



## The Middle School Program at St. Kitts International Academy

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## A: Program Objectives

### Guiding Ideals

- To offer a standards-based curriculum, assessment and learning environment which prepares students for success in the 21st century.
- To focus on the total growth of the developing child: addressing social, physical, emotional and cultural needs in addition to academic achievement.
- To combine the best research and practice from a range of national systems and international schools to create a relevant and engaging liberal arts program.
- To foster critical and creative thinking, preparing students to succeed in university-prep secondary programs.

### Program Vision

We have developed a curriculum which provides opportunities for students to:

- Learn how to ask compelling and relevant questions that can be researched.
- Gain a secure understanding of their own identity and their place in the world.
- Develop an understanding of other cultural groups and an appreciation of other ideas and beliefs.
- Gain knowledge that is of genuine importance in understanding the human condition, through the exploration of themes that have significance for all students in all cultures.
- Gain conceptual understanding through participating in learning experiences that foster sensitivity, creativity and initiative, and lead to taking responsible action.
- Gain an understanding of humankind's role in, and dependence on, the natural world and learn to apply this knowledge in responsible ways.

In addition to the professional knowledge and experience of the program administrators, the following is a list of resources used in determining the guiding ideals and curriculum for the St. Kitts International Academy Middle School Program:

- \* International Baccalaureate Program
- \* AERO: International Social Studies standards
- \* Council of International Schools
- \* Core Knowledge Foundation
- \* Edutopia
- \* International Bureau of Ed: 21st Century Skills
- \* Foundation for Global Education
- \* Nord Anglia Network of International Schools
- \* Ministry of Education Ontario
- \* Ministry of Education Singapore
- \* Massachusetts Department of Education
- \* International Friends Schools Network
- \* Learning for Justice
- \* International STEM Education Foundation
- \* American Federation of Teachers, National Board Certified Teachers Association

## Key Features

Teaching methods help students build a base of foundational knowledge and emphasize learning “how to learn” and “how to find out”, using both traditional and contemporary methods. Inquiry and building a base of knowledge is recognized as being intimately connected with the development of children’s comprehension of the world.

***Subject-centered Inquiry*** is the process initiated by the teacher which moves the learner from his or her current level of understanding to a new and deeper level of understanding. It is not a method where students only focus on their interests.

This can mean:

- Exploring, wondering and questioning/predicting
- Making and testing theories
- Researching and seeking information
- Collecting data and reporting findings
- Clarifying existing ideas and reappraising events/ Elaborating on solutions to problems

Through these processes, students develop the habits and attitudes of successful lifelong learners.

***Integration:***

The subject areas of Language Arts, Social Studies, and Art are taught through interdisciplinary units in order to help the students make connections between the subjects, thereby facilitating more effective learning. Reading and writing skills are taught across the disciplines. Technology is integrated across our curriculum to enhance student learning, and to build student confidence in their ability to effectively use technology to acquire, process and communicate information.

***International Perspective:***

In order to make the most of the diversity of background and experiences of our students, the program emphasizes the concept of being internationally minded.

The AERO Curriculum Framework for the K-8 Social Studies program:

- Uses the Core Standards for Excellence in Education as the basis. Twelve international schools lent their expertise to the AERO project, working together as a team twice a year and extensively at school sites to discuss and refine the standards and benchmarks to ensure that they were appropriate for the international school community. This collaboration led to adding content or skills to reflect a global perspective and creating more challenging benchmarks for international schools.
- Connects the process strands (problem solving, reasoning and proof, communication and reasoning and connections), which highlight ways of acquiring and using content knowledge, with the content standards, which outline the big concepts, to develop a coherent understanding.

***Assessment:***

Teachers are actively engaged in assessing the student's progress as part of the development of their wider critical thinking and self-evaluation skills. The purpose of assessment is to promote student learning, to provide information about student learning, and to contribute to the evaluation of the effectiveness of the program.

Effective assessments:

- Identify what is worth knowing and assess it - ongoing and cumulative
- Have criteria that are known and understood in advance
- Allow students to demonstrate their conceptual understandings, knowledge and skills
- Are made of tasks that require the synthesis and application of their learning
- Focus on producing a quality product or performance
- Use scoring that focuses on the essence of the task

Ongoing assessment provides insights into students' understanding, knowledge, skill and attitudes. These are necessary to plan further activities, which address issues of concern to the teacher and the students. Teachers will use some of the following methods for collecting data about students:

- **Observations** – Students are observed often and regularly, as part of a group or as an individual and both with teacher guidance and without.
- **Performance Assessments** – Assessments are goal-directed tasks with established criteria. In these tasks there are numerous approaches to the problem and rarely only one correct response. Audio, video and narrative records are often useful for this kind of assessment.
- **Process Focused Assessments** – Students are observed often and regularly for typical and non-typical behaviors. Teachers use multiple observations and often use checklists, inventories and narrative descriptions.
- **Selected Responses** – These are single-occasion, one-dimensional exercises. Tests and quizzes are familiar examples.
- **Open-Ended Tasks** – These are situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution.
- **Portfolios** – This is a purposeful collection of a student's work that is designed to demonstrate successes, growth, higher order thinking, creativity and reflection. Portfolios should not be thought of as a collection of work but rather as an exhibition of an active mind at work.

