

Arcadia Charter School

2016-17 Middle School Curriculum Guide

Advisory Structure

Arcadia's middle school is structured to serve approximately 18 students in each grade with total of 54 students. Each advisory serves approximately 27 students in a multi-age setting of grades 6-8. Two advisors lead an advisory; overseeing the social curriculum and project process.

Middle School Curriculum Overview

This document is a summary and overview of the Arcadia middle school curriculum, meant to give parents, staff, and other interested parties an explanation of what is taught during middle school time in advisories. Other, more specific, detailed explanations and accompanying documents can be found in the middle school curriculum binder.

Much of what is learned or taught during time in advisories is a response to what comes up in conversations or interactions with students. In other words, in keeping with an emerging environment, we use shifting dynamics, important conversations, and promising ideas as opportunities to teach many things. But Arcadia also has a purposeful agenda for students, and a specific role for middle school advisors.

As staff at a small school, the advisors all wear many hats. Each of us is a content area teacher and has been charged with guiding all students in the school towards success in that subject matter. But a middle school advisor's primary charge is to teach and track his or her middle school students. This means, that while we are often pulled in many directions, we are primarily responsible for the students in our middle school advisories.

COMMUNICATION

One primary charge for an advisor is to communicate information to our middle school parents. This happens more formally through 3 separate conferences during the school year: the before school goal-setting conference; the 2nd quarter conference; and the mid to late year conference. During this time, staff cover questions about how to make sure students are succeeding socially, within their core classes, and with projects. For more specific questions about student growth within core classes, we encourage contact with the core class teachers.

We send parents a minimum of one update each quarter (so a minimum of 4 a year). This happens at the beginning of the quarter and reminds parents of the quarter's theme and tells them what the guided project deadlines are. We also send various emails to all parents regarding field trips or other events. How we communicate with individual parents over individual student questions depends upon the parent, the staff, and the nature of the question. Staff respond quickly to email, but sometimes phone call messages are best. We discourage check-ins before and after school, as we typically are busy trying to start or close-up our days. We might sometimes arrange for special meetings instead.

We also capture the students' progress on narratives that we attach at the bottom of each quarterly report. These reports give students a score for their core classes. Advisors' observations might note trends in scores, as well as our observations of how to challenge and keep them moving ahead in their projects. We try to highlight both successes and areas for improvement.

At the end of each quarter, students write a reflection paper. They brainstorm what could be included in the paper and are reminded about what components should be included in a paper. Students are required to have at least one peer "edit" their reflection papers. This gives them writing practice, an opportunity to reflect on their work and a chance to think about what they might do to improve and enhance their learning. And it gives parents more information about how and what their children are doing.

SOCIAL CURRICULUM

The social curriculum at Arcadia is at the core of what we do: we are a small, community school, and how we interact with and respond to each other will determine the success of our community. In light of this, we have adopted Developmental Designs. This is a social curriculum designed to teach social skills and good citizenship, and to promote academic success.

We devote the first 2-4 weeks of school each year to setting the tone and expectations for our social expectations. We engage students in purposeful community building games and activities and orient them to the middle school handbook and other rules or expectations and routines. Each year we create a social contract with our individual advisories, which is then brought to the larger school—by advisory representatives—to be assimilated into one, school-wide social contract. We return to this social contract often during the year to remember what we as an advisory and a school have determined is the way we want to operate together and treat each other. We refer to this social contract when we need to navigate concerns or conflicts; it establishes language and clear guidelines for behavior.

A large component of Developmental Designs is the “advisory circle.” We set the stage for the morning circle by using a morning board to ask questions that make students think and come up with answers or comments that typically reflect on something or look forward to something important to talk about. We begin each morning circle with a greeting, done to acknowledge each and every person as we start the day. During the rest of the circle, we read announcements, hear about concerns or celebrations, and discuss important issues or ideas. Sometimes we will incorporate games or activities into circles. Afternoon circles are times to come together at the end of the day to check on homework assignments, hand things out, and give last minutes reminders. We continue these circles all year round.

One important tool that we use to acknowledge each other is our end of year ritual. We take several hours on the last day of each school year where we engage students in a careful and thoughtful activity designed to show appreciation for each person. Afterwards, we have a ceremony to honor the 8th graders and recognize their individual gifts to our advisory and our school.

