



Middle School Course of Study

2018-2019



STRONG MINDS.
KIND HEARTS.

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STRONG MINDS.
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**FRIENDS ACADEMY
MIDDLE SCHOOL COURSE OF STUDY**

PHILOSOPHY

Friends Academy was founded in 1876 by Gideon Frost, a leading member of the Matinecock Meeting of the Religious Society of Friends, for the education of "the children of Friends and those similarly sentimented." The philosophy of the school is to adhere to those elements basic to Quaker practice that have proven their worth in three centuries of experience. Simplicity, moderation, patience, sincerity, insistence upon quality, a continuing search for truth, a knowledge of the world's values and the courage to establish one's own all form part of this practice. Underlying these concepts is the conviction of the unique worth and the individuality of each of us, an individuality that we must learn to recognize and to respect in each other.

THE MIDDLE SCHOOL OVERVIEW

Young people experiencing the rapid physical, intellectual, social and emotional growth of early adolescence need an educational environment sensitive to their specific needs. The Middle School program for 185 students in grades six, seven, and eight has been carefully constructed to provide a curriculum that is challenging in a school community built on trust and mutual respect. Each grade level in the Middle School is guided by a team of teachers who work together to provide a stable and supportive atmosphere. These teams meet regularly to discuss the academic, social, emotional, and physical needs of each student and to develop strategies to help students deal with the many challenges of this stage of development. Each student is assigned an advisor who communicates regularly with parents through written comments and parent conferences as well as through more informal channels.

In keeping with the Quaker mission of the school, Middle School students attend Meeting for Worship in the Matinecock Meeting House once each week, take a quarter course in Quakerism, and participate in numerous community service activities.

The academic program emphasizes the development of good organizational and study skills, a respect for diverse learning styles, experience in cooperative learning, and the acquisition of interdisciplinary skills. Most importantly, students are encouraged to wonder, take academic risks in a safe nurturing environment. The core curriculum includes the study of English, mathematics, science, and social studies. In the sixth grade, students begin the study of French, Spanish or Chinese. Exploratory courses in computer, health, Quakerism, theater, diversity & social justice, band, strings, chorus, and visual art complement the program. Sixth, seventh and eighth graders also separately participate in an outdoor education trip in the fall and winter. These activities provide students with the opportunity to build leadership skills and to strengthen self-esteem.

All students are required to take physical education. Sixth graders participate in a daily physical education program while seventh and eighth graders have the opportunity to play on interscholastic teams, which are members of the Nassau County Athletic Association. Sports

offered include soccer, field hockey, football, cross country, volleyball, basketball, softball, baseball, lacrosse, and track.

MIDDLE SCHOOL COURSES

ENGLISH

ENGLISH 6

The sixth grade English curriculum is comprised of four interconnected components: reading, writing, grammar, and word study. While specific skills in each component are taught throughout the year, the major emphasis is placed on reading and writing. Literature selections and writing assignments are closely connected and designed to mirror the social development and emotional understanding of sixth grade students. Most of the literary themes focus on the student as an individual with connections to family and friends, the importance of place in our lives, the transition from childhood to adolescence, and finally our connection to nature.

Reading

The reading component includes two class novels *Pictures of Hollis Woods* and *Where the Red Fern Grows*, as well as short stories, poems, picture books, non-fiction, biographical, memoir, and non-fiction selections. Through guided reading students are taught and encouraged to use strategies that lead to improved comprehension and a deeper connection with the text. Ample time is provided for students to practice these strategies and to have meaningful literary discussions with their peers. Lessons are designed to introduce and develop an appreciation of the craft techniques used by writers. Every student has reading/writing flex class built into the schedule, which is used in a variety of ways. In an effort to develop empathy and a better understanding of learning differences and disabilities, four required novels will be read during reading/writing flex, all focused on this common theme. In addition, reading/writing flex class serves as an extension for independent reading and writing activities.

Writing

Students learn about the qualities that are inherent in all good writing—ideas, organization, voice, word choice, sentence fluency, conventions, and presentation—as well as how to incorporate these qualities into their own writing. Students write frequently in their writing journals, and often these entries become the inspiration for longer pieces, involving all phases of the writing process. Narrative writing is the focus in English. This includes memoir, personal narrative, and imaginative storytelling, as well as literary response. Picture books will be used frequently as models for writing because they provide a highly visual way to engage students in reading and writing and can easily demonstrate a particular craft technique that is being targeted. Every student will also create a hardcover picture book in the spring that will be shared with our Lower School students. 6th graders are given many opportunities to develop their oral expression through frequent class discussions, oral reports, and project presentations.

Grammar

Grammar study begins with a review of the parts of speech and sentence components. A careful examination of the sentence parts, structure, and function will aid in the writing of clear meaningful sentences. By using examples of sentences taken from young adult literature as models, students will begin to learn techniques for varying, expanding, and manipulating

sentence structure. A formal study of the parts of speech, punctuation, and paragraph development will also help to facilitate growth in written expression. Although students receive direct instruction in grammar, emphasis is placed on the application and mastery of these skills in order to strengthen their own writing.

Word Study

Word study, vocabulary development, and spelling will take place frequently in a variety of ways. Vocabulary instruction will occur primarily within the context of our readings, a study of frequently misused words, and a word of the week. Precise word choice is also stressed during writing instruction.

ENGLISH 7

The seventh grade English curriculum seeks to foster an understanding of the material covered in world cultures. As such, students will be introduced to the people of the world via memoir, non-fiction, poetry, news articles, short stories, and novels. With culture study serving as the backdrop, four interconnected components will serve as the primary areas of learning: reading, writing, grammar and word study.

Writing

As a continuation of the foundation established in 6th grade, The 6+1 Traits of Writing model is used for instruction and assessment purposes. Students have learned about the qualities that are inherent in all “good” writing – ideas, organization, voice, word choice, sentence fluency, conventions, and presentation – and they will continue to incorporate these qualities into their own writing. Rubrics are used extensively by the students so that they can learn to evaluate their own writing and by the teacher as a tool for evaluating writing. If students are able to recognize the qualities, which attribute to well-written work, they will be better equipped to evaluate and improve their own writing. All stages in the writing process will be stressed, which will often necessitate several revisions of a single piece of writing. Research will be encouraged in many writing assignments in addition to standard research reports. The various modes of writing will be taught – narrative, expository, descriptive, persuasive, and creative, as well as literary response.

