience in performing and teaching improvisational games. He tailors each class to focus on necessary skills to build on, in hopes of achieving more well-rounded performers and speakers.
- The culmination of this class will be a school-wide presentation of the play onstage.
SAMPLE OF DRAMA COMPONENTS TO BE LEARNED

- Two Person Scene Study
- Character Motivations
- Projection/Enunciation
- Performing
- Multi-Person Scene Goals
- Quick Thinking/Problem Solving

ASSESSMENT

Assessment of students is again twofold. The class process allows for real time feedback between teacher and student as to where their comforts, strengths, and challenges lie and how they may push themselves further in the work. The mix of games speak to a variety of strengths and challenges to bring out the appropriate results. The final performance serves as a final assessment of progress made in comparison of speaking skills, comprehension, and teamwork based not on the quality of talent but quantity of growth as a speaker in front of others without the comfort of scripts.

DEI INTEGRATION

The very nature of improv is to be open to all varieties of information, partners, and situations. Any time a player may cross a line, intentionally or accidentally, that may not consider the diversity of an audience or fellow player, it opens immediate discussion on the responsibilities of the performer. Priority is given in instruction to be self-aware of what language we use in our communication and that everyone is held to the same standards of participation and speaking.

8TH GRADE OVERVIEW

8th grade drama focuses on putting together the skills the students have touched upon so far in order to create stronger presenters and communicators for their continued work in upper school and beyond. The focus here will be creating presentations and one act scenes that allow for them to hone skills in writing, teamwork, personal expression, presentation, and the problem solving inherent with creative collaboration, performed production, and material creation.

Successful completion of the course will have the students displaying a stronger presence and voice on stage during presentation along with a style that engages an audience rather than reads to them. The final presentation of short scenes will have a multi-fold effect of strengthening creative collaboration, structuring voice and story for a desired effect, and further honing presentation and performance skills in front of an audience.
STUDENT SKILLS
• Confidence
• Public Speaking
• Character Analysis
• Sociological Understanding
• Collaborative Skills
• Presentational Skills
• Teamwork
• Emotional Expression

ACADEMIC SKILLS
• Text Analysis
• Enunciation/Projection
• Presentation Skills
• Narrative Storytelling
• Collaborative Problem Solving
• Writing

UNITS OF STUDY:
• Presentation
  o Voice
  o Attachment to Topic
  o Engagement with your Audience
• Scene writing--March-April
  o Scriptwriting
  o Collaboration
  o Stage work: vision and execution
• Rehearsal & Performance
  o Scene Night
  o Exit Conferences
  o Testimonials

SAMPLE OF DRAMA COMPONENTS TO BE LEARNED
• Two Person Scene Study
• Character Motivations
• Projection/Enunciation
• Performing
• Multi-Person Scene Goals
• Quick Thinking/Problem Solving

ASSESSMENT
Beyond the ongoing in class assessment of regular on stage and in class presentations, there will be a final presentation of written scenes as well as a student-led transition conference and testimonials. The completion of these three elements, before audiences of faculty, family, and friends allows for a practical assessment of the skills acquired over the student’s entire time at Hyla, most especially focused on the skills honed in the eighth grade semester which caps off a culmination of all three years of skills and techniques.

DEI INTEGRATION
In the same vein as improv allowing for the expression of one’s own voice and experience and relation to the experience and understanding of the audience, here the words and creative expression is as diverse as the student writers and performers of the materials. The editing process and discussion of written work alongside the feedback portion performed in class work allow for direct feedback and discussion of all contemporary topics that are present within the students’ interests. Because they are student-generated materials, overseen by faculty, the program is inherently set up for allowing a healthy integration of DEI ideals.
6-8TH GRADE

OVERVIEW
The English program at Hyla School offers students a stimulating and immersive experience, challenging them with a multifaceted curriculum encompassing reading, writing, and communication. The essence of literacy flourishes during middle school and is characterized by a blend of high-interest titles, experiential learning, compelling thematic exploration, and the empowerment of student choice – all defining elements of impactful pedagogy.

By exploring an extensive array of texts, students cultivate empathy for others and develop a profound appreciation for the rich tapestry of human experiences. Literature is both a mirror affirming personal identity and a window providing insights into diverse perspectives. This concept draws inspiration from the wisdom of Dr. Rudine Sims Bishop, who wrote, “When there are enough books available that can act as both mirrors and windows for all our children, they will see that we can celebrate both our differences and our similarities because together they are who make us all human.”

Students become versatile and confident writers at Hyla School, adept at navigating a spectrum of genres, from structured essays to creative expressions. Students refine their craft through a dynamic mix of workshop-style lessons, whole-group discussions, personalized one-on-one conferences, collaborative projects, and more. By crafting pieces and products for authentic audiences, students see themselves as skilled writers capable of articulating their voices with clarity and nuance.

In addition to engaging in long-term reading and writing units, students actively cultivate habits that bolster their proficiency throughout the school year. They nurture robust independent reading practices and actively participate in enriching book clubs. Language and sentence structure proficiency is mastered through tailored grammar instruction, accommodating all learning needs. Moreover, opportunities to expand beyond daily assignments and homework are readily accessible to all students.
6TH GRADE

STUDENT SKILLS

• Embrace challenges and persevere
• Engage in self-reflection
• Give and receive feedback with an open mind
• Cultivate empathy and cultural awareness
• Speak with integrity and courage
• Question assumptions and welcome curiosity
• Transfer skills across content areas
• Share ownership in collaborative projects
• Advocate for self and others

ACADEMIC SKILLS

• Confidently analyze texts, considering formal aspects, author intent, and context
• Write clearly and compellingly across a multitude of genres
• Recognize authorial craft in fiction, focusing on characters, settings, symbolism, and themes
• Synthesize information from a variety of sources representing a wide range of facts and perspectives
• Effectively communicate with peers of differing viewpoints
• Develop grammatical awareness

UNITS OF STUDY

Building Community Through Writing and Discussion

• Students begin the school year by exploring what makes a thriving community. They build a supportive environment through heartfelt letters, collaborative hexagonal diagrams, reflective writing prompts, class discussions, and community norming.

How Do You Do?

• This unit emphasizes instructional how-to guides and prompts students to consider how technical writing connects people. The culminating project involves creating a how-to guide around a topic of interest or hobby.

Dystopian Fiction: Current Fears, Projected

• Students study dystopian fiction and supplemental texts in book clubs and consider how dystopian texts offer insights into present-day power structures and collective fears. Students keep detailed notes in writer’s journals, and clubs design intricate amusement parks that symbolically mirror their selected novels’ themes, characters, and symbols.

Nonfiction Alive!

• Students read All Thirteen: The Incredible Cave Rescue of the Thai Boys’ Soccer Team by Christina Soontornvat, an informational book rich in suspense that highlights the irrepressible force of the human spirit. Through five-paragraph essays, students strengthen their research and writing skills.

Whodunit: Unraveling Suspenseful Writing

• This segment of study takes students on a chase to find the vital literary elements that make mystery novels, podcasts, films, and short stories captivating. They analyze classic and new texts and then showcase what they learned by crafting suspenseful short stories.

Becoming and Belonging
• Exploring identity and personal growth themes, students consider how they see others and themselves impacts their sense of belonging. They synthesize articles, poetry, songs, and short stories and participate in an extended Socratic Seminar.

**Graphic Memoirs**

• Students discover memoirs through sequential art. In small book clubs, they read and discuss titles of interest, noting artistic characteristics in addition to the character arcs, themes, and entertaining elements found in most standard-format memoirs. Students write and design their own graphic narratives and publish them as homemade zines.

**POSSIBLE TEXTS AND AUTHORS**

*Read in their entirety or as excerpts, as a class, in groups, or individually.*

- *All Thirteen: The Incredible Cave Rescue of the Thai Boys’ Soccer Team* by Christina Soontornvat
- *March: Book 1* by John Lewis
- *Annie Sullivan and the Trials of Helen Keller* by Joseph Lambert
- *March: Book One* by Andrew Aydin and John Lewis
- *Maybe An Artist, A Graphic Memoir* by Liz Montague
- *Death on the Nile* by Agatha Christie
- *Murder on the Orient Express* by Agatha Christie
- *A Phoenix First Must Burn* by Patrice Caldwell
- *Gandhi: My Life is My Message* by Jason Quinn
- *The Root of Magic* by Kathleen Benner Duble
- *Among the Hidden* by Margaret Peterson Haddix
- *The City of Ember* by Jeanne DuPrau
- *The Marrow Thieves* by Cherie Dimaline
- *The Outlaws Scarlett and Browne* by Jonathan Stroud
- *The Last Kids on Earth* by Max Brallier and Douglas Holgate
- *The Lottery* by Shirley Jackson
- Articles, poems, and stories from Gary Soto, Francisco Jiménez, Langston Hughes, Sandra Cisneros, Walter Dean Myers, Marta Salinas, Imma Achilike, Joyce Sidman, and Laura Hershey

**DEI INTEGRATION**

Within the Hyla English classroom, students manifest their values within an inclusive and collaborative community where everyone is acknowledged, heard, and understood. It is a space where reading and writing serve as potent vehicles for self-discovery, critical thinking, and advocacy.