PROJECT PROCESS

Students have both core classes and electives (which are classes that they can opt to take or not take). But a good part of their academic learning comes through projects. Students do one guided project each quarter, encouraged by the theme for that quarter. Each quarter’s theme is typically taken from the book that the middle school Language Arts classes are reading for the quarter. The themes and the books are on a three-year rotation; this means that the students who come in the first quarter of 6th grade finish with the rotation the 4th quarter of their 8th grade year. The books read in middle school Language Arts are subject to change based on teacher discretion and other opportunities that often present themselves during the year.

These themes are used to inspire and give direction to students, who conceive of then devise and develop a project, based upon an idea that they have found from the theme. Examples of some books and themes are: the book *Walk Two Moons* gives way to the theme “Explorations;” the books *Airborne* and *The Little Prince* (both books are read in one quarter) promote the theme “Flight;” the book *The Diary of Anne Frank*, lends itself to the theme of race. Examples of projects done during the quarter of “Flight” include Amelia Earhardt; Sputnik; military helicopters; the birds of the Amazon Rain Forest; the history of space exploration.

Sometimes students have a desire to do a project that doesn’t fit into a particular quarter’s theme. Teachers generally will agree to this, as what is most important is not the exploration of the theme but learning and fine-tuning the project process. The themes are meant as merely aids to guide the first step in this project process, which is **Finding a Topic**. Teachers engage students in brainstorming sessions, using webs, t-charts, and other tools to help students generate ideas for these guided projects. Much discussion focuses on the appropriateness of a topic: is it too narrow? Is it too broad? Are there enough resources available to find plentiful

information? Do they already know enough about their subject? One tool for helping students see the appropriateness of a topic is the know/wonder chart; this chart asks students to record what they already know as well as questions they have about the topic. It enables them to see if they have enough open-ended, broad, questions to explore within the subject.

The next step in the project process is **Finding Resources**. This overlaps with teaching skills for how to navigate a computer search, as well as how to use an on-line library and the school library. During this time teachers introduce students to the idea that some sources are better than others; they teach what a reputable source is and how to tell a good source from a source that isn't so worthy.

Students are asked to find several good sources before they are sure that their project itself is worthy of attention. Once they have done this, they fill out the project proposal sheet; on one side of this sheet is a list of some potential resources, on the other is the know/wonder chart—a graphic organizer designed to help them decide what they already know and what they might need to discover to do their project. Once they are ready, students meet with their advisors and “propose” their project. This proposal process is also used as a teaching tool; students typically come away with new questions to ask.

Once students have proposed their project, they are given instruction in how to **Take Notes**. Teachers put time into helping students see what is useful and particularly interesting information and what is not as important to their topic. They're shown how to highlight and they are encouraged to print anything they find from the computer to take notes on these documents. Initially, students are shown and required to take notes a particular way; but after they have demonstrated proficiency with their preferred method, they are free to take notes the way they choose. This note-taking is typically the longest portion of time students devote to their topic, and we have frequent check-ins with them to make sure they're headed in the right direction.

After students have gathered adequate notes, they are shown how to **Organize Their Information**. This is often when students begin to see the benefit of having a good note-taking system, as this will usually make ordering and organizing their information more easy. Students are given example outlines and shown how to group similar information, creating topic headings and sub-headings. They make their own outlines, and they use these outlines either as preparation for a paper they will write, or as a way to order their information to present to their peers and demonstrate what they've learned.

Each quarter students will **Demonstrate Their Learning** to their peers and their teachers. And each quarter they will do this differently: the first quarter, students write a paper and make a poster board; the second quarter, students create a powerpoint or a prez (a web-based, graphic presentation tool); the third quarter, students will make/create/or do something; and the fourth quarter, students may demonstrate their learning in any way that they choose. Each quarter, advisors teach students these methods of demonstrating, complete with expectations and standards. And although these methods of demonstrating what they've learned change, what is consistent each quarter is that students stand in front of their advisory and tell what they have learned, much as they would if they were giving a speech. This is what Arcadia calls finalizations, or presentations. Both teachers and students fill out a “rubric” for the presenters; this is how they get feedback on their projects, and it is also how teachers are able to observe and comment on the culmination of the student's work.

Deadlines for the completion of each stage of this project process (finding a topic; finding resources; taking notes; organizing notes; demonstrating learning) are established by teachers and followed by everyone at the same time. This helps to teach a rhythm to the process, and gives them a sense of time management.

