

ACADEMIC PROGRAM GUIDE 2019-2020

MIDDLE SCHOOL

Administration (Main Office)	(763) 258-2500
Admissions	(763) 258-2502
Business Office	(763) 258-2500
Fax	(763) 258-2501
Guidance Office	(763) 258-2588
Middle School Office	(763) 258-5550

Providence Academy welcomes students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. We do not discriminate on the basis of race, color, national and ethnic origin in administration of our educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

-August 2009

<p>The administration of Providence Academy reserves the right to interpret the contents of this guide, and to edit, add, or subtract from them.</p>
--

MISSION STATEMENT

Providence Academy is a Roman Catholic college-preparatory school with a comprehensive, core-knowledge curriculum that promotes superior academic achievement, mastery of skills and content, character development and citizenship within a faith-filled, Christian environment.

STATEMENT OF PHILOSOPHY

From the heart of our motto, “Faith, Knowledge, Virtue,” Providence Academy develops habits of spirit, mind and action to prepare students for future leadership in vocations and civic life. The faith and morals taught by the Catholic Church provide the foundation for time-honored training in the liberal arts and sciences. An emphasis on the intellectual and cultural heritage of Western civilization highlights principles of freedom and justice necessary for American self-government. The curriculum’s rigor instills customs of discipline and assures breadth and depth in students’ mastery of educational basics. Extracurricular activities and events incorporate the diverse God-given talents and interests of young people, in accord with our mission. Providence Academy aims to graduate citizens who are good believers, good thinkers, good citizens, good people—in a word, good Christians, prepared to meet the challenges and complexities of American life in the 21st century.

PROVIDENCE ACADEMY’S CODE

Providence Academy accepts the governance of moral and civil law. We are a community of individuals who respect the good in each of God’s children, in our thoughts, our words, and our actions. We recognize rightful authority. We speak truthfully. We are honest in our work and in our dealings with others. We are compassionate, gracious, and courteous to all. We aspire to be citizens who honor God, country and neighbor.

TABLE OF CONTENTS

Contact numbers	1	Honors Listings	10
Equal opportunity statement	1	Academic Success	10
Mission, Philosophy, Code	2	Work Missed Due to Excused Absence	10
Table of Contents	3	Communications about Academic Success	10
Registration Procedure	4	Extracurricular Eligibility	11
How to request courses in NetClassroom	4	Language Deferral	11
Bell Schedule for Grades 6-8	5	Academic Probation	11
Course Programs by Grade Level	6	Course Completion Requirements	11
Teacher Accessibility	8	Failed Classes	11
Structured Study Hall	8	Credit Recovery	11
Study Hall	8	Parent-Teacher Conferences	11
NHS Tutors	8	Grievance Procedures for Parents	11
Math / English / Latin / Science / Spanish Boost	8	Department of Religion	13
Study Skills Support	8	Department of History	14
Students with Special Needs	8	Department of English	15
Launch	8	Department of Mathematics	16
Placement for Middle School Math	8	Department of Science	19
“CAP” Scores	9	Department of World Languages	21
Semester Exams	9	Department of Physical Education	23
Grade Scale	9	Department of Fine Arts	24
GPA Calculation Example	9	Electives from All Departments	27
Grade Reporting	10	Checklist for Registration	28

REGISTRATION PROCEDURE

The registration process begins with re-enrollment, continues with core-course enrollments, then course requests, and concludes when students receive their schedules at the start of the school year.

The school counselor is available to meet with students to discuss course selection and ensure that students are taking appropriate courses.

1. Students are automatically enrolled in core courses, which vary by grade level, prior to the course-request process.
2. Current PA students entering grades 7-8 request the remainder of their courses, with their parents, online via Net Classroom. Current fifth-graders and new students enroll with Providence Academy's School Counselor.
3. Parents approve course requests at Parent-Teacher conferences in spring or via a mailing sent to those who do not attend conferences.
4. Creation of the master schedule begins in March and concludes in the summer after grades for Semester II are complete.
5. Students receive their yearlong schedules when they attend orientation in August.

HOW TO REQUEST COURSES IN NETCLASSROOM

Requests begin in NetClassroom the week of March 4th and end at 4:00 PM on Monday, March 11th, 2019.

1. Log on to NetClassroom using your student User ID and Password.
2. In the Green Menu bar at the top of the screen, select "Registration" and then "Enroll in Classes"
3. Select the "Edit Registration" button
4. Select your class(es) from the drop down menu(s) for your course request(s).
5. Select the "submit" button when you are finished.
6. Look over your course requests.
7. Make sure you have requested your elective courses (grades 6-8), and language (grade 8).
8. Ignore the references to "number of requests needed," "credits," and "total credits" located in this window.
9. Log out.

BELL SCHEDULE FOR GRADES 6-8

		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	8:30-9:20	RED PERIOD				
2	9:25-10:15	ORANGE PERIOD				
3	10:20-11:10	YELLOW PERIOD				
LUNCH 11:10-11:35						
4	11:40-12:30	GREEN PERIOD				
5	12:35-1:25	DARK BLUE PERIOD				
6	1:30-2:20	PURPLE PERIOD				
7	2:25-3:15	PINK PERIOD	WHITE PERIOD	MASS		

The Middle-School schedule, shown above, consists of a 7-period day, five days per week, for the entire school year, with lunch always taking place from 11:10 – 11:35 am. Except for lunch, each period is 50 minutes long with five-minutes of passing time in between.

Instead of referring to periods of the day in terms of “first,” “second,” “third,” and so on, we say “red,” “orange,” “yellow” (and the rest above, including “white period”). This is because each color represents one academic subject in a student’s schedule. For example, “red” period for one student may be religion. If so, then that student has religion Monday-Thursday with Friday off. If this student’s “orange period” class is mathematics, then math happens Monday, Tuesday, Wednesday, and Friday, with Thursday off. And so on. Each subject, therefore, meets just four days per week, and the eight total colors meet our offering of eight subjects (Religion, History, English, Math, Language, Science, required rotation courses--such as PE, art, health, study skills, public speaking, etc--and one elective).

Mass for the Middle School happens each Wednesday during white period (2:25-3:15 pm). White period on Tuesdays and Thursdays has become dedicated to study hall and enrichment electives such as athletics and woodshop.

COURSE PROGRAMS BY GRADE LEVEL

Students in the Middle School have a rich and varied set of courses. Here, then, is an overview for each grade:

Grade 6: All students take a full year of Religion, English, History, Science, and Math. In addition to these four, several other one-quarter and one-semester courses are required. For example, all students take Study Skills in first quarter, then FACS, then “Latin Lives!” in quarters three and four. These three subjects all take place in the same “color” period over the course of the year. Another color period is used for three additional required courses, and these arise in whatever order scheduling requires: Industrial Art and Art, each one-quarter in length, along with two quarters of PE. All courses mentioned so far occupy seven of a student’s eight total subjects. Next, students choose one elective from a set of four (below) to complete eight subjects. Finally, in white period (every Tuesday and Thursday), students have the option to take a study hall or elective offerings (see below) given on a pass/fail basis.

