

This belongs to \_\_\_\_\_

# **MIDDLE SCHOOL COURSE GUIDE**

6<sup>th</sup> - 8<sup>th</sup>

**THE ROEPER SCHOOL**

rev. 2010



## **PREFACE**

Middle School students show unlimited energy and enthusiasm as well as the need for structure and clear expectations. These are years in which social, emotional and intellectual growth occur at a rapid rate. Roeper provides a wealth of opportunities for self-discovery, intellectual challenge and socialization.

This course guide sets forth the courses in our core academic program as well as the wide diversity of electives available to our Middle School students. It reflects our faculty's talents and interests as well as their unique understanding of the needs and interests of their students. It is hoped that students will take advantage of the opportunity to explore areas of interest to them, as well as areas which are unfamiliar to them. Middle School should be a time to experience new things which can lead to future interests and even passions.

The courses in this guide represent a journey which is relevant, challenging and meaningful, reflecting the complexity and diversity of our student body. The consistent support and guidance of their teachers will prepare them for the greater challenges of our Upper School. And, finally, the course choices made by our students will enable them to be well on their way to becoming healthy, productive and responsible adults.



**THE ROEPER SCHOOL**  
**MIDDLE SCHOOL COURSE GUIDE**

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2010 REVISION



## **ACADEMIC PROGRAM**

The Middle School curriculum includes English literature and composition; social studies; four foreign language options; communications; mathematics; computer study; science; fine and performing arts; physical education, and health. Teachers are available during their planning blocks to provide individual help whenever needed. Students may have one block per day without any scheduled classes so that they can take advantage of teacher help, do homework or socialize with friends. Each student has a homeroom teacher who serves as counselor, advocate, and friend. The homeroom teacher is the first point of contact with parents. We have a Resource Room where students who need additional help with learning strategies, organization, and needed accommodations can attend scheduled classes or drop in as needed. There are also opportunities for advanced work at the Upper School level. Extracurricular activities include interscholastic sports, theater, forensics, robotics and Model United Nations. Each year students attend a grade specific week-long trip which provides opportunities for exploration and adventure as well as building community.



## ENGLISH

### MIDDLE SCHOOL ENGLISH

Roeper's Middle School English program is structured to help students understand and experience the joy, importance, and relevance of language and literature in their own lives through reading and writing. Sixth grade, seventh grade, and eighth grade students are asked to do increasingly critical and detailed reading. Six novels, one non-fiction work, a unit of poetry and one play, along with an introduction to basic literary terms and concepts, are standard for each middle school year. Grammar and punctuation are taught directly as well as within the context of student writing. Students are encouraged to view writing as a practical tool, a process with distinct steps, and an art form, a process with limitless variation and expression specific to the individual writer and purpose. Students are exposed to a variety of writing experiences: essay writing, research writing, journal entries, and creative writing. The completion of each literary unit is celebrated with either a traditional test (multiple choice, short answer, passage explication, and essay), an expository essay, a creative writing piece, a performance, and/or an interdisciplinary extension project.

### ENGLISH ELECTIVES

#### **POETRY**

Read poetry to your heart's content — aloud, as it is meant to be read.

#### **SHAKESPEARE OUT LOUD**

During the course of the trimester, the class will assign roles and read aloud two of Shakespeare's plays. If you are a ham, you will love becoming Lear, Ophelia, Juliet and/or Prospero.

#### **MYTHOLOGY**

Study Greek mythology. Students read a number of Greek myths, talk about mythology and write myths of their own.

#### **AUTHOR SERIES: ENG0122**

Students explore the life and works of a selected author, such as Tolkien or Koningsburg or Creech or Angelou. Selected author will be announced prior to each trimester sign-up.

#### **LITERATURE AND FILM**

Students read, produce, direct, act and film scenes from celebrated plays and scripts, carrying the written word from page to production.

#### **CREATIVE WRITING: ENG0119**

This is a workshop in which students share works-in-progress in fiction, poetry, drama, etc.



## MATHEMATICS

### **MIDDLE SCHOOL MATH:**

*Prerequisites: None*

*Runs: All year, every day*

This course is designed to bring closure to many of the topics begun in earlier grades, and to build maturity, confidence and problem-solving skills with all of the concepts previously introduced. Middle School Math will help the students see problem solving as a process underlying the concepts, skills and ideas of mathematics. It integrates the development of reasoning skills in daily lessons. This course focuses on critical thinking, number sense, mental math, estimation, visual thinking and data use. Students are expected to become proficient in basic operations with fractions, decimals, percents, and integers. Math study skills and good work habits will also be emphasized. Students are placed in this course by placement test. Some students will also be placed in Middle School Math Support to get extra help and review.

### **SUPPORT FOR MIDDLE SCHOOL MATH:**

*To be taken concurrently with Middle School Math by recommendation of instructor*

*Runs: All year, every other day*

Students who need additional support to be comfortable and successful in Middle School Math are placed in this every-other-day class. Students will be guided in building skills and number sense, reviewing past topics, and previewing upcoming topics. Building confidence is a priority. Some time will be allowed for doing corrections but this is not a study hall.

### **PREALGEBRA: MTH0105**

*Prerequisites: Middle School Math and departmental approval, a solid foundation in computational skills and by placement tests.*

*Runs: All year, every day*

This course provides a wider scope of content than most pre-algebra courses. It integrates the themes of applied math, pre-algebra and pre-geometry topics. These are applied to the arithmetic found in the real world. Variables are used as unknowns in problem solving to show patterns and as abbreviations in formulas. The understanding of the concepts is often developed in four ways: emphasizing the skills needed; developing the use of mathematical properties in relationships between numbers; applying the mathematics in problem-solving situations; and representing the concepts often on a number line or graph.