Power and privilege themes are identified and discussed at length as part of the English curriculum. Students think about whose voices are present - and whose are not - from the literary and historical record, our school’s collection of resources, and our awareness. We seek to study authors’ works from all ethnicities, nationalities, classes, genders, sexual orientations, religions, and abilities.
**Assessment**

Students are assessed formally and informally through daily work, extended projects, grammar practice, timed writing, essays, homework, quizzes, and discussion. Some assessments track formative progress, while others mark the end of brief or extended learning periods.

**7th Grade**

**Student Skills**

- Embrace challenges and persevere
- Engage in self-reflection
- Transfer skills across content areas
- Give and receive feedback with an open mind
- Cultivate empathy and cultural awareness
- Speak with integrity and courage
- Question assumptions and welcome curiosity
- Share ownership in collaborative projects
- Advocate for self and others

**Academic Skills**

- Confidently analyze texts, considering formal aspects, author intent, and context
- Write clearly and compellingly across a multitude of genres
- Recognize authorial craft in fiction, focusing on characters, settings, symbolism, and themes
- Synthesize information from a variety of sources representing a wide range of facts and perspectives
- Effectively communicate with peers of differing viewpoints
- Develop grammatical awareness

**Units of Study**

**Building Community Through Writing and Discussion**

- Students begin the school year by exploring what makes a thriving community. They build a supportive environment through heartfelt letters, collaborative hexagonal diagrams, reflective writing prompts, class discussions, and community norming.

**How Do You Do?**

- This unit emphasizes instructional how-to guides and prompts students to consider how technical writing connects people. The culminating project involves creating a how-to guide around a topic of interest or hobby.

**Power of Storytelling: Melting Together**

- Exploring select Greek, Native American, and African myths and legends, students identify how time-tested stories characterize human nature and evolution. They synthesize excerpts, artwork, podcasts, poetry, commentary, and nonfiction texts and participate in an extended Socratic Seminar.

**Empathy and Injustice**

- “When injustice occurs, is empathy enough?” After reading various historical fiction, realistic fiction, poems, and nonfiction texts, students write essays in answer to this question. They contemplate what awareness and action are needed to create better worlds – in fiction and our shared lives.
Coming of Age in Fiction
- By studying narrative fiction and supplemental texts in book clubs, students consider how internal conflicts and external challenges present opportunities for growth that shape fictional characters and people. Clubs design intricate board games that symbolically mirror the main character’s evolution.

Amplify: Profile Journalism
- Students identify nonprofit organizations that resonate with them. Through articles and visual aids, they promote noble causes and vie for votes to earn the winning organization a financial gift.

Sample of Class Texts and Authors
- *Hello, Universe* by Erin Entrada Kelly
- *King and the Dragonflies* by Kacen Callender
- *Ghost Boys* by Jewell Parker Rhodes
- Graphic Novels such as *Maus, Persepolis, Bone, Nimona, American Born Chinese, Thornhill, They Called Us Enemy, New Kid*
- Poems by various contemporary poets, such as Naomi Shihab Nye, Billy Collins, Gwendolyn Brooks, Sharon Olds, CA Conrad, Fatima Asghar, Jane Hirshfield, Franny Choi, Mary Oliver, Joy Harjo, Mary Ruefle, Diana Khoi Nguyen, Forrest Gander, William Stafford, Danez Smith, Paisley Rekdel, and many others.

8th Grade

Student Skills
- Embrace challenges and persevere
- Engage in self-reflection
- Transfer skills across content areas
- Give and receive feedback with an open mind
- Cultivate empathy and cultural awareness
- Speak with integrity and courage
- Question assumptions and welcome curiosity
- Share ownership in collaborative projects
- Advocate for self and others

Academic Skills
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- Recognize authorial craft in fiction, focusing on characters, settings, symbolism, and themes
- Synthesize information from a variety of sources representing a wide range of facts and perspectives
- Effectively communicate with peers of differing viewpoints
- Develop grammatical awareness
UNITs OF STUDY

Building Community Through Writing and Discussion
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- “When injustice occurs, is empathy enough?” After reading various historical fiction, realistic fiction, poems, and nonfiction texts, students write essays in answer to this question. They contemplate what awareness and action are needed to create better worlds – in fiction and our shared lives.

Coming of Age in Fiction
- By studying narrative fiction and supplemental texts in book clubs, students consider how internal conflicts and external challenges present opportunities for growth that shape fictional characters and people. Clubs design intricate board games that symbolically mirror the main character’s evolution.

Testimonials
- A longstanding Hyla tradition, each student writes a profile of another student, celebrating their unique individuality and their impact on the school community. In a show of appreciation and celebration, testimonials are shared during the 8th Grade Testimonial Ceremony in June attended by teachers and families.
SAMPLE OF CLASS TEXTS AND AUTHORS

Read in their entirety or as excerpts, as a class, in groups, or individually

- The Absolutely True Diary of a Part-Time Indian by Sherman Alexie
- Amusing Ourselves to Death by Neil Postman
- King and the Dragonflies by
- To Kill a Mockingbird by Harper Lee
- Metamorphosis by Ovid
- Out of My Mind by Sharon Draper
- Dumplin’ by Julie Murphy
- Hey, Kiddo: A Graphic Novel by Jarrett J. Krosoczka
- Finding Tir Na Nog by S.L. Whyte
- Just Mercy by Brian Stevenson
- Speak by Laurie Halse Anderson
- The Fountains of Silence by Ruta Sepetys
- Articles, poems, stories, and artwork by Roger Fernandez, Yukio Mishima, Pieter Bruegel the Elder, William Carlos Williams, Ibi Zoboi, Yusef Salaam, Donna Rosenberg, and William Blake Richmond

DEI INTEGRATION

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Power and privilege themes are identified and discussed at length as part of the English curriculum. Students think about whose voices are present – and whose are not – from the literary and historical record. We seek to study authors’ works from all ethnicities, nationalities, classes, genders, sexual orientations, religions, and abilities.

ASSESSMENT

Students are assessed formally and informally through daily work, extended projects, grammar practice, timed writing, essays, homework, quizzes, and discussion. Some assessments track formative progress, while others mark the end of brief or extended learning periods.
6TH GRADE

OVERVIEW:
HUMAN SOCIETIES: IN THE BEGINNING AND NOW

6th graders will begin their journey into understanding humans and the societies which they’ve created—by starting at the origins of the universe, long before humans were around. Many of the earliest societies tell these stories, with vivid, almost personal connections to their beginnings. Through the course of the year, students will survey a vast range of early civilizations, from Mesopotamia to Papua New Guinea to the Olmecs. Our goal is for students to gain a comprehensive appreciation for the commonalities and differences between these societies. Yet social studies is meant to be more than a study of the past. We look to make frequent connections to today, and thus students will spend significant time considering our modern world, and how globalization highlights the commonalities that exist between all human societies.

In social studies, students should expect to stretch themselves academically, learning new skills and adapting old ones to find success in our historical inquiries. They will learn to work independently and collaboratively with their peers, with the hope that as they reflect on these processes, students will develop strong interpersonal AND academic skills. Units will have small assignments and larger culminating products, in which students may showcase their skills and creativity. By the end of 6th grade, students should be growing social scientists, ready to tackle the many complexities of the interplay of societies to be tackled in 7th grade.

STUDENT SKILLS
• Notetaking
• Organization
• Reading for Understanding
• Research
• Historical Writing Techniques
• Personal & Group Presentations
• Teamwork and Responsibility

ACADEMIC SKILLS
• Social Studies Terminology
• Geography
• Timelines
• Cause/Effect
• Historical Significance
• Primary and Secondary Sources
UNITS OF STUDY

Origins/Pre-Human (September - October)
- The Modern Scientific Story, Origin Stories (Final: Write an Origin Story)

First Civilizations (November - December)
- Mesopotamia (Final: Diorama)

Early Global Case Studies (January - February)
- Egypt, Indus River, China, Olmec, Papua New Guinea (Final: Infographic)

Global Societies Today (March)
- Modern countries, cultures and organizations (Final: Travel Presentation)

Archeology (April - May)
- Creation of society and unearthing process (Final: Archeology Dig/Museum Exhibit)

ASSESSMENTS

As indicated in the above content, each unit has a culminating piece that allows students to showcase their “best selves”, highlighting their content mastery, skill development and creative instincts. These final projects are meant to be both celebrations of learning and performative assessments.

DEIB INTEGRATION

6th grade social studies is grounded in the work of global thinking. That is, we look to collaboratively and openly study cultures, both past and present, to provide a fuller understanding of human societies. This work inherently asks students to engage with the human diversity, both the familiar and unfamiliar.

