Middle School Curriculum Guide

*Mindful in the Hall*

**Heathwood Hall’s Middle School Mindfulness Program**

National trends are showing us that students are stressed, anxious, and suffering in classrooms all while trying to pay attention in school, get good grades, make and keep friends, have a presence on social media, and be perfect. It takes great energy to be a middle schooler, but add to that the intensity of life, and it can be paralyzing.

For the brain to focus and think, decide and remember, learn and encode, the brain cannot be distracted by anxiety, fear, or danger. We must quiet the brain to allow the work of school, social growth, emotional development, and the evolution of the whole student.

Cultivating mindfulness in students calms the mind, promotes self-awareness, emotional intelligence, confidence, and resilience in the face of stress, busyness, and the pressure to perform.

Mindfulness is being truly present in the moment - aware of what you are thinking, doing, saying at any given moment - without judgement. Mindfulness at school is teaching students specific strategies to focus their minds, to calm their bodies, to acknowledge their feelings and thoughts, and to affect their learning in a positive manner.

Mindfulness supports the integration of separate brain functions with synaptic connections: self-management, self-awareness, social awareness, relationships, and responsible decision making. These skills are imperative to successful academics, athletics, and for life goals.

Heathwood Hall’s Middle School is focusing on the wellness of our students. It is important.

**Program Goals:**
We will teach students to be present in the moment, to control their breathing, and to understand the science of the brain to know that they can affect the wiring and firing of their brains.

We will inspire middle school students to embody greater awareness of themselves and those around them.

We will work to reduce stress and dysfunction through an increased development of executive function skills.

We will create middle school experiences that balance the intensity of middle school students with their natural energy and need for peaceful growth.

We will inspire middle school students to be grateful and giving without making them feel guilty.

We will engage middle school students with issues of social justice in ways that play on their natural desire for and understanding of fairness and empathy.

We will teach and model resilience and self-regulation through relationships that translate into student grit.

We will work to expose students to experiences that uncover their skills and passions to create mentally nimble students.

**Benefits of Teaching Mindfulness:**

- Brain plasticity allows changes in the wiring and firing of the brain
- Improves sustained attention, visuospatial memory, working memory, concentration, and sleep
- Increases emotional stability, social tolerance, happiness, gratitude, empathy, grit, resilience, and perseverance
- Reduces stress, anxiety, depression, substance abuse, and hostility
Heathwood is committed to the following action steps:

- Weekly instruction and strategies focusing on posture, breath, body awareness
- Preparing students for learning by teaching executive functioning strategies, time management, time estimation, organizational, and study skills
- Weekly advisory to develop relationships with students and set goals
- Leadership experiences through Columbia Connections
- Creation of quiet spaces to allow introspection
- PEAK outdoor programs that are educational, connected to curriculum, and allow for leadership experiences
- Instill confidence through self-defense instruction, creating a positive digital footprint, and self-regulation with social media
- Yoga classes for students, faculty, and parents
- Professional development for teachers, students, and parents
- Requirement of community service requirement for all students in the Middle School

1:1 iPad Program

The Middle School has a one-to-one (1:1) iPad program with every student in grades 5 through 8 using an iPad in classes for assignments, projects, and homework. Students use their iPads on a varied list of activities, including working collaboratively with teachers and classmates on documents and essays, interacting with mathematical equations and graphs, recording and editing plays they have written, creating movies and presentations, and using the iPads in conjunction with scientific probes to measure speed and temperature. By bringing iPads into the classroom, every student is given access to the limitless resources of the Internet and can benefit from using these technologies as they learn and grow during these formative years.

5th Grade - The Class of 2027

English - Mrs. Lynn Cooper

Fifth Grade English emphasizes the cross-curricular skills of reading comprehension and fluency, writing, editing, publishing, vocabulary, and critical thinking. Students are introduced to different
narrative forms, sentence structure, grammatical constructs, and paragraph formation. Spelling patterns and vocabulary are taught based on our study of Greek and Latin roots. Students have the opportunity to develop their reading and comprehension skills through literature that connects to content in history and in science. Books read in this class include *Who was Marco Polo?*, *Pedro’s Journal*, *Woods Runner*, *Escape Into the Night*, *The War That Saved My Life*, and *My Side of the Mountain*, along with various short stories and poems. Students are also offered a choice when preparing for their book reports, enjoying one pleasure novel of their choosing each month. Since we know that literature can build empathy and change the way children view the world around them, students are asked to ponder details in each text, such as symbols, settings, and characters’ emotions and motivations. Students are also asked to garner details and facts, adding to their explicit language skills. Assessments range from nightly reading questions to book reports, short answer quizzes, and longer paragraph reflections. Students write in various ways, including the production of shorter in-class reflections, book reports, opinion pieces, and persuasive arguments.

**Math - Mrs. Talisa Sadler**

Fifth Grade Math is designed to cultivate mathematical understanding and competency through the study of numeration, number operations, algebra, geometry, measurement, data analysis, probability, and problem-solving. This study includes estimation and calculation, fractions, decimals, percentages, and ratios. Students are also introduced to fractional multiplication, division, percentages, and rates. Problem-solving is used to develop higher order thinking while showing understanding of computation.

**Science - Environmental Science - Mrs. Susan MacRae**

The 5th grade science curriculum is related to the environment, and the processes that drive change within the environment. Environmental science incorporates many different disciplines so, during the first semester, students are introduced to matter, the properties of matter, and the measurement of matter using quantitative (metric system) and qualitative descriptions. Students will conduct real world investigations in the laboratory honing the 21st century skills while learning how to use the laboratory equipment. During the second semester, students will then
learn about Earth’s four spheres (atmosphere, hydrosphere, geosphere, and biosphere), and the interconnectedness of these spheres. Throughout the year, they will be guided to understand how scientists make and use models to describe the events that take place in the environment. Students will also apply knowledge relating to ecological processes, such as biotic and abiotic influences, carbon and nitrogen cycles, food chains, and energy transfer, that takes place within and between Earth’s spheres. Environmental issues related to changes in each of Earth’s spheres (water quality, air quality, and land use) will be studied where students will have an opportunity to problem solve. Classroom lessons are supported by lab and field experiences, and students will learn the basics of writing lab reports, and preparing materials to be shared using technology.

The 5th grade science curriculum is a platform that supports science topics students will learn in future years. As they progress through middle school, many of the concepts and some topics will be revisited providing a better foundation for long term science learning.