These projects are all largely research based, and we feel it's important to teach the skills that accompany each stage of this research. But we also acknowledge that not all projects involve reading and research, and we often encourage individual, additional projects for students (particularly for our kinesthetic learners) who are interested in exploring a project that isn't necessarily “research” driven. In addition, each year, we incorporate a collaborative service project into one of our quarters. Students are also encouraged to participate in History Day, a nationally sponsored history project competition.

Although each advisory is a mixed grade grouping, advisors take special effort to make sure that 6th graders and other new students are given more direct teaching in the project process. We also have a mentorship program that pairs 6th graders with high school students, to give them extra social and academic support. Additionally, in order to be prepared for high school, and to be given an added challenge, 8th graders do an honors, or 8th grade, project. This process typically begins the 3rd quarter, when 8th graders are introduced to the concept and oriented to the expectations and guidelines.

Advisors are cognizant about what particular ages, and what particular students need by way of challenge or support for their project process. With some students, we concentrate on the rudimentary project skills. For others (and ideally, for all of them when they're ready), we push critical thinking. This is often done during the project proposal, but it happens throughout note checking and even finalization. This is when we ask students to form opinions, come to their own conclusions, put their learning in some sort of context, or create original ideas.

Arcadia also uses more conventional means for achieving academic growth. In addition to learning through guided projects, middle school students also take classes, some required and some elected. The required classes (dubbed "core classes") are content area classes: Language Arts, Social Studies, Science, Math. These classes meet 3-4 days a week and last for the whole school year. We also offer elective classes; these classes are options for students, but we strongly encourage students to sign up for at least one elective. In the past we have offered such elective experiences as dance, theater, creative writing, Spanish, technology lab, drumming, and the Arcadia green house. Art, Physical Education, and Choir have been—at different times—either required classes or electives.

Transcripts with core class scores are mailed home at the end of each quarter. These transcripts also include the short advisor narratives, commenting on trends in core class scores and observations on growth and areas of work. Finalization rubrics for each quarter's guided project and students' reflection papers, are mailed home at the same time. These documents, combined, give parents an accurate assessment of how (and what) their child is doing during their middle school years. In addition to these quarterly mailings, all parents are encouraged to come to presentation nights, the evenings when student projects are on display.

Another important part of how Arcadia students learn are the frequent field trips that we take. These trips might be to supplement core classes (such as The Science Museum), or meant to enrich their social learning (such as Feed Our Starving Children). Often our field trips are arts based; we frequently find ourselves at such places as The Guthrie, the Children's Theater, or The Heart of the Beast. We believe in this "out of school" experiential learning, and our students typically participate in a half dozen field trips or more each year. We use these out of school excursions to complement our other purposeful combination of more traditional classes, social curriculum, and projects.

Arcadia's middle school curriculum is very successful in helping students succeed both academically and socially. Our morning and afternoon circle, student contract, purposeful project process, and offering of classes and field trips work together to produce well-rounded, thoughtful young people, prepared for success in high school and beyond. We firmly believe that our system fosters students to become fine citizens and excellent learners.

State mandated assessments:

- MCA Math, Reading (grades 6 - 8)
- MCA Science (grade 8)

Additional Assessment:

- NWEA Math MAP Test
- NWEA MAP Reading Test

End of Term Grading:

- Core Classes are assessed by the teacher and a grade on a 0-4 scale provided on the transcript at the end of each quarter.
- Projects are assessed using a rubric that measures the individual student's knowledge and skills gained from the project and the project-process.
- Transcripts are mailed home to families at the end of each quarter.
- Students complete a Reflection Paper at the end of each quarter.

Student Surveys:

- Hope Study, a school-wide survey administered Fall/Spring that measures student engagement, autonomy, academic press and sense of belonging in our program.
- Online Surveys to give feedback to advisors and core class teachers

Community Events:

- Thanksgive! Arcadia's student centered Fall Fundraiser is an evening of arts and entertainment to benefit Arcadia.
- Presentation Nights- scheduled at the conclusion of each quarter, Presentation Nights showcase our arts program and student project work.
- Arts for Martin- An Arcadia/Community collaboration to celebrate the life and accomplishments of Dr. Martin Luther King Jr.
- Picnics- Community picnics are an opportunity for families to get to know each other. Picnics are scheduled at the beginning and end of each school year.
- Arts Nights- Arcadia is blessed to have many opportunities to host visiting artists and artists in residence. Keep an eye on announcements and the school calendar to take advantage of some of these unique experiences.