GRADE 6

FULL-YEAR COURSES (required) RELIGION 6, HISTORY 6, ENGLISH 6, SCIENCE 6, MATHEMATICS* *math options include Investigations I, Investigations II, Investigations II H			
--	--	--	--

1ST QTR CORE (required) Launch Industrial Art*	2ND QTR CORE (required) Launch Art*	3RD QTR CORE (required) Latin 6 PE*	4TH QTR CORE (required) Latin 6 PE*
--	---	---	---

*A one-quarter course that may happen in any of the four quarters and not necessarily the one shown here

FULL-YEAR ELECTIVES <i>Grade 6-8 combined. It meets 4x per week for the full year during one color period. All students will need to select one.</i> 1) Concert Band, 2) Chorus & Speech & Drama, 3) String Ensemble-Harmonium, 4) Music Appreciation & 2D Art			
---	--	--	--

ONE-SEMESTER ELECTIVES <i>Grades 6-8 combined. These meet during white period Tuesday & Thursday. All students select one for each semester. If the student wishes to repeat the course second semester, this may be possible—especially study hall—but students are encouraged to explore as many options as they can. Structured Study Hall and Boost will override these electives if a student is assigned to one or more of these.</i>			
---	--	--	--

1ST - 2ND QTR Study Hall, Athletics, Film Studies*	3RD - 4TH QTR Study Hall, Athletics, Film Studies*
--	--

*Each of these choices is a one-semester elective that may happen in either of the two semesters as determined by scheduling

Grade 7: All students take a full year of Religion, English, History, Science, Math, and Latin. Each subject takes place in its own “color” period for the year. Another color period is used for three additional required courses, and these may arise in whatever order scheduling requires: Health and Art, each one-quarter in length, along with two quarters of PE. All courses mentioned so far occupy seven of a student’s eight total subjects. Next, students must choose one elective from a set of four (below) to complete eight subjects. Finally, in white period (every Tuesday and Thursday), students have the option to take a study hall or elective offerings (see below) given on a pass/fail basis.

GRADE 7

FULL-YEAR COURSES (required) RELIGION 7, HISTORY 7, ENGLISH 7, SCIENCE 7, MATHEMATICS*, LATIN I *math options include Investigations in Math II, Pre-Algebra, Pre-Algebra H			
--	--	--	--

1ST QTR CORE (required) Health*	2ND QTR CORE (required) Art*	3RD QTR CORE (required) PE*	4TH QTR CORE (required) PE*
--	---	--	--

*A one-quarter course that may happen in any of the four quarters and not necessarily the one shown here

FULL-YEAR ELECTIVES <i>(Grade 6-8 combined. It meets 4x per week for the full year. All students will need to select one.)</i> 1) Concert Band, 2) Chorus & Speech & Drama, 3) String Ensemble-Harmonium, 4) Music Appreciation & 2D Art			
---	--	--	--

ONE-SEMESTER ELECTIVES <i>Grades 6-8 combined. These meet during white period Tuesday & Thursday. All students select one for each semester. If the student wishes to repeat the course second semester, this may be possible—especially study hall—but students are encouraged to explore as many options as they can. Structured Study Hall and Boost will override these electives if a student is assigned to one or more of these.</i>			
---	--	--	--

1ST - 2ND QTR Study Hall, Athletics, FACS, Film Studies, Woodshop*	3RD - 4TH QTR Study Hall, Athletics, FACS, Film Studies, Woodshop*
--	--

*Each of these choices is a one-semester elective that may happen in either of the two semesters as determined by scheduling

Grade 8: All students take a full year of Religion, English, History, Math, Science, and World Language. Each subject takes place in its own “color” period for the year. Another color period is used for three additional required courses, and these may arise in whatever order scheduling requires: Public Speaking and Art, each one-quarter in length, along with two quarters of PE. All courses mentioned so far occupy seven of a student’s eight total subjects. Next, students choose one elective from a set of four (below) to complete eight subjects. Finally, in white period (every Tuesday and Thursday), students have the option to take a study hall or elective offerings (see below) given on a pass/fail basis.

GRADE 8

<p>FULL-YEAR COURSES <i>(required)</i> RELIGION 8, HISTORY 8, ENGLISH 8, SCIENCE 8, MATHEMATICS*, WORLD LANGUAGE** *math options include Pre-Algebra, Pre-Algebra H, Algebra I, Algebra I H **world language options include French I, Latin I, Latin II, Spanish I, or a language waiver</p>

<p>1ST QTR CORE <i>(required)</i> Public Speaking*</p>	<p>2ND QTR CORE <i>(required)</i> Art*</p>	<p>3RD QTR CORE <i>(required)</i> PE*</p>	<p>4TH QTR CORE <i>(required)</i> PE*</p>
---	---	--	--

*A one-quarter course that may happen in any of the four quarters and not necessarily the one shown here

FULL-YEAR ELECTIVES

(Grade 6-8 combined. It meets 4x per week for the full year. All students will need to select one.)

- 1) Concert Band, 2) Chorus & Speech & Drama, 3) String Ensemble-Harmonium, 4) Music Appreciation & 2D Art

ONE-SEMESTER ELECTIVES

Grades 6-8 combined. These meet during white period Tuesday & Thursday. All students select one for each semester. If the student wishes to repeat the course second semester, this may be possible—especially study hall—but students are encouraged to explore as many options as they can. Structured Study Hall and Boost will override these electives if a student is assigned to one or more of these.

<p>1ST - 2ND QTR Study Hall, Athletics, FACS, Film Studies, Woodshop*</p>	<p>3RD - 4TH QTR Study Hall, Athletics, FACS, Film Studies, Woodshop*</p>
---	---

*Each of these choices is a one-semester elective that may happen in either of the two semesters as determined by scheduling

STUDENT SUPPORT SERVICES

TEACHER ACCESSIBILITY

Teachers are available for help during prep periods (published to students) and before and after school from 8:00-8:25 and 3:15-4:00. Teachers are also available by appointment when schedules conflict. Colleagues within departments will routinely meet with students if a schedule conflict exists between a teacher and a student. A list of teacher prep periods is also available to students so that they are able to meet with free teachers during their study hall. Teachers may also be contacted by email or phone. Students/parents should expect a return call within 24 hours.

STRUCTURED STUDY HALL

A quieter study hall exists for students who would best benefit from a less distracting learning environment. The smaller setting also allows more individual attention from the study hall proctor. This setting is ideal for students with Student Adjustment Plans or who struggle with independent work.

STUDY HALL

Study hall is offered as an elective two days per week during White Period, or four days per week to 8th graders who have deferred their language choice. A student may request it, for one or both semesters, instead of the other curricular offerings. Periodically, especially when assessments tend to increase in number, such as toward the end of a marking period, teachers of full-year, four-days-per-week electives will provide study time during class.

NHS TUTORS

Upper School students in the National Honor Society offer their services to tutor fellow students in the Upper and Middle Schools. Tutors are pooled by subject area. Middle School candidates will be identified through the MS Student Support team or by parental request. Criteria used to determine eligibility are based largely on teacher recommendation and grades. Low grades combined with difficulty mastering content are essential to be considered for a peer tutor.

MATH/ENGLISH/LATIN/SCIENCE/SPANISH BOOST

These “Boost” services provide targeted help for students struggling to master concepts in math, English, Latin, Science, or Spanish. Students are identified by teachers and placement in the service is coordinated through the student support team. The service is designed to aid students who struggle to pass coursework. It is not intended for students performing above a C. The services are provided every Tuesday and Thursday during White Period.

STUDY SKILLS SUPPORT

This temporary service happens when students fall significantly behind in any one class. Students may be referred by individual teachers, identified through student support meetings or at the request of parents. Prioritizing work, gradebook management, planner use, and target time to work on outstanding homework are all part of the program. Students develop a goal setting “exit plan” once they have caught up in their work. The service will be arranged, on the basis of a student’s schedule, by the Academic Support Coordinator and Learning Specialist.