### **ALGEBRA I: MTH0106**

*Prerequisite: Pre-Algebra (B- or better) and departmental approval*

This course integrates and makes connections to other disciplines, incorporating the use of basic geometry, statistics and probability. Students will see how each mathematical idea fits into a larger context. They will learn to read and understand mathematics on their own, and to express this understanding both orally and in writing. Students learn to solve linear equations and inequalities, write equations of lines, solve systems of equations, and solve quadratic equations by several methods. They get an introduction to radical and rational expressions. Graphing is emphasized throughout the course, and the use of graphing calculators is integrated throughout.

### **SUPPORT FOR ALGEBRA I: MTH0114**

*Corequisite: Algebra I, instructor recommendation*

*Runs: All year, every other day*

This course gives students the opportunity to get extra help along the way through Algebra I. This class meets every other day and students are guided in reviewing recent topics and previewing upcoming topics. Some opportunity is given to do corrections but not homework; this is not a study hall.

## **GEOMETRY: MTH0102**

*Prerequisite: Algebra I (B- or better)*

*Runs: All year, every day*

This course in Euclidean Geometry allows the students to develop logical deductive thinking skills, to understand how a mathematical system is developed, and to become familiar with geometric concepts and spatial relationships in both two and three dimensions. Inductive and deductive reasoning skills are developed throughout the year. Investigative methods are used with increasing emphasis on proof over the course of the school year. Students study geometric construction, triangles, polygons, circles, area, volume, Pythagorean Theorem, similarity and basic trigonometry. The software package, *The Geometers' Sketchpad*, is currently being used to complement the text.

## **ALGEBRA 2: MTH0107**

*Prerequisite: B- or better in Algebra I*

*Runs: All year, every day*

Functions are the fundamental object of study in advanced mathematics. One of the principal objectives of this course is to put this essential notion on a solid footing. Students will examine the notion of functions in general and then study other topics through the prism of this idea. This will allow polynomial functions, radical functions, exponential functions, logarithmic functions and other functions to be seen as interrelated concepts. In addition to dealing with the concept of functions, this course will address several other major ideas. Students will also see how to solve various groups or systems of equations. They will delve into the historical development of algebra as a system of thought. Finally, through the use of graphing calculators, this course will show students how to deal with mathematical concepts from analytical, numerical and graphical points of view.

## **MIDDLE SCHOOL MATH ELECTIVES**

### **MATH COUNTS: MTH0203**

This elective course is for students who really enjoy problem solving. Students may elect to take it one or two trimesters. Problem solving strategies will be developed and extended. Some work to solidify computational skills will also take place. Students seriously interested in math competitions (e.g., DCD Math Invitational, Michigan Math Counts, etc.) should sign up for two trimesters.

### **FUN TOPICS IN MATH: MTH0200, MTH0201, MTH0202**

These courses are an opportunity to explore the fun side of math. It is activity oriented with little or no homework. It involves many of the fun things that you don't have time to do in your regular math class. Logic puzzles, math art, games/sports, the stock market, and other math related topics. **Winter** trimester is for, but not limited to, *logic puzzles and other mathematical teasers*. **Spring** trimester is for Geometry (kites) and *probability* (games), as well as other topics of interest.

## SCIENCE

### **SIXTH GRADE SCIENCE: SCIO100**

As with all middle school science courses, the 6<sup>th</sup> grade program is process oriented. Class time is spent doing and/or discussing laboratory experimentation. Emphasis is given to the ‘doing’ of science through the continued development of the skills of observing, classifying, measuring, sequencing, inferring, investigating and communicating begun in the Lower School. Collaboration skills are emphasized and taught through group problem-solving activities.

Subject matter includes topics in ecology and botany, heat and temperature, molecular structure, and electricity and magnetism. As part of the ecology unit there is a weeklong trip to Wolverine Camp. This program gives hands on experience to students through field studies. Equally important is the concentrated focus on cooperative team building activities and independent challenge opportunities.

As most of the work in science during this 6<sup>th</sup> grade year focuses on group and in-class activities, little outside work is assigned. Homework takes the form of three or four long-term projects or problem-solving activities, with a few short reading assignments and test preparation. Evaluation is based on in-class participation and writing assignments, group skills and independent assignments.

### **SEVENTH GRADE SCIENCE: SCIO101**

Through viewing the earth as a special planet in the Solar System with chemical, physical and life processes, students develop and refine skills such as observing, classifying, measuring, sequencing, inferring, interpreting data, predicting, communicating and investigating. Confidence is built by hands-on experiences with models to describe and explain phenomena in geology – the structure of the earth, minerals and rocks, and plate tectonics. Studies of salt-water bodies and their properties are included. Participation in the Jason Project greatly aids in this study. Small projects, computer work on-line and for data recording and analyzing, and research are also involved.

The following are encouraged: a questioning attitude, a disciplined curiosity, an open mind, a respect for evidence, an intellectual honesty, a sense of responsibility for the environment, and an understanding of one’s self in relation to the universe.

Students are evaluated through a variety of methods: teacher observation, written assignments, participation in class discussions and lab activities, quiz and test scores, and work on individual projects.

### **EIGHTH GRADE SCIENCE: SCIO102**

This course is designed to pull together and make real the steps in inquiry that make up the scientific process. The course material is divided into three units: a study of Newtonian physics dealing with forces and motion; living cell structure and function and principles of genetics and evolution; and the study of the changes in and properties of matter. As in all middle school science classes, much of this material is studied through laboratory investigations.

A major part of the course throughout the year is the required independent experimental project, which must be conceived, designed, executed and reported upon by the student. Evaluation is based upon written laboratory reports and participation, organization of notes, homework projects, testing, and progress on the independent project.

Throughout this year, students develop greater skills in observing, classifying, communicating, measuring, hypothesizing, inferring, designing inquiries, collecting and analyzing data, drawing conclusions and making generalizations.

### **SCIENCE ELECTIVES**

Science electives include a variety of science opportunities during the Middle School years. Classes will be offered several times during the three-year experience but are not offered every year. Additional topics may be offered as is timely or as interest dictates.