7TH GRADE

OVERVIEW

A CONNECTED GLOBE: CREATION, COLLUSION AND COLLISION

A true world history course, 7th grade social studies covers the major developments of human societies from the beginning of the Common Era through circa 1800. While roughly chronological, the course focuses on five key themes (see below) of this extensive period. 7th graders will learn that history is full of patterns, such as cause/effect and continuity/change, that can be learned with the right tools. For this reason, each unit is like a three-layered cake in which we first analyze the past, then make connections to the present, and lastly predict the future.

During the course, students should expect to learn academic methods for analyzing both primary and secondary sources. They will participate in first-person simulations and socratic-style seminars, learning the art of inquiry through personal and guided discussion. With each unit, students will create final products, from research papers to board games to puppet
shows. Overall, 7th grade social studies is designed around the unique needs of growing minds and active bodies; traits that make for a fascinating class.

**STUDENT SKILLS**
- Notetaking
- Organization
- Close reading/Annotations
- Class Discussions
- Teamwork
- Research
- Narrative & Expository Writing

**ACADEMIC SKILLS**
- Terminology
- S.P.I.C.E Analysis (Social, Political, Interactions, Cultural, Economic)
- Cause/Effect
- Historical Significance
- Primary and Secondary Sources
- Historical Perspective

**UNITS OF STUDY**
- Classical Societies: Rise and Fall (September - October)
  - Han, Gupta, Roman, Maya Empires (Final: Stop Motion Story)
- Belief Systems (November - December)
  - Abrahamic Faiths, Hinduism, Buddhism, Confucianism (Final: Personal Belief System)
- Silk Roads and Trade (January - February)
  - Silk Roads, Africa, Cultural Diffusion (Final: Board Game)
- Migration and Exploration (March - April)
  - European and Asian Sea Voyages (Final: Research Paper)
- Power and Revolutions (May - June)
  - French and Haitian Revolutions (Final: Write your own Declaration)

**ASSESSMENTS**
As indicated in the above content, each unit has a culminating piece that allows students to showcase their “best selves”, highlighting their content mastery, skill development and creative instincts. These final projects are meant to be both celebrations of learning and performative assessments.

**DEIB INTEGRATION**
7th grade social studies is grounded in the work of understanding how societies change and adapt over time. We look at how different cultures have built distinctive ways of living, which have blended with other societies throughout history to create a global society with diverse, yet overlapping traits. During the year, students will be asked to explore new ideas and peoples, with an openness that allows for understanding across differences.
8TH GRADE

OVERVIEW

OUR PLACE IN HISTORY: FROM GLOBAL TO NATIONAL TO LOCAL

If the 7th grade year can be characterized by comprehension and analysis, then the 8th grade year is a time of evaluation and argumentation. Building on previous themes and skills, 8th grade social studies focuses primarily on the last 200 years, with a greater emphasis on the United States and local/regional stories. Students can expect to delve into many of the most contentious events of the 20th century, such as industrialization, war, governmental power and personal responsibility. Moving past simply describing the significance of an event and its place in time, the class will question the ethics of judging the past and considering how these views shape the future, from a personal to a societal level.

8th graders are expected to effectively research, compile and present their historical findings in a variety of formats, written and/or oral. Success in the class dictates a focused, considerate, open intellect, willing to grow, learn and make mistakes within the process of historical studies.

STUDENT SKILLS

• Notetaking
• Research
• Argumentative writing
• Presentation
• Debate
• Reflection

ACADEMIC SKILLS

• Cause/Effect
• Change/Continuity
• Historical Significance
• Primary and Secondary Sources
• Historical Perspective
• Ethical Dimensions

UNITS OF STUDY

Industrial & Global Consequences (September - October)
  o Societal Impacts, Urbanization and Triangle Trade (Final: Historical Narrative)

Government (November - December)
  o The Fight for Constitutional Amendments (Final: Co-lead Class Lesson)

War & Morality (January - February)
  o Conflicts of 1900-1950, Globalization (Final: Research Paper)

March Madness (March)
  o Most Influential Debate Series, Rotating Topic (Final: Debate)
A Local Tale (April - May)
  ○ Re/telling History (Final: Oral Story)

ASSESSMENTS
As indicated in the above content, each unit has a culminating piece that allows students to showcase their “best selves”, highlighting their content mastery, skill development and creative instincts. These final projects are meant to be both celebrations of learning and performative assessments.

DEIB INTEGRATION
8th grade social studies is grounded in the work of contemporary global thinking. The course explores a range of topics that ask students to consider backgrounds far different than their own, often with a blend of academic and personal work. In asking students to engage in a diversity of culture and thought, we are focusing on helping students develop open hearts and minds.
ALL GRADES

OVERVIEW
The social and emotional elements of Human Relations are central to the Hyla students experience throughout each year. For early adolescents, understanding themselves as humans is equally as important as their academic growth. Having a safe space to share and listen with their peers while navigating the incredible joy, challenge and growth of the middle school experience helps make the whole Hyla program more successful.

The purpose of the Human Relations class is, using words from the Hyla mission statement, “to encourage students to respect and value themselves and others,” which includes forming caring relationships and developing as individuals with integrity. The underlying goal of the Human Relations curriculum is to assist students in developing a healthy identity. Through a blend of interactive, informative, and experiential learning exercises, students develop the skills, attitudes, and knowledge to more effectively interact with other people. Students will increase awareness of themselves and their role and responsibility in the world around them. The curriculum focuses on the following topics:

6TH GRADE

STUDENT SKILLS

• **Becoming Part of a Learning Community**- Learning to share verbally in a group, valuing each other by actively listening. Students will work together to agree on clear expectations inside and outside of the classroom both physically and emotionally, developing skills to work through conflict and encourage inclusion.

• **Council, Elements of Character and Identity**- connecting feelings and thoughts into experience by focusing on the following elements of character during weekly Council Meetings: courage, respect, responsibility, hope, justice, love, honesty, and loyalty. Group activities and games require defining personal and physical boundaries, treating others how they want to be treated. Conflicts and disagreements are solved through communication, compromise and Restorative Justice. Sixth grade also includes mindfulness classes that teach skills and practices to help develop a calm and focused mind and body.

ACADEMIC SKILLS

• **Active Listening**- Showing others you are listening through body language and non verbal communication like nodding your head or making eye contact.
• **Sharing verbally** - Practicing sharing authentic feelings and experiences through Council, discussions and conversations. Learning how to enter a conversation and effectively express themselves.

• **Active engagement in group activities**

**UNITS OF STUDY:**

**Start of school - October**

**Essential Questions**-
- What does community mean at Hyla?
- What other communities are you a part of (family, friends, activities)?
- What should you know to be successful at Hyla, goals and rules?
- What has your previous education path been to lead you here?
- What can you bring to Hyla?
- Who do you want to be at Hyla?

**Student Goals**-
- Creating community and identity
- New beginnings as a learner, what do you want to let go of or work towards?
- Developing confidence and identity in community
- Building friendships and learning to collaborate
- Finding our voices, sharing our thoughts, knowing our feelings

**Example Activities**-
- Ice breakers, getting to know each other
- Building trust through sharing stories
- Foundations of Council (with Kris R.)
- Games - outside/physical, inside/contemplative
- Interpreting our feelings through visual art
- 8th Grade mentors - sharing the foundations of community at Hyla

**Student Resources**-
- Classroom with couches
- Art supplies (paper, pens, pencils)
- Paper for question boxes
- Books of questions etc.

**November - January**

**Essential Questions**-
- What traditions define your family?
- What are you thankful for?
- What is your favorite part about holidays?
- How do you deal with emotional ups and downs of big celebrations?

**Student Goals**-
- To share openly the values of their family traditions
- To define and name what they appreciate
- To develop emotional awareness to navigate difficult emotions and conversations
- To celebrate together
Example activities -
- Council
- Class discussions of family traditions
- Reflecting on the highs and lows of family gatherings/celebrations from the past
- Sharing excitement and appreciation for big celebrations and starting a new year
- Making cards and writing letters of appreciation
- Looking at traditions through film

Student Resources -
- Classroom
- Art supplies
- Holiday movies, how do they relate or not relate to our lives?

January - April

Essential Questions -
- What experiences have made you who you are today?
- How do you react and deal with challenging life events?
- What has your experience at Hyla been like so far?
- What is holding you back?
- What do you want to focus on to be more of your true self?

Student Goals -
- Sharing openly and honestly in group discussions and Council
- Looking back on experience, and looking forward with goals
- Building on the foundation of trust that was developed in the fall.
- Active listening and sharing skills

Example Activities -
- Group story telling - taking our experiences and telling stories through other characters
- Small group council - developing the practice of asking questions
- Council - sharing and listening from the heart

April 1 - June

Essential Questions -
- How have you grown this year?
- What are you working on to build resilience and confidence?
- Do you feel free to be independent in your perspectives?
- How do we navigate differing views within your family and communities?
- What are you looking forward to as a 7th grader?
- What do you wish you could have done differently this year?