Teachers evaluate the types of assessment using the following:

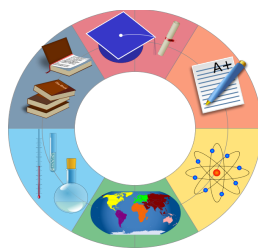
- **Rubrics** – These are an established set of criteria used for scoring or rating students' tests, performances or portfolios.
- **Benchmarks** – These are samples of student work that serve as concrete standards against which other samples are judged. This provides for consistency in grading.

## B. Program Overview

Middle School stretches from sixth through eighth grades, builds on the traditional academic standards mastered at the elementary level, and actively prepares new adolescents for a challenging university-prep secondary curriculum. Each course follows a set of rigorous academic standards appropriate for the grade level. Values of community, diversity, stewardship, and the importance of social justice walk hand-in-hand with strong academics.

Our team is knowledgeable about diverse teaching strategies, developmental issues, and techniques for successfully challenging, mentoring, and coaching early adolescents. Activities supported by an international liberal arts curriculum provide students with opportunities to learn more about their interests and strengths and assume leadership roles. Students discover how to think and problem solve. Our curriculum links disciplines to address all aspects of the maturing child: academic, moral, physical, emotional, and creative.

Early adolescence is an exciting and demanding time of rapid growth, enthusiasm for learning, and increasing independence. Teachers, students, and parents working together assure academic success. The overall goals of the program are to master the content and skills necessary to successfully transition to a secondary program and to create an environment in which each student can truthfully say, "I count, I care, I can."



## Language Arts and Social Studies:

The study of English Language Arts and Social Studies is integrated as much as possible in the Middle School curriculum. Teachers use literature to enhance and extend history subjects. Students are taught how to organize and maintain information, how to take notes from a textbook or lecture, and how to prepare for a test. As students move through the grades, they are expected to become increasingly independent in applying these strategies and skills.

The history program broadens student perspectives by providing a firm foundation in World History. Students are encouraged to formulate and express individual opinions, and courses emphasize the accumulation of skills such as map and geography proficiency, understanding timelines and dates, recognizing cause and effect relationships, and critical thinking. Films, literature, and art complement course discussions. In grade six, students explore the Ancient Civilizations of the world. Grade seven students continue World History by studying the Medieval World to 1800. Eighth grade students will learn about world events occurring in the 20th century to the present.

In the Language Arts program, students are exposed to a wide variety of literary genres, including novels, short stories, poetry, and plays. Literature discussions and close readings of selected passages happen at every grade level with attention paid to vocabulary development, literal and inferential comprehension, the drawing of valid conclusions based on evidence, and the identification of literary devices. Developing sound writing skills is a major goal of the curriculum as well. The writing process involves collaboration and feedback from both classmates and teacher. Students are exposed to grammar, mechanics, and usage structures that facilitate their written expression. At each grade level different forms of composition are taught (persuasive essays, reports, personal narratives, analytical essays, and research papers).

Our program is unique in that it provides exposure to international history and literature. The liberal arts focus prepares students to pursue a challenging secondary education program, including International Baccalaureate, Cambridge, and Advanced Placement.

## Grade 6

Literature	Writing
<p>(The literary selections follow units in Social Studies: <b>Ancient Civilizations</b>)</p> <p><b>Early Civilizations:</b> Excerpts from <i>Epic of Gilgamesh</i></p> <p><b>Ancient Egypt:</b> Egyptian Mythology/<i>The Egypt Game</i></p> <p><b>Asia:</b> Hindu Mythology/<i>Ramayana/Story of the Buddha</i></p> <p><b>Ancient Greece:</b> Greek Mythology/<i>The Odyssey</i></p> <p><b>Ancient Rome:</b> Roman Mythology/<i>Ancient Ocean Blues</i></p>	<p>Paragraph structure Descriptive Expository Persuasive</p> <p>Personal Narrative/Creative Journal Expository Report Feature Article/Editorial Persuasive Speech Literary Analysis: Character, Theme</p>
<p>Vocabulary Grammar/Mechanics/Usage Speaking/Presentations</p>	<p>Speaking/Presentations Note-Taking/Organization Study Skills/Technology/Research/MLA</p>