STUDENTS WITH SPECIAL NEEDS

Families of Students who have a diagnosed learning disability should contact the Middle School Student Support Team: Director, Counselor, Dean of Students, and Director of Academics & Curriculum. An adjustment plan will be drawn up for parent approval based on recommendations from the professionals who diagnose the disability and what the school can realistically offer in terms of support. Upon approval, a meeting will be scheduled with the student’s teachers to go through the plan and to discuss teaching strategies to carry out the recommendations. The plan is revisited as needed during the course of the year.

LAUNCH

Required for all 6th graders, this semester-long course provides practice in various skills necessary for a successful transition to Middle School. Students will be fully oriented in Middle School systems including technologies and resources. Enhancement of time-management, test-taking, organizational skills, and communication skills will be a main focus with actual application to classes of all disciplines.

ACADEMIC PRACTICES, POLICIES, PROCEDURES

PLACEMENT FOR MIDDLE-SCHOOL MATH

Registration for the 2019-2020 school year takes place in March, 2019. For students in grade 5, the math department administers a placement test in April-May. Students in grades 6-7 either apply for the next available honors course in the series or are assigned to the next course by the department chair (who determines the best course after consulting with each student’s teacher). The department looks at course grades, CAP scores, and student applications for honors. In the case of honors, the student’s request is conditional upon successful completion of the current course. At year’s end, the teacher re-evaluates this performance and makes a final recommendation to the chair of the department.

Students may move in or out of honors on a yearly basis should they gain or lose prerequisites. For example, a student in the college-preparatory level of a course may move to the honors level the next fall. Conversely, an honors student may enroll in a college-preparatory level of the course either by choice or be required to do so if he/she does not maintain prerequisites for it. Once an honors course has begun, due to scheduling constraints, Providence Academy does not transfer a student out should performance drop.

If you have any questions, please feel free to call or e-mail the Director of Academics & Curriculum.

“CAP” SCORES

In addition to grades for a GPA, teachers also assign “CAP” scores once weekly in each subject. CAP is an acronym for “conduct,” “active attendance,” and “performance.” Teachers evaluate students in each category on a 1-4 point scale and use a shared rubric. CAP grades are used for administrative purposes and are reported on report cards.

The purpose of CAP is to assist students in their formation with clear expectations applied uniformly by teachers on a timely basis. CAP performance places greatest responsibility on the student, but it does require active involvement of the teacher, especially in the case of a low evaluation. It also invites the support of parents and administrators (academic counselors, dean of students, Director of Academics & Curriculum, directors) when challenges arise. CAP scores are used to determine eligibility for US extracurricular activities hosted by PA and are evaluated bi-weekly by the MS Student Support Team, as well as grade-level teams, to ensure that students complete all their work on a timely basis and receive needed help along the way.

SEMESTER EXAMS

Semester exams may be given in some MS courses (Latin II, some MS-US mathematics courses). These are comprehensive exams that count for 20 percent of a semester’s grade. Attendance on Semester Exam days is mandatory. Exceptions will be granted primarily in the case of family emergency, injury, severe illness, and mandatory attendance at events sponsored by PA. In the event of illness or injury, a doctor’s note, indicating necessity for absence, may be required.

GRADE SCALE

	Numeric Value	Grade Pt Value	
A	93-100	4.00	Superior achievement
A-	90-92	3.67	
B+	87-89	3.33	
B	83-86	3.00	
B-	80-82	2.67	
C+	77-79	2.33	
C	73-76	2.00	Satisfactory work
C-	70-72	1.67	
D+	67-69	1.33	
D	63-66	1.00	Passing, unsatisfactory
D-	60-62	0.67	
F	59 and below	0.00	Failure
I			Incomplete*

All courses use this grade scale for assessments, quarter grades, and semester grades.

**Incompletes are used only in cases involving extended absence or unusual circumstances*

Students’ ongoing quarter grades and report cards are available online in Net Classroom.

GPA CALCULATION EXAMPLE

Sum of (Mark * Weight) / Sum of Weights:

	Course	Mark	Weight	M*W
A	Religion (4x wk, full sem)	4.00	1.0	= 4.00
A-	History (4x wk, full sem)	3.67	1.0	= 3.67
B+	Math (4x wk, full sem)	3.33	1.0	= 3.33
B	English (4x wk, full sem)	3.00	1.0	= 3.00
B-	Science (4x wk, full sem)	2.67	1.0	= 2.67
C+	Health (4x wk, 1qtr)	2.33	0.5	= 1.17
C	Art (4x wk, 1 qtr)	2.00	0.5	= 1.00
C	PE (4x wk, 1 qtr)	2.00	1.0	= 2.00
C-	Elective	1.67	1.0	= 1.67
		Total	8	22.51

$22.51 / 8 = 2.81$ CUM GPA

Pass-fail courses are not calculated in a student’s GPA. Middle School GPAs are not cumulative year-to-year, but rather are calculated each semester.

GRADE REPORTING

Providence Academy has two types of grading schedules in the Middle School: the quarter and the semester. Quarters one and two happen within semester one; quarters three and four happen within semester two. Grades for quarter-long courses, such as Art, Study Skills, and the others, are recorded on each of the report cards for first and second semester. Grades for semester-long courses are determined one way for courses that give semester exams and another way for those that do not: 1) Courses with no semester exam draw 100% of the grade from assessments such as tests, projects, quizzes, etc. 2) Courses with semester exams assign 20% of the grade to the exam and the remainder from assessments such as tests, projects, quizzes, etc.

Report Cards:

Semester I: CAP Scores are posted daily in NetClassroom under “Grades.” Report Cards for Semester I are posted in NetClassroom after grades are collected.

In Semester II: Daily posting of CAP scores resumes. Report Cards for both Semester I and II, as well as CAP scores for the entire year, are printed and mailed home.

MS report cards are NOT sent to colleges and universities.

A MS student's cumulative GPA is calculated at the end of each semester and includes both single-quarter and full-semester courses.

HONORS LISTINGS

Three honors listings are awarded in the Middle School: The “Honor Roll” recognizes students who achieve a semester GPA of 3.00 to 3.32. The “Director’s List” identifies those students who achieve a semester GPA of 3.33-3.66. The “Headmaster’s List” is composed of students who achieve a semester GPA of 3.67 or above. These recognitions are given on each report card.

ACADEMIC SUCCESS

Providence Academy grading standards hold that students should achieve at 70% and above in all classes. To that end, teachers and administrators in the Middle and Upper Schools will hold students responsible to meet this standard for the overall course grade and pass each semester with no less than a 70% in all classes.

Should a student not achieve a grade of 70% on an assessment, a “recovery” retake (an assessment tailored to measure basic requirements, for a maximum value of 70%) is expected and needs to be scheduled with the teacher. Teachers also may provide “replacement” retakes (alternate versions of the original assessment) at their discretion. The student or parent may petition for a second recovery retake. The period during which a student may

retake for 70% expires with the onset of each major assessment. In other words, any assessment prior to a test can be retaken for 70% until the time of the test. Any test can be retaken for 70% until the time of the next test, and so on.

WORK MISSED DUE TO EXCUSED ABSENCE

In the case of work missed due to an excused absence, eligibility for full value is based on the number of class periods a student is absent and uses this formula: $X + 1$, where “X” equals days missed. If a student misses one day, the work will be due by 4:00 P.M. of the second day back in the class, and so on. Students need to work with teachers to make up work by this due date. The maximum value for work turned in after the due date is 70%. If the due date passes, the protocol for work below standard begins: the teacher records a grade of M in the gradebook, an auto-generated email is sent to the student and parent, and the assessment is due prior to the next large assessment in order to avoid forfeiture.