In addition to written expression, oral expression is developed through class discussion, literary conversations, oral reports, presentations, and book talks.

Reading

Self-discovery, coming of age and overcoming adversity are just some of the themes contained in the seventh grade reading selections. Reading assignments are age appropriate and range from novels to short stories and poems. Classes emphasize discussion and the study of the basic components of short stories and novels, including characterization, theme, point of view, symbol, irony, etc. Students are encouraged to read actively, to form their own opinions about what they read, and to articulate their views in discussions and writing assignments. The nine steps of reading comprehension will be modeled and emphasized with each reading.

All students also have to read an additional book per month as part of their independent reading requirement. All independent reading books are checked for reading level, content and appropriateness of subject matter. Students are encouraged to carry their independent reading books to class, as the opportunity to read arrives frequently. Students are to monitor their own reading. Independent Reading project sheets and rubrics are available one month in advance of due date on the English portal.

Word Study

Vocabulary will be an extension of understanding what is read and strengthening student-written expression. There are bi-weekly vocabulary lessons with follow up quizzes. Each lesson contains three different kinds of exercises: paraphrasing, context clues, and synonyms and antonyms. Word study is further enhanced through the study of roots, prefixes and suffixes, as well as various activities and games.

Grammar

The Friends Academy English Department has instituted a six-year grammar curriculum, creating a continuum from fifth through tenth grade. By the end of the seventh grade students will have been exposed to the following: parts of speech, parts of the sentence, diction, punctuation, verbs, modifiers, phrases, and clauses. Grammar will be introduced as a separate unit of study as well as investigated as an integral part of individual written expression. Students will review general grammar skills (such as identifying parts of speech) in addition learning more sophisticated concepts such as clauses and phrases.

ENGLISH 8

English Eight is a discussion-oriented class with two over-arching objectives – to improve students’ ability to communicate in language – both verbally and in writing and to extend their appreciation and understanding of literature. As with grades six and seven, the English Eight curriculum objectives will address the primary areas of learning: reading, writing, grammar, and word study.

Grammar

Grammar is taught and while proceeding from the point where we left off with the seventh-grade curriculum. A brief review of the parts of speech will be followed by the study of phrases, clauses, subordination, and types of sentences. Sentence combining and variety, structure, mechanics, punctuation, and usage are also elements of the grammar component.

Writing

The writing component begins with the paragraph and will include descriptive, expository, narrative, and persuasive formats; students will be expected to demonstrate the ability to write well-organized, cohesive, and meaningful examples of each type before moving to longer pieces of writing. Story telling in the form of personal narratives will also be tried throughout the course of the year. Special attention will be paid to argumentative writing, the written format likely to become the most utilized in the forthcoming years. Review and reinforcement of research skills –

documentation, attribution and avoidance of plagiarism, although covered in the History curriculum, will be reinforced as well.

Reading

The literature component of the course will include selected short stories, a modern fable, a Greek tragedy, a Shakespearean play, and a novel. The short stories will allow students to explore the elements of fiction, which include, setting, characterization, plot, theme, and irony. The drama, fable, and novel selections will examine such themes as loyalty, trust and betrayal, tolerance, perseverance, coming of age, dealing with adversity, making and living with choices, peer and parental pressure, and coping with societal expectations. The course will also include a brief examination of the origin and evolution of theater.

In addition to what is read in class, students have an additional independent reading requirement, which will average out to about one book per month of a different genre or set of authors. Following the program *Real Literature – Real Lives*, which addresses the reluctant reader while challenging the avid reader, eighth-graders will be exposed to literature designed to deal with young adult, contemporary themes and conflicts. Follow up or reporting will include a variety of options – oral book talks, critiques, reviews, creative projects, or power point presentations.

Word Study

The in-class readings will be the primary source of vocabulary, which will be developed throughout the school year. Students will be accountable for spellings, definitions, and any alternate forms of the words given, and most importantly how to use them properly so they become part of their active vocabularies.

Students will be expected to:

Enhance their ability to communicate in language and to effectively write interesting and thoughtful pieces of writing.

Embrace and value literature with active, open and analytical minds by reading works of different styles, themes, and structures.

Contribute insightful ideas about literature to class discussions and articulate ideas and responses to interpretive questions.

Learn to listen to and respect the ideas of their peers and take pride in their own ideas.

Expand their vocabulary skills, which will strengthen their usage, articulation of ideas and prep students for upcoming standardized tests.

SOCIAL STUDIES

SOCIAL STUDIES 6: EARLY CIVILIZATIONS

The main purposes of the program in the sixth grade are to gain an understanding of the beginning of western civilization and to develop the interest and skills necessary to study any society. The year begins with an introduction to study skills (note taking, test prep and test taking), physical geography, mapping, and archeology. The students then study the ancient civilizations of Mesopotamia, Greece, Egypt, and they end the year with a unit on Ancient Rome.

Sixth graders are introduced to many of the social sciences through which a culture may be studied. These include geography, history, economics, religion, and the arts. They are exposed to a variety of learning methods that include textbook readings, independent research, simulations, hands-on projects, and computer based projects. Writing skills and use of technological resources are emphasized throughout the year.

SOCIAL STUDIES 7: MODERN WORLD CULTURES

The Seventh grade course is focused on the cultures and geography of the world. We begin the year with a review of world geography and then delve into the meaning of culture, and the different social sciences (economics, history, political science, religious studies, geography, arts, language, daily life and social groups) used to study this vast subject. We focus on World Religions early on the year and continually return to this topic as it pertains to each area in the world that we study. Beginning with Latin America and the Caribbean countries, we commence our journey with units of study on South America, Europe, The Middle East, Africa, India, Asia, and finally Oceania. During our travels we will use a set of important themes to study the people and cultures, which exist in these regions and develop an understanding of how these cultures emerged from their interaction with physical surroundings, other people, and historical events. Our studies will place an emphasis on global interdependence, cultural diffusion, and diversity. We follow emerging events throughout the year by reading, writing, and discussing these topics in class. By examining the daily life of real people around the world, especially young people, the aim is to develop our understanding, acceptance, and celebration of our world's cultures.

We focus on the academic skills needed for success going forward. We work on note taking and organization, oral presentation, and research paper writing.

The main goal is to help students begin to contemplate our study of world cultures as “true social scientists.” Rather than be passive receivers of information, students will explore the world through a variety of sources and learn to make their own conclusions by thinking critically about issues facing the world community.