History - Ms. Kitty White

The 5th Grade history course is a study of American history beginning in 1800 and ending with the Cold War and the Civil Rights Movement of the mid 20th century. Various resources are utilized as tools to guide the curriculum. Students employ critical thinking skills to analyze and evaluate evidence, understand concepts, make inferences, determine point of view, identify issue and purpose, and examine implications. The course of study begins with a unit on map skills with geographical vocabulary that is followed by a journey filled with the triumphs and tragedies of this period in our American story. The class is enriched by novels studied in English class that are closely connected in themes and topics. Students think deeply about the inspiration and impact of historical figures in our country’s saga. They make connections by examining perspective and point of view, studying the role of cause and effect, and relating the motivations and actions of the past to the present. Essential questions include: How do individuals develop values and beliefs? What motivates them to act on these principles? What events from this period in our history echo to us today? What leadership traits and actions inspire loyalty and trust?
Students write throughout the curriculum and use interactive notebooks, creative projects, research activities, and various assessments to acquire knowledge and evaluate progress.

**Spanish- Mrs. Jessica Hazel**

Fifth Graders continue to build their Spanish vocabulary and grammar. Students have the opportunity to become proficient in the oral aspects of the language by listening and speaking. Understanding the variety of Hispanic countries and their unique cultures is another focus of 5th Grade Spanish. Students learn about the traditions of these countries by doing projects and learning songs and dances. Fifth grade students have Spanish class twice a week.

**Engineering - Mrs. Susan MacRae**

The 5th grade students are taking part in a pre-engineering class that rotates each quarter. Students will experience the design process in engaging electrical, biomedical, civil, and mechanical engineering projects. Example projects include electrical circuitry, toy building, and vehicle safety feature modifications. As in the real world, students design, build, and redesign to improve upon their original designs. Not only are students encouraged to take part in creative problem solving, but they are also given a safe platform to practice the executive function skills so important to being a successful student.

**Yoga - Mrs. Pamela Meriwether**

Middle School Yoga classes provide an opportunity for students to experience the wonders of yoga, as a means of physical health and wellbeing. An emphasis is placed on mindfulness, breathing techniques, and yoga postures. In each yoga class, developmentally appropriate yoga poses are incorporated to stretch, strengthen, and improve the balance of young growing bodies. Students will play collaborative yoga-style games designed to refine cooperation and listening skills, which are essential for success in school. Our goal is to develop strong minds and bodies while learning to release tension and relax. Fun, curiosity, and laughter are cultivated and encouraged!

**Physical Education - Mrs. JuLayne Shiflett and Mr. Curtis Player**
Heathwood Hall Episcopal School believes in a strong physical education curriculum that provides the opportunity for all students to participate in physical activities that will help them develop physically through the psychomotor, cognitive, and affective domains. The program consists of the following six strands of activities: Net/Racquet Activities, Target Activities, Team Activities, Individual Activities, Fitness for Life Activities, and Outdoor Pursuits/Leisure Activities.

All students will be encouraged to be proficient movers as well as developing an understanding of sportsmanship and appreciation of athletic participation. All activities will progress from a basic level to a more advanced level of sequencing and strategizing. The program encourages a balance of both teacher-directed and student-centered education.

Band - Mr. John Duhan
The 5th Grade Band Class is designed as a beginner experience. Students are introduced to the band family of instruments and music literacy. After learning how tone is produced on each instrument and practicing this skill, Beginner Band members select an instrument to study. Throughout the school year, students work to gain a strong foundation in proper handling, breathing technique, and tone production on their instrument of choice while also developing their music literacy through study of notated pitches and rhythms. Ensemble skills are emphasized and applied at the Beginning Band’s debut performance at the annual Spring Band Concert.

Chorus - Mrs. Janis Corley
The Middle School chorus program focuses on basic vocal techniques which are explored in a wide variety of musical styles, including an introduction to part-singing, music reading, and theory. Culminating performances are a meaningful and mandatory component of this class.

Students will:

- Sing music representing diverse cultures
- Perform music which represents diverse cultures
• Identify and define elements of music
• Analyze the use of musical elements in diverse genres of music
• Develop criteria to evaluate a piece
• Articulate the connections between music and other subjects
• Compare and classify the role of music and musicians in diverse cultures

Executive Functioning - Mrs. Lynn Cooper and Mrs. Susan MacRae

Executive functioning skills are an important layer in the work we do with our students. As a faculty, while we focus on content and end product, we also want to focus on the process of learning. Schooling is not the same thing as learning. Knowing these executive functioning skills will help our students think about how they think, give us a common cognitive vocabulary to use with students and parents, and address our goal of building better brains, not just well-filled brains.

We are focusing on the following 10 Executive Functioning Skills:

- Time Management
- Organization
- Planning and Prioritizing
- Goal-Directed Persistence
- Attention
- Response Inhibition
- Task Initiation
- Emotional Regulation
- Flexibility/Shifting
- Metacognition

To encourage this learning, each student over the course of the year will participate in a class called Executive Design in which they collaborate with classmates to design a school, a restaurant, or a summer camp. The project has elements of a personal skill inventory, public
speaking, discussion, negotiation, product creation, reflection, and application of these ten executive functions.

**Art - Mrs. Jessica Hawthorne**

Fifth Grade Visual Arts supports a transition from elementary art to middle school with emphasis on fun and exploration of materials and techniques. The Middle School Visual Arts program fosters the skills our students need to express themselves creatively and to become lifelong inquisitors. Through studio based classes, students will work with a variety of media in both two and three dimensions as they build and hone their perceptual, creative and technical skills. Media may include painting, printmaking, drawing, collage, clay, and sculpture. Using connections from their subject-area classes, students will be encouraged to express ideas and viewpoints about personal experiences and the world.

**School Counseling and Skills - Mrs. Stacy Gross**

All 5th and 6th grade students participate in the Skills for Adolescence curriculum, which offers a developmentally appropriate and systematic approach for sharing and applying information to help students succeed academically, socially, and emotionally, and vocationally. The class also focuses on what young people need to know in order to make their preadolescence an understandable and positive time. The intention is to foster an environment where positive social behavior (kindness, self-discipline, responsibility, good judgment and getting along with others) can be taught, an appreciation of others and self-knowledge can be expanded, and problem-solving and cooperation within the class can be practiced. The acquisition of these skills and attitudes contributes to the social, emotional and cognitive growth of middle school youngsters and helps them reach their potential today and in the years to come.