Student Goals -
- To identify personal growth and future goals
- To begin to think independently, while respecting the traditions that helped shape us
- To celebrate growth as a group, and continue to define community
- To reflect on ways that our participation and engagement in the Hyla community can continue to improve and grow.

**Example Activities:**
- Graphing our emotions throughout the year
- Goal setting and reflection
- Council
- Agreements and compromises
- End of year retreat
- Walk and Talk
- Hot Seat of appreciation and questions
- Nutrition and Sexuality Education workshops

**ASSESSMENT**

Because both Human Relations and PE are participation based, and don’t usually include written work, the quantitative and qualitative assessment is based on how students engage over time. In both classes I keep evaluation notes each week on how students share verbally in class discussions, and engage in group activities and team building challenges and games. This observational assessment over time gives a picture of how a student engages and interacts with the understanding that students in general have days where they feel more or less comfortable sharing verbally or engaging in active play.

Evaluations based on participation:
- Listening
- Cooperation
- Tolerance
- Patience
- Respect for others
- Leadership
- Accountability to group
- Reflection

**DEIB INTEGRATION**

Students engage socially, emotionally and physically in activities in a way that challenges them to grow their personal awareness and that of others and supporting others to do the same. Learning together that everyone has different experiences, perspectives, strengths and personal boundaries through communication, asking questions, finding compromise, and developing trusting relationships and understanding.

**7TH GRADE**

**STUDENT SKILLS**
- Listening and sharing
- Gratitude and appreciation
- Perspectives and positivity
- Conflict Resolution

**ACADEMIC SKILLS**
- Interviewing, questioning and recording
- Visual mood charts
- Mind Mapping
- Written reflections
- Goal setting and reflection
- Defining personal boundaries
- Handwritten letter writing
- Game design and conflict resolution
- Acting as a way to explore social situations

**Units of Study**

**Start of school - October**

**Essential Questions:**
- What defines “Who am I?”
- What do you need to know, to know me?
- What worked well last year in building a sense of class community?
- What defines your class?
- What could you do to help make Hyla feel even better?

**Student Goals:**
- Identifying personal roles in community
- Developing confidence in ourselves, and how we interact with others
- Resetting or redefining personal goals and learning habits
- Appreciation of classmates and Hyla community as a whole
- Welcoming new students who have joined as 7th graders

**Example Activities:**
- Council - building on the foundations of 6th grade and digging deeper
- Annual Mood Chart - tracking our seasonal moods
- Hot Seat
- Books of questions
- Know This To Know Me - Collaboration with Chris Soldevilla
- Asking questions, and active listening
- Class Fall Retreat

**Student Resources:**
- Classroom
- Art supplies
- Adirondack chair
- Cushions and couches
- Recording equipment and Hylab

**November - January**

**Essential Questions:**
- What are you thankful for?
- What do you disagree with?
- What do you think other people think of you?
- What defines who you are, or want to be?
- How do you stay true to yourself when it might feel uncomfortable to do so?
- What can you do to make the most of your opportunities?
- What goals do you have for the rest of 7th grade?
- What are you worried about?
- Continuing “Know this to know me”

**Student Goals:**
- Sharing openly in Council and class discussions
- Expressing differing opinions and perspectives with respect
- Listening to others with respect and appreciation, even if we disagree
• Goal setting to make the most of everyday

**Example activities**
- Hot Seat of Appreciation and Questions
- Letters to 6th Graders
- Council and class discussions
- Group games and role playing (Theatre of the Oppressed)
- Walk and Talk
- Interviewing 8th graders for advice

**Student Resources**
- Classroom, couches and cushions
- Adirondack chair
- Books of questions
- Council binders for developing questions and responding to daily challenges
- Anonymous questions box
- Art supplies
- Team Building games and blindfolds

**January - April**

**Essential Questions**
- What resolutions have you made for this new year?
- Who am I, and am I staying true to that?
- What are you curious about?
- What is Implicit Bias
- How is school?
- Do you feel included in your community?
- What is holding you back?

**Student Goals**
- To identify challenges and areas of growth
- Setting goals to become more of who we want to be
- To identify how students feel they are doing, belonging, and achieving in school
- To continue building questioning and listening skills through interviewing

**Example Activities**
- Council and class discussions
- Question formulation for student driven Council
- Walk and Talk
- Hot Seat

**April 1 - June**

**Essential Questions**
- What defines healthy relationships and friendships?
- How do you navigate difficult social situations?
- What are you hoping for in 8th grade?
- What do you need to do to feel ready for 8th grade and beyond?
- Who am I, and who do I want to be?
- What can I do to support others?
How can I tell when I need support from others?
Adventuring: Exploration Week

**Student Goals:**
- To practice healthy communication with friends, family, and community
- To develop ways to support others, and know when we need it ourselves
- Goal setting to build confidence and optimism for the future
- Learning to say “No” and setting healthy boundaries in relationships and friendships

**Example Activities:**
- Council
- Small group conversation and boundary communication practice
- Goals and future hopes
- Nutrition and Sexuality Education workshops
- Role playing and Theatre of the Oppressed situations that help us see things from the perspectives of others
- Class retreat

**Student Resources:**
- Classroom, couches, cushions
- Sexuality Education Resources and Mentors
- Theatre of the Oppressed workshop
- Role playing and situational practice with Chris S

**Assessment**
Because both Human Relations and PE are participation based, and don’t usually include written work, the quantitative and qualitative assessment is based on how students engage over time. In both classes I keep evaluation notes each week on how students share verbally in class discussions, show active listening skills and engage in group activities and team building challenges and games. This observational assessment over time gives a picture of how a student engages and interacts with the understanding that students in general have days where they feel more or less comfortable sharing verbally or engaging in active play.

**Evaluations based on participation:**
- Listening
- Cooperation
- Tolerance
- Patience
- Respect for others
- Leadership
- Accountability to group
- Reflection
- Self expression

**DEIB Integration**
Students engage socially, emotionally and physically in activities in a way that challenges them to grow their personal awareness and that of others and supporting others to do the same. Social dynamics and identities are explored through the model of Theatre of the
Oppressed. Students work together learning that everyone has different experiences, perspectives, strengths and personal boundaries through communication, asking questions, finding compromise, and developing trusting relationships and understanding.

**8TH GRADE STUDENT SKILLS**

Deepening connection with and appreciation of:
- Friends and Family
- Community and Culture
- Self and Environment

Conflict resolution
- Group problem solving skills
- Communication skills
- Speaking
- Listening
- “I” vs. “You” messages

Values Clarification
- What do I believe?
- Intuition

Relaxation
- Stress and Stress Management
- Guided Imagery
- Mindfulness and Meditation
- Sleep and screen time
- Changing the voice of your “Self-Talk”

Addictions (cultural and personal)
- Drugs and Alcohol
- Food and eating disorders
- Technology and gaming
- Busy-ness, avoidance, distraction

Body Image and Self Esteem
- Changing bodies
- Healthy choices
- Respecting ourselves and each other
- Boundaries
- Homophobia
- Gender Inequality
- Gender and Sexual Identity
- Relationships
- Positive Self Image and reflection
- Age, aging, and death.

Appreciating other Cultures
- Rituals, Practices, Symbols and Traditions
• Languages
• Anti Racism
• Privilege, prejudice and inherent and implicit bias

Decision Making
• Goal Setting
• Success, Learning and Failure
• Time Management
• Choices that align with and look towards a healthy future
• Emotional awareness

Crisis Awareness
• What to do when we are worried about someone
• Setting healthy boundaries to keep ourselves safe
• Where to turn when we need help
• Signs of self-harm, what to look for and how to help

METHODS OF INSTRUCTION AND ACADEMIC SKILLS:
• Lecture
• Council
• Group Discussion - large and small groups
• Videos and audio sharing
• Guest speakers and workshops
• Books and articles
• Writing and Art
• Games
• Role Playing: Theatre of the Oppressed
• Experiential learning: Interviews & Conversations

Start of school - October
Essential Questions:
What does it mean to be an 8th Grader? How can you make the most of your Hyla experience this year? What will you be taking into the world after 8th grade?

Student Goals:
- Creating class culture.
- Building on traditions.
- Cultivating school community

Example Activities:
• Class Retreat- Community building, goal setting, agreements, commitments, and fun..
• Council
• Team building games
• Walk and talk
• Field trips
• Interview project
• 6th grade Support Network
• School dances
• Dress Up Week
• Fall Gaga Madness

**Student Resources:**
- Student meetings
- Recording Studio
- Dance committee
- 6/8 Support buddies

**November - January**

**Essential Questions:**
- What are your goals for today, tomorrow, next week, next year, in your lifetime?
- What will it take for you to make those goals?
- What do you need help with?
- What do you do when you are challenged?