#### **EXPERIMENTERS: SCI0203**

Perform group and individual experiments in areas chosen through discussion with the instructor. Inquiry, dilemma and puzzle labs are stressed. The class reinforces the scientific method through class experimentation and individual design of an experiment.

#### **PALEONTOLOGY AND ARCHAEOLOGY: SCI0210**

Explore ancient worlds through activities that emphasize techniques for retrieving evidence of life forms and past cultures. Research and share through presentation details of daily life in an ancient anthropological group.

#### **ENVIRONMENTAL ACTION: SCI0212**

Take a leadership role in affecting positive change and be a part of the solution. Learn more about the environmental concerns and possible solutions. Get involved in projects that reach outside the school and reach the larger community.

#### **ART & SCIENCE: SCI0204**

Learn more about the connections between art and science through investigations and art projects. Topics such as chromatography in paint making, perspective drawing, optical illusions, candle making and more will be explored.

#### **INVENTOR'S WORKSHOP: SCI0201**

Challenge yourself and/or a team to design, build and test an invention. Learn about the process of invention, inventors in history, and marketing and patenting an invention.

#### **LOGIC AND GAMES: SCI0206**

This course gives students an opportunity to increase their skills in inferring, classifying, sorting, patterning, sequencing and group problem-solving. At the same time, the student can learn new games and increase the necessary social skills for winning, losing and cooperating in the gaming environment. Students are challenged to think about why rules are the way they are, and to develop new games.

#### **NATURAL DISASTERS: SCI0214**

In spite of technological advances, life in the 21<sup>st</sup> century is vulnerable to natural disasters. Explore how tornadoes, hurricanes, avalanches, volcanic eruptions and earthquakes occur. What methods do mere mortals employ to prevent damage and destruction in the turmoil of the natural world?

#### **HOW STUFF WORKS: SCI0215**

Have you ever wondered how stuff works? Investigate the scientific principles behind the items you see every day through research, investigations, and even dissecting the objects themselves.

**CRITTER STUDY: SCI0216**

Observe behavior and anatomy of life terrestrial and aquatic small critters, such as, worms and arthropods. Design and conduct investigations to learn about life cycles and functions.

**SCIENCE FACT OR FICTION: SCI0217**

Is the science you see on TV or in the movies accurate? Learn about the common misconceptions made regarding the world around you by doing research and your own myth busting experiments.

**MS FORENSIC SCIENCE: SCI0218**

Learn about the scientific processes and procedures involved in solving crimes. Gain understanding of concepts such as fingerprinting, DNA analysis, document authentication, and more through lab activities and by solving mock crimes.

**A WORLD IN MOTION (AWIM): SCI0213**

Work in teams along with the help of a guest engineer to design and build different types of vehicles to meet different challenges in this hands-on class. We will explore motors in cars, aerodynamic design and other forms of transportation.

**LEGO ROBOTICS: SCI0200**

Work collaboratively to creatively program and build robots that carry out a variety of pre-set challenges. Possibility for participation in Lego First competitions as well as others.

## **SOCIAL STUDIES**

### **SIXTH GRADE SOCIAL STUDIES: SOC0100**

This course covers the historical period from human prehistory to the Late Roman Empire, and focuses upon the history and cultures of ancient Greece, Rome, and China. In examining these ancient civilizations, emphasis is placed on understanding the unique, defining characteristics of each civilization (art, architecture, law, ideas about class and status, religion and philosophy, trade, geography, exploration, and technological development), as well as identifying common themes which link these ancient civilizations both with each other and with the modern world. Students work on writing, research, note-taking, organization, and analysis throughout the year. Active learning and participation are encouraged. Coursework includes lecture-format presentations, collaborative learning and group work, Socratic discussions, hands-on activities, and exposure to primary sources. Special projects give students a number of chances to follow their own particular areas of interest throughout the year.

### **SEVENTH GRADE – 1<sup>st</sup> semester: MEDIEVAL TIMES; 2<sup>nd</sup> semester: TOPICS IN AMERICAN HISTORY SOC0101**

1<sup>st</sup> semester: Medieval Times

- in Europe – from the invasion of the Germanic Barbarian peoples to the Hundred Years War including a simulation on the Vikings
- in Japan – independent study format involving projects done in the classroom
- in Africa – readings about the pre-colonial period in West Africa, the ancient kingdoms of Ghana, Mali and Songhai

2<sup>nd</sup> semester: Topics in American History

The American Revolutionary Times is the staple of this course. Other topics change from year to year and may include: Native American Peoples, Civil War, First Half of the 20<sup>th</sup> century (World War I, the Jazz Age, The Stock Market/Crash, Depression, and World War II). Students do a research project on a person or topic of their choice.

Skills taught throughout the year: time management, listening, note taking, oral presentations, PowerPoint presentations, writing a research paper, analyzing primary sources, reading non-fiction, geography, test taking.

### **EIGHTH GRADE - WORLD CULTURE AND CIVILIZATION: SOC0102**

In this course students study the roots and development of mainly non-Western societies and cultures from ancient times to the present. Regions that are studied include Africa, South Asia, Latin America, Middle East, and China. The course is taught in conjunction with 8th Grade English, with additional cultural/literary texts corresponding to materials covered in the non-Western history units. Outside speakers and films, such as *To Live, A World Apart* and *Gandhi* also serve to broaden historical and cultural awareness. Students work on note-taking, reading, writing, logic, map and research skills in the class. Short quizzes on map skills and reading assignments are given in most units. All units conclude with an exam containing objective and essay formats. A typed research work with bibliography is required for each semester.

## **SOCIAL STUDIES ELECTIVES**

### **IMMIGRATION AND GENEALOGY: SOC0209**

Students will learn about the waves of immigration to the United States including the changes in American policy regarding immigration. They will then explore their own family's experiences coming to this country.

### **THE STOCK MARKET: SOC0219**

Students will use an online simulation in which they learn about stocks through buying and selling, watching their portfolios grow (or shrink) and discussing their strategies.