COMMUNICATIONS ABOUT ACADEMIC SUCCESS

“Alert”: Each business day at 4:00 PM, an auto-generated email is sent to each student and parent from any teacher who records a score for an assessment that is below 70%. The purpose of this is to provide timely communication. PA’s expectation is that the student will work with the teacher to sit for a recovery or replacement retake.

“Warning”: Once each week, when a teacher assigns CAP scores, the teacher will assign a Performance score of 2 if the student’s overall grade in the course is below 70%. On that day, the Director of Academics & Curriculum will then send an email to the student and parent(s) that calls attention to this. If the student is in a US extracurricular activity, he/she has until noon the following week to achieve 70% (or above) in order to remain eligible.

“Notice”: Once each week, when a teacher assigns CAP scores, the teacher will assign a Performance score of 1 if the student received a 2 the week before and if the student’s overall grade for the course still remains below 70%. If this happens, the Director of Academics & Curriculum will then send an email to the student and parent(s) that calls attention to this. If the student is in a US extracurricular activity, he/she will then be ineligible to practice, compete, or perform in it until eligibility is restored.

“Restored”: If a student receives a “notice,” once his/her overall grade reaches 70% or above, the teacher sends an email to the Director of Academics & Curriculum, who then sends an email to the student and parent(s) that calls attention to this. At that point, the student is once again eligible to practice, compete, or perform in the extracurricular activity.

EXTRACURRICULAR ELIGIBILITY

Given Providence Academy's commitment to academic success, each student's academic performance is linked to his or her eligibility for extracurricular activities. If a student fails to achieve an overall grade 70% (or "meet standard") at any point during the semester, he or she is given a period of seven days to raise the overall to 70%. If this time elapses and the standard is still not met, he/she may likely become ineligible if he/she is involved in an extracurricular activity. Eligibility is restored as soon as the instructor notifies the Director of Academics & Curriculum.

Students unaffected by ineligibility are expected to participate in a good-faith approach to academic success. Should such a student become ineligible, he or she should make every effort to come early to school, or stay after school, in order to meet the school's expectations.

Specific details about eligibility will be available at the start of each academic year.

LANGUAGE DEFERRAL

Providence Academy expects students entering the eighth grade to take a world language. Doing this helps them to maintain a strong academic course of study and take full advantage of PA's world language programs in the Upper School. Taking a language in eighth grade is consistent with best practices in college-preparatory schools.

A family may determine, however, that a student is not prepared to pursue the full program of study Providence offers to the eighth grade and should take, instead of a world language, a study hall in order to focus on other courses. This deferral would prevent the student from taking an additional study hall during white period and would require an elective instead. The student would then take a world language in ninth grade.

ACADEMIC PROBATION

A student who is in poor academic standing or is not making adequate progress toward graduation will be placed on academic probation and become ineligible for extracurricular activities. The Director of Academics & Curriculum makes this determination. Criteria for both are as follows:

- Semester GPA below 2.0 (poor academic standing)
- A failing semester grade in any course (F) (not making adequate progress toward graduation)
- An incomplete (I) that, when changed, produces a semester GPA below 2.0 or an F for the course.

Due to the school's commitment to a student's academic success, a student on academic probation will merit a parent-student meeting with the US director to discuss the

student's performance and other concerns relevant to the student's continued enrollment.

COURSE COMPLETION REQUIREMENTS

Students who receive a grade of D+ or below in a Middle School world language or math course will generally not be promoted to the next level of study the following year.

FAILED CLASSES

When a student who has received a grade of "F" retakes that class at Providence Academy, the new grade will be added to the report card to signify that the course has been passed, but it will not erase the failed grade. Only the former grade will be calculated into the GPA. If the student retakes and passes the course outside of Providence Academy (see "credit recovery" below), the "F" will remain on the report card and the student will advance to the next course.

CREDIT RECOVERY

A student who fails a course may be required to re-take and pass it. Prior approval from the Director of Academics & Curriculum is required for courses taken outside Providence Academy.

Failed courses must be made up in one of the following ways:

- Retake the course during the next school year at Providence Academy. The grade earned will neither replace the previous grade on the report card nor be used in calculating the GPA, though a passing grade will allow progress in the subject.
- Earn credits in an accredited and approved summer school or online course. The grade earned will not be reported on Providence Academy's report card, nor will it contribute to the cumulative GPA, but a passing grade will allow progress in the subject.

PARENT-TEACHER CONFERENCES

Twice a year, in the fall and in the spring, parent-teacher conferences are held to discuss students' progress. Parents are given the opportunity to sign up for a time frame and are encouraged to attend.

GRIEVANCE PROCEDURE FOR PARENTS

Parents who have a concern about a grade, class, disciplinary issue, or a teacher, should take the following steps: First, speak directly with the teacher, preferably in person; a telephone call or email may also be used if a personal meeting is not feasible. If you do not reach a satisfactory resolution to your problem you may then contact the teacher's supervisor (US Director). Finally, if you cannot achieve a satisfactory resolution, you may request a meeting with the Headmaster.

This procedure is in keeping with a Catholic principle of subsidiarity that respects the role of the teacher as the school's primary educator, seeks to minimize problems with communication (such as misunderstanding, misrepresentation, or avoidance), and conserves administrative resources.

DEPARTMENT OF RELIGION

The foundation on which the department is built and its animating principle is the Word of God expressed in Scripture and Tradition and infallibly taught by the Magisterium of the Roman Catholic Church. Faith — understood both as the revealed truth to be believed and as the infused virtue by which this truth lives in persons — is the heart of the Religion program. With the Catechism of the Catholic Church, and the Church Fathers and Doctors as its principal sources, the department combines theology with catechesis in an attempt to engage and evangelize students.

-Departmental Mission Statement

Students are automatically enrolled in the course shown below.

REQUIRED COURSES		
GRADE 6	GRADE 7	GRADE 8
Religion 6	Religion 7	Religion 8

“It is necessary...that religious instruction in schools appear as a scholastic discipline with the same systematic demands and the same rigor as other disciplines. It must present the Christian message and the Christian event with the same seriousness and the same depth with which other disciplines present their knowledge. It should not be an accessory alongside of these disciplines, but rather it should engage in a necessary inter-disciplinary dialogue.” (*General Directory on Catechesis*, n.73§5)

RELIGION 6: SAINTS & THE CREED

In sixth grade Religion, students engage in a thorough study of the doctrines of our faith by studying the tenets of the Nicene Creed. Students develop an understanding of both the foundational teachings of the Church, along with the reasons why the Church believes them. Prayer and the lives of the saints are also incorporated into the class, and help to connect the teachings of the faith, to personal living of the faith.

RELIGION 7: SACRAMENTS & MORALITY

In the seventh grade Religion course, students engage in catechetical study, review the seven sacraments, read and meditate upon the weekly Mass readings, and study the lives of saints. They practice Catholic devotional prayers, come to understand and more fully participate in the Liturgical seasons, and learn about moral decision-making and chastity.

RELIGION 8: SCRIPTURE & TRADITION

The 8th Grade Religion course will systematically examine how God reveals Himself to man. This course will examine natural revelation - what can be known about God by contemplating creation itself - and then moving to the two modes of Divine Revelation: Sacred Tradition and Sacred Scripture. Most of the course will focus on an examination of Divine Revelation as found in Sacred Scripture, showing how the Bible can be seen as one story in which the New Testament is hidden in the Old, and the Old Testament is revealed in the New. The central figure of Divine Revelation is Jesus Christ.