**Student Goals:**
- Looking forward with positivity
- Goal setting - hope
- Recognizing personal strengths and challenges
- Finding ways to seek and give support
- Cultivating resilience

**Example activities:**
- Annual Mood Graphing
- Dream Job Vs. Work
- General interest-aptitude test
- Appreciations and Gratitude- Holidays

**Student Resources:**
- Art Supplies
- Physical games

**January - April**

**Essential Questions:**
- How do you know if someone you know needs help?
- What if you need help?
- What is the difference between having a bad day, and having depression?
- What will high school be like?

**Student Goals:**
- To develop personal tools to support ourselves and each other through change, challenge and crisis.

**Example Activities:**
- Role Playing- Theatre of the Oppressed (with Chris Soldevilla)
- Council
- Box of questions (student curated Q&A)

**April - June**

**Essential Questions:**
- Are you ready for high school?
• How can you finish strong?
• Making connections in the final stretch, what will you miss most about middle school?
• Are you up for adventure? Exploration week!
• Do you have the information you need to make choices for yourself in the future?

**Student Goals:**
• Appreciating the Hyla experience and tying up the loose ends of 8th grade.
• Preparing for transition to high school.

**Example Activities:**
• Advice cards for 6th and 7th graders
• Practice reading while standing in front of peers—presentation skills (With Chris S. and David)
• Council
• End of year retreat—Closing the circle, spoke bracelet ceremony, reflection and appreciation.

**ASSESSMENT**
Because both Human Relations and PE are participation based, and don’t usually include written work, the quantitative and qualitative assessment is based on how students engage over time. In both classes I keep evaluation notes each week on how students share verbally in class discussions, show active listening skills and engage in group activities and team building challenges and games. This observational assessment over time gives a macro-picture of how a student engages and interacts with the understanding that students in general have days where they feel more or less comfortable sharing verbally or engaging in active play.

**Evaluations based on Participation:**
• Active Listening
• Cooperation
• Engagement
• Tolerance
• Patience
• Respect for others
• Leadership
• Accountability to group
• Reflection and appreciation
• Self-expression

**DEIB INTEGRATION**
Students engage socially, emotionally and physically in activities in a way that challenges them to grow their personal awareness and that of others and supporting each other to do the same. Social dynamics and identities are explored through the model of Theatre of the Oppressed. Students work together learning that everyone has different experiences, biases, perspectives, strengths and personal boundaries through communication, asking questions, finding connection and compromise, and developing trusting relationships and understanding.
MATH

GRADES 6-8

OVERVIEW
Hyla recognizes that in every adolescent there is a mathematician, and that in each of us there is a love for language, art, and mathematics. Hyla’s challenging and innovative math program fosters student independence and engagement while building a solid mathematical foundation. The main goal of this program is to provide a strong foundation in mathematics for every student using coursework that is appropriate to the ages, abilities, and needs of that student. We want students to be well prepared for the mathematics found in their future schooling or careers, but also ignite and nurture an appreciation for the subject and how it relates to language and art. And we achieve that through lessons, practice, projects, applications, and cross-curricular studies. This type of thinking requires a high degree of independent exploration. Teachers, textbooks, and materials will always be important resources, but the student skills they create for themselves and the knowledge of how they learn best in a mathematics class are the most enduring. We ask students to solve problems mentally as well as with paper, calculator, and computer, and to then communicate their results effectively. Students do much of their homework independently, so we find it essential to use class time for group collaboration and teacher guidance.

PLACEMENT
When students begin at Hyla, they are assessed on their previous math experiences, ability, interest, and achievement. Most students begin the coursework in 6th grade math, but a few who have proven to master 6th grade math content will begin their coursework in Jousting Armadillos, our pre-algebra course.

6TH GRADE MATH
In this course, students explore the patterns and relationships that lie at the heart of mathematics. Students are given a variety of different problem solving opportunities where they can observe patterns and relationships and begin to find a more abstract way of expressing this knowledge. This course integrates a variety of projects to practice and utilize newly learned math skills. Students are also taught how to be effective middle school math students. Coursework requires
students to employ organization, note-taking, homework procedures, and correction and revision of work. Students balance collaborative work done in class with independent practice at home. The topics covered in the 6th grade coursework include: operations with positive and negative numbers, fractions, decimals, percentages; proportional relationships and reasoning; factors, multiples, primes, composites, prime factorization, exponents; 2-D and 3-D geometry, problems solving techniques; scientific calculator skills.

**ARBOR ALGEBRA SERIES**

The Arbor Algebra Series (AAS) is an algebra curriculum written by two teachers from our sister school, the Arbor School in Portland, Oregon. The trilogy is a writing-based, common sense, whimsical, and engaging introduction to algebra written directly to the middle-grade student. The AAS books integrate compelling narrative, inductive reasoning, and deep, imaginative problem solving while satisfying common core standards. The books are called: *Jousting Armadillos*, *Crocodiles and Coconuts*, and *Chuckles the Rocket Dog*.

In AAS, the students work in small self-paced groups through an algebra sequence designed to meet every student at their current level of understanding and then challenge them to grow. The students are divided organically into small groups. Each cohort proceeds through the math curriculum more or less at its own self-governed pace. Hyla teacher videos have been created to accompany each lesson in the book, and to provide one more modality for learning. The teacher’s work in the classroom is to meet with small groups or individuals and talk with them about the material, work problem sets with them, set student goals, and to generally buoy their understanding. There are very few moments when the teachers are standing up in front of the whiteboard talking to the whole class.

Most Hyla students begin their work in *Jousting Armadillos* in the spring of their 6th grade year. They complete *Jousting Armadillos* during 7th grade and then begin *Crocodiles and Coconuts*. In 8th grade students quickly finish *Crocodiles and Coconuts* and spend the rest of that year working toward completion of *Chuckles the Rocket Dog*.

The Hyla math curriculum takes students through the equivalent of a high school Algebra I course sometime by the end of eighth grade. Some students needing more support will experience an introductory level of Algebra I. The small cohort of students who began *Jousting Armadillos* at the beginning of 6th grade will complete and master Algebra I by the end of their 7th-grade year. Then in 8th grade that cohort will study high school level geometry.

At the end of 8th grade, Hyla students may be recommended for Algebra I, Geometry, or Algebra II.
**Jousting Armadillos & Other Equations: An Introduction to Algebra**
Topics covered in this book include: Inductive and deductive reasoning; the language of algebra; negative numbers; algebraic functions; single-variable equations; problem solving.

**Crocodiles & Coconuts: Equations in Two Variables**
Topics covered in this book include: The Cartesian coordinate plane; graphing two-variable equations; functions and formulas; solving simultaneous equations; graphing circles, ellipses, parabolas, and hyperbolas.

**Chuckles the Rocket Dog: Polynomials & Quadratics**
Topics covered in this book include: Negative exponents; scientific notation; exponential functions; manipulating polynomials; factoring polynomials; solving quadratic equations; solving and graphing higher-degree equations.

**Geometry: Seeing, Doing, Understanding, by Harold R. Jacobs**
Topics Covered in this book include: logic and proofs; coordinate geometry and transformations; theorems and postulates for triangles; trigonometry; and properties and theorems for other polygons, circles, and solids. The course is an advanced honors level course typically taught in high school.

**PROJECTS**
Projects are incorporated into the three years of Hyla math. All students participate in the projects. Some are cross-curricular, and most are collaborative. Projects include: Tessellations, 3-D Global House Construction, Proportional Action Figures, Electoral College, Real World Budgeting, Proportional Comics, Mandalas, Stock Project, Programming.

**TECHNOLOGY**
Students are issued scientific calculators to use during their three years at Hyla. We use those calculators to build the skills that will be needed when they advance into high school math courses and use a graphing calculator. Students are also introduced to using spreadsheets in Google Sheets. This is done with school issued Chromebooks and can be completed during class projects.

**ASSESSMENT**
There are a variety of opportunities for students to show me what they have learned throughout a unit. I will informally assess students each day in class while I work with them on problems or questions they have with the work. There are formal assessments as well with mid-unit quizzes and end of unit tests. All students are given practice tests as a chance to practice preparing for the unit assessment. Students can always retake a test or revise a test to improve their score. I do not give cumulative course grades, but I do give students test and
quiz scores in the forms of fractions, percents, and letter grades. In addition, student projects are another form of assessment where students can show their understanding through alternate modes like building, constructions, using spreadsheets, and beginning programming.

**DEI INTEGRATION**

In math class, we honor diversity, equity, and inclusion in several ways. Each course offers a variety of learning modalities throughout the year. This allows students to experience variety in how they learn and to highlight the strengths of every learner. It also helps students to identify the ways that they learn best and open their mind to different methodologies. There is not one way to be successful with math, and it is important that every student see that firsthand by hearing from their peers, teachers, and the broader community. We celebrate the contributions of mathematicians of all ethnicities, gender, cultures, and languages from a historical perspective and from modern day people in the field of mathematics.
ALL GRADES

OVERVIEW

The Physical Education program in Hyla’s middle school program is designed to develop physically educated students who are prepared to address their fitness needs now and in the future. PE at Hyla fosters an appreciation for physical activity and the importance of a sound mind and healthy body by providing students with experiences that develop self-esteem, cooperation, self-discipline, and sportsmanship. In grade-level PE classes, students explore health and fitness through a range of activities including team sports and outdoor recreation. Elective classes also offer a variety of exercise and movement opportunities for students, including dance classes, mountain biking, rock climbing, yoga, running, and HIIT workouts.