### **CURRENT EVENTS: SOC0226**

This course will expose students to a broad variety of the issues currently impacting people throughout the world, including some of the most complex and urgent political, economic, social, and environmental problems. The coursework will require students to develop and hone their research, debate, and writing skills. The classroom format will emphasize discussion and collaboration exercises.

### **DISCOVERING ANCIENT CITIES: SOC0225**

In this course, students will study the architecture, building methods, layout, and history of an ancient city and, collectively, construct a scale model of that city. The coursework will include research and writing assignments related to the topic city, and will enable students to develop their research and writing skills along with allowing them to re-create history.

### **MODEL UNITED NATIONS (MUN) 7TH & 8TH GRADE: SOC0203**

In this course, students will simulate the approach utilized by the members of the United Nations in debating and attempting to resolve some of the most pressing problems affecting the world's nations. Students are assigned to represent specific nations with respect to issues affecting the global community, conduct research on the issues and their assigned countries' positions on those issues, and then discuss and debate the issues in class. Students are encouraged to attend the MUN Conference hosted by Hope College in March. This course is open only to 7<sup>th</sup> and 8<sup>th</sup> Grade Students (a Model UN Course designed specifically for 6<sup>th</sup> Graders is offered during the Third Trimester).

### **MODEL UNITED NATIONS (MUN) 6th GRADE: SOC0223**

This course is an introduction to the structure and procedures of the United Nations. In class, students simulate the approach utilized by the members of the United Nations in debating and attempting to resolve some of the most pressing problems affecting the world's nations. Students are assigned to represent specific nations with respect to issues affecting the global community, conduct research on the issues and their assigned countries' positions on those issues, and then discuss and debate the issues in class. This course is an introductory course open only to 6<sup>th</sup> Grade Students (a Model UN Course designed specifically for 7<sup>th</sup> and 8<sup>th</sup> Graders is offered during the First and Second Trimesters).

## ***FOREIGN LANGUAGE***

*The Roeper School offers students a unique state-of-the-art language program. The approach is designed to engage the student at all levels stimulating their initiative by utilizing their own experiences and offering relevant activities.*

### **FRENCH**

#### **FRENCH MS 1:FLG0104**

*Full – year course*

When we learn more than one language, we open doors to new ways of thinking and doing. The Middle School French language program challenges students' ability to develop and practice reasoning and critical thinking skills in a classroom where communication is a goal. Classroom instruction, conducted in French as much as possible, is intended to provide maximum exposure to the language as well as provide opportunities for practice. Students ask and respond to questions, categorize, find patterns, describe, summarize and think creatively. Students think about language and how the language works. The Middle School French language program helps students to build language learning strategies: how to recall material, how to develop listening skills and how to decode and decipher another writing system. Language, by its very nature, assumes that learners are progressing at different rates and degrees of proficiency; therefore, the program provides students with opportunities to apply their talents and creativity in meaningful and fun projects (skits, art, cooking presentations and more).

Please Note:

Middle School French I is not a true introductory class. Students new to Roeper and interested in taking French have the following options:

- 6<sup>th</sup> and 7<sup>th</sup> graders need to take an introductory French course\* over the Summer. Proof of completion is required before the start of the school year.
- 8<sup>th</sup> graders should enroll in Upper School French I.

\*Please contact Corinne Minart ([Corinne.minart@roeper.org](mailto:Corinne.minart@roeper.org)) for information.

#### **FRENCH MS 2:FLG0105**

*Full – year course*

In Middle School French II, students continue to formalize their language skills. This includes more of an emphasis on reading and writing in addition to sharpening speaking and listening skills. Classroom instruction, conducted in French as much as possible, is intended to provide maximum exposure to the language as well as provide opportunities for practice. The course integrates technology to accompany every unit. Videos, CD's, films and internet projects provide students with excellent authentic experiences. Students develop language proficiency by using the language with many hands-on learning activities. Unit projects are intended to provide creative opportunities for students to express themselves using their new language skills. Thematic units include inventions, outdoor adventures, clothing, sports, music and more.

Prerequisite: Successful completion of Middle School French I or passing score on French language proficiency Evaluation (taken in Stage IV)

#### **FRENCH MS 3:FLG0106**

*Full – year course*

The goal of the program is communicative proficiency which is the ability to use the language for purposeful communication. This year is intended to prepare students for Upper School French II. The Middle School French 3 program continues to further explore language richness and build a stronger language base. Students expand and enrich vocabulary and learn to communicate at the more challenging level. Students are challenged to be engaged in longer freelance and guided conversations and more extensive varied writing practice. As in Middle school French I and II, the class provides students with opportunities to apply their talents and creativity in meaningful and fun projects (interior design, resume building, toys and movies.)

Prerequisite: Completion of Middle School French II with at least high C+

## **SPANISH**

### **SPANISH M1: FLG0200**

Spanish M1 emphasizes an introduction to language study using an integrative, communicative approach. It is possible for students to use the language creatively from the outset, and free expression is encouraged. Situations are taken from everyday experiences, and vocabulary emphasizes elements of the native speakers' idiom. Grammar is not presented for its own sake but as a means of transmitting a spoken or written message as accurately as possible. The students in Spanish M1 will gain a general overview of the Spanish language, as well as the Hispanic culture. They will learn elementary conversational skills, including vocabulary for greetings, general expressions to describe yourself and others, likes and dislikes, activities, talk about time, how to follow and how to give directions, events, food and restaurants, and shopping. We will read about and discuss the cultures and current events associated with Mexico, Texas, Puerto Rico and other North and Central American Hispanic communities. Basic Spanish conversation among students is encouraged during class. Grammar is integrated throughout the course. This program is congruent with National Standards as established by ACTFL

### **SPANISH M2:FLG0201**

This course introduces more vocabulary and more grammatical structures. It also reinforces previous knowledge and expands upon the connections between communication, culture, and community. Students will be engaged in conversation about sports, weather, the seasons, music, TV, and clothes. Role-plays and short skits will provide opportunities to utilize vocabulary and practice conversational skills. Newspapers, movies, and a variety of hands-on projects will increase exposure to the culture and lifestyles of different Hispanic countries. A wider variety of grammatical structures will be presented, and students will become more proficient at writing in Spanish. This program is congruent with National Standards as established by ACTFL

### **SPANISH M3:FLG0202**

This course builds upon all the skills and information introduced in M1 and M2, and continues research on the Internet, Students will continue developing their language skills through experience and exposure to Spanish language and cultures. Written work will include the development of short stories, and more time will be spent in conversation directed toward developing proficiency in the spoken language. Field trips and guest speakers will expand their exposure to Hispanic culture and the Hispanic community around us. This program is congruent with National Standards as established by ACTFL

After MS 3 students will move to Spanish II in the High school level. Prerequisite to move on is B- or instructor approval.