## Grade 7

Literature	Writing/ELA Skills
<p>(Selection follow units in Social Studies: <b>Middle Ages - The Medieval World and Beyond</b>)</p> <p>Norse Mythology/Excerpts from <i>Beowulf</i></p> <p><b>Islamic Civilization Chapter:</b> <i>The Alchemist</i>/Excerpts from <i>Arabian Nights</i></p> <p><b>African Civilizations:</b> African Folktales/<i>Sundiata</i></p> <p><b>The Americas:</b> Mayan, Aztec, Incan Folktales/<i>Popol Vuh</i></p> <p><b>Asia/Imperial China:</b> Chinese myths and folktales/Samurai Hindu Myths/Excerpt: <i>Ramayana</i></p> <p><b>Medieval Europe:</b> <i>Catherine, Called Birdy</i> Excerpts: Arthurian Legend, Robin Hood, Magna Carta</p> <p><b>Renaissance and Reformation:</b> Excerpts from Dante's <i>Inferno</i>, Machiavelli's <i>The Prince</i> <i>Romeo and Juliet</i> Shakespeare's sonnets</p> <p><b>Age of Exploration and Trade:</b> <i>Treasure Island/ Olaudah Equiano</i></p> <p><b>The Scientific Revolution and Enlightenment:</b> "A Modest Proposal"/"Declaration of Rights of Man" "Declaration of Independence"</p>	<p>Paragraph structure: Descriptive/Expository/Persuasive/Analytical</p> <p>Personal Narrative Creative: Script, Haiku, Letters, Comics Expository Report Journal Response: Defend a Position Feature Article/Editorial Literary Analysis: Character, Theme</p> <p>Vocabulary Grammar/Mechanics/Usage Speaking/Presentations Note-Taking/Organization Study Skills Technology Research/MLA</p>

## **ELA 6 and 7 Course Standards**

### **Reading**

1. Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of a text.
3. Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plot).
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of repeated use of particular images.
5. Analyze how aspects of a literary work's structure contribute to its meaning or style (e.g., the effect of repetition in an epic, a flashback in a novel, or a soliloquy in a drama).
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version.
8. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
9. Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity for at least grade

### **Reading Informational Texts**

1. Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.
2. Determine a text's central idea(s) and analyze its/ their development over the course of a text; provide an objective summary of a text.
3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
5. Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas.
6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
7. Compare and contrast a written text to an audio, video, or multimedia version, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
10. Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts exhibiting complexity appropriate for at least grade 7.



## Writing

1. Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
  1. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically in paragraphs and sections.
  2. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
  4. Establish and maintain a style appropriate to the audience and purpose (e.g., formal for academic writing).
  5. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  1. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
  2. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  3. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
  4. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  5. Establish and maintain a style appropriate for audience and purpose (e.g., formal for academic writing).
  6. Provide a concluding statement or section that follows from and supports the information or explanation presented.
3. Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
6. Demonstrate command of standard English conventions.
7. Demonstrate the ability to use general academic and domain-specific vocabulary appropriately.
8. Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
9. Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
10. When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

11. Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 standards for Reading Literature or Reading Informational Text as needed.
12. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Speaking and Listening**

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.
2. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
3. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
4. Acknowledge new information expressed by others and, when warranted, modify their own views.
5. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
6. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
7. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary, eye contact, volume, and pronunciation.
8. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

### **Language**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
2. Sentence Structure, Variety, and Meaning
  1. Use phrases and clauses to communicate ideas precisely.
  2. Recognize and correct vague pronouns and inappropriate shifts in pronouns.
  3. Recognize that changing the placement of a phrase or clause can add variety, emphasize relationships among ideas, or alter the meaning of a sentence or paragraph.
3. Demonstrate command of standard English capitalization, punctuation, and spelling when writing.
4. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
5. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
6. Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.
7. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
  1. Use context as a clue to the meaning of a word or phrase.
  2. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).
  3. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  4. Verify the preliminary determination of the meaning of a word or phrase

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
6. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words
8. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).
9. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.

### **Grammar/Mechanics/Usage:**

End Punctuation/Commas/Colons/Semicolons

Quotations/Punctuating Dialogue

Italics/Parentheses/Apostrophes/Hyphens/Dashes

Capitalization

Plurals

Parts of Speech: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions

Subject/Predicates: subject-verb agreement

Phrases/Clauses/Fragments/Splices/Run-ons

Kinds/Types of Sentences/Combining Sentences/Variety

Transitions/Rambling/Wordiness/Misplaced Modifiers

Using the Right Word

### **Vocabulary:**

Context Clues/Analogies

Synonyms/Antonyms/Prefixes/Suffixes/Greek and Latin Roots/Resource Skills

### **Social Studies 6 Standards: Ancient Civilizations**

- 1.6.a Identify and evaluate long-term changes, enduring influences, and recurring patterns in history.
- 1.6.b Compare models for organizing history into periods.
- 1.6.c Interpret graphic presentation of quantitative data.
- 1.6.d Identify and use primary and secondary sources to examine the past and present.
- 2.6.a Analyze how cooperation and conflict influence political, economic, and social conditions.
- 2.6.b Evaluate efforts to resolve conflict within and among conditions.
- 2.6.c Analyze how trade has contributed to cooperation and conflict.
- 3.6.a Discuss how the physical environment contributes to the development of distinct cultures.
- 3.6.b Use spatial models to investigate relationships between places and patterns of settlement and human interaction.
- 3.6.c Explain how social, cultural, political, and economic factors shape and are shaped by the physical environment.
- 3.6.d Evaluate the impact of migration on the structure of the societies.
- 3.6.e Evaluate the relationship between human societies and the environment.
- 3.6.f Analyze the geographical factors that contribute to cooperation or conflict between human societies.
- 4.6.a Analyze sources and characteristics of cultural, religious, and social reform movements.