SOCIAL STUDIES 8: AMERICAN HISTORY

The eighth grade history course serves three primary purposes. First, its intent is to expand upon students' skills of working with, analyzing, and critically evaluating historical information and taking part in inquiry designed to probe questions about the past, which were developed in the previous two middle school history courses. Second, it provides an opportunity for students to be exposed to – and supported in practicing – the academic skills necessary for success in Upper School humanities courses. Finally, American History aims to ask students to draw their attention to similarities and differences over time in the United States with respect to practices of governance and policy, economic production and consumption, and social arrangements and behavior. This year-long essential question that probes patterns over time will be explored through units of study beginning with the American Revolution and ending with the 1950s and 1960s. In between, students will delve into units involving the Constitution and structure of our republic, westward expansion and antebellum tensions, the Civil War and Reconstruction, domestic and international turn-of-the-century changes (including both World Wars and the interwar periods), and finally Post-World War II America.

Two research blocks at different points in the year will allow students the opportunity to pose a research question of interest that connects a topic from class discussions to another time period or the present, craft a well-supported and thoroughly researched argument in writing, and transform their findings into a short talk for their peers and the wider community. Other forms of assessment will include reading check-ins, tests, and in-class experiences such as debates and simulations.

MATH

Overview: In keeping with the middle school philosophy, the math department would like all of their students to have the opportunity to feel successful in their math experience so that they will have a long-term interest in pursuing math at a higher level. The department is committed to offering a math program that has various paths that ultimately will lead all of our math students to a course in pre-calculus or calculus. The middle school math program addresses fundamental skills as prescribed by New York State, NCTM standards of math education, and the common core. The program also strives to help students feel confident and comfortable in a math setting. While students develop a strong foundation in basic computation skills, the program emphasizes logic and reasoning skills, inspired by a belief that students need to develop the power of independent thought and the ability to utilize and apply these basic skills in a non-traditional, non-routine setting. With this in mind, the program is structured so that students will be challenged and encouraged to take risks and feel comfortable in how they approach thinking and problem solving in any context or academic environment. The program also asserts the necessity of being able to articulate and express ideas in both an oral and written context.

Math 6

The sixth grade curriculum focuses on solidifying the basic skills needed for the seventh grade pre-algebra curriculum. The course is designed to be both interactive and hands-on. Connecting mathematics to the real world will also be a focus this year. The students will learn through a variety of means including cooperative learning, small group instruction, peer teaching, and multimedia applications. The units that will be covered are: Problem Solving, Decimals, Measurement, Number Theory, Fractions, Integers, Geometry, Ratio and Proportions, Probability, and Pre-Algebra.

Math7 Pre-Algebra or Math7 Pre-Algebra +

The seventh grade mathematics program builds on the structure and methods developed in the previous year. The content of course both in the selection of topics and in the style and language in which they are presented closely parallels and extends the sixth grade program. Thus, fundamental concepts and processes are reinforced. The changes in the seventh grade program center on the depth of material and topics covered. In seventh grade more emphasis is put on higher level thinking skills and the process that goes into solving a problem. Included in this, is a vision that students will learn to value and become confident in their mathematical ability. The chief thrust of the seventh grade program is to have students master all basic computation skills and to lead them into the direction of mathematical reasoning and processing. This will be emphasized with mathematical communication, (student to student discourse), and various means of exploring problem solving using real life problems and technology. The Pre-Algebra + program mirrors the Pre-Algebra course except that the students go into more depth with each topic. The degree of success achieved at this level determines in a large measure whether a student will continue his or her mathematics education in Math 8 or Algebra in eighth grade. Topics of study: Integers, Expressions and Algebraic Equations, Solving Algebraic word problems, Geometry, Statistics, Operations with Decimals, Number Theory, Operations with Rational Numbers, Ratio, Proportion and Percent and Graphing on the Cartesian Plan.

8th Grade Mathematics

We offer two distinct courses, Math 8 or Algebra I in the eighth grade. Students are placed according to teacher recommendation, performance in Math 7, and results of standardized testing.

Math8

Math 8, considered to be the foundation for learning all math, builds on the pre-algebra work begun in Math 7. Math 8 will prepare students to move on to Algebra I. The goal for this course is that by the time the student completes this course of study they will have developed critical thinking skills required for problem solving in mathematics. Students will increase their understanding and ability in the content areas covered. There will be frequent formal and informal assessments of the students' learning and abilities in a manner that will communicate strengths and weaknesses, as well as encourage growth and progress. The course also prepares students to be successful on a cumulative final exam. Topics of study include, but are not limited to; 1) Number and Operations with Rational and Real Numbers, Real Numbers and the Pythagorean Theorem 2) Patterns, Relationships, and Algebraic Thinking, Proportions and Similarity, Percent 3) Geometry and Measurement, Spatial Reasoning, Area and Volume 4) Algebraic Thinking: Linear and Nonlinear Functions, Equations and Inequalities 5) Statistics, Data Analysis, and Probability. A student who shows consistent mastery in the Math 8 course, may be encouraged to work over the summer to fill in the gaps from the Algebra curriculum and take a placement test at the end of summer to place into Geometry as a freshman. While this is not an ideal pathway, it may be the right option for some.

Algebra

Algebra I course moves at an accelerated pace. Students who successfully complete this course receive one academic credit toward the math graduation requirement. Topics of study include, but are not limited to: 1) Numerical Expressions 2) Ratio, Percents and Applications 3) Solving Linear Equations 4) Introduction to Functions and Graphing Linear Equations 5) Systems of Linear Equations 6) Working with Inequalities 7) Congruent Triangles and Similarity 8) Polynomials and factoring 9) Operations with Radicals 10) Solving, Applying and Graphing Quadratics 11) Probability and Statistics. Students who earn an A+ in this course are given the opportunity to take Honors Geometry as a freshman. Students who earn below a B, are encouraged to retake the Algebra course their freshman year, as this course is a foundational building block to future courses in the Friends Academy upper school math curriculum.

Middle School Math Enrichment Opportunities

LI Math Fair

Students may elect to get involved in investigating a project of their choice and present orally. The Math Fair gives students the opportunity to develop their “math power”- their ability to investigate one topic and then to stand before a group of judges, peers, and parents to defend their work. Students may work on their own or as a team of three. A teacher serves as an advisor to the students.