## **LATIN**

### **LATIN I: FLG0300**

Year

Grades 6-8, 9-12

Students in Latin 1 begin their introduction to this complex language by developing their knowledge and skills in three major areas: vocabulary acquisition, Latin grammar, and translation. A significant portion of this class is dedicated to the development of the analytical skills required to examine Latin sentences, and many of the lessons will indeed help sharpen a student's English grammar. Students are introduced to the translation process and hone their abilities to render smooth and accurate translations of adapted Latin stories. In addition to learning the basics, the Latin 1 curriculum also provides a contextual study of the language by introducing cultural elements into the classroom according to the interests of the current students.

### **LATIN II: FLG0301**

Year

Grades 7-12

Students in Latin 2 continue to expand their knowledge and skills in vocabulary acquisition, Latin grammar, and translation. This year in Latin depends heavily on memorization strategies and abilities—students are introduced not only to an increasing corpus of vocabulary but also to increasingly difficult grammatical forms and constructions, which are often explained first in English. In addition, Latin 2 students continue to hone their Latin to English translation skills. Translation is a highly analytical process, and it is one of the goals for this year to begin to bring an automaticity to this process. The Latin 2 curriculum continues to provide a contextual study of the language by bringing cultural elements into the classroom according to the interests of the current students.

### **LATIN III: FLG0302**

Year

Grades 8-12

The Latin 3 curriculum continues to emphasize vocabulary acquisition, aspects of Latin grammar, and translation. In this year, students are introduced to the subjunctive mood, which is the equivalent of getting their driver's license in Latin. A major goal of this course is to encourage students to internalize the translation process to the point where they are able to "think" in Latin. During the second half of the year, students get to try their hand at some unadapted Latin. The Latin 3 curriculum also provides a contextual study of the language by bringing cultural elements into the classroom according to the interests of the students.

## CHINESE

**COURSE NAME: CHINESE I: FLG0400**

**SEMESTER:** Full year, every day

Chinese One is a beginning language course for students to learn Mandarin Chinese. Its aim is to help students build up and develop basic Chinese language skills for communicative competence in the interpretive, interpersonal, and presentational modes. First, Pinyin (the most widely used Chinese phonetic system) will be taught as a tool to learn the spoken language. Students will then learn basic vocabulary and sentence structures for use in essential everyday situations through various forms of oral practice. Students will also learn to read and write approximately 200 Chinese characters related to the oral task. Rules for stroke orders will be introduced and will be practiced continuously throughout the year. While linguistic aspects of the Chinese language are the primary focus, introduction to the social and cultural background of the language will also form an important part of the course, helping students not only develop a desire for further exploring the Chinese language, but also an appreciative acquaintance with Chinese culture.

**COURSE NAME: CHINESE II: FLG0402**

**SEMESTER:** Full year, every day

Chinese Two is designed for students who have finished Chinese One or its equivalent. The curriculum will continue to build on students' listening, speaking, reading, and writing skills at an accelerated pace. Building upon previously learned vocabulary and sentence structures, students will study more useful expressions and advanced sentence structures necessary for use in everyday life. Students will be exposed to longer and more complex conversations related to everyday situation as well. While emphasis will still be laid on the communicative skills of listening and speaking, students will also continue studying more Chinese characters for reading and writing, and keep practicing writing short essays in Chinese characters. To facilitate the study of the language, different aspects of Chinese culture and society will also be continuously introduced through activities such as Chinese videos, cooking, field trips, and guest speakers.

**COURSE NAME: CHINESE III: FLG0406**

**SEMESTER:** Full year, every day

Chinese Three is designed for students who have finished Chinese Two or its equivalent. The curriculum will continue to build on students' listening, speaking, reading, and writing skills at an accelerated pace. Building upon previously learned vocabulary and sentence structures, students will study more useful expressions and advanced sentence structures necessary for use in everyday life. Students will be exposed to longer and more complex conversations related to everyday situation as well. While emphasis will still be laid on the communicative skills of listening and speaking, students will also continue studying more Chinese characters for reading and writing, and keep practicing writing short essays in Chinese characters. To facilitate the study of the language, different aspects of Chinese culture and society will also be continuously introduced through activities such as Chinese videos, cooking, field trips, and guest speakers.

**COURSE NAME: CHINESE IV: FLG0407**

**SEMESTER:** Full year, every day

Chinese Four is designed for students who have finished Chinese Three or its equivalent. Students will continue to learn more essential skills of listening, speaking, reading, and writing for daily communication. A broad variety of expressions and complicated sentence structures will be introduced so that students can participate in conversations on various topics related to modern Chinese society. While equal emphasis will still be given to both characters and structures, students will be guided to write more Chinese essays. Activities related to the broad spectrum of Chinese culture will be organized to facilitate language learning with knowledge and analysis of the cultural background of the language.



## **HEALTH**

*Each year all Middle School students are required to take a Health course for one trimester.*

### **SIXTH GRADE HEALTH – COURSE ID: HPE0200**

The focus of this class is on puberty and the growing number of decisions facing young adolescents. We focus on communication skills, self-concept, friendships and conflict resolution as we explore: body image, diet and nutrition, exercise, hygiene, marijuana and tobacco.