- 4.6.b Analyze how art, literature, and traditional customs both shape and are shaped by society.
- 4.6.c Compare the development of Greco-Roman philosophy and science to the development of ethical monotheism, transcendental religion, and ancient eastern philosophies.
- 4.6.d Examine how certain texts came to be viewed as sacred.
- 4.6.e Examine syncretism, acculturation, and assimilation in the context of belief systems and culture.
- 4.6.f Examine the principle tenets of major world religions.
- 5.6.a Explain how sociological circumstances influence an individual's perceptions of and reactions to the world.
- 5.6.b Analyze the socialization of individuals by groups, organizations, and institutions.
- 6.6.a Analyze the change in systems of community order or forms of governance.
- 6.6.b Identify the elements of early political systems (monarchy, dictatorship).
- 6.6.c Explain different strategies to resolve conflict.
- 7.6.a Describe how trade developed and impacted early civilizations.
- 7.6.b Describe changes in the divisions of labor from hunting and gathering to farming communities to urban societies.
- 7.6.c Describe the primary causes of trade.
- 8.6.a Describe instances in which changes in values, beliefs, and attitudes have resulted in knowledge and progress.
- 8.6.b Analyze instances in which economic conditions have influenced and been influenced by developments.

## **Social Studies 7 Standards: Middle Ages to the Industrial Revolution**

### **Standard 1. History, Historiography, Big Ideas and International Themes**

- 1a. Identify and evaluate long-term changes, enduring influences, and recurring patterns in world history.
- 1b. Compare models for organizing history into periods.
- 1c. Interpret graphic presentation of quantitative data.
- 1d. Analyze the impact of revolution on politics, economies, and societies.
- 1e. Analyze how ideals and institutions of freedom, equality, justice, and citizenship have changed over time and from one society to another.
- 1f. Identify and use primary and secondary sources to examine the past and present.
- 1g. Examine historical resources for a point of view, context, bias, distortion, or propaganda.
- 1h. Analyze multiple interpretations of an historical or current event.
  - 1i. Differentiate between historical facts and historical interpretation.

### **Standard 2. Interaction: Cooperation and Conflict**

- 2a. Explain the major ways groups, societies, and nations interact with one another (trade and cultural exchanges).
- 2b. Analyze how cooperation and conflict influence political, economic, and social conditions.
- 2c. Evaluate efforts to resolve conflict within and among conditions.
- 2d. Analyze how trade has contributed to cooperation and conflict.
- 2e. Explain how powerful entities, such as countries, corporations, and religious institutions have influenced conflicts and cooperation.

**Standard 3. Humans and their Environments**

- 3a. Analyze the structure and characteristics of a population over time.
- 3b. Identify and explain how changes people make in the physical environment in one place can cause changes in other places.
- 3c. Discuss how the physical environment contributes to the development of distinct cultures.
- 3d. Use spatial models to investigate relationships between places and patterns of settlement and human interaction.
- 3e. Explain how social, cultural, political, and economic factors shape and are shaped by the physical environment.
- 3f. Evaluate the impact of migration on the structure of the societies.
- 3g. Evaluate the relationship between human societies and the environment (agricultural productivity, improved water transport).
- 3h. Analyze the geographical factors that contribute to cooperation or conflict between human societies.

**Standard 4. Science and Religion**

- 4a. Explain the elements of culture (Language, norms, values, beliefs).
- 4b. Define the elements of a belief system (creed, code of behavior, rituals).
- 4c. Examine the principle tenets of major world religions.
- 4d. Analyze how a major movement in literature, music, visual arts influenced social events.
- 4e. Analyze sources and characteristics of cultural, religious, and social reform movements.
- 4f. Analyze how art, literature, and traditional customs both shape and are shaped by society.
- 4g. Examine the historic tension between science and religion.
- 4h. Examine syncretism, acculturation, and assimilation in the context of cultures.
- 4i. Explain the origins and diffusion of modern science.

**Standard 5. Personal Identities**

- 5a. Discuss the limits of socialization and the power of choice in personal identity.
- 5b. Identify how social systems prescribe racial, ethnic, and gendered identities.
- 5c. Examine the difference between “acceptance” and “tolerance”.