Volunteer Opportunities: Arcadia encourages and welcomes parent involvement. We recognize that the knowledge and experience our community holds is a vast resource to our school and students. Ways to volunteer include:

- Participating in building workdays
- Serving on the school board or a board sub-committee (Education Committee, Facility, Finance, Marketing).
- Volunteering at school to tutor students or help with projects

Middle School Core Classes

Middle School Language Arts Courses

Language Arts**Required 6th, 7th, 8th Grades**

Term 1: Crispin: The Cross of Lead Term 2: Walk Two Moons Term 3: Uglies Term 4: Airborn

Middle School Mathematics Courses**6th Grade Math****Required 6th Grade****Term 1: Number Sense, Computation, and Operation**

During the term students will order and compare integers including fractions, decimals and percents. Students will use rounding and estimation to solve real-world problems. Students will also demonstrate skills to compute fluently; they will demonstrate understanding of arithmetic operations and factorization; and they will be able to use calculators and other technologies to solve problems.

Term 2: Patterns, Functions, and Algebra

During the term, students will demonstrate understanding of the rectangular coordinate system. Students will also apply arithmetic operations in the correct order to simplify and evaluate numeric expressions in real-world and mathematical problems.

Term 3: Data Analysis, Statistics, and Probability

During the term, students will learn to represent data and use various measures associated with data to draw conclusions. Student will will also calculate and express probabilities numerically, and apply probability concepts to solve real-world and mathematical problems.

Term 4: Spatial Sense, Geometry, and Measurement

During the term, students will identify a variety of simple geometric figures by name and calculate various quantities associated with them. Students will also demonstrate understanding of time and units of measurement and be able to apply these in solving real-world and mathematical problems.

Pre-Algebra**Required 7th Grade****Term 1: Pre-Algebra: Preparing for Algebra - Equations and Inequalities**

Description: We will prepare ourselves to be Pre-Algebra Mathematicians, building our skills by solving equations and inequalities using integers, exponents, fractions, and decimals. Our goal is to gain a firm understanding of algebraic concepts and the order of operations so we can build on these ideas later in the year.

Term 2: Pre-Algebra: Fractions, Decimals and Percents

Description: We will look at the relationships between fractions, decimals, and percents. We will use proportions and equations to find rates, similarity, and percents. We will learn practical skills like calculating a tip, finding sale prices and unit rates, as well as calculating simple and compound interest.

Term 3: Pre-Algebra: Geometry and Measurement

Description: We will start the quarter looking at plane geometry: points, lines, angles, and polygons, as well as looking at patterns in geometry. We will calculate perimeter and area, as well as use the Pythagorean Theorem. Then we will move on the three-dimensional geometry, looking at prisms, cylinders, pyramids, and cones. We will learn to find the volume and surface area of these polyhedra and the real-world applications of these calculations.

Term 4: Pre-Algebra: Data Exploration and Probability

Description: We will take a look at experimental and theoretical probability, designing experiments using a variety of sampling methods and populations. We will organize our gathered data using frequency tables and stem-and-leaf plots, as well as finding the variability in our data by calculating mean, median, mode, and finding the outliers to analyze in box-and-whisker plots. We will also display our data using bar graphs and line graphs, as well as analyze misleading graphs and statistics.

Algebra**Required 8th Grade****Term 1: Algebra: Data Exploration and Probability**

Description: We will take a look at experimental and theoretical probability, designing experiments using a variety of sampling methods and populations. We will organize our gathered data using frequency tables and stem-and-leaf plots, as well as finding the variability in our data by calculating mean, median, mode, and finding the outliers to analyze in box-and-whisker plots. We will also display our data using bar graphs and line graphs, as well as analyze misleading graphs and statistics.

Term 2 & 3: Algebra: Equations and Inequalities

Description: We will be building our skills by solving equations and inequalities using integers, exponents, fractions, and decimals. Our goal is to gain a firm understanding of algebraic concepts and the order of operations so we can build on these ideas later in the year.

Term 4: Algebra: Geometry and Measurement

Description: We will start the quarter looking at plane geometry: points, lines, angles, and polygons, as well as looking at patterns in geometry. We will calculate perimeter and area, as well as use the Pythagorean Theorem. Then we will move on the three-dimensional geometry, looking at prisms, cylinders, pyramids, and cones. We will learn to find the volume and surface area of these polyhedra and the real-world applications of these calculations.