We look at how we make decisions about the topics listed above. We explore: what information we need; where we get reliable information; who we can turn to for help and support; and what influences our decisions. These areas are explored through discussion, role-playing, videos, group activities, home surveys and discussions.

Individual journals, called Me Books, are kept.

### **SEVENTH GRADE HEALTH — HUMAN SEXUALITY – COURSE ID: HPE0201**

The focus in this course is on sexuality in its broadest sense which includes, not only human reproduction, but also sexual identity, body image, intimacy in relationships as well as the darker side of sexuality - its use to influence, control or manipulate others. The goal of this course is to gain knowledge, values and skills leading to sexually healthy, responsible lives. This is done through discussion, activities, activity sheets, educational videos, and demonstrations. Topics include physical development, masculine/feminine roles; sexual feelings and emotions, social interaction, birth control, sexually transmitted disease, appropriate touch and the right to hold dominion over one's body. An important premise of this course is that the primary sexuality educators for students are their parents. Homework assignments involve parents in interviews and home discussion.

Materials used in this course are from The Search Institute and the book, Our Whole Lives by Pamela M Wilson, MSW. In the fall, all seventh grade parents are invited to participate in a meeting where they view the course materials.

### **EIGHTH GRADE HEALTH — RELATIONSHIPS – COURSE ID: HPE0202**

In this class we explore the different relationships that we build as we mature. Beginning with ourselves and our self-esteem, we move out to family and peer relationships. How do our experiences, emotions, needs and knowledge affect the quality of our relationships? How do we recognize and build strong, positive relationships? What causes relationships to break down and/or become negative? Who do we turn to for help?

Through discussions, small and large group activities, personal inventories, videos, and readings, we come to understand the social, emotional and physical effects of drugs on the lives of adolescents. We gain experience in building self-esteem, setting goals, communicating our feelings, conflict resolution and identifying support systems. We explore the issues, rights and responsibilities involved in dating. We also discuss suicide and dealing with crisis.

For all health classes, grading will be on a credit/pass or no credit basis, and no letter grade will be given. These are required classes.

### **LIFE SKILLS – COURSE ID: HPE0114**

The focus in this class is on skills that will be needed and used throughout life. The goal is to work toward becoming an independent, competent individual, as well as a collaborative group member. Topics vary each trimester but always provide a variety of experiences. Some topics explored include: cooking processes and techniques, meal planning, comparative shopping and cost analysis, checkbooks and credit cards, woodworking, basic auto care/maintenance, basic wiring and safety, sewing, first aid and much more. There will be a home practical assignment.



## COMPUTER

In the Middle School, students will gain confidence in knowing and utilizing basic applications that will enable their successful use in other subject areas. The ultimate goal is to help students become comfortable with using the computer, and get an idea of what the computer can do for them.

Initially, students will learn what the desktop is and how to customize it, how to create shortcuts and how to use the start menu/control panel. While word processing, students will learn about entering and formatting text, creating tables and columns, setting margins, using bullets and numbers, and saving/printing their documents. They will also create spreadsheets and formulas. The students will set up a personal e-mail account and go online using search engines, follow links, and design web pages using html. As a final project, simple character animation will be explored.

### **COMPUTER ESSENTIALS**

Incoming 6<sup>th</sup> graders will be tested on basic computer skills in the beginning of the school year. Scores will determine whether or not the student is exempt from Computer Essentials, or may take the Computer Essentials course independently (on-line).

### **MICROWORLDS: CTR0103**

MicroWorlds is a class that gives your imagination the tools it needs to break out into the real world. Students create worlds through sketches and writing and then write stories that take place within their creations. The tales are illustrated using different graphics software, including the programs, *MicroWorlds*, *Bryce 3D*, a 3D landscape program, and *Poser*, a 3D figure design program. Students' work will be compiled into a small color anthology. The class is a computer credit with possible English credit with permission from the English Department.

### **DIGITAL VIDEO: CTR0104**

This course uses Adobe Premiere to teach the fundamentals of digital video editing. Topics discussed include capturing (digital) and digitizing (analog) video, transitions, effects, titling, rendering, and publishing.

### **DIGITAL PHOTOGRAPHY: FIN0506**

The middle school digital photography class encourages students to explore a type of photographic process different from the existing middle school "wet lab" photographic offering. This class takes students out of the darkroom and places them in a situation where they are obligated to incorporate technology with image making. There is an emphasis on aesthetics as well as computer skills. Students shoot Nikon digital cameras and alter their images using the Photoshop program.



## **FINE & PERFORMING ARTS**

### **THEATRE**

#### **THEATRE EXPLORATION**

In a safe, nurturing environment, students will be encouraged to explore their creativity through improvisation, voice, movement, and sense of memory exercises. Through ensemble building exercises, students will study human behavior and develop the freedom to maintain their spontaneity. With a strong focus on process, this course is well suited to the spirited, creative, FUN Roeper middle school student! A final open class showcase will be offered.

#### **STAGECRAFT: FIN0206**

The format of this course includes exposure to the principals of safe, practical stagecraft. Students will gain basic experience in the application of technical theatre including construction, scenery design, lighting, audio execution and a separate course may be offered for scenic painting. Students may apply their developing skills working on the Roeper Theatre Company production.

#### **LIGHTING: FIN0213**

A study of the process of designing lighting for theatre and dance, including conceptualization, instrumentation, plotting, hanging and focusing, cueing and board operation.

### **ART**

#### **DRAWING – COURSE ID: FIN0102**

Drawing can be a very powerful way to suggest the wonderful ideas in your head, or the objects and people around you and even other imagined worlds. This course is designed to encourage and direct students to imaginatively and purposefully create artworks using observation, imagination, and various drawing tools. These include pencil, ink pen, pastels and charcoal. Do you believe that the most ordinary objects can be the most extraordinary subjects for drawings? How does the interaction of shapes, tones, and texture work together in successful drawings? Students will discuss these and similar questions while developing new skills in a variety of drawing techniques.