**Drama - Mr. Jonathan Monk**

Whether it’s in class, onstage or behind-the-scenes, every Middle School student participates in the Heathwood Drama Program. Fifth grade drama teaches the fundamentals of stage performance, developing skills in movement and voice, beginning improvisation, reader’s theatre, self-reflection and basic stagecraft. All MS students (including those not currently
enrolled in drama class) will have the opportunity to audition and/or volunteer for our Fall ‘19 show *Matilda* and Spring ‘20 show *The Neverending Story*. Fifth graders take drama class two times each week for a full academic quarter. All audition & stage crew information is posted thru a dedicated PowerSchool page, with reminders emailed in advance/announced during Morning Meeting.

**Library - Mrs. Jennifer Falvey**

Fifth Grade classes go to the library once a week on a 9-week rotation. During this time, the focus is on solidifying their familiarity with the print and digital resources available to them through the library, as well as learning information-evaluation skills, safe searching strategies, and the basics of digital citizenship. Using their iPads, students learn how to access and search the library catalog, as well as DISCUS and other subscription database resources, and they learn how to safely and effectively access information on the open web. Other topics are covered per teachers’ requests in conjunction with classroom assignments. In addition to research skills, students are introduced to a variety of genres and platforms for recreational reading; they will download ebooks and audiobooks using the Overdrive app; and will explore digital, print and graphics-based works of many authors and genres, deepening their proficiency in and enjoyment of reading.

**Religion - Mrs. Raven Tarpley**

Fifth Grade classes study the Episcopal Church’s Book of Common Prayer, which is used in all Heathwood chapel services. Lessons include learning the Seasons of the Christian year, how Easter is determined, and how the Lectionary is used by the Episcopal Church. Students also study prayer. They learn about the different kinds of prayer and then write their own prayers. Regular discussions about the chapel services give students the opportunity to ask questions about Heathwood’s religious and spiritual practices and about religion in general.

**Outdoor Education - Ms. Kelly Turbeville**

Students have a unique opportunity to experience the benefits of our PEAK outdoor program, located on campus. A small group of students rotates every quarter to the outdoor education
program to be engaged in an active and experiential learning setting. Students will develop basic skills, interest, and knowledge in a variety of adventure activities including archery, backpacking, mountain biking, canoeing, and climbing. Students will also explore a few topics on the wilderness, environmental issues, and leadership development.

**Fifth Grade Class Trip (Cowpens, King’s Mountain, and Historic Brattonsville)**

Fifth grade students have an opportunity to put themselves squarely into the middle of the skirmish as they visit significant Revolutionary War battleground sites in an effort to relate to the theme in their History class: “Why America is Free.”

Students visit sites at Cowpens National Battlefield, King’s Mountain National Military Park, and Historic Brattonsville (a site made famous by the filming of the Mel Gibson movie “The Patriot”). Classroom lessons come to life on these famous battlegrounds as students imagine themselves as loyalists or patriots, carrying muskets, and either defending the Crown or pursuing freedom.

Students stay in cabins at the Bethelwoods Presbyterian Camp and Conference Center, located near York, SC. Students also eat a series of deliciously nutritious meals prepared in the dining hall at Bethelwoods.

**Specific Objectives for this event are:**

- To **promote** an understanding and appreciation for difficulties faced by those living in America during Revolutionary War times by visiting local sites of interest and taking part in a series of initiative activities designed to help students understand how individuals depended upon each other during this significant time in the history of the United States.

- To foster feelings of **self-confidence** and **self-reliance** (both personal and group) in a semi-wilderness environment by engaging students intellectually, socially, and emotionally in an outdoor arena.
To reinforce classroom themes in History in real life settings with hands-on experiences.

To create an experience that gives the 5th grade class an opportunity to engage socially outside of the classroom.

6th Grade - The Class of 2026

English - Mrs. Helen Roman

In sixth grade, students will be immersed in a study of vocabulary, spelling, grammar, writing, and literature.

Our vocabulary study is done through the workbook *Growing Your Vocabulary* and introduces Greek and Latin roots and how they form the basis for many of today’s words. Each lesson defines roots and gives a variety of activities to help students grasp the meaning and use of roots. Proper spelling is constantly encouraged in class through editing papers, looking at different spelling rules, and class-chosen spelling lists.

As the Middle School, we intentionally scaffold our study and instruction of grammar to reflect the learning stages of emerging adolescents. The levels of mastery for grammar and writing vary based on a student’s reading level, maturity level, and ability to think abstractly and critically. In 6th grade, the students will identify the eight parts of speech, learn how they are used, and demonstrate usage. We work with proper punctuation, capitalization, and editing skills as well.

The Middle School English Department works closely with our Upper School English faculty to fully understand the writing expectations to prepare for the rigors of the culminating Senior Exhibition. We will write frequently in class using different modes of writing, including expository and narrative writing. In sixth grade, students begin to learn the longer essay structure and to refine their editing skills. The writing curriculum is structured around the ROOTS project and includes many types of writing, encouraging students to write about the subjects they know best—themselves and their families!
During the year, we will read five novels as a class, which have been chosen to enhance the history and science curriculum. We visit the library and read biographies and historical fiction, but also find time for “free reads” as well. Students are introduced to the South Carolina Junior Book Award Nominees as a summer reading project and are encouraged to read as many of those novels during the course of the year as possible. Students will review literary elements throughout the year as they are appropriate to the literature.

There are several projects in the 6th grade including the ROOTS project. The ROOTS project is a year-long writing endeavor where the students do an in-depth study of their families. The culmination is a scrapbook that will be presented in the spring. Other smaller projects include creating an iMovie that goes along with Tom Sawyer, creating a snack made from prefixes, roots, and suffixes, along with other smaller projects that are warranted with our study.

Sixth grade English is designed to take all students where they are and prepare them for what is to come.

**Math - Mr. Rob Bauer**

Sixth Grade Math introduces students to all operations with whole numbers, fractions, decimals, and integers. This is a year to review and master math facts, concepts related to decimals and fractions, as well as introducing algebraic concepts and exposure to problems that encourage higher order thinking skills. Students learn measurement with both standard and metric systems, perimeter, area, surface area, volume, angles, and angle relationships. Students cover probability, ratios and percentages, statistics and graphing. A variety of class projects reinforce skills and applications.