DEPARTMENT OF HISTORY

The Department of History regards as its highest objective student understanding of the major economic, political, social and cultural movements that have shaped Western Civilization from the Neolithic Revolution to our current age. In pursuit of this objective, students will acquire the necessary skills to flourish at the highest collegiate levels and to become more knowledgeable about the civilization of which they are the beneficiaries. Requisite skills include critical reasoning, concise and cogent writing, analysis of cause and effect, as well as the moral framework through which to filter and thereby assess the choices made by men and women in the past, and to weigh the consequences of those choices. Imparted content will include appreciation for the Christian values that ennoble the best of our western heritage. Mastered competence in both the content and skills utilized by historians will result in culturally literate citizens who are equipped to meet the challenges of an evermore complex world marked by dynamic and perplexing change.

-Departmental Mission Statement

Students are automatically enrolled in the required course(s) shown below. Students may, however, may request Film Analysis (one of the one-semester electives) online in NetClassroom.

REQUIRED COURSES		
GRADE 6	GRADE 7	GRADE 8
History 6	History 7	History 8

HISTORY 6: THE IMPACT OF WESTERN CIVILIZATION

The purpose of the course is to introduce students to topics of Western Civilization and discover how these topics have impacted the world we know today. McGraw-Hill's "Discovering Our Past - A History of the World" is the selected textbook. Topics include: Introductions to Ancient Judaism and Christianity, A study of Ancient Greece and Roman Cultures, Ancient Egypt, Ancient Mesopotamia, the Middle Ages, the Renaissance, the Reformation, the Scientific Revolution (including the Enlightenment), and a brief study on the French Revolution. American History includes a study of the American and Industrial Revolutions.

HISTORY 7: THE GREAT WAR TO THE COLD WAR

This course introduces students to the many events that have shaped the U.S. into the society that it is today. Events including the Spanish-American War, both World Wars, The Great Depression, FDR's Presidency, the Civil Rights Movement and the Cold War are studied. There is also a focus on current events and understanding America's role in the world today. Students use McGraw Hill's Discovering Our Past - A History of the United States as they encounter this survey of U.S. history.

HISTORY 8: AMERICAN CIVICS

Eighth grade history is a survey of American civics. The textbook used is McGraw Hill's Building Citizenship: Civics and Economics. Emphasizing primary documentation and current events, the course focuses on the role of citizenship and its historical and contemporary interaction with the three branches of government and party politics. The course also introduces students to the fundamentals of economics, and the role of the government in a market economy.

DEPARTMENT OF ENGLISH

The Department of English at Providence Academy teaches great works of Western literature to help students pursue truth and thus improve as human beings. These texts reveal that knowledge of enduring truth is a beneficial thing attainable by human minds and that virtuous actions make greater individuals and build better societies. We require students to discuss these works, grapple with perennial ideas, and engage in the conversation of mankind. We require that students learn the skills of proper grammar, written, and oral expression necessary for them to succeed in this conversation.

-Departmental Mission Statement

Students are automatically enrolled in the required course shown below.

REQUIRED COURSES		
GRADE 6	GRADE 7	GRADE 8
English 6	English 7	English 8

ENGLISH 6

The purpose of the course is to expose students to works of traditional literature and teach them how to express their ideas in paragraph form. Students read various myths, legends, fairy tales and fables as well as common sayings and proverbs. Students are required to apply themselves to building their writing skills, discussing material, and organizing their thoughts in a clear manner with correct grammar. The year includes study in grammar with emphasis on the basic parts of speech and punctuation rules, as well as a strategic augmentation of their vocabulary.

ENGLISH 7

The purpose of the course is to expose students to works of traditional literature and teach them how to express their ideas through writing. Students read various works of fiction, drama, short stories, and poetry as well as common sayings and proverbs from such authors as R.L. Stevenson, London, and C.S. Lewis. Students are required to apply themselves to develop an understanding of essay structure, commit to memory the literary concepts of theme, conflict and characterization, and use the literature to develop their writing skills. They are required to discuss material, and organize their thoughts in a clear manner using correct grammar. The year includes study in grammar with a concentration on sentence structure, as well as a strategic augmentation of their vocabulary.

ENGLISH 8

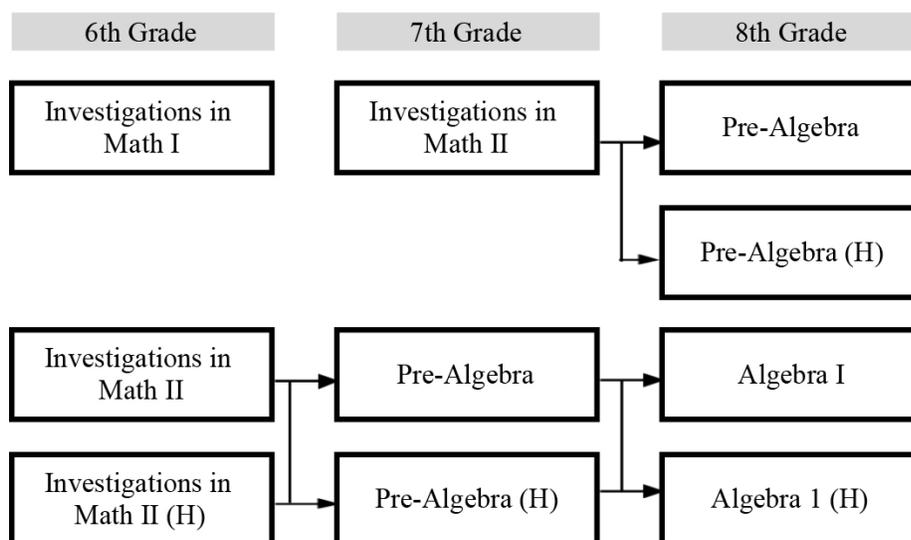
The purpose of the course is to expose students to a variety of traditional literature pieces and to teach students how to express their own ideas through various forms of writing. Students read various works of fiction, drama, short stories, personal narratives, poetry, speeches, common sayings and proverbs from authors such as: Shakespeare, Orwell, Steinbeck, Harper Lee, Dickens, and more. Students are required to apply themselves to develop an understanding of the forms of writing presented, to commit to memory the literary concepts offered, and to use the concepts to develop their writing skills. In their writing, students are required to: respond to literature through different writing exercises, organize their thoughts in a clear manner using correct grammar; and participate in activities such as class discussions, constructing unique literary projects, and critiquing cinema versions. Special preparation for high school includes a rigorous review of grammar, usage, punctuation and vocabulary studies including common Greek and Latin roots.

DEPARTMENT OF MATHEMATICS

Mathematics establishes a dynamic intellectual foundation for all forms of organized knowledge modeling physical reality and providing logical patterns for inquiry. Realizing this, the mathematics department of Providence Academy requires mastery of skills using a combination of drill and practice methods and innovative activities that emphasize conceptual understanding, problem solving, and analytical thinking skills. Precise and meaningful mathematical communication, both oral and written is vital in all of our courses. The program's college-preparatory curriculum is rigorous and intellectually challenging for students. It consists of separate courses in algebra, geometry/trigonometry, pre-calculus, data analysis, calculus, and statistics.

-Departmental Mission Statement

Students entering 6th Grade are placed in their math class by the math department in April-May of their fifth-grade year. Those who seek an honors course must take a placement exam. Students entering grades 7-8 are also placed in a non-honors math class based on their progress in the sequence below. If the student seeks an honors course, he/she must apply for it in February or June (if ineligible in February), in which case the department will review and approve/deny it.



INVESTIGATIONS IN MATH I

Grade Level: 6

Pre-requisite: Math placement test

This introductory mathematics course is designed to further studies of whole number operations and problem solving plus introduce operations with integers. This course will lay the foundation for the studies of algebra, geometry and statistics. Students will learn number patterns, graphing, operations with fractions and decimals, solving one-step equations, introducing two-step equations, use visualization, spatial reasoning, and geometric modeling to solve problems. Students will represent and analyze mathematical situations and structures using algebraic symbols. Textbook: *Mathematics: Applications and Concepts*, Glencoe, 2004.