Math Counts

A MathCounts club for grades 6, 7, and 8, which explores the areas of Algebra, Trigonometry,

Functions, Graphing, Inequalities, Probability, Geometry, and Number Theory, meets during the Fall and Winter enrichment block. It is open to capable math students in the middle school. A select group of 8-10 students enter the year-end competition, in February, with other schools in Nassau County.

AMC 8 Mathematics Exam - *Grades 6,7,8- Test coordinator: Mrs. Nolan*

The AMC 8 is a 25-question, 40-minute, multiple choice examination in middle school mathematics designed to promote the development of problem-solving skills. The AMC 8 provides an opportunity for middle school students to develop positive attitudes towards analytical thinking and mathematics that can assist in future careers. Students apply classroom skills to unique problem-solving challenges in a low-stress and friendly environment. Students should let their grade level teacher know if they are interested in taking the exam. The exam takes place in early November.

SCIENCE

SCIENCE 6

Students are formally introduced to and explore the topics of geology, the nature of science, chemistry, and ecology. Frequent laboratory experiences emphasize skills of observation, organization, and recording as well as developing students' understanding of scientific ideas, methods, and safety procedures. Cooperative learning is emphasized as a means of encouraging students to learn from and teach each other. Class discussions and activities teach scientific skills as well as mastering a body of basic factual knowledge. The annual Science Share puts students in the role of expert scientists as they report to parents and faculty on the results of their product-testing projects. Throughout the year the students engage in lessons and activities on environmental sustainability. This work integrates what the students are learning and helps them to learn about human impacts on the environment and solutions. The year ends with a series of trips to local preserves that enhance the student's ecological literacy of the place in which they live.

SCIENCE 7

The seventh grade science course builds directly on the skills presented in the sixth grade, while increasing the amount and depth of information covered. Beginning with a study of the organization of living things, the course expands into an exploration of the relationship between the structure and function of cells, tissues, organs, and organ systems. An in-depth study of genetics, and the controversial technologies developed in this area of science, takes the course from the cellular level into the more complex human body. Eight body systems are examined to view their component parts and how they interact with one another to form a system, in addition to the effects of both proper and improper system function. As a result, students not only gain a greater understanding of how their own bodies function, but how the personal choices they make can affect their health. During the course of the year, students have many opportunities to complete hands-on science and problem solving activities, laboratory investigations, and creative projects, both individually and in cooperative groups. Classes are largely discussion based, allowing for frequent communication between students, however, a strong emphasis is placed on writing. In addition, students are encouraged to become scientifically literate by making oral presentations on current science/health articles from approved sources.

SCIENCE 8

Eighth grade science focuses on the physical sciences, taking the time for a detailed look at some of the big ideas, rather than trying to superficially cover a lot of content. Students are encouraged to look for connections within the material, to consider a variety of possible answers to a problem, to evaluate the precision of their data and methods, and to pay close attention to the wording of their responses in order to communicate ideas clearly. Formal scientific principles are taught through discussion of everyday experiences and observations made during classroom activities. Concepts are investigated through laboratory experiences that develop confidence and initiative in manipulating apparatus, organizing procedures, and recording data. In the spring, the day-long "Sludge" lab is a unique experience in which students work as research groups to plan and execute a multi-faceted chemical investigation.

HEALTH

6th grade:

This class will focus on the importance of overall wellness within the student's life. The curriculum is based on the Great Body Shop, which is a comprehensive health program utilized grades one through six. Over the course of the year, we will examine and discuss resolving conflicts, friendships, staying safe, drug use and abuse, discovering ones self, puberty, nutrition, exercise and stress, and life management skills. In addition to the curriculum, there is a strong parent component where the kids will come home ready to share and discuss ideas and thoughts from our class discussions. During the year, note taking, study skills and time management will also be taught.

7th grade:

Throughout the curriculum, the students will be developing cooperative skills, realizing risk taking behaviors, and applying positive decision-making abilities. The fundamental wellness concepts of Social, Mental and Physical Health that were introduced the previous year will be built upon. Students will practice note taking and test-taking skills while exploring and understanding topics of self-esteem, nutrition, reproductive systems, stress management and substance abuse. Seventh grade students will be assessed via class participation, quizzes, group and individual projects, and creative writing assignments.

8th grade:

The eighth grade health curriculum is designed to be an interactive, student-centered class constructed to help students learn about important health issues while exploring their own personal health habits. Focus is placed on the skills of decision making, planning and goal setting, communication, stress and relationship management. Content spans across the threads of relationship management, alcohol, tobacco and other drugs and violence prevention which includes bullying. Class time is spent talking about how and why people make the decisions that they do and the process to make good decisions. Each unit allows students the opportunity to brainstorm and role-play scenarios so that they can find the words to deal with uncomfortable situations.

WORLD LANGUAGE

Middle School students begin their study of language in the 6th grade. Students may select Spanish, French, or Chinese. The language program stresses the four basic language skills: listening, speaking, reading, and writing. Through mastery of these skills, students are required to cope, to question, to organize and, to communicate in the foreign language, both individually and in a group. The study of a language requires patience, discipline, and organizational skills. Factual knowledge and memorization are essential in this study. The application of this knowledge to their oral and written work encourages students to understand, appreciate, and sympathize with human beings of other cultures and thereby see their own lives and culture in perspective.

The world language program in the middle school stresses increasing proficiency in speaking, writing, reading and listening skills over their three-year study. Vocabulary building and basic grammatical concepts are core to the student instruction and expected outcomes. As the student progresses, further emphasis is put on encouraging them to communicate freely, both orally and in writing. More difficult grammar concepts are introduced and vocabulary acquisition is stressed. Each year the students enjoy a special off-campus enrichment opportunity geared to the language they are taking.

Spanish and French: The three year sequence in Spanish/French is equivalent to completing Level 1. The goal of this course is to develop speaking, listening, reading and writing skills in Spanish/French while becoming familiar with the cultures of Spanish/French-speaking countries. Successful completion earns the student one Upper School credit. The student will continue on in the ninth grade to Spanish 2 or Spanish 2 Honors in the Upper School. Students wishing to be placed in the Spanish/French Level 2 Honors course in the Upper School will take the National Spanish/French Exam in March and must score at a level that is determined by the department.