PE SKILLS

- Students demonstrate competency in movement patterns (for example, hand and foot dribbling, and disc throwing).
- Students develop knowledge of basic rules and strategies of games and sports (soccer, basketball, football, lacrosse, and track and field).
- Students develop teamwork skills and finding roles in various games and activities that push them to grow, without feeling overwhelmed.

PHYSICAL ACTIVITY & HEALTH

- Students develop an understanding of the importance of healthy lifestyles.
- Students demonstrate proper safety procedures with equipment.

SOCIAL DEVELOPMENT

- Students develop positive self-management and social skills necessary to work independently and with others.
- Students engage in Agreements and Compromise meetings to address the boundaries and rules, and tailor activities to the interests and needs of the entire group.
- Team building skills to include everyone.
- Using multiple ways of forming teams to address the risks of unfair teams and minimize feeling “left out.”
- Students have a voice to share their hopes and goals every day, prioritizing having fun while taking care of each other.
EARTH’S PLACE IN THE UNIVERSE
Students will explore Earth’s place within our universe in addition to our place as humans on Earth. This will include introductory topics in physics as we explore how gravity affects Earth’s rotation and our orbit around the sun. Students will actively utilize our HyLab to create scale models of astrological matter and experiment with a variety of forces and conditions that may alter conditions in space, and on Earth. We will then take a closer look at geological and biological resources on our planet and how they support life. In the Spring, students will further study how resources are utilized by humans around the world as they prototype sustainable solutions for the future of our planet and living organisms.

In their first year of science at Hyla, students will begin to build a foundation for how to understand science and conduct experiments that follow the scientific method. We will build skills in scientific literacy and explore what it means to conduct a controlled experiment that can generate reliable results. Students will utilize data to make graphs and learn how to create tables and charts to communicate their findings with others. This course is a place where questions are encouraged, and mistakes are simply an opportunity to generate new ideas and problem-solve with the support of others.

STUDENT SKILLS
- Learning through inquiry
- Collaboration and teamwork
- Accessing and analyzing information
- Materials management and organization
- Oral and written communication
- Critical thinking

ACADEMIC SKILLS
- Scientific Method
- Data collection and analysis
- Engineering design process
- Mathematical modeling
- Scientific literacy
- Design thinking

UNITS OF STUDY
• Earth’s Place in the Universe
  ▪ The solar system, stars and navigation, the formation of Earth
• Earth’s Systems
  ▪ Weather, water, nutrient cycles, climate change
• A Human Planet
  ▪ Living organisms, human population growth, allocation of resources
• Geology
  ▪ Earth’s transformation over time; past, present and future
• Resource Management
  ▪ Water, agriculture, renewable and nonrenewable resources, sustainable use
• Engineering Design
  ▪ Introduction to design thinking and lab development

**ASSESSMENT**

Student assessments will be based on participation in labs, ability to follow the scientific method to complete laboratory experiments, peer and self-assessments, class discussions, quizzes to check for understanding, and student-driven projects that help them best display their learning.

**DEIB INTEGRATION**

We will have the opportunity to explore scientific topics from a range of perspectives and cultures, in addition to learning about how different regions and demographics are affected by natural disasters and climate change. In our unit on geology, students will learn about regions of land both within the US and internationally that are protected, or sacred, to different groups of people and how governing bodies and individuals can go about protecting and honoring those natural landmarks.

**TEXT & MATERIALS**

Foss Weather and Water, NSTA Press *Teaching about Climate Change*

**7TH GRADE**

**LIFE SCIENCE**

We explore topics within life sciences, gaining a better understanding of the world around us and ourselves. From observing how animals interact with each other within the fields and forests surrounding our campus, to how we as humans take care of our bodies. Seventh grade science will be filled with opportunities to gain a greater depth of knowledge for who we are as humans, and what we need to survive. We’ll examine both macro and microbiology, allowing students the opportunity to work with an array of materials and devices in our HyLab to examine cells, experiment with plant growth, dissect specimens, and use our 3D-printer to prototype advancements in artificial limbs. The year will culminate with a project-based unit on biotechnology and how human life can and could be supported in space.
In this lab-based course, students will continue to build on their skills to design and conduct laboratory experiments and learn how to communicate their findings from scientific experiments in a clear and accurate way. This course creates an opportunity for students to utilize previous knowledge from an array of disciplines and look at life on a biological level, like learning how diseases spread centuries ago compared to now. We’ll take time to reflect on our own behaviors as adolescent humans and analyze how this varies from other animals. Students will conduct studies into how we define health and take care of our bodies and minds and will share their findings and goals for healthy lifestyles with our school community through a health and wellness fair.

**STUDENT SKILLS**
- Critical thinking
- Collaboration and teamwork
- Materials management and organization
- Oral communication skills
- Mindfulness, reflection, journaling
- Self-assessments

**ACADEMIC SKILLS**
- Lab development
- Data analysis
- Mathematical Modeling
- Engineering design process
- Connection between self and science
- Proper use of scientific language
- Relationship between structure and function

**UNITS OF STUDY**
- Ecology
  - Characteristics of Life, biodiversity, symbiotic relationships, aquatic and terrestrial ecosystems
- Cells
  - Diffusion, cellular structure, cellular transport, endosymbiont theory
- Introductory Genetics
  - Mendel’s peas, heredity, punnett squares
- Health & Wellness
  - Nutrition, metabolic processes, fitness, mindfulness, goal setting, reflection
- Natural Selection
  - Survival of the fittest, genetic variation, artificial selection
- Biotechnology
  - Intersection of technology & life, robotic limbs, supporting human life in space

**ASSESSMENT**
In the second year of science at Hyla, students will learn how to communicate scientific information and practice sharing their own knowledge of science in order to demonstrate understanding. Sharing knowledge will look different for each student; some may showcase their work with posters and pictures, others may model an experiment for their peers to evaluate or make a video to play for the class. Through their study of topics in life science, students will conduct experiments both in the field and lab and will be assessed on their ability to carry out proper procedures, collect data, and process their results.
DEIB INTEGRATION
The units in this course present an array of opportunities for students to reflect on the land, ecosystems, and people around them from a variety of perspectives. We’ll study land and water rights, explore advancements and ethical dilemmas in genetic engineering, and as we learn about genetics, we’ll discuss biases humans have developed towards each other based on the physical appearances of organisms (humans) that are nearly genetically identical.

TEXT & MATERIALS
- FOSS Populations and Ecosystem, Act NOW Science Ecological Restoration
- OpenSciEd 6.6 Cells and Systems
- FOSS Human Systems Interactions
- IQWST 6.1 What is Going on Inside Me?

8TH GRADE

CHEMISTRY, BIO II, PHYSICS
8th grade is an exciting year in science in which we fine-tune skills in scientific thinking while studying topics in chemistry, physics and biology. This course will explore atomic structures and how molecules react with one another through a series of lab-based experiments. After exploring chemical reactions at the molecular levels, we’ll revisit life science to explore chemical reactions that occur within our bodies, and reactions that take place in plants. With a foundational knowledge in molecules and their properties, we’ll take a closer look at the molecular structure of DNA through a series of experiments that mimic the processes scientists experimented with when they first discovered DNA’s structure. During the second half of the year we will pivot to physics, an opportunity for students to showcase their skills as experimental scientists as they ask questions, design experiments, and analyze results to test how motion, energy and force affect events on Earth.

This course is designed to utilize and enrich the skills and scientific practices students have been building in the preceding two years. Students will engage in iterating cycles of planning and conducting investigations, collecting and analyzing data, and using models to demonstrate their scientific thinking. Following this cycle, students will construct scientific explanations and arguments to communicate their findings. The goal of this course is to give students the opportunity to showcase their skills as experimental scientists as they ask questions, collaborate, design experiments, analyze results and communicate their findings. They will be prepared with both skills and content knowledge to make a smooth transition to lab-based science and engineering courses at the high school level.

STUDENT SKILLS
- Critical thinking
- Collaboration and teamwork
- Materials management and organization
- Oral communication skills
- Mindfulness, reflection, journaling
- Self-assessments

ACADEMIC SKILLS
- Lab development
- Data analysis
- Mathematical Modeling
- Engineering design process
- Connection between self and science
- Proper use of scientific language
- Relationship between structure and function
**ASSESSMENT**
In the third year of science at Hyla, students will continue to work on communicating learned knowledge through oral and written assessments. Students will also be tasked with developing their own experiments to test a hypothesis. They will be assessed on their lab designs by their ability to carry out proper procedures, collect clear and accurate data, and communicate their findings. Quizzes and tests will be used as preparation for advanced science classes in which a need to recall previous information is important in order to learn more complex processes. Hands-on projects will give students an opportunity to bring their ideas and understanding to life in a tactile way.