Middle School Science Courses**Physical Science - The Science of Staying on the Ground...****Required 6th Grade****Term 1: Will include the Scientific Method and Science Measurement.**

Students will be participating in the Science Fair, which will include creating a Question, running an Experiment, drawing a Conclusion, and producing a board of the Results.

Term 2: Will include Forces and Motion and an understanding of Newton's Three Laws.

Students will be working with balloons and roller coasters to experiment with different ideas of motion and gravity. Students will understand and be able to identify the differences in the forces affecting our world.

Term 3: Will include an exploration into energy.

Students will explore potential and kinetic energy, as well as the energy we use in our everyday lives. They will explore alternative energies and will create projects comparing those systems.

Term 4: Will continue the exploration into energy and will look into microscopes and simple life forms.

Students will experiment with larger energy systems including weather, oceans, and planetary systems. Students will spend that last of the year learning about microscopes and one-celled animals.

Biology**Required 7th Grade****Term 1: Scientific Method and Classification**

This class begins with a review of the scientific method, then we discuss how we classify organisms, and we will connect that with what we discover in our crayfish and frog dissections.

Term 2: Understanding Ourselves

We will begin to explore the human organism, starting small by looking at cells and moving broader as we discuss the systems of the human body and how we interact with our environment.

Term 3: Genetics and Evolution

This is an introduction to DNA and how we inherit traits from our parents. Students will also understand how changes in genetics can lead to change over time, and we discuss natural selection.

Term 4: Energy and Ecology

This quarter the focus will be on how nutrients and energy move through ecosystems, and how humans impact those processes.

Earth Systems - Why is this a beautiful place?**Required 8th Grade**

Term 1: Will involve a review of the Scientific Method and the experimental process.

From there, the Students will understand the history and the structure of the Earth. Students will begin to explore the movement of the Plates and how this affects Human History.

Term 2: Will continue the understanding of Plate Tectonics and the outcome of this system.

Next, will be an understanding of Rock Cycle and Rocks and Minerals. Students will be able to identify different rocks, how they are made and the uses of different minerals.

Term 3: Will begin an understanding of Minnesota Geology and the affects of the landscape on humans.

The Students will be exploring the changes to the Minnesota landscape using the knowledge they gained from prior quarters. Students will also explore the environmental impact pollution has to the ecosystems.

Term 4: Will shift gears a look at Weather.

Students will identify the causes of weather systems by understanding the climate of our planet. In the later part of the quarter, Students will explore the other planets of our Solar System and galaxy. Students will understand why we have seasons, what is meant by our Local Group, and be able to identify different constellations.

Middle School Social Studies Courses**Minnesota Studies****Required 6th Grade**

In Minnesota Studies students will learn about state history and government and Minnesota's role within the larger context of the country. Minnesota Studies is framed by the lead discipline of History. Core concepts from the disciplines of Economics, Geography, and Citizenship and Government will provide complementary perspectives that promote an integrated understanding of the content. This is based on the idea that a person cannot truly understand history content without considering the relevant economic, political and geographic factors.

United States Studies**Required 7th Grade**

In United States Studies students will learn about the country's history and government from 1800 to contemporary times. United States Studies is framed by the lead discipline of History. Core concepts from the disciplines of Economics, Geography, and Citizenship and Government will provide complementary perspectives that promote an integrated understanding of the content. This is based on the idea that a person cannot truly understand history content without considering the relevant economic, political and geographic factors.

Global Studies**Required 8th Grade**

In Global Studies students will apply spatial and chronological perspectives as they study the geography of the world's regions and contemporary world history. Global Studies is framed by the lead discipline of Geography. Students will learn about human culture around the world through the lens of the Five Themes of Geography. Core concepts from the disciplines of History, Economics, and Citizenship and Government will provide complementary perspectives that promote an integrated understanding of the content. This is based on the idea that a person cannot truly understand geography content without considering the relevant economic, political and historic factors.

Middle School Art Courses

6th Grade Art

Required

Art 6 “Color”

Students will practice color mixing and learn basic color theory. We will look at how artists use color to create visual effects and apply our knowledge to the creation of optical illusions, creative color wheels and tree paintings based upon the work of artist Wolf Kahn.

Art 6 “Personal Patterns”

Students will use different forms of pattern to create personal narratives. We will study the artwork of Native Australians and create our own narratives based on the form they invented. Students will design their own symbols to create a self-portrait based on the use of positive and negative space. We will explore narrative in 3D through the creation of large papier mache letters.