INVESTIGATIONS IN MATH II

Grade Level: 6, 7

Pre-requisite: C- or above in Investigations in Math I)

This comprehensive course is designed to further studies of whole number operations and problem solving. This course will lay the foundation for the studies of algebra, geometry and statistics. Students will learn number patterns, graphing, operations with fractions, integers, and decimals, solving one-step equations, introducing two-step equations, use visualization, spatial reasoning, simple probability, and geometric modeling to solve problems. Students will represent and analyze mathematical situations and structures using algebraic symbols. Textbook: *Saxon Math Course 2*, 2012.

INVESTIGATIONS IN MATH II HONORS

Grade Level: 6

Pre-requisite: Math placement test from grade 5

This comprehensive course is designed to further studies of whole number operations and problem solving. This course will lay the foundation for the studies of algebra, geometry, and statistics. Students will learn number patterns, graphing, operations with fractions, integers, and decimals, solving one-step equations, introducing two-step equations, use visualization, spatial reasoning, simple probability, and geometric modeling to solve problems. Students will represent and analyze mathematical situations and structures using algebraic symbols. Concepts are covered in more depth and at an accelerated pace than Investigations in Math II. Textbook: *Saxon 8/7 Math*, 1999.

PRE-ALGEBRA

Grade Level: 7

Pre-requisite: C- or above in Investigations in Math II

In this course, students explore principles of algebra, algebraic expressions, solving basic equations, operations with rational numbers, ratio, proportion and percent, multi-step equations, inequalities, linear equations and graphing, applying algebra to geometry, right triangles, geometry of two- and three-dimensional figures, and statistics and probability. Textbook: *Saxon Algebra 1/2 Course*, 2004.

PRE-ALGEBRA HONORS

Grade Level: 7

Pre-requisite: placement exam score [if new student or coming into 6th grade], A in Math investigations II, or a B in Investigations in Math II Honors

In this course, students explore principles of algebra, algebraic expressions, solving basic equations, operations with rational numbers, ratio, proportion and percent, multi-step equations, inequalities, linear equations and graphing, applying algebra to geometry, right triangles, geometry of two- and three-dimensional figures, and statistics and probability. This course is designed for students that have demonstrated a high level of achievement in Investigations Math II. Concepts are covered in more depth and at an accelerated pace than in the Pre-Algebra course. Textbook: *Saxon Math Course 3*, 2012.

ALGEBRA I

Grade Level: 8, 9

Pre-requisite: C- or above in Pre-Algebra

Algebra I emphasizes algebraic language, structure, concepts, and skills. Major topics include algebraic properties and the real number system, linear equations and inequalities, linear functions and their graphs, systems of linear equations, polynomials, factoring, theoretical probability, simplifying square roots, operations with square roots, solving quadratic equations, and real world

applications. Textbook: *Algebra 1*, Holt, Rinehart, and Winston, 2007.

ALGEBRA I HONORS

Grade Level: 8, 9

Pre-requisite: A in Pre-Algebra or a B or above in Pre-Algebra Honors

In this course, students study the properties of real numbers with an emphasis on precision and facility with mathematical language, both verbal and symbolic. Other topics studied include linear equations and inequalities, absolute value equations and inequalities, linear functions and their graphs, systems of linear equations and inequalities, polynomials, factoring, simplifying square roots, operations with square roots, solving quadratic equations with factoring especially with a leading coefficient, quadratic formula, and rational equations. Students will also apply these skills to real world situations. This course is designed for students that have demonstrated a high level of achievement in Pre-Algebra. Concepts are covered in more depth and at an accelerated pace than in the Algebra I course. Textbook: *Saxon Algebra 1*, 2009.

GEOMETRY

Grade Level: 8, 9, 10, 11, 12

Prerequisite: Math placement test or C or above in Algebra I

This course is a study of Euclidean geometry. Topics include mathematical reasoning and proof, properties of plane figures and polygons, parallel and perpendicular lines, congruent and similar triangles, geometric inequalities, the Pythagorean Theorem, right angle trigonometry, area and volume, circles, compass and straightedge constructions, coordinate geometry, transformations, and applications. Algebraic skills will be reinforced throughout the course in preparation for Algebra II, the next course in the sequence. Textbook: *Geometry*, Holt McDougal, 2011.

DEPARTMENT OF SCIENCE

The Department of Science at Providence Academy is dedicated to providing students a comprehensive understanding of science and technology, and their general progress, in order to appreciate the beauty of God’s created world, make sound moral decisions and succeed in post-secondary education. Students follow the Core Knowledge Curriculum through eighth grade, then take three required years of science that must include chemistry and biology. Students are encouraged to take four years of science by choosing from elective science courses such as Introductory Earth Science, Earth and Space Science, Physics, and Advanced Biology, Chemistry and Physics. Students will use the scientific process, applying math, writing, laboratory, and presentation skills, as well as participate in discussions of current moral issues. These activities will help students to become aware of the interrelatedness of God, science, and the world around them.

-Departmental Mission Statement

Students are automatically enrolled in the required course(s) shown below. Students in grades 7-8 may, however, may request Woodshop (one of the one-semester electives) online in NetClassroom.

REQUIRED Full-Year COURSE		
GRADE 6	GRADE 7	GRADE 8
Science 6	Science 7	Science 8

REQUIRED ONE-QUARTER COURSE		
GRADE 6	GRADE 7	GRADE 8
Industrial Art		

ONE SEMESTER ELECTIVE		
GRADE 6	GRADE 7	GRADE 8
	Wood Shop FACS 07	Wood Shop FACS 08

SCIENCE 6

Grade Level: 6

Students begin the year studying the circulatory, lymphatic and immune systems of the body. This is followed by an in depth study of astronomy, including our solar system, galaxy, and the universe. In the spring students will examine our own planet in detail, including plate tectonics, volcanoes, earthquakes and the oceans. Tests, projects, and labs are used for assessment. The Prentice-Hall “Science Explorer” series supplies the texts for each content area.

SCIENCE 7

Grade Level: 7

Students will explore the components of life from the atom to single cells and living organisms. The basics of chemistry, cell biology, genetics, and evolution are studied along with laboratory skills and use of the scientific method. Many units are integrated with the study of human biology, including the digestive, respiratory and excretory systems. Tests, projects, and labs are used as assessments. The Prentice-Hall

“Science Explorer” series supplies the texts for each content area.

SCIENCE 8

Grade Level: 8

Students will explore energy in all its forms: motion, work, heat, light, sound, electricity and magnetism. Students will also investigate how our bones, muscles, and nervous system work. Mathematics in the form of formulas and calculations will be very important. Hands on activities and labs are used to illustrate the physical laws of the universe. Tests, projects, and labs are used for assessments. Textbooks from the Prentice-Hall “Science Explorer” series cover each content area.