**DEIB INTEGRATION**
In 8th grade, advancements in science will create a backdrop for students to explore the history of scientific publications and research efforts in the 19th and 20th centuries. We’ll look at how both legal policies and social norms and how they may have prevented scientists from receiving funding or acknowledgment for their research. In the second half of the year, students will be researching and developing technological advancements, and will evaluate accessibility to devices that make our lives easier, like cell phones, laptops, robotics, and artificial intelligence.

**TEXT & MATERIALS**
- FOSS Chemical Interactions
- OpenSciEd 7.1 Chemical Reactions
- IQWST 8.2 How Do Forces Impact Me?
6TH GRADE

OVERVIEW
This is the first year of a three-year program with the purpose of building the foundations that will help students prepare to acquire proficiency in Spanish through linguistic, communicative, and cultural approaches to language learning. Proficiency for this program is spread across the three years with 6th grade level of proficiency defined as successfully understanding the proper use of pronunciation and intonation in speaking exercises, reading small phrases and writing simple sentences. Emphasis is placed on the development of listening and reading skills and on the acquisition of the fundamentals of applied grammar. Cross cultural understanding is fostered, and real-life applications emphasized throughout the course.

In 6th grade, using national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages), students are introduced to fundamental pronunciation, foundational grammar skills and cultural context. A large portion focuses on exploration of culture of Spanish speaking countries providing students with the social and cultural context to develop a better understanding of the Spanish language. Creative projects and exploration through music, dance, and cooking offer opportunities for students to capture a better understanding. Further, students develop organization and study skills as it applies to language acquisition. By the end of this year, students will be able to understand basic phonetics and cultural appropriateness of specific phrases and expressions. Students will be able to translate their own dialogs, use and understand basic words and phrases in scripted dialogue. Students will also be able to work in groups to write and read the language on their own. As well as introduced to fundamental grammar concepts and the application of these concepts in simple sentences of concepts (ex. personal pronouns, articles and verb conjugation).

GRAMMAR TOPICS
- Ser and estar
- Regular present tense verbs
- Stem-changing verbs
- Comparisons
- Object pronouns
- Gustar and preference verbs

LINGUISTIC SKILLS
- Describing people, places, clothing, moods and emotions
- Expressing preference
- Speaking in a shopping situation
- Presenting in Spanish using a script
- Creating language in non-memorized phrases
UNITS OF STUDY
1. Preliminary Unit: Alphabet, greetings, days of the week, months, weather, common classroom phrases (4 weeks)
2. Unit 1: Spanish Speaking Countries & Culture (4 weeks)
3. Unit 2: ¿Qué te gusta hacer? Mis amigos y yo (6 weeks)
4. Unit 3: Vamos a la escuela (5 weeks)
5. Unit 4: Comer en familia (6 weeks)
6. Unit 5: Vamos de compras (5 weeks)

RESOURCES
- ¡Avancemos!: Student Edition Level 1 (Holt, McDougal, 2013)
- ¡Avancemos!: Cuaderno, Practica por niveles, Student Edition, Level 1
- Duolingo (online)
- Conjugemos (online)
- Spanishdict.com

PROJECTS
- Spanish Speaking Countries Posters
- Bake Pan de Jamón
- Taste Papelón con Limón
- All about me in Spanish Project
- El Carnaval masks
- Family Poster
- Town project

DEI INTEGRATION
Students in this class benefit from many of the DEI-related objectives that are intrinsic to language learning, such as practicing communication across linguistic and cultural boundaries on terms other than one’s own, developing cultural humility, etc. Additionally, in our classroom, each unit features a cultural topic that revolves around a country or region from the Spanish speaking world. Students learn not only big-picture “encyclopedia” facts, but also about the region’s minority and indigenous populations and the subcultures that exist amongst these groups.

ASSESSMENTS
- Teacher observations
- “Pairs” practice
- Presentations
- Exit tickets
- Role Play activities
- End of Unit Quiz
7TH GRADE

OVERVIEW
This is the second year of a three-year program with the purpose to strengthen students’ understanding of the ideas and concepts introduced in grade 6, with the goal to acquire proficiency in Spanish through linguistic, communicative, and cultural approaches to learning language. Proficiency for this program is spread across the three years with grade 7 level of proficiency defined as an appropriate use of proper pronunciation and intonation in speaking exercises, reading scripted dialogue, basic reading comprehension and writing simple sentences with more complex grammatical concepts. Emphasis is placed on the development of listening, speaking, and reading skills and on the acquisition of the fundamentals of applied grammar. Cross cultural understanding is fostered, and real-life applications emphasized throughout the course.

In grade 7, using national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages), students focus on word recognition and grammatical skills. Students’ practice identifying key words and phrases which are then applied to sentence formation. Students will be encouraged to use vocabulary and incorporate expressions into situations that provide a cultural perspective. Grammar concepts such as verb conjugation and proper word order are practiced and used in simple conversations. This course builds the foundation for more complex conversational and written language. By the end of this year, students will be able to translate simple expressions and phrases with the implied cultural implications, read simple sentences and use appropriate responses, accurately apply grammatical concepts (ex. present tense verb conjugation, adjective-noun agreement, word gender, pluralization and sentence word order) to reading and writing exercises.

GRAMMAR TOPICS
- Ser and estar
- Regular present tense verbs
- Stem-changing verbs
- Comparisons
- Gustar and preference verbs
- Using Tengo que

LINGUISTIC SKILLS
- Describing people, places, clothing, moods and emotions
- Expressing preference
- Talking about school
- Presenting in Spanish using a script
- Creating language in non-memorized phrases

UNITS OF STUDY
1. Preliminary Unit: Review concepts on greetings; numbers, common words; personal pronouns; definite and indefinite articles; Ser and Gustar; Understand influence of ancient civilization & colonialism on today’s Spanish speaking communities (6 weeks)
2. Unit 1: ¿Quienes somos?
3. Unit 2: Vida En La Escuela
4. Unit 3: Verbs in Present Tense
5. Unit 4: Mi Familia es Tu Familia
6. “All about me in Spanish”
PROJECTS
- Collage of an Ancient Civilization from a Spanish speaking country (Maya, Aztec, Inca)
- Research and presentation of a famous Spanish-American
- Costa Rica Sister School project
- Verbs Song Video
- Taste Papelón con Limón
- Study Spanish Abroad Project

DEI INTEGRATION
Students in this class benefit from many of the DEI-related objectives that are intrinsic to language learning, such as practicing communication across linguistic and cultural boundaries on terms other than one’s own, developing cultural humility, etc. Additionally, in our classroom, each unit features a cultural topic that revolves around a country or region from the Spanish speaking world. Students learn not only big-picture “encyclopedia” facts, but also about the region’s minority and indigenous populations and the subcultures that exist amongst these groups.

ASSESSMENTS
- Teacher observations
- “Pairs” practice
- Presentations
- Exit tickets
- Role Play activities
- End of Unit Quiz

8TH GRADE
OVERVIEW
This is the last year of a three-year program with the purpose to enable students to express an acquired level of proficiency in Spanish through linguistic, communicative, and cultural approach to language learning. Proficiency for this program is spread across the three years culminating with grade 8 level of proficiency defined by students successfully engaging in scripted dialogue, creating simple written dialogue, recognizing variations in responses as a result of cultural context and application of more complex grammatical concepts in reading and writing exercises. Emphasis is placed on the development of listening, speaking, reading, and writing skills and reinforcing the fundamentals of applied grammar taught in previous years.

In grade 8, using national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages), students focus on reading and on strengthening grammatical skills taught in previous years. Students will engage in application of these skills in reading comprehension, dialogue, and written communication. Lessons in this course focus on unifying the concepts and ideas through projects and presentations of the material, encouraging students to use these in conversation. Cross cultural understanding is fostered, and real-life applications emphasized throughout the course. A major cultural component is a focus on the differences and similarities between American and Spanish speaking cultures. By the end of this year, students will be able to translate simple group of phrases and understand cultural appropriateness and context, apply knowledge of context to question...
and answer dialogue, engage in scripted dialogue and write grammatically correct sentences using concepts such as verb conjugation of regular and irregular verbs, indirect object pronouns, yo-go verbs, and prepositions.