In addition to sixth grade math, some students are invited to take 6th Grade Pre-Algebra. This course is designed to provide the transition from arithmetic to algebra and geometry. Problem-solving is emphasized throughout the course. Heavy emphasis is placed on patterns, relationships, and functions as well as working with algebraic expressions, equations, and inequalities.
**Science - Earth Science - Mr. Jason Giovannone**

Sixth grade science introduces students to Earth Science. The course expands upon the elements of scientific inquiry, scientific concepts and terminology, the Scientific Process, and laboratory use. The skills are developed through an interdisciplinary study of fossils and geologic past, plate tectonics and earth’s movements, weather, water, rocks, human impacts on the planet, and solar system. Creative and critical thinking skills are further developed through project-based instruction and interactive notebooks. Technology is utilized for research and assessments, and the course utilizes a techbook through Discovery Education. Experiential activities and field work are incorporated throughout all investigations and topics of study.

**History - Ancient Civilizations - Mr. Brice Spires**

Sixth Grade history focuses on our roots as a community and as individuals, as well as the connections between events in history. Using timelines and sequencing, the class does an in-depth study of Ancient Civilizations around the world through the Exploration period in Europe. The course is largely paperless through the daily use of our iPads as well as our TECHBook through Discovery Education. This class is closely paralleled with the novels read in English, which are connected to themes and topics like Ancient Egypt and the Roman Empire. Students are required to think deeply about the inspirations and consequences that motivated historical figures and the causes and effects of major historical events. Civilizations covered are Mesopotamia, Egypt, India, China, Greece, and Rome. Students will then study the Middle Ages, the Renaissance, the Reformation, and the Age of Exploration. This course will be based on the essential questions: How do you build civilizations around the community? What are the reasons that cultures and individuals create narratives of their experiences? Students will also be asked to examine their role in the Heathwood community, their cultural values, and who they are as individuals in a community.

**World Language**

In sixth grade, students choose either Latin or Spanish. These classes meet three times per week.
Sixth Grade Latin is an introductory course in which vocabulary, derivatives and grammar are emphasized and studied through the lens of the ancient Romans in Pompeii in 79 A.D. Students also learn to conjugate present tense verbs and to decline nouns in the nominative and accusative cases. There is an emphasis on translating passages of varying lengths from Latin to English.

In Sixth Grade Spanish, students study vocabulary and structures useful to describe themselves and their world. Basic grammatical concepts are introduced with the objective of developing strong listening, speaking, reading and writing skills. There is an emphasis on oral communication with the ultimate goal of using simple Spanish in different contexts. Students identify elements of culture from the countries in which Spanish is spoken.

*Physical Education - Mrs. JuLayne Shiflett and Mr. Curtis Player*

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**Band - Mr. John Duhan**

The 6th Grade Band Class is designed to be a transition from the Beginning Band experience to the Intermediate Band where development of technical skills on instruments and overall musicianship continue. Fundamental skills of proper breathing, instrument handling, and tone production are reinforced while more technical demands are placed on the students through the study of scales, lip slurs, etudes, and more challenging ensemble arrangements. Intermediate Band members perform in concerts each semester.

**Chorus - Mrs. Janis Corley**

The Middle School chorus program focuses on basic vocal techniques which are explored in a wide variety of musical styles, including an introduction to part-singing, music reading, and theory. Culminating performances are a meaningful and mandatory component of this class.

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**Executive Functioning - Mrs. Pamela Pope**

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To encourage this learning, each student over the course of the year will participate in a class called Executive Design in which they collaborate with classmates to design a school, a restaurant, or a summer camp. The project has elements of a personal skill inventory, public speaking, discussion, negotiation, product creation, reflection, and application of these ten executive functions.

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Art - Mrs. Jessica Hawthorne

In Sixth Grade Visual Arts, students explore a variety of media as they continue to build their skills in drawing, painting, printmaking, mixed media, clay, and sculpture. Theory is introduced to further elaborate upon ideas about color, perspective, and design. The Middle School visual arts program fosters the skills our students need to express themselves creatively and to become lifelong critical-thinkers. Through studio based classes, students work with a variety of media in both two and three dimensions as they build and hone their perceptual, creative and technical skills. Using connections from their subject-area classes, students will be encouraged to express ideas and viewpoints about personal experiences and the world.

Drama - Mr. Jonathan Monk

Whether it’s in class, onstage or behind-the-scenes, every Middle School student participates in the Heathwood Drama Program. Sixth grade drama continues to teach the fundamentals of stage performance, developing skills in movement and voice, beginning improvisation, reader’s theatre, self-reflection and basic stagecraft. Sixth graders take drama class two times each week for a full academic quarter. All MS students (including those not currently enrolled in drama class) will have the opportunity to audition and/or volunteer for our Fall ‘19 show Matilda and Spring ‘20 show The Neverending Story. All audition & stage crew information is posted thru a dedicated PowerSchool page, with reminders emailed in advance/announced during Morning Meeting.

Decades - Ms. Kitty White

The Decades course is an overview of U.S. History from Reconstruction in the late 19th century to the Cold War and Civil Rights Movement of the mid 20th century. It is being offered each quarter to sixth grade students to bridge the gap that arose when changes were made to the middle school history curriculum this year. Students meet once a week to examine the major events, lifestyle trends, and influential people from each of the decades within this period of U.S. History. Some examples of topics of study include Reconstruction, Inventions, Immigration, Child Labor, The Great Migration, the World Wars, Civil Rights, and more. Various resources
and activities are utilized to provide students with a multifaceted journey through this impactful, provoking, and ever-changing era.

**Yoga - Mrs. Pamela Meriwether**

Middle School Yoga classes provide an opportunity for students to experience the wonders of yoga, as a means of physical health and wellbeing. An emphasis is placed on mindfulness, breathing techniques, and yoga postures. In each yoga class, developmentally appropriate yoga poses are incorporated to stretch, strengthen, and improve the balance of young growing bodies. Students will play collaborative yoga-style games designed to refine cooperation and listening skills, which are essential for success in school. Our goal is to develop strong minds and bodies while learning to release tension and relax. Fun, curiosity, and laughter are cultivated and encouraged!

**Nature Connections - Mr. Jason Giovannone**

The 6th grade Nature Connections class provides an opportunity for students to earn a junior naturalist certification at the conclusion of the year. Our yearlong focus is on SC natural history, flora and fauna on Heathwood’s campus, and geology across our state to help better understand our place and responsibility in achieving sustainable impacts on Earth. Students will read Aldo Leopold’s *A Sand County Almanac* in class and will write their versions of A Heathwood Almanac. As we learn about the species on and around campus, students will develop a digital field guide to share with our community. In addition to our mindfulness program, students will develop a series of mindfulness exercises and signage to place along the Anne Weston Trail.