7th Grade Art

Required

Art 7- “Values”

Students will explore methods of art creation from a global perspective. We will look at artwork from a variety of cultures and the values that inspired it. Students will create masks, sugar skulls and koi prints.

Art 7- “Realism and Perspective”

Students will practice the skills necessary to draw with realism. Students will learn to draw shapes in 3 dimensional space and practice the application of those skills when they create their own sculptural town. We will practice taking and using observation to create realistic drawings in real time.

8th Grade Art

Required

Art 8- “U.S.”

During this quarter, students will explore systems of personal and cultural identity in the United States. They will create their own currency, textile art based on the work of Robert Rauschenberg and Jasper Johns, and horse mobiles inspired by the art of Plains Indian artists. We will explore how artists use and re-interpret existing systems to create new ideas.

Art 8- “Figure”

Students will explore the many ways artists represent the human figure. We will explore proportion, create portrait and figure drawings, and make sculptures based upon our drawings. We will look at artwork by old masters and modern artists. Students will explore ways to represent figures with realism and expression.

Middle School Health Courses

6th & 7th Grade Health

Required

Scheduled Terms 1 & 3

Unit 1: How would miscommunication impact daily activities and personal choices?

Unit 2: Why it is important to understand how social choices/interactions, physical awareness and emotional/mental impact you as an individual?

Unit 3: How do you choose a goal, make it meaningful and progress to achieving a goal?

Unit 4: How can goal setting create a safe environment for yourself, friends and your family?

Unit 5: What does it mean to be emotionally and mentally healthy?

Unit 6: Why it is important to understand how social choices/interactions, physical awareness and emotional/mental impact you as an individual?

8th Grade Health**Required**

Scheduled Terms 2 & 4

Unit 1: How do I best communicate my needs, my knowledge, my opinions and my goals?

Unit 2: How do learning styles impact my daily learning and the learning of those around me?

Unit 3: Can self-discovery impact my success at home, during school and within the community?

Unit 4: In what ways do my social interactions, physical health and relationships impact my emotional and mental health?

Unit 5: What are some physical, mental, social and emotional changes that I can expect as I grow through adolescence into adulthood?

Middle School Elective Courses**NaNoWriMo: National Novel Writing Month****Elective**

An annual, internet-based, creative writing project that takes place during the month of November, NaNoWriMo encourages students to spend focused time writing novels on any theme and within any genre of fiction. Students who sign up will set their own word goals within the recommended guidelines for their grades. Each student will be given an account with the Young Writer's Program where he can keep track of his personal process. Weekly check-ins are required, and, if there is enough interest, "Write Ins" will be planned.

Creative Writing: The Writing Circle**Elective**

This class will explore a variety of genres of fiction or creative non-fiction writing, including poetry, drama, short stories, blogs, etc. The format for the class will include writing prompts, discussion, shared writing, and collaborative writing.

Theater**Elective**

Term 1: Let's do Shakespeare!

Students will examine Shakespeare's texts through the sensibilities of the middle school actor. Main focus is on performing rather than reading texts. Particular emphasis will be placed on *A Midsummer Night's Dream* and *Romeo and Juliet*, culminating with a performance at first quarter Presentation Night.

Term 2: Creating for the Stage.

Students will work with teacher to create performance pieces for Thanks-Give and Arts for Martin.

Term 3: Playwrighting

Students will research and discuss successful playwrights, playwrighting techniques and forms. Each student will then write a play, culminating in readings of each play in class.

African Drumming**Elective**

Term 4: African Drumming

Students will learn, aurally, two and three part drum songs from Ghana, West Africa.

Dance on Film**Elective**

Term 3: In this multi-age class we will explore a variety dance clips from well-known movie musicals. Students will analyze and discuss the way dance is used in film and will also learn some dances from the repertoire of movie musicals.

Thematic Schedule for the Project Process & Core Areas**2014-15 School Year (Year 3)**

Term 1: Systems

Term 2: The 1800's (Victorian Era)

Term 3: Change

Term 4: Free Choice - 6th & 7th, 8th Grade Honors Project

2015-16 School Year (Year 1)

Term 1: Journeys

Term 2: Personal Discovery

Term 3: Race

Term 4: Humans & Water

2016-17 School Year (Year 2)

Term 1: The Middle Ages & Renaissance

Term 2: Exploration

Term 3: The Future

Term 4: Service