**Grammar Topics**
- Regular present tense verbs
- Irregular present tense verbs
- Stem-changing verbs
- Reflexive verbs
- Present participle
- Combining verbs

**Linguistic Skills**
- Describing people, places, moods and emotions
- Expressing preference about food
- Talking about daily routines
- Presenting in Spanish using a script
- Creating language in non-memorized phrases

**Units of Study**
1. Preliminary Unit: Review concepts on greetings; numbers, common words; personal pronouns; definite and indefinite articles; Ser and Gustar; Understand influence of ancient civilization & colonialism on today’s Spanish speaking communities (6 weeks)
2. Unit 1: Identidades
3. Unit 2: La Comida Es Cultura
4. Unit 3: La Rutina Diaria
5. Unit 4: La Vida Es Un Carnaval
6. Unit 5: El Mundo En EL Que Vivo

**Resources**
- *EntreCulturas 1, Español – Activity Workbook* (2017)

**Projects**
- Collage of an Ancient Civilization from a Spanish speaking country (Aztec, Mayan, Inca)
- Research and presentation of a famous Spanish-American
- Food truck project
- Mi rutina diaria video
- Learn to dance Bachata/Merengue

**DEI Integration**
Students in this class benefit from many of the DEI-related objectives that are intrinsic to language learning, such as practicing communication across linguistic and cultural boundaries on terms other than one’s own, developing cultural humility, etc. Additionally, in our classroom, each unit features a cultural topic that revolves around a country or region from the Spanish speaking world. Students learn not only big-picture “encyclopedia” facts, but also about the region’s minority and indigenous populations and the subcultures that exist amongst these groups.

**Assessments**
- Teacher observations
- “Pairs” practice
- Presentations
- Exit tickets
- Role Play activities
- End of Unit Quiz
VISUAL ARTS

6TH GRADE

OVERVIEW

From the very first day, Hyla’s three-year art program focuses on seeing every student as an artist and helping them to see themselves that way.

The first year is a phase of exploration, where students are asked to approach art making through experimentation, playfulness, and research. Students will learn about the elements and principles of art, how artists can use these ideas as tools for making and speaking about art, and how artists use these principles and elements to intentionally shape the experience and perception of the viewer.

Two-dimensional projects may include drawing, painting, collage, mixed media, and printing. Three-dimensional projects may include ceramics, paper construction, wire sculpture, carved forms, papier-mâché, and assemblage.

Successful completion of the course will see the student experimenting with the elements of art (line, shape, form, texture, color, value, space). Students will participate in developing a shared understanding of what conditions, attitudes, and behaviors support creativity and innovative thinking, and will participate in cultivating a positive and supportive art room culture. Students will have learned to use art making tools and materials safely and effectively. Students will better understand their comfort zones in art and be able to notice and/or communicate when they are pushing their own boundaries.

STUDENT SKILLS

- Research Skills
- Public Speaking
- Time Management
- Project Management
- Collaboration Skills
- Respectful and supportive communication
- Creative Problem Solving
- Developing comfort in ambiguity
- Risk taking

ACADEMIC SKILLS

- Art Vocabulary
- Play and Experimentation
- Visual Storytelling
- Visual literacy
- Write and illustrate an effective proposal

DEI

- Representation is present in the art room.
- Students will learn about culturally diverse artists.
- Lessons are adapted to serve all students.
ASSESSMENT
Students will maintain a student portfolio for visual assessment of their learning and progress.

UNITS OF STUDY
1. Cultivating Art Room Culture
   - Behavior, conditions, and attitudes for innovative thinking inquiry
   - Risk-taking
   - Mistake Making
   - Play in the art room.
2. Comfort Zones
   - Identifying comfort zones
   - Pushing through fear and discomfort in the art room
3. Elements of Art
   - Create an artwork using the elements of art
4. Art Communicates about Culture
   - In-depth Archaeology collaboration with Social Studies.

SAMPLE OF MATERIALS
Collage, pen and ink, India ink, oil pastel, watercolor, acrylic paint, paper mâché.

7th GRADE OVERVIEW
In 7th grade, art students build on their 6th grade experiences, using the tools from the previous year to make art that is informed by their personal experience of the world around them. The ultimate guiding question through 7th grade is “Who am I?” We use this question and inquiry into self to help us frame the exploration that 7th graders embark on in art.

The year is broken down into five different units. These units focus on who we are as individuals informed by the people who came before us, the people we surround ourselves with, our humor, our interests, and other aspects of personal identity. Building off of 6th grade art students will look at composition and how it is used to communicate. Art students in 7th grade focus on learning how art can be used to explore the world, individual and community identity, and ultimately to communicate personal meaning.

Successful completion of the course will see students effectively building on their understanding of the elements of art and principles of design as tools to inform composition and how these tools are used to communicate. Students will continue to participate in creating an art room culture that supports artistic risk taking and stretching comfort zones. Students will engage in inquiry into what can be called a portrait and come to an understanding for themselves how to define a portrait. By 7th grade art, students will be well-versed in communicating about their comfort zones and have practiced how to set goals in their exploration of their comfort zones and learning in art. By the end of this year’s course, students will have engaged in thinking about themselves and defining who they are through multiple lenses and communicate this through a zine at the end of the year.
### Student Skills
- Public Speaking
- Research
- Engaging in inquiry-based discussions
- Respectful and supportive communication
- Risk taking in art making
- Creative Problem Solving
- Collaboration
- Time Management
- Project Management

### Academic Skills
- Art Vocabulary
- Play and Experimentation
- Visual Storytelling
- Visual literacy
- Write and illustrate an effective proposal
- Exploration of self
- Collective defining of terms

### DEI
- Representation is present in the art room.
- Students will learn of culturally diverse artists.
- Lessons are adapted to serve all students.

### Assessment
- Students will maintain a student portfolio for visual assessment of their learning and progress.

### Units of Study
1. Recap of elements of art, classroom culture, and comfort zones and introduction of principles of design
   - Creating a guide for future 6th graders
2. What is a Portrait?
   - Abstract Portraiture
   - Capturing light
   - Cultural Appropriation in art - Box portraits
3. Art Moves
   - Why does art move people? Why do I feel moved by specific pieces of art?
   - Self portrait
4. Composition
   - Collage
   - Clay Slip
   - Zine Collaboration with English

### Sample of Materials that May be Used
Collage, pen and ink, India ink, oil pastel, watercolor, acrylic paint, paper mâché, printmaking, clay, wire, gold leaf.
8TH GRADE

OVERVIEW

The third year in art is an in-depth study of installation art, driven by a question collectively generated by the 8th grade class. Questions from past years have run the gamut from “Am I dreaming?” to “How are we connected?” and “What do you see in the belly of the beast?” After thorough exploration of installation art as a vast genre of artistic expression, the 8th graders create a collaborative art installation in the art room. Their collective work along with their presentation of it to their community acts as the culminating piece to their time in art at Hyla. It is the point that all three years have led up to.

The year begins by breaking down what installation art is, how it differs from other artistic genres, and why artists choose installation art over other means of expression. In an effort to get our 8th graders to see the art room as an empty room (or a blank canvas), we dip our toes into the world of installation art by completing a “mini-installation.” This is an empty shoebox, where students return for a final artistic exploration of the question “Who am I?” through their art using a monochromatic color scheme of their own choice. They decide how the inside is lit, how viewers will see inside, and what materials they will use to communicate something about themselves. This prepares students for the main installation project, where they will determine a question to use as the guiding and unifying theme for their collaborative piece.

Successful completion of the course will see students developing an understanding of art installation as a genre of artistic expression different from other forms. They will have gained an understanding of the history of installation art. They will participate in class discussions and inquiry into thematic approaches to their artistic endeavors. Students will have gained a solid understanding of how to successfully write and illustrate an effective proposal for their own work. Students will have engaged in collaborative problem solving, and risk taking as a group. They will have participated in the planning and execution of a large-scale presentation of their work to their community.

STUDENT SKILLS

• Public Speaking
• Research
• Engaging in inquiry-based discussions
• Respectful and supportive communication
• Risk taking in art making
• Group Creative Problem Solving
• Collaboration
• Time Management
• Large Scale Project Management
• Presentation of Individual and group Materials to a Wider Community
• Extensive Management of individual and group materials

ACADEMIC SKILLS

• Art Vocabulary
• Play and Experimentation
• Visual Communication
• Visual literacy
• Write and illustrate an effective proposal
• Writing about artistic works
• Exploration of self
• Collective defining of terms
• Studio Practice Skills

DEI

• Representation is present in the art room.
• Students will learn of culturally diverse artists.
• Lessons are adapted to serve all students.
ASSESSMENT
Students will maintain a student portfolio for visual assessment of their learning and progress.

UNITS OF STUDY
1. What is Art Installation
   - Mini-Installation
   - Research Project
2. Building Our Theme
   - Inquiry into what makes a good question
   - Generating Potential themes
   - Choosing a theme
   - Finding unifying components
3. Independent and Collaborative Proposals
   - Presentation of ideas to class
   - Completing multiple renditions of their proposals
   - Creating a comprehensive material list
4. Construction Phase
   - Time management and project management tools
   - Care for and Organization of personal materials in a studio setting
   - 3D Sculpture
5. Presentation of Work to Community
   - Planning an art exhibition
   - Writing an artist’s statement
   - Presentation of their work to their community

SAMPLE OF MATERIALS THAT MAY BE USED
Wood, clay, wire, paper mâché, acrylic paint, lighting, paint, hardware, cardboard, and any other material that the 8th graders dream up!