Chinese: The three year sequence in Chinese is equivalent to completing Level 1. The goal of this course is to develop speaking, listening, reading and writing skills in Chinese while becoming familiar with the culture of China and the Chinese people. Successful completion earns the student one Upper School credit. The student will continue on in the ninth grade to Chinese 2 in the Upper School. Students wishing to be placed in Chinese 2 course in the Upper School will take the National Chinese Exam and must score at a level that is determined by the department. There is no non-honors track in the Upper School in Chinese. All students taking Chinese are in an advanced class that leads to the AP in their senior year.

EXPLORATORY COURSES

EXPLORATORY COURSES

All students are enrolled in exploratory courses for approximately eight weeks each. Since each course runs for approximately one-quarter of the school year, exploratory courses are often referred to as “quarter courses.”

RELIGION

QUAKERISM - Grade 7

The primary aim of this class is to study the faith, practice, and history of the Religious Society of Friends (Quakers) to help students become better acquainted with the tradition that has shaped Friends Academy and continues to give it direction. Topics covered during this quarter course include: the founding Quakers, Meeting for Worship, the Inner Light, and the Quaker testimonies.

DIVERSITY & SOCIAL JUSTICE - Grade 8

Students will learn from each other's experiences, examine relevant issues (e.g., intergroup communication, gender and the media, ethics, immigration, racism, bullying, etc.), and explore different perspectives and conflicting issues using constructive approaches to dialogue and the bridging of differences. Students will expand their learning through weekly activities, readings, journaling and a final project.

TECHNOLOGY

The Middle School is committed to providing a dynamic curriculum that utilizes technology to enhance the curriculum as well as foster the skills necessary for success in the twenty first century. As part of this effort, all students are issued Chromebooks for school use, and learn to use Google classroom applications. Each classroom has a digital projector that runs Smartboard software. There is wireless Internet access throughout the campus.

Computer 6

This course is offered once per week for the entire year. It is designed to acquaint 6th graders with the use of the computer as a viable tool. By working with all the students weekly, this will allow integration of skills into their academic classrooms. They will learn the Google suite of tools, Microsoft suite of programs, as well as, but not limited to programming with Scratch. Keyboarding skills are also emphasized, however, practiced at home. The ultimate goal is for

students to reach a typing proficiency of thirty words per minute for a sustaining period of five minutes with eighty-five percent accuracy by the end of the eighth grade year.

Computer 7a and Computer 7b

This course is offered three times every two weeks for two quarters of the year. It is designed to develop a deeper level of use of the computer as a viable tool in their career as middle school students. Students will gain an in-depth working knowledge of: Scratch to create interactive games, the MakeyMakey to create custom controller, TinkerCad to design and create 3D printed objects, Adobe Photoshop to edit images found on the internet, and Audacity to edit and record audio for multimedia projects.

Lego Robotics 7

This course is offered three times every two weeks for one quarter of the year. It is designed to develop an understanding of programming and building a Lego robot. Working in pairs, students are given information for their robots to perform given tasks. They work together to program, run, and troubleshoot their robotic tasks. Each challenge becomes increasingly more difficult.

Computer Mastery 8

This course is offered three times every two weeks for one quarter of the year. It is designed to further develop programming skills. Students receive an introduction to JavaScript using codeHS's "Karel the Dog" series. It is intended to bridge the gap between learning in a graphics-based programming language and traditional programming with text and focusing on syntax and structure.

PERFORMING, VISUAL AND DIGITAL ARTS EDUCATION: AN OVERVIEW

The Friends Academy Middle School is a rich and diverse environment. Middle School is a powerful time for students to attain new knowledge and to begin to blend that knowledge with a greater understanding of oneself and how to function in the larger world. Middle School is a time when students begin to connect current and historical events and develop an understanding of the larger themes that weave through our world. This intense growth and development is supported and enhanced by a strong education in the Arts. At Friends Academy, we have made a serious commitment to Arts education as a core piece of our Middle School curriculum. Students receive ongoing education in Music, Visual & Digital Arts, Theater, and Dance. This Arts education curriculum is designed to support the cognitive, physical and character development of our students, as well as teach specific knowledge and techniques in each artistic discipline.

Students participate in the classes listed below:

6th grade Vocal Music (Voice Class and Chorus)
6th grade Instrumental Music (Band and Orchestra)
6th grade Integrated Arts (Visual & Digital Arts, Theater, Dance, Creative Music)

7th grade Instrumental and Vocal Music (Orchestra, Band, Chorus)
7th grade Theater
7th grade Visual Arts
7th grade Dance (This class is an elective in Winter I & II through the PE curriculum)

8th grade Instrumental and Vocal Music (Orchestra, Band, Chorus)
8th grade Inter-disciplinary Arts (Visual & Digital Arts, Theater)
8th grade Dance (This class is an elective in Winter I & II through the PE curriculum)

Opportunities Outside of the Classroom Structure

There are four music concerts during the year, several art shows, and a play, all of which share students' growth and progress with the larger community. Our extensive Arts curriculum culminates in our Arts Celebration – a break from the traditional routine when the Middle School comes together as a whole community to celebrate the Arts. Students have the opportunity to choose between participating in the Middle School Play and engaging in a series of Art Workshops presented by guest artists and Friends Academy Arts faculty. The play or musical is often an original piece created by our faculty, and final rehearsals happen during Arts Celebration. Students, who chose to participate in the workshops during Arts Celebration, experience such diverse artistic opportunities as African dance, Hip Hop, stand-up comedy, poetry, and filmmaking, and many other options.

Another way students can get involved in the Arts outside of the classroom is the Middle School Jazz Program. The Jazz Program meets three days a week after school and offers students an opportunity to learn the basic of Jazz performance, as well as an accelerated opportunity to play in an ensemble. Students perform in the March concert.

Friends Academy's Music curriculum is aligned with the state and national standards for music education. We are members of the New York State School Music Association (NYSSMA). Each year, students have the opportunity to attend a solo festival to have their level of playing constructively evaluated based on prescribed NYSSMA standards by an independent adjudicator. Students prepare a solo, memorize a defined number of scales, and perform a sight-reading selection before the adjudicator. Evaluation in the NYSSMA solo festival can lead to nomination for all-county, all-state and all-eastern participation. Participation in NYSSMA is not mandatory.

6th grade Vocal Music (Voice Class and Chorus)

All students in 6th grade participate in voice class and sing as a chorus. Students learn vocal techniques, including how to navigate the physical changes that happen to the voice as students mature. Musical language is emphasized with practice in reading music as well as a greater understanding of dynamics, harmonies and other elements of music. Students perform in two concerts and have the opportunity to learn diverse repertoire, and ensemble skills.