#### **CERAMICS: FIN0101**

During this course students will learn the basic hand-building techniques to create either functional or sculptural ceramics. No prior art-making experience is necessary for this course. All students will have the opportunity to express their individual interests with clay while learning the skills for success. Self hardening clays and other found objects will be introduced to enhance their ideas.

#### **EXPERIMENTAL SCULPTURE: FIN0119**

This course is for students who love the process of building, discovering and allowing their imaginations to take over! Various materials will be used in this class including wood, wire, found objects and clay. Problem solving and the exploration of unusual materials are at the core of each student's experience in this class. Outcomes will be expressive and original.

#### **MS PAINTING: FIN0127**

Did you know that painting is possibly the oldest form of art? This painting class will introduce students to the diversity of styles used by classical, modern, and contemporary painters. Demonstrations will be planned to help students learn different painting processes. Through various assignments, students are encouraged to discover meaningful and personal ways to record *their* ideas and experiences. Group and individual critiques, will be planned to help further students' knowledge of the painting process.

#### **MS STORYTELLING AND ILLUSTRATION: FIN0123**

In this class, we will look at examples of art by professional artists who tell stories with images. Some of these artists include: Marjane Satrapi, Chris Ware, William Kentridge, and Ancient Roman artists who worked anonymously. We will create projects based on several different formats for visual storytelling. (formats may include the scroll, the traditional bound book, and a collaborative animation.) This course is designed so that students can have opportunities to do a lot of drawing, some painting and print-making, and collage.

## DANCE

### **MIDDLE SCHOOL DANCE ENSEMBLE: FIN0401**

Students in this full year program will learn the basics of different dance techniques, including modern, jazz, and ballet. Improvisation, creative movement and interpretive dance are also important elements of this class. Students explore the fundamentals of dance composition and have fun experimenting with non-traditional dance movements. As members of the Middle School Dance Ensemble, students will choreograph and perform their own dances for the annual Spring Dance Concert, as well as one or more teacher-choreographed dances. Students will also participate in an informal presentation mid-year, featuring works-in-progress. Open to all Middle School students. No dance experience. Every other day class.

### **DANCE TECHNIQUE& REPERTORY: FIN0404**

This full year course is for proficient Middle School dancers who have established a solid technical foundation through consistent studio work in modern dance, ballet or jazz. Students in this class must be self-motivated, have a strong work ethic and exhibit a desire to further develop their technical, choreographic and performance skills. The foundation of this class is the Horton modern dance technique, although other dance styles including ballet, jazz and contemporary will be studied. Through improvisation exercises and interpretive dance, students explore the creative and collaborative process of composing and performing their own dances. Students are also challenged to learn one or more teacher-choreographed pieces. As members of the Middle School Repertory Dance Ensemble, students will perform at an informal concert mid-year and at the annual Spring Dance Concert. Permission of instructor only. Every other day class.

### **UPPER SCHOOL DANCE ENSEMBLE; FIN0402**

This full year course is offered to select eighth grade students who have already established a proficiency in dance and have demonstrated the skill and maturity required to work with Upper School students. The foundation of this class consists of the Horton modern dance technique, although ballet, jazz, improvisation, lyrical and contemporary dance will also be explored. Students will be challenged to develop and refine their technical, choreographic and performance skills, to create their own dances and to learn one or more teacher-choreographed pieces. An informal concert featuring works-in-progress will be presented mid-year, followed by the annual Spring Dance Concert later in the year. Eighth grade students are accepted into this class by permission of instructor only. Every other day class.

## MUSIC

### **MIDDLE SCHOOL VOCAL ENSEMBLE: FIN0328 (6<sup>TH</sup> GRADE) FIN0329 (7<sup>TH</sup> & 8<sup>TH</sup>)**

Experience the joy of music-making as a member of an ensemble that sings two and three-part music. This class will introduce the language of music utilizing many techniques and community outreach performances. Participants will go to Choral Festival, with an opportunity to participate in MSVMA Solo/Ensemble festivals. *Full year, trimester additions with instructor permission.*

### **THE MUSIC OF BROADWAY: FIN0301**

This non-performance elective will explore the evolution of the opera and musical theater genres. Students will be encouraged to enhance their musical listening skills and truly experience the music by viewing taped performances, listening to recordings, and seeing live performances. The course will trace the evolution of opera and musical theater from the earliest concepts to the most current trends. *One Trimester*

### **MIDDLE SCHOOL BAND/ 6<sup>TH</sup> GRADE BAND: FIN0310 (6<sup>TH</sup>) FIN0311 (7<sup>TH</sup> & 8<sup>TH</sup>)**

This program is built around the instrumentation of the performers. Music is selected based on individual strengths within the total ensemble, with an emphasis on achieving the best musical balance possible. Students will be provided opportunities to explore the elements of music and develop expressiveness to the music they hear, perform and create. Students will gain personal musical values and awareness to respond with sensitivity to many types of music. This is a performance-oriented ensemble that will participate at scheduled concerts and solo/ensemble workshops and festivals.

### **MIDDLE SCHOOL JAZZ BAND: FIN0313**

*Inclusion of students not in Middle School Band requires consent of instructor*

In the jazz environment, students have chosen to take their knowledge and enjoyment of music to a new level by studying, performing, creating and listening to repertoire in various jazz styles. Through the learning of scales and chords, students will gain confidence in improvisation techniques. The jazz ensemble is built around the instrumentation of the performers. Repertoire is chosen based on individual strengths within the ensemble. Classes act as rehearsals for the many performances, as well as instructional time for the learning of blues scales and chord symbol reading and comprehension. Appropriate guided listening and creating will occur on a regular basis.

### **THE ROOTS OF ROCK & ROLL**

Trace the roots of rock and roll and the dynamic evolution of this innovative, ever-changing music of the 20th century. Students will explore the unique directions from which it has developed and how it has affected American culture and other cultures around the world.