**Mock Trial (2nd quarter ONLY - Mrs. Barb Petit)**

What do Pop Tarts, puns, and lies all have in common? Mock Trial, where everything is made up. Imagine an outrageous lawsuit with students playing the defendants and offbeat witnesses and lawyers using wit and quick thinking to outmaneuver the other team. Students will not only learn how to argue in this class; students will learn how to win arguments. Students do not need to be on the Mock Trial team to come, but each student must have a sense of humor. (If a student plans to participate in the Mock Trial team, then he/she must choose this class.)
**Library - Mrs. Jennifer Falvey**

Sixth Grade is divided into four groups, each of which has a library class once a week for one quarter. Students further refine their catalog- and database- searching skills to find targeted information relevant to current classroom projects, along with review of basic citation methods including using multiple sources for research projects. Other topics are covered per teachers’ requests in conjunction with classroom assignments. While recreational reading free-choice is still emphasized, genre-based book talks ensure that students are encouraged to read more challenging books in both fiction and non-fiction to increase their reading proficiency and enjoyment.

**Sixth Grade Class Trip (Camp Bob Cooper)**

Students spend two days at Camp Bob Cooper, scenically located on Lake Marion. Here, students work with scientists at the camp in a study of deep ecology. Specifically, students explore an educational garden, tracing the origins of their food and studying soil by analyzing soil properties like erosion, horizon, particle size, permeability and porosity, and testing soil temperature, pH and moisture. Students also immerse themselves in aquatic ecology by measuring a number of factors that affect the quality of a body of water, including temperature, pH, clarity, plankton production and dissolved oxygen content. Additionally, students become involved in an intellectual debate as they work in teams to create an alternative operation at Camp Bob Cooper that is economically and environmentally sustainable. They then formally present their findings to a panel.

Students stay in cabins at Camp Bob Cooper and eat meals in the dining hall.

**Specific Objectives for this event are:**

- **To promote** an understanding of environmental sustainability through a series of interactive scientific experiments and intellectual debate.

- **To foster feelings of** self-confidence and self-reliance (both personal and group) in a semi-wilderness environment by engaging students intellectually, socially in an outdoor
arena.

- To reinforce and enhance classroom themes in Science in real life settings with hands-on experiences.

- To create an experience that gives the sixth grade class an opportunity to **engage socially** outside of the classroom.

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**7th Grade - The Class of 2025**

**English - Mrs. Sue Swick**

Seventh Grade English is an integrated reading and writing approach to benefit all phases of language development. Vocabulary study incorporates words from our literary selections, along with the vocabulary workbook. Our grammar/usage study provides practice in parts of speech, sentence structure, verb forms, and subject-verb agreement, along with speaking, listening, and writing skills. Students learn the ten-step approach to research writing, incorporating key elements for organizing and revising their research papers. The following books provide the core of our literature reading: *The Outsiders, Devil's Arithmetic, Real Time, Paperboy, Sources of Light,* and *Small Steps: The Year I Had Polio.* Other selected readings that support our development of The Hero’s Quest include *To Be A Hero, Best Short Stories, I Never Saw Another Butterfly,* and *Smoke and Ashes.*

As students read our class novels, they are given comprehension questions to complete using their iPad or paper. The novels also have a detailed study guide for review before the test, so students can practice the literature analysis writing prior to the test. Our grammar study follows a scaffold approach in mastering the four levels of grammar, with each level building and reinforcing the other. Diagramming sentences offers the students the opportunity to view the graphic structure of the parts of the sentence. Students enjoy reviewing these concepts in our “board challenge” game which also serves as a study guide. Our writing practice continues the
workshop pattern of brainstorming, rough draft, revisions, conferencing then final draft using a
detailed rubric for the format of that writing. A daily five-minute writing activity on a topic
provides a sustained focus and receives a teacher-written response or clarifying question.
Students will present their research of a religion through a writing and public speaking format
with coordination with their history/geography class. Students complete vocabulary cards on
paper or their iPad which reinforce the grammar and usage of the word as we connect the
vocabulary words to our grammar and literature study. Again this year students will create
examples of the stages of the Hero’s Quest by Joseph Campbell’s, A Hero with a Thousand
Faces, into their own writing.

Math - Mr. Matthew Sanders
The goal of Pre-Algebra 7 is to prepare students for algebra and geometry while reviewing the
basic math skills taught in Fifth and Sixth Grades. Students transition from concrete to abstract
mathematical operations through games, lectures, manipulatives, group work, word problems,
drills, and practice. Communicating mathematically is a focus of the class, as students work in
groups, explaining solutions verbally to classmates, showing detailed work for problems, writing
explanations for solutions, and writing reflections.

In Algebra I, students learn traditional algebra topics, including number systems, linear and
quadratic equations, polynomial, rational, and radical expressions, factoring, equations,
inequalities, and systems of equations and inequalities. Emphasis is placed on solving word
problems, and the development of problem-solving skills. To proceed to 8th grade Geometry,
students must pass Algebra I with a B+ (87%) average or better.

Science - Life Science - Mrs. Michelle Dillman
Seventh grade science exposes students to a wide variety of topics in life science, including cells,
heredity, genetics, evolution, classifications, simple organisms, animals, plants and ecology.
Students practice the scientific method, generate meaningful questions, perform research, data
collection and analysis, as well as follow laboratory procedures and safety. During the course of
the year, students work to improve their proficiency in organization and attention to detail, while
wrestling with unfamiliar ideas and concepts. Material is primarily presented through classroom discussions and activities, collaborative labs, student-led projects, current event articles, and assignments. The primary text for this class will be a techbook through Discovery Education, however, supplemental texts will also be used. The overarching goals of 7th grade science are to achieve a deeper understanding of the scientific method and grasp the fact that science is truly everywhere.

**Geography - Dr. Rich Edwards and Mrs. Jessica Hazel**

Seventh Graders take a journey around the world through their study of history. Students will critically explore the history, geography, and culture of the Earth’s citizens by asking Who, What, Where, Why and When. The course is 95%-paperless through the daily use of our iPads, as well as our ever current techbook through Discovery Education. Over two semesters, the focus will be the Five Themes of Geography, the regions of the world, globalization, interdependence, world geographical skills, water and climate, the people of the world and the ways they live, the countries of North America, the countries of Central America and the Caribbean, the countries of South America, the nations of Europe, Asia, and Africa. Seventh graders will master many maps as well as understanding how geography affects history and how people live. Three quarterly research projects will nurture the Heathwood exhibition tradition. Students will also read selected articles from the reading website Newsela, CNN, The Christian Science Monitor, PBS.org, and some reputable newspapers and magazines to keep up with the day-to-day occurrences around the world, but especially, dealing with the regions and nations we will be studying and covering throughout the school year. The three quarterly research projects nurture the Heathwood exhibition tradition. For the research projects for the 2nd, 3rd, and 4th quarters, students will utilize MLA formatting basics using PurdueOWL & the book *Writing a Research Paper*. Students will complete outlines, create thesis statements, and write full research papers with in-text citations and at least three sources. This social studies course assists students in the development of college preparatory skills including note-taking, critical reading, writing, and research.