**Standard 7. Political Systems**

- 6a. Compare and contrast major political systems.
- 6b. Explain different strategies to resolve conflict.
- 6c. Explain the roots of and historical development of political systems.
- 6d. Evaluate issues regarding distribution of powers/responsibilities within political systems.
- 6e. Evaluate the role of law and order in political systems.

**Standard 7. Human Economies**

- 7a. Describe how trade affects the way people earn their living in regions of the world.
- 7b. Describe the changes in the divisions of labor under feudalism.
- 7c. Describe the primary causes of trade.
- 7d. Describe the rise of economic systems and currency.
- 7e. Analyze economic issues from a geographical point of view.
- 7f. Describe reciprocal influences of changes on transportation and communication and changes in trade and economic activities.

**8. Cultural Change**

- 8a. Describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific knowledge.
- 8b. Explain how different socio-economic groups within a culture may react differently to innovation.
- 8c. Analyze effects of innovation on the diffusion of culture and the preservation of cultural identity.

## Grade 8

Literature	Writing/ELA Skills
<p>(Selections follow the units for Social Studies: <b>20th Century</b>)</p> <p><b>Turn of the Century/Early:</b>  <i>The Metamorphosis</i> Kafka (novella)            "My Papa's Waltz" Roethke (poem)            "Mending Wall" Frost (poem)  <i>Animal Farm</i> Orwell (novel)</p> <p><b>WWI:</b>            Excerpts: <i>All Quiet on the Western Front</i> (novel)            "Dulce et Decorum Est" Owen (poem)            "In Flanders Field" (poem)            Letters from soldiers            Film Study: <i>Warhorse/1917</i></p> <p><b>1920/1930:</b>            Film Study: <i>Of Mice and Men</i> Steinbeck            Excerpts: <i>To Kill a Mockingbird/The Bluest Eye</i>            Lee/Morrison            Poems of the Harlem Renaissance</p> <p><b>WWII:</b>            Film Study: <i>Dunkirk, Anne Frank, The Book Thief</i>            Speeches: Churchill, Roosevelt, Hitler, Stalin  <i>Night</i> Wiesel (novel)            "Why Soldiers Won't Talk" Steinbeck (essay)            "Death of the Ball Turret Gunner" (poem)            "Will V-Day Be My Day Too?" Hughes (poem)            "A Perfect Day for Bananafish: Salinger (short story)</p> <p><b>1950:</b>            "Self in 1958" Sexton / "Mirror" Plath (poem)            "Do Not Go Gentle" Thomas (poem)            "Sonny's Blues" Baldwin (short story)  <i>A Raisin in the Sun</i> Hansberry (play)  <i>Master Harold and the Boys</i> Fugard (play)            Film: <i>Hairspray</i></p> <p><b>1960:</b>            Songs: Dylan, Mitchell            "Stride Towards Freedom" MLK (essay)            "Necessary to Protect Ourselves" MX (interview)            Documentary: <i>The Children's March</i>            Film: <i>Hidden Figures</i>            Excerpt <i>The Things They Carried</i></p> <p><b>Additional decades TBD 1970-2000 Music Analysis</b></p>	<p>Literary Analysis:            Character            Theme            Symbol/Literary Device            Compare/Contrast</p> <p>Poetry Explication            Journal Response            News Article            Persuasive Speech            Creative: poems</p> <p><b>ELA SKILLS:</b>            Study Skills/Technology            Research/MLA            Vocabulary            Grammar/Mechanics/Usage            Speaking/Presentations            Note-Taking/Organization</p>

## **ELA 8 Course Standards:**

### **Reading**

1. Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.
2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
3. Analyze how particular lines of dialogue or incidents in a story, poem, or drama propel the action, reveal aspects of a character, or provoke a decision.
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including allusions and irony.
5. Compare and contrast the structure of two or more texts, analyzing how structure contributes to meaning and style in each text.
6. Analyze how differences in point of view between characters and audience (e.g. dramatic irony) create such effects as suspense or humor.
7. Analyze the extent to which an audio, filmed, or staged production of a story, drama, or poem stays faithful to or departs from the original, evaluating the choices made by the director or performer(s).
8. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.
9. Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity.

### **Reading Informational Texts**

1. Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text, quoting or paraphrasing where appropriate.
2. Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
5. Analyze in detail the structural elements of a text, including the role of specific sentences, paragraphs, and text features in developing and refining a key concept
6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
7. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
8. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
9. Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts exhibiting complexity appropriate for at least grade 8.

## Writing

1. Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
  1. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically in paragraphs and sections.
  2. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  4. Establish and maintain a style appropriate to the audience and purpose (e.g., formal for academic writing.)
  5. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  1. Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  2. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  3. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  4. Use precise language and domain-specific vocabulary.
  5. Establish and maintain a style appropriate to the audience and purpose.
  6. Provide a concluding statement or section that follows from and supports the information or explanation presented.
3. Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
6. Demonstrate command of standard English conventions.
7. Demonstrate the ability to use general academic and domain-specific vocabulary appropriately
8. Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
9. Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
  1. When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.



10. Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.
11. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Speaking and Listening**

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.
  1. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  2. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  3. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
  4. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation.
5. Integrate multimedia components and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
6. Adapt speech to a variety of contexts and tasks.

### **Language**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
2. Sentence Structure, Variety, and Meaning - Coordinate phrases and clauses in simple, compound, complex, and compound-complex sentences, with emphasis on agreement of pronouns and their antecedents.
  1. Form and use verbs in the active and passive voices and the indicative, imperative, interrogative, conditional, and subjunctive moods to communicate.
3. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
4. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. Use an ellipsis to indicate an omission.
5. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
6. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
7. Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.

## **Social Studies 8 Course Standards: 20th Century**

**Standard 1:** Major global trends from 1900 to the end of the twentieth century

- The student understands the major themes highlighted in this curriculum as both forces for change and the result of changes throughout the twentieth century (global interrelatedness, technology vs. nature, rise of mass society and identity and difference).

**Standard 2:** Reform, revolution, and social change in the 19<sup>th</sup> and early 20<sup>th</sup> centuries

- The student understands causes and consequences of political revolutions in the late 19<sup>th</sup> and early 20<sup>th</sup>C
- The student understands the causes and consequences of the industrial revolutions
- The student understands the transformation of European and Asian societies in an era of global trade and rising Imperialism
- The student understands patterns of nationalism, state-building, and social reform in Europe and the Americas
- The student understands the varying responses of African peoples to world economic developments and European imperialism.
- The student understands cultural, intellectual, and educational trends in 19th-century Europe.
- The student understands patterns of global change in the era of Western military and economic domination
- The student understands the world industrial economy emerging in the early 20th century.

**Standard 3:** The causes and global consequences of World War I

- The student understands the global scope, outcome, and human costs of the war.
- The student understands the causes and consequences of the Russian Revolution of 1917.

**Standard 4:** The search for peace and stability in the 1920s and 1930s

- The student understands postwar efforts to achieve lasting peace and social and economic recovery.
- The student understands economic, social, and political transformations in Africa, Asia, and Latin America in the 1920s and 1930s.
- The student understands the interplay between scientific or technological innovations and new patterns of social and cultural life between 1900 and 1940.
- The student understands the interplay of new artistic and literary movements with changes in social and cultural life in various parts of the world in the post-war decades.
- The student understands the causes and global consequences of the Great Depression.

**Standard 5:** The causes and global consequences of World War II

- The student understands the global scope, outcome, and human costs of the war.

**Standard 6:** How post-World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up

- The student understands major political and economic changes that accompanied post-war recovery.
- The student understands why global power shifts took place and the Cold War broke out in the aftermath of World War II.
- The student understands how African, Asian, and Caribbean peoples achieved independence from European colonial rule.

**Standard 7:** The search for community, stability, and peace in an interdependent world

- The student understands how population explosion and environmental change have altered conditions of life around the world.
- The student understands how increasing economic interdependence has transformed human society.
- The student understands how liberal democracy, market economies, and human rights movements have reshaped political and social life.
- The student understands major sources of tension and conflict in the contemporary world and efforts that have been made to address them.
- The student understands major worldwide scientific and technological trends of the second half of the 20th century.
- The student understands worldwide cultural trends of the second half of the 20th century.

**Historical Thinking Standards:**

1. Chronological Thinking
2. Historical Comprehension
3. Historical Analysis and Interpretation
4. Historical Research Capabilities
5. Historical Issues-Analysis and Decision-Making

### **Reading and Writing Standards:**

- Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- Describe how a text presents information (e.g., sequentially, comparatively, causally)
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- Distinguish among fact, opinion, and reasoned judgment in a text.
- Compare and contrast treatments of the same topic in several primary and secondary sources.
- Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

### **Mathematics:**

The overall goals of our mathematics program in the Middle School are for students to develop problem-solving skills, learn the skills and concepts that they will need in future mathematics courses and subjects, and learn to communicate and reason mathematically as they gain an appreciation of the value of how the subject is woven through their everyday lives.

Lessons for sixth through eighth graders expand students' knowledge of numbers, computation, estimation, measurement, geometry, statistics, probability, patterns and functions, and fundamental algebraic concepts. Our mathematics curriculum is spiral in nature, with topics being revisited each year in order to deepen and extend the understanding of concepts and their application.

### Grade 7-8

Instructional time will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Practical applications, basic finance, and coding will also be covered.

- Know that there are numbers that are not rational, and approximate them by rational numbers.
- Work with radicals and integer exponents.
- Understand the connections between proportional relationships, lines, and linear equations.
- Analyze and solve linear equations and pairs of simultaneous linear equations.
- Define, evaluate, and compare functions.
- Use functions to model relationships between quantities.
- Understand congruence and similarity using physical models, transparencies, or geometry software.
- Understand and apply the Pythagorean Theorem.
- Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.
- Investigate patterns of association in bivariate data.

### Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## Science:

Science and Technology education is not just about training future scientists, engineers and technicians. Rather, scientific literacy is a set of knowledge and skills designed to help all citizens understand the complex interactions among science, technology, society and the environment. All students need opportunities to learn about Science and Technology in ways that are meaningful and relevant to them. Scientific literacy will be best advanced when students are engaged by real scientific, technological, social and environmental issues, and when they have regular and frequent opportunities to "do" Science and Technology. Through that, they begin to understand the "Nature of Science" and how scientific and technological knowledge is generated. In grade six, students will explore units related to Energy, Variety of Life, The Sky's the Limit, and Space/Universe. In grade seven, students investigate Ecosystems, Structures, Substances, and Heat. Units in grade eight include Cells, Systems, Fluids, and Water. Courses are aligned to prepare students with a solid foundation for secondary science.

## Physical Education:

The focus is on physical literacy: motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life. Physical literacy includes four essential and interconnected elements whose relative importance may change throughout life:

- Motivation and confidence (affective)
- Physical competence (physical)
- Knowledge and understanding (cognitive)
- Engagement in physical activities for life (behavioral)

## Integrated Arts:

Students learn and practice art fundamentals through the creation of works, using a variety of mediums. Students are exposed to art and music history, aligning to social studies topics and time periods. The arts are also integrated in both ELA and Social Studies courses.

## Spanish

## C: Expectations

STUDENT	TEACHER	PARENT
<p>Students will come to class <b>prepared</b> and <b>ready to learn</b>.</p> <p>(supplies, notes, handouts, textbooks, homework, projects)</p>	<p>Teachers will <b>prepare and teach</b> rigorous and challenging lessons based on grade level academic standards.</p>	<p>Parents will <b>assist</b> the student with time-management and will check that homework is completed according to instructions each day.</p>
<p>Students will be <b>respectful</b> and must follow school and classroom behavioral guidelines.</p>	<p>Teachers will <b>assign</b> meaningful homework as practice and enrichment.</p>	<p>Parents will <b>support</b> independent learning. Projects/assignments are to be completed by the student independently unless otherwise arranged in advance.</p>
<p>Students will be <b>attentive and on task</b>. Students will use instructional time effectively.</p>	<p>Teachers will <b>evaluate</b> student progress and <b>provide feedback</b>.</p>	<p>Parents will <b>collaborate</b> with teachers if students have specific diagnosed academic or behavioral issues.</p>
<p>Students will complete work <b>according to instructions</b> and <b>by the due date</b>.</p>	<p>Teachers, upon request and availability, can <b>meet</b> with students and parents as needed.</p>	<p>Parents will <b>stay informed</b> of and support school activities, events, and projects. Checking Google Classroom, grades, and teacher emails is required.</p>

### Classroom Expectations:

- Pay attention in class. Engage in class activities in a positive/productive manner.
- THINK! Ask thoughtful questions and offer thoughtful comments.
- Use work-time productively. Stay on task.
- Honor the efforts of others by showing respect for their ideas, work, and time.

## Academic Expectations:

- Show time and effort in your assigned work. Make your work look professional and presentable according to required formats (MLA, APA, Chicago).
- Turn in assigned work on time. **Late work will be marked down each day** without a *legitimate* reason (major illness, family emergency, or approved travel). You have 1-3 days to complete missed work if you are absent. Parents should assist with time-management.
- Familiarize yourself with homework/classwork expectations. Complete the entire assignment according to instructions and guidelines. Ask questions before due dates. You are expected to complete work independently or with minor assistance.
- Put the proper heading on all work. Review for correct spelling/punctuation.
- You will need a personal computer/laptop to use in class and to complete homework.
- **Plagiarism and cheating will not be tolerated!**

Grade Scale	Academic Achievement of Curriculum Expectations
<b>93 – 100% Distinguished</b>	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and themes. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
<b>86-92% Proficient Plus</b>	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and themes. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
<b>80-85% Proficient</b>	Produces generally quality work. Communications secure understanding of concepts and themes. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
<b>70-79% Apprentice</b>	Produces work of acceptable quality. Communicates basic understanding of most concepts and themes, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skill, requiring support even in familiar classroom situations.
<b>60-69% Novice</b>	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and themes. It frequently demonstrates critical and creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
<b>0-59% Retention Required</b>	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and themes. Very rarely demonstrates critical and creative thinking. Very inflexible, rarely using knowledge or skills.