### **MUSIC IN MOVIES & TELEVISION: FIN0327**

Every main character is represented by unforgettable, descriptive music. Music in Movies & Television offers an overview of musical accompaniment in film and television from the silent era of the early 20<sup>th</sup> century, to the million dollar motion pictures and television shows of today. No prerequisite is necessary, other than an appreciation for music and movies.

## **PHOTOGRAPHY**

### **MIDDLE SCHOOL PHOTOGRAPHY: FIN0501**

The middle school photography class is designed to give students an understanding of the concepts of basic black and white photography. Students construct pinhole cameras and use their cameras outside to expose 8 x 10 photographic paper producing a negative image. The students confront the issues of subject matter, depth of field, and exposure time. Once they master these technical aspects, they focus on the aesthetics of photography. There is an emphasis on darkroom techniques, working with chemicals, learning how the enlargers work and how to make positives from their paper negatives. The skills acquired in this class give each student a good foundation for future photography classes.

### **MIDDLE SCHOOL DIGITAL PHOTOGRAPHY: FIN0506**

The middle school digital photography class encourages students to explore a type of photographic process different from the existing middle school “wet lab” photographic offering. This class takes students out of the darkroom and places them in a situation where they are obligated to incorporate technology with image making. There is an emphasis on aesthetics as well as computer skills. Students shoot Nikon digital cameras and alter their images using the Photoshop program.



## **COMMUNICATIONS**

### **FORENSICS – COURSE ID: COM0100**

Learn the theories and practices of oral interpretation and public speaking through competitive speech activities. Tournament participation is an important part of forensics; students attend two tournaments — one in winter (usually January) and one in spring (April or May) — under the direction of the Michigan Interscholastic Forensics Association. Students must sign up for at least two consecutive trimesters of Forensics. In addition, students are encouraged to do their pieces in non-competitive venues such as at the Lower School, the Stone Circle and Forensics Night.

### **DEBATE – COURSE ID: COM0108**

Learn the art of formal debate! Win arguments with your teachers and parents! Take on contemporary issues then test your debate-ability.

### **YEARBOOK – COURSE ID: COM0102 – STUDENTS MUST SIGN UP FOR 2 CONSECUTIVE TRIMESTERS (1 & 2)**

This class explores practices and concepts that are present in yearbook journalism. Staff members work in the areas of copy writing, layout, photography and artistic design, and produce, as a team, the annual yearbook. All staff members are expected to solicit advertising to balance the yearbook budget.

### **JOURNALISM – COURSE ID: COM0101**

This is a one trimester class, which meets every other day. Students may elect to take this class for multiple trimesters.

Members of the Middle School newspaper – The Roughwriter – will learn to write news, features, editorials and entertainment pieces, while veteran reporters will perfect the skills gained during prior trimesters. All will grow more adept at conducting background research, selecting sources, interviewing and accurately recording quotes, writing objective articles and learning the importance of meeting deadlines.



## **PHYSICAL EDUCATION**

### **GENERAL PHYSICAL EDUCATION (PE) – COURSE ID: HPE0102**

Students will participate in a variety of sports and activities in order to maintain fitness levels and improve on fundamental skills. Students will also learn important social lessons and sportsmanship values while interacting with students.

### **YOGA/TAI-CHI – COURSE ID: HPE0106**

Yoga and tai chi invite you to move your body in new ways to give every part of you the gift of movement. Through consistent practice, students improve their balance, strength, flexibility, stamina and coordination. In addition to affecting the musculo-skeletal system, yoga and tai chi exercises enhance the whole of internal function, increasing circulation throughout the body. Yoga originated in India, while tai chi originated in China. Both have a long and proven history of promoting health and establishing a sense of well-being. One trimester. Alternate day class.

### **GIRLS PHYSICAL EDUCATION – COURSE ID: HPE0107**

Same as General Physical Education but for girls only.

## **NON-DEPARTMENTAL COURSES**

### **RESOURCE ROOM – COURSE ID: OTH0101**

A scheduled Resource Room block can be different for everyone. RR is the place where you can work on your homework, study for tests, work on long-term assignments, get help with study skills, academic strategies, and time management, work with your peer tutor, receive assistance figuring out your learning style... just about anything you can think of to help you become a stronger student. Both Middle School and Upper School students are scheduled at the same time, so we work at having an environment that meets the needs of both groups.

### **LANDSCAPE/GARDENING: OTH0101**

Get your hands dirty planning and maintaining the landscape of the Birmingham campus.

### **COMMUNITY SERVICE**

One of the goals of the Roper philosophy is to create a student that can make a difference in any part of the world — whether it be the Peace Corps, feeding the hungry, or photocopying for teachers — if he or she puts her mind to it. The real value of working for others is derived from an appreciation of and respect for the importance of the individual. Serving others, formalizing that other people are important, is essential in developing a clear sense of one's own unique identity. The necessary relationship between individual needs and the needs of the community is at the center of our school's system of beliefs.

#### **Guidelines for Community Service**

1. The work must benefit other people.
2. The student cannot be compensated for his/her efforts (e.g., food, money, awards).
3. Service done as a member of another organization cannot count for Roper community service.

The number of hours worked and the nature of the work will be noted together. It must be documented. A *Community Service* form must be completed by the sponsor, with a description of the service and the hours completed.

Forms may be obtained from homeroom counselors.

# MIDDLE SCHOOL COURSES

	GRADE 6			GRADE 7			GRADE 8		
	1st Trimester	2nd Trimester	3rd Trimester	1st Trimester	2nd Trimester	3rd Trimester	1st Trimester	2nd Trimester	3rd Trimester
<b>ENGLISH</b>									
<b>MATH</b>									
<b>SCIENCE</b>									
<b>SOCIAL STUDIES</b>									
<b>FOREIGN LANGUAGE</b>									
<b>COMMUNICATIONS</b>									
<b>COMPUTER</b>									
<b>FINE ARTS</b>									
<b>P.E.</b>									
<b>HEALTH</b>									
<b>EXTRA-CURRICULAR</b>									
<b>OTHER</b>									



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