**World Language**
Seventh grade students begin their Upper School language study of Spanish, French or Latin. One high school credit is given for the two-year sequence in 7th and 8th grade.

**Latin 1A - Mrs. Pamela Pope**

Latin students, working from *Wheelock’s Latin, 7th edition*, cover the grammar, vocabulary, and derivatives from chapters 1-8. They study verbs from the first three conjugations in the present, imperfect, and future tenses, nouns in the first three declensions in six cases, adjective agreement with nouns, and prepositional phrases. They apply their knowledge of grammar and vocabulary by translating sentences and longer passages, utilizing text from ancient authors.

**Spanish 1A - Mr. Jeff Baisch**

Students study the Spanish language and culture through a variety of thematic units, including vocabulary and structures, basic grammatical concepts and communicative competence. With an emphasis on listening, speaking, reading, and writing, students work towards the goal of effective comprehension and comprehensibility. Students also study the cultures of specified regions in the Spanish-speaking world and compare and contrast these cultures with each other and with their own.

The course will be, as much as possible, conducted in Spanish so that students become comfortable hearing and using basic forms of the language. Students are required to interact with each other and participate enthusiastically in class activities. Students will read a novel written for language learners titles El nuevo Houdini.

**French 1A - Mrs. Nadege Keller**

Students study the French language and culture through a variety of thematic units, including vocabulary and structures, basic grammatical concepts and communicative competence. With an emphasis on listening, speaking, reading, and writing, students work towards the goal of effective comprehension and comprehensibility. Students also study the cultures of specified regions in the French-speaking world and compare and contrast these cultures with each other and with their own. The course will be, as much as possible, conducted in French so that students become comfortable hearing and using basic forms of the language. Students are required to
interact with each other and participate enthusiastically in class activities. Seventh grade French focuses on communicative skills with an emphasis on speaking and listening through a variety of thematic units that include chapters on friends and family, a comparison between the French and the American school system, French cuisine and culinary traditions, leisure activities and sports. The class focuses on the National Standards for Foreign Language Learning, which emphasize communication, culture, connections with other subject areas, communities, and comparison and contrasts of different languages and customs.

Art - Mrs. Jessica Hawthorne

In Seventh Grade Visual Arts, students focus on further developing techniques, vocabulary, creativity, and concepts of design. Two-dimensional lessons may include painting, college, drawing, and printmaking. Three-dimensional projects may include functional or sculptural ceramic experiences. Art history, art appreciation, and art criticism are integrated into the lessons as a framework of the curriculum. A greater emphasis on high-quality craftsmanship takes place in seventh grade.

The middle school visual arts program is designed to build the foundation for self-expression and art appreciation through the use and understanding of the elements and principles of art and design. In addition, the curriculum is designed to allow understanding of artistic heritage by introducing students to the work of many famous artists and indigenous artwork of different cultures around the globe and across time. Through this study, our HHES students are challenged to use their developing art vocabulary and observational skills to critically evaluate art. Development of aesthetics will be gained through a sense play and ingenuity, as well as the study of nature and 2D design principles. Each student will be guided by their own artistry as they create unique works of art that contain a strong sense of authorship.

Band - Mr. John Duhan

The 7th Grade Band Class aims to reinforce fundamental habits of musicianship while providing students with the challenges necessary to continue building proficiency on their instrument and with their level of music literacy. Increased ranges of pitches and tempos are introduced to
technical studies and applied in ensemble arrangements. Concepts of intonation, ensemble balance, and expression are discussed more often than previously. The 7th Grade Band also begins performing with the 8th and Upper School Bands in concerts each semester.

**Chorus- Mrs. Janis Corley**
The Middle School chorus program focuses on basic vocal techniques which are explored in a wide variety of musical styles, including an introduction to part-singing, music reading, and theory. The 7th grade choir will perform with the 8th grade choir at morning meeting or chapel.

**Drama- Mr. Jonathan Monk**
Whether it’s in class, onstage or behind-the-scenes, every Middle School student participates in the Heathwood Drama Program. Seventh and eighth grade drama builds on the previous years with an exploration of theatrical styles, puppetry, script analysis, theater history and appreciation, and small-group student projects. Seventh and eighth graders take drama three times each week for a full academic quarter. All MS students (including those not currently enrolled in drama class) will have the opportunity to audition and/or volunteer for our Fall ‘19 show *Matilda* and Spring ‘20 show *The Neverending Story*. All audition & stage crew information is posted thru a dedicated PowerSchool page, with reminders emailed in advance/announced during Morning Meeting.

**Outdoor Leadership- Ms. Kelly Turbeville**
The 7th/8th Grade students not only get to practice their past knowledge of outdoor education and leadership, but also they gain a new perspective. By learning certain techniques like belaying on the Alpine Tower, students gain a sense of trust and leadership. Students have an opportunity that promotes leadership qualities and characteristics through personal challenge and team-building activities. We hope to take this class further than the typical Outdoor Education classes and really help students understand and learn what Outdoor Leadership is about.

**Mock Trial (2nd quarter ONLY - Mrs. Barb Petit)**
What do Pop Tarts, puns, and lies all have in common? Mock Trial, where everything is made up. Imagine an outrageous lawsuit with students playing the defendants and offbeat witnesses
and lawyers using wit and quick thinking to outmaneuver the other team. Students will not only learn how to argue in this class; students will learn how to win arguments. Students do not need to be on the Mock Trial team to come, but each student must have a sense of humor. (If a student plans to participate in the Mock Trial team, then he/she must choose this class.)

Service Learning - Mrs. Sue Swick
Would you like to help? During our quarter together, we will provide caring through our service to others. Seventh graders will experience through active participation that we can help others at our school and those outside of our school community. We will make choices together on our “service” opportunities.