6th grade Instrumental Music (Band and Orchestra)

All students participate in Band or Orchestra. Through the act of becoming proficient on an instrument, students develop the fine and gross motor skills, as well as the auditory, and cognitive skills needed to play an instrument. In addition they receive regular training in music theory. Twenty times a year students participate in conservatory training. These are small group lessons on their specific instrument.

6th grade Integrated Arts

This year-long class includes visual & digital arts, theater, dance, and creative music. Specific skills, concepts and experiences are explored individually within the context of each discipline, and an additional focus is placed on the commonalities, intersections and interaction between the disciplines. The overarching goal of Sixth Grade Integrated Arts is to develop within each student a deep and abiding appreciation of the holistic nature of the arts and the role the arts play in their lives. The students are asked to stretch their imaginations and become divergent thinkers. They learn to think outside of the box, develop critical examining skills, and explore ways to describe, analyze and interpret art and the world around them.

7th grade Instrumental and Vocal Music (Orchestra, Band, Chorus)

7th grade is combined with 8th grade for vocal and instrumental music. This allows the 7th grade students an opportunity to work in large ensembles and experience the excitement that goes along with creating BIG music! Feeling your part of the whole, listening, synchronicity, and the repertoire itself all become harder. In vocal music we separate the boys and girls so students can better understand the specifics of their developing bodies and how they make music. This allows them to develop their technical and expressive skills with support and guidance. Twenty times a year students participate in conservatory training. These are small group lessons on their specific instrument.

7th grade Theater

Students explore how to effectively communicate a story to an audience through their physical, vocal, and imaginative choices. Seventh Grade Theater focuses primarily on storytelling, with

each student conceiving of and writing his or her own original play. Students then act in each other's pieces, bringing to life the characters and stories each has written.

7th grade Visual Arts

Seventh Grade Visual Arts is primarily a drawing curriculum. Students are introduced to the fundamentals of drawing from a fine arts perspective with an emphasis on value. The majority of the work is done in a sketchbook and students learn the value of a sketchbook as a skills-building tool.

7th grade Dance

This class is an elective in Winter I & II through the PE curriculum. It meets twice a week. The curriculum focuses on developing skills and understanding a variety of movement styles. There is emphasis placed on making movement choices and understanding your own body and how it works. Students are coached to create a supportive working environment, and they develop an understanding of the importance of a positive environment and of peers who give and receive support as each person takes risks and learns new things.

8th grade Instrumental and Vocal Music (Orchestra, Band, Chorus)

In the 8th grade there is a particular emphasis placed on understanding the voice as an instrument and skill-building on a band or orchestral instrument. This dual approach allows students to understand themselves as music makers in a variety of ways. It also supports their growing understanding of their own physical and cognitive abilities, and supports character development, as they become leaders in ensembles. Twenty times a year students participate in conservatory training. These are small group lessons on their specific instrument.

8th grade Inter-disciplinary Arts (Visual & Digital Arts, Theater)

Visual Arts, Digital Arts and Theater are taught as an interdisciplinary class in the 8th grade. In Visual and Digital Arts, students are introduced to a broad range of media. They study the elements and principals of design through sequential projects. Students learn to use a sketchbook as a planning tool and to gather resources and develop ideas. In the theater portion of this class students explore how to effectively communicate a story to an audience through their physical, vocal and imaginative choices. Part of the semester is spent writing and performing autobiographical monologues. Teaching these classes in an interdiscipline method allows a focus on each student's individuality as an artist and allows them to explore how their artist's voice is developed and expressed through a variety of mediums.

8th grade Dance

This class is an elective in Winter I & II through the PE curriculum. The class meets twice a week and focuses on developing skills as a mover and understanding a variety of movement styles. There is emphasis placed on making choices and understanding one's own body and how it works. Students are coached to create a supportive working environment, and they develop an understanding of the importance of a positive environment and of colleagues who give and receive support as each person takes risks and learns new things. This class meets with the 7th grade; for the 8th graders in the class there is additional emphasis placed on how to be a leader and how to set the tone in a group environment.

PHYSICAL EDUCATION AND ATHLETICS
SECTION VIII “MODIFIED PROGRAM”

PHYSICAL EDUCATION AND ATHLETICS: AN OVERVIEW

Middle School athletics enrich each student’s school experience by helping to balance his or her academic, physical, and social lives. Through physical education and athletics, early adolescents gain and use talents and skills. Our goal is for them to feel increasing personal satisfaction and understand the values of team, school and community.

Athletics should foster values such as; cooperation, a strong work ethic, fair play, grace in victory and defeat, and respect for teammates, coaches, opponents, and officials. Athletics develop individual skills, provide opportunity for personal enjoyment, and give a sense of belonging and accomplishment.

PHYSICAL EDUCATION AND ATHLETICS – Grade 6

In the sixth grade, Friends Academy provides a physical education program that meets daily for one hour. Students are taught a variety of movement concepts, motor skills, athletic team skills, and strategies. Physical education teachers provide experiences that enhance both cognitive and affective development.

Topics Covered - Grade 6

Floor Hockey (Coed)	Volleyball (B&G)	Baseball (B)
Softball (G)	Flag Football (B&G)	Tennis (B&G)
Team Handball (Coed)	Dance (G)	Track/Field (B&G)
Soccer (B&G)	Wrestling (B)	Speed Ball (B)
Football (B)	Physical Fitness (B&G)	Lacrosse (B&G)
Field Hockey (G)	Badminton (Coed)	Cooperative Games (B&G)
Cross Country (Coed)	Orienteering (Coed)	Basketball (B&G)
Yoga (B&G)		

PHYSICAL EDUCATION AND ATHLETICS – Grade 7

In the seventh and eighth grades, the intent is for each student to participate in interscholastic competition during the fall and spring seasons. An attempt is made to have all athletes who dress for a game, play at least half a game. Occasionally, due to the large number of participants, all athletes will not dress for each contest. In some sports the rules permit an extra period so that more athletes can compete. We take advantage of this whenever possible.

Topics Covered – Grade 7 (See below.)