FAMILY & CONSUMER SCIENCE (FACS)

Grade level: 7, 8

This hands-on course introduces students to the fundamentals of sewing and food science. Students will learn basic to intermediate sewing machine techniques, and use a pattern to complete a sewn

project. In the second part of the course, students will study the science behind food products and experiment with ingredients to produce and analyze these products. This course has a \$55 materials fee. Students with any food allergies need permission from the instructor to register. (One semester; 2 days per week during white period; pass/fail)

INDUSTRIAL ART

Grade Level: 6

This course introduces students to fundamentals of the industrial arts. Students will be introduced to shop safety, technical drawing, carpentry, painting, and basic electricity. Upon successful completion of mandatory safety tests, students will choose several projects to complete. This course has a \$55 materials fee. (4 days per week, one quarter)

WOOD SHOP

Grade Level: 7, 8

This course introduces students to fundamental woodworking skills. Students will be introduced to wood shop tools with a strong emphasis placed on safety. Upon successful completion of mandatory safety tests, students will choose several wood projects to complete. This course has a \$55 materials fee. (2 days per week during white period, one semester, pass-fail)

DEPARTMENT OF WORLD LANGUAGES

The Department of World Languages invites students to explore, appreciate, and communicate purposefully in French, Latin, and Spanish. Our program promotes listening, understanding, reading, writing, and speaking. We teach linguistic, cultural, historical, and geographic aspects of these languages, challenging students to grow in their faith, sense of global community, and service to others.

-Departmental Mission Statement

Students entering grades 6 or 7 are automatically enrolled in the required course(s) shown below. Students entering grade 8, however, may request a language course in NetClassroom in accordance with the options shown below.

REQUIRED COURSES		
GRADE 6	GRADE 7	GRADE 8
Latin 6	Latin 7	French I Latin I Latin II Spanish I 1-yr deferral

FRENCH I

Grade Level: 8

French I is an introductory level course that begins the three to four year sequence of Upper School French and focuses on the four language learning skills of: listening, speaking, reading and writing. The emphasis is on building confidence in listening and speaking through oral work in class. Materials include the *Discovering French Level One* program consisting of carefully integrated texts, a video and audio program as well as a supporting workbook program. Students learn to communicate in the present tense, the recent past and the immediate future tense. The course explores life and culture in France and introduces the Francophone world.

LATIN 6: THE ROMAN FAMILY

Grade Level: 6

Students are introduced to basic grammar and vocabulary, ancient Roman geography, mythology and family culture through Latin readings. *Lingua Latina* (Hackett Publishing Company, 2003) is used as the primary text. Students will finish the course with a capstone project detailing the daily life of a child in ancient Rome. (2nd semester only)

LATIN I

Grade Level: 7, 8

Students are introduced to the Latin parts of speech through Roman myths and legends. The text, *Latin for the New Millennium Vol. 1*, approaches Latin using a hybrid method consisting of daily exercises paired with adapted primary source passages. The class will also acquire over 200 Latin vocabulary words and study their English derivatives. The secondary goal of

the class will be a study of Roman history, art, mythology, and culture with a focus on its influence on our modern world. (No prerequisites are required to join this class.)

LATIN II

Grade Level: 8

Pre-requisites: C- or above in Latin I at Providence Students continue in *Latin for the New Millennium Vol. 1*. The text approaches Latin using a hybrid method consisting of daily exercises paired with adapted primary source passages. The class will also acquire an additional 200+ Latin vocabulary words and study their English derivatives. The secondary goal of the class will be a study of Roman history, art, mythology, and culture with a focus on its influence on our modern world.

SPANISH I

Grade Level: 8

Spanish I is an introductory level course that begins the three to four year sequence of Upper School Spanish and focuses on listening, speaking, reading and writing skills in tandem with the *Avancemos* curriculum. Methods include interactive classroom activities, a video program and an audio program. Students learn to communicate in regular and irregular present and past tense. The course explores geography, dialect and culture of various Spanish-speaking countries.

LANGUAGE DEFERRAL

Providence Academy expects students entering the eighth grade to take a world language. Doing this helps them to maintain a strong academic course of

study and take full advantage of PA's world language programs in the Upper School. Taking a language in eighth grade is consistent with best practices in college-preparatory schools.

A family may determine, however, that a student is not prepared to pursue the full program of study Providence offers to the eighth grade and should take, instead of a world language, a study hall in order to focus on other courses. This deferral would prevent the student from taking an additional study hall during white period and would require an elective instead. Further, the deferral would require the student to take a world language in ninth grade.

DEPARTMENT OF PHYSICAL EDUCATION

Physical Education is an integral part of the educational experience for all students at Providence Academy. The PK-12th grade program promotes lifetime activity and fitness through the development of skills in a variety of physical activities. Students also learn foundational values such as teamwork, sportsmanship, honesty, and integrity that they can carry with them for a lifetime of enjoyment in recreational and competitive sports.

-Departmental Mission Statement

Students are automatically enrolled in the required course(s) shown below. Students may, however, may request Athletics (one of the one-semester electives) online in NetClassroom.

REQUIRED COURSES		
GRADE 6	GRADE 7	GRADE 8
Physical Education 6	Physical Education 7 Health	Physical Education 8

One-Semester ELECTIVES		
GRADE 6	GRADE 7	GRADE 8
Athletics	Athletics	Athletics

PHYSICAL EDUCATION

Grade Level: 6, 7, 8

Physical Education

The Middle School physical education program builds on the basic skills learned in lower school. The main emphasis of the program is an introduction of the basic rules and concepts of the actual game in the areas of both team and individual sports. Students will be tested on their understanding of those basic rules and concepts, as well as on their ability to perform certain skills associated with those activities.

Continuing the school plan of testing physical fitness every other year, 7th grade will go through a battery of tests to help track students' development in this area. Students will take one semester (four days per week) of physical education at each grade level.

HEALTH

Grade Level: 7

Students will study concepts that promote maintaining and improving their overall level of health & wellness. Concepts that will be covered include: making responsible choices, benefits of exercise, food and nutrition, eating disorders, mental and emotional health, managing stress, effects of tobacco and alcohol, the body's reproductive systems (male and female), and providing CPR and First Aid in emergencies. Decision-making strategies and conflict resolution skills will also be emphasized throughout the course. (1 quarter)

ATHLETICS

Grade Level: 6, 7, 8

This elective, which meets twice a week, is an activity class. Students will spend their time actively doing many different activities that will help their overall fitness level. Students will be graded as pass/fail for this class based on their participation. (1 semester; pass/fail)

DEPARTMENT OF FINE ARTS

Providence Academy's Department of Fine Arts believes that the arts are integral to the formation of a complete person. Therefore, students learn the fundamental skills of each discipline in order to produce artistic creations and gain an understanding and appreciation of the world. The arts add beauty, joy, and life to the student experience.

Studio Art emphasizes sound drawing techniques in order to develop ideas in all areas of the visual arts. Students apply the principles of art to a variety of projects in an environment where tradition enlightens creativity.

Theatre and production courses analyze the history and theory of performance while developing basic skills in design and technical aspects of theatre. Students present their knowledge and skill through various theatrical presentations.

Music courses teach historical, theoretical, and emotional analysis through performances. Through these modes, students are encouraged to become comprehensive musicians.

*-Departmental Mission Statement
 September, 2008/2015*

Students are automatically enrolled in the required courses shown below. All MS students will need to request one of the following 4 electives: 1) Concert Band, 2) String Ensemble-Harmonium, 3) MS Chorus & Speech & Drama, 4) Music Appreciation & 2D Art. Finally, students may request the partial-year elective shown below.