## The Portfolio

The Student Portfolio showcases

- a student's best writing over an academic year
- the student's progress as writer and traces the development of writing skills
- written assignments to be evaluated at the end of the academic year

Parts of the Student Portfolio:

- Table of Contents
  - lists writing samples in order of portfolio placement and course
- Cover Sheets (for each piece/draft response after each piece is assessed)
  - briefly explains the assignment and an evaluation of the process and progress
    - How did the student approach the piece?
    - What did the student learn as a result of the assignment?
    - What difficulties did the student encounter?
    - In what way did the student's writing skills improve?
- Collection (at least one example of each/include all drafts for at least three pieces)
  - Grade 6 (include rubrics and scoring guides)
    - Personal Narrative
    - Expository Writing
    - Descriptive
    - Persuasive
    - Creative
    - Literary Analysis: Character
    - Social Studies, Math, Science
  - Grade 7 (include rubrics and scoring guides)
    - Expository Writing
    - Descriptive
    - Persuasive
    - Creative
    - Literary Analysis: Character, Theme
    - Social Studies, Math, Science
  - Grade 8 (include rubrics and scoring guides)
    - Literary Analysis: Character, Theme, Symbolic
    - Poetry Explication
    - Expository/News Article/Journal
    - Research
    - Persuasive
    - Creative
    - Social Studies, Math, Science



- Evaluation
  - What does the portfolio show about the student’s writing abilities?
  - In what ways has the student progressed?
  - What are three specific writing goals for the next academic year?
    - A description of areas of strength
    - A description of stretches (challenges) and specific steps taken to overcome (or how you would do it differently if given the opportunity)
    - A description of where/how you have improved A description of where your passions lie
    - A description of future goals
  
- Parent Review
  - The Student Portfolio will be reviewed by parents/guardians annually
  - The Parent Review form will be added to the portfolio
    - Which pieces most impressed you and why?
    - What does the portfolio as a whole reveal about the student as a learner, writer, or thinker? In this portfolio I see evidence of ...
    - In what ways can the student improve?

## Social Justice Standards

### Identity

1. Students will develop positive social identities based on their membership in multiple groups in society.
  
2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
  
3. Students will recognize that people’s multiple identities interact and create unique and complex individuals.
  
4. Students will express pride, confidence and healthy self-esteem **without denying the value and dignity of other people.**
  
5. Students will recognize traits of their culture and others, understanding how they negotiate their own identity in multiple spaces.

## **Diversity**

6. Students will express comfort with people who are both similar to and different from them and **engage respectfully with all people.**

7. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.

8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs **in an open-minded way.**

9. Students will respond to diversity by **building empathy, respect, understanding and connection.**

10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

## **Justice**

11. Students will recognize stereotypes and **relate to people as individuals** rather than representatives of groups.

12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

13. Students will analyze the **harmful impact of bias and injustice** on the world, historically and today.

14. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.

15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

## **Action**

16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.

17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.

18. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.

19. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.

20. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

## **D: What You Should Know**

The Middle School Program at St. Kitts International Academy is designed to prepare students for success in a variety of secondary programs over a three-year period (grades 6-8). Students will leave the program with a solid foundation of basic knowledge and skills which will add to greater success secondary coursework.

Parents should assess student performance after Grade 6 to assure that this program is the best path for the student's future. Parents may choose to enroll the student in the local education system which requires students to take secondary level courses in Grades 7 and 8 to receive a diploma. Secondary programs in North America and other countries begin at Grade 9 and require four years to earn a diploma.

**Admittance to the Virtual High School Ontario program at St. Kitts International Academy is not guaranteed to all students attending the middle school program.**

- Students must demonstrate independent proficiency of basic skills. The admissions committee will review grades, portfolios, and entrance test performance.
- Students who are not admitted to the VHS program will face difficulty transferring to the local system as they will have missed essential courses required for the local diploma. This is why we strongly recommend that parents evaluate student performance after Grade 6.
- The VHS program is rigorous and requires students to learn independently using an online format for grades 11 and 12.

- The VHS program is not designed for students with special needs. There is no support available for students who require specialized services, whether there is a professional diagnosis or not. The VHS program cannot offer the same level of support students experience at the elementary and middle school levels. Students must be able to complete work independently at grade level and demonstrate mastery of VHS Ontario standards while meeting assignment and course deadlines.
- The VHS of Ontario program is essentially designed for university preparation which often requires 80% or above in all secondary courses. There are few applied-level courses for students who have demonstrated mastery of basic skills and concepts but are pursuing an alternate path: entering the workforce or community college (**admission will be considered on an individual basis**).

**If you have any questions about the Middle School Program or Virtual High School Ontario, please contact Tina Beck: [tbeck@skiacademy.net](mailto:tbeck@skiacademy.net).**

\_\_\_\_ I have read through this document and understand the standards and expectations of students at each grade level.

\_\_\_\_ I understand that the VHS Ontario program is a separate program from SKI and that not all students attending the Middle School Program at SKI will be accepted by the admissions committee.

\_\_\_\_ I understand that as a parent it is my responsibility to check Google Classroom assignments and grades frequently. I will support independent work, assist with time-management, and acknowledge teacher emails. All communications with teaching staff will be professional.

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Parent Signature