PHYSICAL EDUCATION AND ATHLETICS – Grade 8

During the winter season, not all of the students who choose to play interscholastic basketball or volleyball are able to do so since the interest is very high, far exceeding available space. The selection is made according to ability, potential, attitude, and effort. Those students not selected, take part in a physical education program that entails a rotating curriculum for each winter season:

- Cardio-fitness
- Weight training
- Yoga
- Sport education
- Adventure activities

Sports Covered - Grades 7 & 8

Soccer (B&G)
Football (B)
Field Hockey (G)

Ice Hockey (B&G)
Basketball (B&G)
Volleyball (B&G)

Softball (G)
Track/Field (B&G)
Lacrosse (B&G)
Cross Country (B&G)
Baseball (B)

OUTDOOR EDUCATION

Grade Six

- **Location:** YMCA – The Ashokan Center, Olivebridge, NY
- **Length:** Three days
- **Time of year:** Fall
- **Objectives:** Children will get to know each other and their teachers better, learn to work together and solve problems, be exposed to ecological concepts through direct learning, and students will take on more personal responsibility.
- **Activities:** Project Adventure, Ecology Hike, Stream Ecology, Geology, Wilderness Survival, Night Hike
- Meeting for Worship

Grade Seven

- **Location:** YMCA, Greenkill Outdoor Environmental Education Center, Huguenot, NY
- **Length:** Three days
- **Time of Year:** Fall
- **Objectives:** Students will learn how to better face individual and group challenges, will get to know each other better and make new friendships
- Meeting for Worship
- **Activities:** Mountain Hike, High Ropes Course, Cookout, Climbing Tower, Square Dancing
- **Speakers:** Revolutionary War Soldier, Wildlife specialist

Grade Eight

- **Location:** YMCA Frost Valley Environmental Education Center, Oliveria, NY
- **Length:** Three days
- **Time of year:** Winter
- Students will learn how to work better as a group, face personal challenges, and develop leadership skills.
- Meeting for Worship
- **Activities:** Project Adventure, trust hike, cross-country skiing and Snowshoeing, Project Adventure, Square Dancing
- **Speaker:** Ornithology

COMMUNITY SERVICE

In addition to participating in projects with the rest of the Friends community, middle school students have opportunities to be involved in a variety of middle school and class activities. Some of these annual events, but many arise as a response to a specific need or situation.

In the fall, the entire middle school community participates in Hunger Awareness day. In addition to learning more about hunger issues on Long Island, the community shares a simple meal to raise funds for a designated organization working in this field. Each class follows up by putting together a food basket for a family in need, and some of our students help out at the local sorting center. A Christmas toy drive collects gifts for local children, especially teenagers. In the spring, the middle school designates a single community service day where many of our students volunteer their physical labor and boundless energy to support local organizations and to raise money for more distant ones.

In addition to these all school events, each grade level also engages in their own service projects. The sixth grade read-a-thon takes a skill all the children have and transforms it, and them, into a tool for change. The annual walkathon draws entirely on the skills of seventh graders. Within a few weeks in the spring, the seventh grade students research possible local recipients for the proceeds of the annual walkathon, select an organization with which to work, produce an informative newsletter for the rest of the community, collect and collate sponsor forms, set up the course, run the stations during in the activity and calculate the money owed by each participant at the end of the afternoon. The whole event is an exercise in empowerment and a source of great pride when the proceeds are presented.

The middle school experience closes with the eighth grade volunteering for a day at the Empire State Games for the Physically Challenged. Although initially assigned to a task, as the day unfolds, the students are more loosely structured and each finds his or her own way to contribute, drawing on their own strengths and interests. One will work all day with preschoolers, another with students their own age with cerebral palsy. One will teach a single deaf child to play golf, yet another will spend the day as a statistics runner, conveying performance results from the field to the office. Almost all will at some point step unbidden into an activity where they see they are needed, and many will at some point sit in the stands and cheer as the kids give their all in the races. This single day is exhausting, fulfilling and for some a pivotal experience, but for many the transforming experience is more subtle; a quietly developing expectation of service involvement which leaves them ready for the plethora of opportunities in the Upper School.

MIDDLE SCHOOL CLUBS

Middle School clubs are offered during the school day.

Steering Committee (Student Government) - Grades 6, 7, 8

The purpose of this committee is to have a forum where committee members can bring forward school wide concerns that need to be discussed and addressed. This committee will also engage in hands-on community service, supporting the middle school initiatives. Students will have the opportunity to learn how to Clerk meetings in the manner of Friends. As grade level representatives, students will make announcements to their classes and conduct Meetings for Business, as needed.-Meets Mondays at 11:30 in the Quaker Student Life Center.

TASQUE (Teachers and Students for Quaker Education) – Grades 6, 7, 8

This committee focuses on the spiritual and ethical issues in the school. Students must express interest in joining this club to their advisor or Mrs. Collier. Names of interested students are presented to the faculty for approval. Meets Thursdays at 11:30 in the Quaker Student Life Center.

Diversity Club – Grades 6, 7, 8

Our school, like our country, is a mosaic of cultures and traditions. The Diversity Club looks to recognize and celebrate our cultural diversity. Meets Fridays at 11:30 in the Quaker Student Life Center.

Environmental Club – Grades 6,7,8

Students will work on various projects to help improve environmental sustainability here at Friends Academy and in the greater community. Meets Tuesdays at 11:30 in 6th grade science room.

HOPE (Helping Others through Peer Education) – Grades 7, 8

The HOPE program is the middle school version of the *Natural Helpers Program*, a national peer-helping program that serves students in middle school through high school. This is a program for students who want to strengthen their communication and helping skills and to provide support to others and serve their schools and communities. Students learn about this program through their advisory. Students are selected for this program through peer nominations. Students who are selected and decide to become a part of the program will receive training during a two-day retreat. Meets Tuesdays B Week at 11:30.

Ambassadors and Tour Guides Club

Grades 6,7 – 6th and 7th grade students who are interested in becoming a host ambassador are asked to join several lunchtime training sessions to prepare them to host a prospective student for the day.

Grades 7,8 – 7th and 8th grade students may become tour guides. Students are recommended by the teachers and receive training during several lunchtimes and practice giving tours prior to each Open House.

Model Congress – Grades 6,7,8

Motivated, well-informed students work together to present legislation to a “Model Congress” comprised of Friends Academy students and other independent school representatives. This is a great club for students who are interested in learning more about and experiencing the democratic process. Students interested in joining Model Congress should sign up during the Enrichment Activity sign up time.

Yearbook – Grades 6,7,8

Interested students work closely with the Yearbook advisors to create a yearbook that reflects student life in the middle school. New technology, including digital cameras, has enhanced the creation of the book. Students interested in joining Yearbook should sign up during the Enrichment Activity sign up time.