REQUIRED COURSES		
GRADE 6	GRADE 7	GRADE 8
Art 6	Art 7	Art 8 Public Speaking

FULL-YEAR ELECTIVES <small>(all students in grades 6-8 must select one of the 4 options below)</small>		
GRADE 6	GRADE 7	GRADE 8
MS Concert Band* MS String Ensemble-Harmonium* MS Chorus & Speech & Drama* Music Appreciation & 2D Art*	MS Concert Band* MS String Ensemble-Harmonium* MS Chorus & Speech & Drama* Music Appreciation & 2D Art*	MS Concert Band* MS String Ensemble-Harmonium* MS Chorus & Speech & Drama* Music Appreciation & 2D Art*

**Periodically, especially when assessments tend to increase in number, such as toward the end of a marking period, teachers of full-year electives will provide study time during class.*

PARTIAL-YEAR ELECTIVE (OFFERED DURING WHITE PERIOD)		
GRADE 6	GRADE 7	GRADE 8
Film Studies	Film Studies	Film Studies

ART 6: CLASSICAL ART PERIODS*

Grade Level: 6

Sixth grade art class begins with the classical art and architecture of ancient Greece and Rome. The influence of “classical” art is then compared and contrasted during the study of other major periods of Western art that followed. These include the Gothic period, the Renaissance and the Baroque period. The last unit of this class reviews the varied styles of the four brief but influential periods that followed the Baroque era: Rococo, Neoclassical, Romanticism and 19th Century Realism.

ART 7: 19TH & 20TH-CENTURY ART MOVEMENTS*

Grade Level: 7

Seventh grade art begins exactly where the sixth grade art class concludes: the second half of the 19th Century. The four main units of this class cover some of the most popular periods and artists of the modern era beginning with the Impressionists and concluding with the painters of American Realism. The students learn of the Post-Impressionists and how they would later influence two of the major movements of the 20th Century: Expressionism and Abstraction. Special attention is also given to the influences of Art Nouveau, Pablo Picasso and the

ART 8: MODERN ART & ARCHITECTURE*

Grade Level: 8

The 20th Century is the primary focus of eighth grade art. This class begins with the study of architecture from the Industrial Revolution to the modern International Style that defined the post-WWII years. The second unit focuses on the major artists and works of 20th Century sculpture. This is followed by an examination of mid-century modern painting beginning with Abstract Expressionism. Finally, this class concludes with a brief history of photography and its use as an art form.

**Throughout all of the middle school Art classes a variety of drawing assignments and art projects are executed. All assignments are focused on the basic principles and elements of art and very often relate directly to the current unit of study*

PUBLIC SPEAKING

Grade Level: 8

Students develop confidence in such fundamental elements of public speaking as poise, eye contact, body language, volume, speed, articulation, emphasis, and non-verbal expression. Uses of language and visual aids are important additions. Each student presents a total of three formal speeches during the semester: introductory (about a historical figure or role model), informative (about a topic), and persuasive (about an issue). *(1 quarter)*

MS CONCERT BAND

Grade Level: 6, 7, 8

Students in Concert Band learn and demonstrate the technical, theoretical, historical, intellectual, and emotional elements of intermediate instrumental music literature. Students also exercise teamwork and leadership in an ensemble setting that meets 4 times per week. The students perform in concerts throughout the school year and each student will receive an individual/paired weekly band lesson. It is preferred that the students have previous instrumental training, but admittance on an individual basis for those who have never played before is possible with director consent. *(FEES WILL APPLY)*

STRING ENSEMBLE-HARMONIUM

Grade Level: 6, 7, 8

Harmonium is a Middle School Strings ensemble for students with at least one year of experience on a string instrument, but admittance for those without prior experience is possible with director consent. Every student is expected to master the music for the concerts through personal practice at home and class practice, along with written work that explores other aspects of music and performance. Students perform in concerts throughout the year and each student also attends a 10-minute private or semi-private lesson each week. *(FEES WILL APPLY)*

MS CHORUS

Grade Level: 6, 7, 8

This class will give students an introduction to singing and proper vocal techniques. Students will also be introduced to concepts in basic music theory. They will also explore different styles and periods of music. Middle School Chorus sings at one performance each year. *(1 semester, the other semester will be Speech and Drama, each one quarter in length)*

SPEECH

Grade Level: 6, 7, 8

Students explore the events in a Speech Forensics tournament. Units include: Interpretation, Impromptu and Extemporaneous Speaking, Storytelling and Slam Poetry. Those who return for a second or third quarter learn to Debate according to the rules of Lincoln/Douglas. *(1 quarter; a second quarter will be Drama; the other semester will be MS Chorus)*

DRAMA

Grade Level: 6, 7, 8

Students will work through three different aspects of theater; Script Analysis, Technical Theater, and Acting. Upon completion of the drama class, students will have a basic understanding of drama. This will include, but is not limited to characterization, basic theater terminology, and theater history. *(1 quarter; a second quarter will be dedicated to Speech; the other semester will be MS Chorus)*

MUSIC APPRECIATION

Grade Level: 6, 7, 8

Students will explore one of these three subject areas, which are rotated every three years.

1. The Beginning of Music to 1800

Students study the importance of music from prehistoric times through the classical era. Composers and their music from each era are studied including: Palestrina, Monteverdi, Vivaldi, J.S. Bach, G.F. Handel, F.J. Haydn, and W.A. Mozart. The course includes many projects and opportunities for cooperative learning.

2. Music of the Romantic Era & Jazz, 1800 -1920

The musical timeline continues with the study of the Romantic Era. Students will study the composers and their music, traditional performance practices, and how music reflects social change in the 1800's. In addition, students will learn the traditions of American music, including the history and form of the Blues and Jazz. The course includes many projects and opportunities for cooperative learning.

3. Music from 1900 to Present-day Music

Students study the “isms” of the 20th century, opera, American musical theatre and world music. Composers include Bela Bartok, Jean Sibelius, Igor Stravinsky, Leonard Bernstein and others. The course includes many projects and opportunities for cooperative learning.

(1 semester; the other semester will be 2D Art)

2D ART

Grade Level: 6, 7, 8

Students will explore various 2D media (painting, charcoal, chalk, pen-and-ink, pastel) to produce 1-2 projects each quarter. *(1 semester; the other semester will be Music Appreciation)*

FILM STUDIES

Grade Level: 6, 7, 8

Students will learn to analyze films from a critical and historical perspective in order to gain not only a deeper appreciation of the art of film and the history and progression of it, but also to enrich their understanding of films they see in everyday life. Students will practice analyzing, explaining, and discussing films while paying attention to elements such as narrative, cinematography, composition, sound, editing, and *mise-en-scène*. Films will be presented as snapshots in time that capture not only the spirit of the age but also the chronological progression of the art. *(1 semester)*

ELECTIVES FROM ALL DEPARTMENTS

Students may request one year long elective. All elective classes meet three-five days per week.

FULL-YEAR ELECTIVES		
<i>(all students in grades 6-8 must select one of the 4 options below)</i>		
GRADE 6	GRADE 7	GRADE 8
MS Concert Band MS String Ensemble-Harmonium MS Chorus & Speech & Drama Music Appreciation & 2D Art	MS Concert Band MS String Ensemble-Harmonium MS Chorus & Speech & Drama Music Appreciation & 2D Art	MS Concert Band MS String Ensemble-Harmonium MS Chorus & Speech & Drama Music Appreciation & 2D Art

ONE-SEMESTER ELECTIVES		
GRADE 6	GRADE 7	GRADE 8
Film Studies Athletics Study Hall	FACS Film Studies Woodshop Athletics Study Hall	FACS Film Studies Woodshop Athletics Study Hall

CHECKLIST FOR REGISTRATION:

(use this only as a helpful tool for yourself)

Student Name: _____

Grade level in 2019-2020: _____

Consult the 2019-2020 MS Academic Program Guide for course information

Follow the instructions for course requests in Net Classroom. (New students: have you met with the School Counselor to register?)

Have your parent logged on to Net Classroom to review your requests
(Parents: if you have any concerns, please email Mrs. Semsch at
Emily.Semsch@providencacademy.org or Mr. Tiffany at
Michael.Tiffany@providenceacademy.org)