Strength and Nutrition- Mr. Jay Spearman
The purpose of this class is to equip students with the ability to expand their minds and assist them with finding the purpose for their passions, beyond athletics. The field of strength and conditioning is a gateway to allow students to step into their purpose. I strongly believe that individuals who consistently seek the purpose for their passions are preparing to be a positive contribution to the world. I also believe that each student has the ability to get better and to work beyond their current limitations, by applying specific principles. These principles include: believing in growth, seeking a purpose for passions, committing to necessary tasks, giving 100% effort, consistently applying effort, and continuing to evaluate personal performance.

Physical Education - Mrs. JuLayne Shiflett and Mr. Curtis Player
Heathwood Hall Episcopal School believes in a strong physical education curriculum that provides the opportunity for all students to participate in physical activities that will help them develop physically through the psychomotor, cognitive, and affective domains. The program consists of the following six strands of activities: Net/Racquet Activities, Target Activities, Team Activities, Individual Activities, Fitness for Life Activities, and Outdoor Pursuits/Leisure Activities.

All students will be encouraged to be proficient movers as well as developing an understanding of sportsmanship and appreciation of athletic participation. All activities will progress from a
basic level to a more advanced level of sequencing and strategizing. The program encourages a balance of both teacher-directed and student-centered education.

*Executive Functioning - Mrs. Michelle Dillman*

Executive functioning skills are an important layer in the work we do with our students. As a faculty, while we focus on content and end product, we also want to focus on the process of learning. Schooling is not the same thing as learning. Knowing these executive functioning skills will help our students think about how they think, give us a common cognitive vocabulary to use with students and parents, and address our goal of building better brains, not just well-filled brains.

We are focusing on the following 10 Executive Functioning Skills:

- Time Management
- Organization
- Planning and Prioritizing
- Goal-Directed Persistence
- Attention
- Response Inhibition
- Task Initiation
- Emotional Regulation
- Flexibility/Shifting
- Metacognition

To encourage this learning, each student over the course of the year will participate in a class called Executive Design in which they collaborate with classmates to design a school, a restaurant, or a summer camp. The project has elements of a personal skill inventory, public speaking, discussion, negotiation, product creation, reflection, and application of these ten executive functions.

*Makerspace - Mr. Tom Simpson*
The Makerspace is a place where creativity and technology come together. Students will learn to use software to design vinyl stickers, 3D objects, T-shirts, and more. If a student likes to create his/her own designs instead of borrowing images from the internet, this is the class! The Maker Space has four 3D printers, 2 vinyl cutters, a special printer for t-shirt transfers, a heat press, and a laser cutter. In this class, students will get time to use all of these devices to create their own one-of-a-kind objects.

**Seventh Grade Class Trip - (Asbury Hills)**

The entire seventh grade class travels to Asbury Hills, located on Matthews Creek, nestled snugly between Table Rock and Caesar’s Head State Parks in South Carolina, where they participate in experiential learning activities designed to foster self-confidence, self-reliance, and team building by taking advantage of a seventh grader's inherent energy and desire for adventure and challenge.

Zip-lining, hiking, and adventure racing among other activities offer physical, intellectual, and emotional challenge, and opportunity for reflection, group discussion, and journaling. Students are tasked with creating a story based on a Hero’s Quest when they return to the classroom. The story is derived from their journal entries on the trip and how they saw their friends, and themselves, as heroes throughout the trip. In addition, students are introduced to native animal species in a hands-on animal show presented by Carlton Burke, a naturalist with Carolina Mountain Naturalists, and students learn to dance in a traditional way during the trip.

**Specific Objectives for this event are:**

- **To promote** an understanding heroism through a series of experiences including zip lining, adventure racing, and initiative activities in a pristine mountain environment.

- **To foster feelings of self-confidence and self-reliance** (both personal and group) in a semi-wilderness environment by engaging students intellectually, socially, physically and emotionally in an outdoor arena.
- To reinforce classroom themes in writing in real life settings with hands-on experiences.

- To create an experience that gives the seventh grade class an opportunity to engage socially outside of the classroom.

**8th Grade - The Class of 2024**

**English- Mrs. Emily Hodges**

English 8 is primarily a study of American Literature, including short stories, drama, poetry, nonfiction, and novels. Students read *To Kill a Mockingbird*, *Animal Farm*, *Anthem*, *Ghost Boy*, *The Pearl*, and *Romeo and Juliet*, as well as various novels of their choice. Students will also read articles and opinions in preparation for our Washington, DC field trip. Students work on grammar, vocabulary, writing, collaborative learning, and research, and have various assignments and projects incorporating technology. A focal point of the class is the Eighth Grade Exhibition Research Project – something or someone that has made a significant impact on society and the world. Students work through the research process: outline, notecards, rough draft, edit, and final draft. Students also present their Exhibition Research Project.

**Math- Ms. Liza Johnson**

In the Eighth Grade, students take one of three levels of mathematics – Algebra Transition, Algebra 1, or Geometry, depending upon their developmental proficiency with mathematical concepts, computational ability, work ethic, and maturity. Both Algebra 1 and Geometry provide high school credit based upon a student’s ability to pass the class with a B average or better.

Algebra Transition covers the first part of a high school Algebra curriculum. Students will gain mastery of basic math concepts, as well as functions, real numbers, exponents, equations, and inequalities. Upon completion, students will have the foundation they need to be successful in Algebra 1 in the Ninth Grade.

Algebra 1 is for students who have mastered the fundamentals of arithmetic and are ready for a more in-depth study of functions, real numbers, linear equations and inequalities, systems of
equations, exponents, polynomials, quadratic functions, and rational equations. Technology will be used to enhance the students’ understanding of the concepts.

Geometry is for students who have mastered the fundamentals of arithmetic, as well as Algebra 1. Students will learn how to reason mathematically using formal proofs. Students will also study in-depth properties of parallel and perpendicular lines, congruent triangles and relationships within triangles, quadrilaterals, similarity, transformations, area, surface area and volume, and properties of circles. Trigonometry will also be introduced within an extensive study of right triangles.

**Science - Physical Science- Mr. Robert Ellington**

Students in the Eighth Grade take Physical Science. In this course, topics in chemistry are discussed in the Fall semester. We engage in topics in physics in the Spring semester.

During the Chemistry unit, students explore the following concepts: measurement and laboratory techniques; properties of matter; atoms and the periodic table; types of chemical reactions; acids and bases; and carbon chemistry. The physics unit explores forces and motion: energy, work, and machines; electricity; and light and sound.

The *inquiry approach* and collaborative laboratory work is an essential component of the Physical Science course. In addition, students work on writing, problem-solving, public speaking, and peer review of their classmates’ work throughout the year.