Ski Club – Grades 6,7,8

Students of all abilities head off to nearby slopes in Massachusetts for a day of fun. Rentals and lessons are offered. Many of the middle school teachers join in as chaperone/skiers. Students receive information about the ski trip in early January.

VEX Robotics- Grades 6,7,8

Middle School VEX IQ is a snap-together robotics system introducing students to STEM. The system encourages teamwork and problem solving. VEX IQ allows students to participate in multiple tournaments, which encourages engineering and re-engineering both the robot and its programming to improve from one competition to the next. Open to 6th through 8th Grades.

Math Counts – Grades 6,7,8

A MathCounts club for grades 6, 7, and 8, which explores the areas of Algebra, Trigonometry, Functions, Graphing, Inequalities, Probability, Geometry, and Number Theory, meets during the Fall and Winter enrichment block. It is open to capable math students in the middle school. A select group of 8-10 students enter the year-end competition, in February, with other schools in Nassau County.

Long Island Math Fair - Grades 7, 8- Advisor: Mrs. Nolan

The Math Fair is an excellent way to help students who have an interest in mathematics explore topics outside the realm of the traditional required mathematics courses. In addition, it will give top students the opportunity to do and create original mathematics for themselves as they write a paper and put together a presentation of their findings. Students can have choice in what they decide to research or a problem they would like to solve. This is a new offering at FA and we are excited to offer it this year!

TRIP ABROAD

8th grade trip:

Since 2004, the 8th graders have culminated their Middle School experience with an optional trip abroad. The purpose of this trip is to expose students to different cultures and allow them the opportunity to practice the language of the country, enjoy the food, and begin to appreciate the broader world. There is also an effort to connect Quaker principles and community service is integrated into each trip. Activities that are planned for this experience work to balance the more traditional tourist attractions counted with the authentic, hands-on learning that Middle School students thrive on. In the past, students have gone hiking, visited the world's most famous museums, engaged in cooking classes and attended various arts workshops. To date, trips have been made to Italy, Spain, Greece, England, France and Costa Rica.

THE AFTER SCHOOL ENRICHMENT PROGRAM

Chess Program develops concentration skills, critical thinking skills, good sportsmanship, strategic thinking, and the ability to visualize things in one's mind. Each meet will have a period of professional instruction and then "guided game play." Game play is skill-oriented and allows the students to put what they have learned into action while receiving instructor guidance in their strategy and move choice. Chess develops concentration skills, critical thinking skills, good sportsmanship and strategic thinking. For Grade 6 (fee)

Community Service The Middle School offers a one-day after-school community service program to support elementary school children who attend the Centro Cultural Hispano after-school homework help program at TR Elementary School in Oyster Bay. (No fee)

Students may also sign up to help at the local Boys and Girls Club two days per week after school. A Friends Academy teacher drives the students to the club. Students assist younger children with homework and engage in playing games with them. (No fee)

Homework Club is available to students who need guidance and support in completing homework. (No fee)

Jazz Band is offered to 6th, 7th and 8th grade students two days per week after school. The Jazz Band offers students an opportunity to learn the basics of Jazz performance, as well as an accelerated opportunity to play in an ensemble. There are no auditions, other than students play one of the following band instruments (flute, clarinet, all the saxophones, trombone, baritone, trumpet, piano, guitar, bass guitar/upright bass drums/percussion). Students perform in a combined Middle School/Upper School concert. (No fee)

STEAM Lab. The next generation of STEM that adds Art and Design to Science, Technology, Engineering and Math. In one program, STEAM Lab students will build mobiles and active sculptures that interact with viewers and the environment. In another, students work in teams to prototype a game that illustrates or solves a problem in their community. For 6th Grade only. (Fee)

	English	Math	Science	Foreign Language	Social Studies	Performing Arts	Visual Arts	Technology	Health	Other
	(10/10 days unless noted otherwise)	(10/10 days unless noted otherwise)	(10/10 days unless noted otherwise)	6 th grade 4/10 days 7/8 th grade 8/10 unless noted otherwise	(10/10 days unless noted otherwise)	(All are “Quarter” courses, meeting 6/10 days unless noted otherwise; strings, chorus, and band run yearlong)	(“Quarter” courses, meeting 5/10 days unless noted otherwise)	(“Quarter” courses, meeting 5/10 days unless noted otherwise)	“Quarter” courses, meeting 7/10 days unless noted otherwise	
6th	English 6	Math 6	Science 6: Gen’l Sci	French Spanish Chinese	Soc Studies 6: Early Civilizations	Integrated Arts, (full year) Vocal Music Instrumental Music [♫]	Integrated Arts full year	Computer 6 (2/10) full year	Health 6 (4/10) full year	Comm. Service (activity and advisory blocks)
7th	English 7	Math 7	Science 7: Gen’l Sci	French Spanish Chinese	Soc Studies 7: World Cultures	Theater, Dance Visual Arts Instrumental and Vocal Music [♫]	Art 7	Computer 7/ Lego Robotics	Health 7	Quakerism, Comm. Service (activity and advisory blocks)
8th	English 8	Math 8 or Algebra I*	Sci 8: Gen’l Sci	French* Spanish* Chinese*	Soc Studies 8: Am History and US Geography	Inter-disciplinary Arts Instrumental and Vocal Music [♫] Dance	Art 8 (7/10)	Computer Mastery 8	Health 8	Diversity & Multicultural (4/10) Comm. Service (activity and advisory blocks)

Upon successful completion of this course, students receive 1 academic credit on their Upper School college transcript

In addition to meeting 6/10 pds/wk (8/10 in grades 7 & 8) for group instruction, students receive individual instruction once a week

PE **Grade 6**

Boys and Girls: floor hockey, team handball, soccer, run for fun, volleyball, tumbling, physical fitness, flag football, tennis, track/field, lacrosse, new games, basketball, Ice Hockey

Girls: softball, field hockey, dance, creative movement

Boys: football, run for fun, wrestling, speed ball

Grades 7 & 8

Boys and Girls: soccer, cross country, basketball, winter jogging, physical fitness, lacrosse, tennis, track/field, volleyball, Ice Hockey

Girls: field hockey, softball **Boys:** football, baseball

NOTES



STRONG MINDS.
KIND HEARTS.

A Quaker, coeducational independent school for ages 3 through 12th grade

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