As an Exhibition of Mastery, eighth graders are also required to engage in a year-long science project. Working individually, students form a question about a particular area of science, develop a hypothesis, conduct research and carry out experimentation to explore their hypothesis. They then present their findings to their classmates and the community during the spring semester.
In addition to encouraging students to explore their world in new ways, the 8th grade science class seeks to build on a solid foundation for future coursework in physics, biology, and chemistry.

**Civics - Mr. Chris McDuffie**
Eighth Grade History is the study of Civics -- the rights and duties of citizens. In this course, students investigate the foundation of the American citizenry, the workings of our national government, and various aspects of law, economics, and government. Throughout the course, current events are used to stimulate discussion and relate concepts learned in class with events happening around the world. During the second semester, students participate in the Stock Market Game, which gives them the opportunity to learn about investing and personal finance and to compete with other schools across the state in a simulated stock exchange. Throughout the year we will hold both formal and informal debates to promote confident public speaking and respectful dialogue. We will also incorporate lessons that directly relate to activities we will participate in on our class trip to Washington D.C.

**World Language**
Eighth Grade students continue with the language they began in the Seventh Grade. One high school credit is given for the sequence in 7th and 8th grade.

**Latin 1B - Mrs. Pamela Pope**
Continuing from their seventh grade language course of study, Latin students continue working from *Wheelock's Latin, 7th edition*, covering the grammar, vocabulary, and derivatives from chapters 9-16. They study verbs from the fourth conjugation; demonstrative pronouns and adjectives; personal, reflexive, and intensive pronouns; perfect active system of all verbs; third declension adjectives; and further uses of the ablative and genitive cases. They continue to apply their knowledge of the grammar and vocabulary by translating sentences and longer passages, including work from ancient authors.

**Spanish 1B - Mr. Jeff Baisch**
Spanish 1B continues to reinforce and build on the concepts learned in Spanish 1A. Students learn a wider variety of vocabulary and structures in order to talk about activities and daily routines. With an emphasis on oral communication and an ultimate goal of effective comprehension and comprehensibility, students use grammatical concepts to communicate needs and ask and answer questions on everyday topics. Reading and writing skills also continue to be developed, and students are asked to demonstrate evidence of personal use of the Spanish language beyond the classroom. Students will read the novel *Esperanza* while learning about the culture of Guatemala as they read. The class will be conducted in Spanish primarily, so students will become comfortable hearing and using different forms of the language.

Students also study the cultures of specified regions in the Spanish-speaking world and compare and contrast these cultures with each other and with their own.

**French 1B - Mrs. Frances Choe**

Building on material and skills from French IA, this course emphasizes listening, speaking, reading, and writing skills, guiding students towards the ultimate goal of effective comprehension and comprehensibility. The course provides, as much as possible, an immersive French experience to support students’ basic familiarity with and comfort using the language. Real world examples including educational video clips, brief news articles, French language websites, and other primary documents are used frequently as source material.

Vocabulary and cultural comparisons are centered around units on air and rail travel, sports, winter and summer activities, visual and performing arts, daily routines, and health and medicine. Students expand their understanding of French grammatical structure by mastering regular -er, -ir, and -re verbs, reflexive verbs, frequently used irregular verbs, the futur proche and the passé composé tenses, interrogative constructions, negation, pronouns, and the imperative mood. This class follows the National Standards for Foreign Language Learning which emphasize communication, culture, connections with other subject areas, communities, and the comparison of different languages and customs.

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**Documentaries - Mr. Chris McDuffie**

The Documentaries Class introduces students to people, ideas, and events that often get overlooked by larger budget productions. We strive to choose documentaries that go beyond the History Channel and Ken Burns type film to find selections that students may not otherwise watch. While the list of documentaries shown changes as new documentaries are made available, some recent favorites include 180 Degrees South, Palio, and Alpha Go. Essential questions and classroom discussions are used to facilitate interest, discussion and understanding.

**Band - Mr. John Duhan**
The 8th Grade Band Class aims to reinforce successful habits of musicianship while advanced musical skills and topics are introduced. As a culmination of their MS Band experience and a springboard to their US Band experience, 8th Grade Band students refine the quality of their tone over a wide range of pitches as well as clarity of articulation with increased nuance, tempos, and variety of rhythms. Interpretation of dynamics, ensemble balance, and overall expression are discussed and practiced regularly as students gain more independence, proficiency, and technical ability on their instruments.

**Chorus- Mrs. Janis Corley**

The Middle School chorus program focuses on basic vocal techniques which are explored in a wide variety of musical styles, including an introduction to part-singing, music reading, and theory. Culminating performances are a meaningful and mandatory component of this class.

Students will:

- Sing music representing diverse cultures
- Perform music which represents diverse cultures
- Identify and define elements of music
- Analyze the use of musical elements in diverse genres of music
- Develop criteria to evaluate a piece
- Articulate the connections between music and other subjects
- Compare and classify the role of music and musicians in diverse cultures

**Art - Mrs. Jessica Hawthorne**

In Eighth Grade Visual Arts, students will work to develop and make art that reflects personal narrative. Each student will be introduced to methodologies and practices of professional artists: idea generation and research, form and content, goal setting, planning, execution of work, high-quality craftsmanship and critique.

The middle school visual arts program is designed to build the foundation for self-expression and art appreciation through the use and understanding of the elements and principles of art and
design. In addition, the curriculum is designed to allow understanding of artistic heritage by introducing students to the work of many famous artists and indigenous artwork of different cultures around the globe and across time. Through this study, our HHES students are challenged to use their developing art vocabulary and observational skills to critically evaluate art. Development of aesthetics will be gained through a sense play and ingenuity, as well as the study of nature and 2D design principles. Each student will be guided by their own artistry as they create unique works of art that contain a strong sense of authorship.

8th Grade Trip to Washington DC
This trip connects directly with our study of Civics in the 8th grade, and we believe that it serves as an opportunity for students to experience travel, as well as curriculum content, in an in-depth and organized manner. Our hope is that our students leave with a clear understanding of democracy, a heightened capacity for thinking critically about political institutions and policy, and an appreciation that they need to be informed, active, and engaged citizens!

During our time in Washington, students will have an opportunity to visit many of DC’s key institutions and historic sites - highlights include Arlington National Cemetery, monuments and memorials, Smithsonian Museums, and Capitol Hill. Our students will also participate in a mock Congress, an in-depth simulation of the legislative process, in preparation for a day on Capitol Hill, where they will have the opportunity to meet with legislators.