

The Stanwich School 



JUNIOR HOUSE *Course Catalog*
Grades 7-9



The Stanwich School



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MISSION STATEMENT

The Stanwich School is a caring community that offers a balanced rigorous education, infused with values emphasizing Judeo-Christian principles and traditions, which inspire students to be their best, help others be their best and make God's world a better place.

JUNIOR HOUSE *curriculum guide grades 7–9*

ENGLISH

ENGLISH 7

The central theme of English 7 is the individual's relationship to society. This course offers students an introduction to the formal study of literature and exposes them to different literary genres. Reading instruction emphasizes note taking strategies, annotating, and identifying literary devices. Writing instruction emphasizes the development of ideas, organization and sequencing, and the use of direct quotations and other textual references to support a thesis. Reading comprehension questions, narrative assignments and other short answer responses to the literature are also significant elements of the curriculum. Works studied may include: *Old Man and the Sea*, *To Kill a Mockingbird*, *Romeo and Juliet*, *The Pearl*, and various selections from Edgar Allan Poe's short stories. The grammar and vocabulary curriculums are based on English Workshop: Second Course, Worldly Wise: Level 8, and self-generated vocabulary lists.

ENGLISH 8

Introduction to literature study II: In this course students will continue the study of important plays, poetry, and novels by American and English writers. Students learn to recognize and appreciate various literary devices and will be encouraged to identify, compare and contrast the themes addressed by the works studied. Honing the students' written expression will be a principal focus of the course. Students will be required to rewrite submitted essays pursuant to the teacher's suggestions, then meet with the teacher to jointly assess the final draft. Grammar and vocabulary units spread throughout the year will further aid in the development of the students' writing. Works studied may include: *The Adventures of Huckleberry Finn*, *Inherit the Wind*, *The Merchant of Venice*, *Animal Farm*, *The Crucible*, *Lord of the Flies*, and *The Catcher in the Rye*; selected poems including Shakespearean sonnets; and short stories. Grammar lessons will be derived from *English Workshop, Second Course*. Vocabulary will be developed through the studied works and *Worldly Wise, Book 10*.

ENGLISH 9

In 9th grade English, students will read, analyze, and discuss literature drawn from the works of authors from around the world. The selected literary works will allow students to broaden their understanding, in conjunction with the 9th grade history curriculum, of historical and cultural trends from around the globe while exploring universal themes throughout the literature. Through the vehicles of reading, writing, and oral expression, students will continue to develop their critical thinking skills. Works studied may include: *1984*, *Macbeth*, *Things Fall Apart*, *The Good Earth*, *The Great Gatsby*, *A Raisin in the Sun*, and selected poems. The study of vocabulary and grammar will be continuous throughout the year.

HISTORY

GRADE 7 HISTORY

American History Part I: This course offers students an introduction to American History through the study of people and events from the first encounter between Europeans and Native Americans to the beginnings of the American Civil War. This course will serve as an introduction to historical events and diverse groups of people who have shaped our world today. Students will develop and hone such skills as: taking notes and outlining from a textbook, mapping, differentiating between fact and opinion, recognizing propaganda, reading and interpreting primary sources and political cartoons, and approaching events from different perspectives. By developing their own thesis statements and organizing information thematically, students will work on writing cohesive and substantial historical essays. Class participation, public speaking and rudimentary debating practices will be emphasized. Text: McDougal Littell: *Creating America*. Related readings: *The Fifth of March, I Am Regina* and *Fever 1793*. Special Activities include oral presentations, historical dialogues and skits, simulations related to particular topics and events, and an overnight trip to Boston.

GRADE 8 HISTORY

American History Part II: The study of America is continued from the Civil War to present day, with greater emphasis placed on research techniques, bibliographic citation, and basic economic principles. Students learn how to incorporate primary sources within their essays by completing Document-Based Questions. By periodically taking a closer look at current events, students will make connections between past experiences and ways our nation has (or has not) made changes. Class participation and discussion continue to be cornerstones of the curriculum. Text: McDougal Littell: *Creating America*. Related readings: *Night and Anne Frank: Diary of a Young Girl*. Special activities: debates, historical dialogues, simulations, skits, research projects, and a Washington D.C. trip.

GRADE 9 HISTORY

World History: This course is designed to introduce students to the history, geography, and cultures of the Middle East, Africa, Asia, and Latin America. A principal requirement of this study is an understanding of the political, economic, and social structures and the basic tenets of the major religions of each region. Students will make extensive use of current news sources including *The New York Times* and *The Economist*, not only to study the issues currently facing each region, but also to gain an appreciation for how contemporary news is inexorably linked to the past. This course aims to give students the needed skills and content knowledge for future studies in history, while stressing the relevance of the studied material. Emphasis will be placed on essay writing, mapping, research techniques and public speaking. Text: Prentice Hall: *World Cultures: A Global Mosaic*. Related readings: *The New York Times* and *The Economist*, primary and secondary sources related to each region, and short stories and novels from various cultures. Special Activities: Debates, historical simulations, in-depth reports on individual countries, and a comprehensive research paper and presentation.

MATH

MATH 7

The focus of this course is to provide students with a solid foundation in both Algebra and Geometry. Concepts include: integer operations, powers, order of operations, problem solving with fractions, decimals, and percents, exploring ratios, rates, and proportions, probability, solving algebraic equations, and measurements in geometry. Text: *McDougal Littell: Math Course 3*.

GRADE 8 MATH

Pre-Algebra: Students in this course will approach problems of increasing complexity in a variety of content areas. Concepts include: problem solving using arithmetic and algebraic skills, order of operations, integers and rational numbers. Ratios, proportions, and percents are reviewed and applied to problem solving. Reasonableness of solutions, solution procedures, and applications will be emphasized. TI-89 graphing calculator will be used. Text: *McDougal Littell: Pre-Algebra*.

ALGEBRA I (ACCELERATED)

The Accelerated Algebra I course content focuses on developing algebraic fluency by providing comprehensive content and varied real-life applications. Concepts include: simplifying algebraic expressions, solving, graphing and writing linear equations and functions, solving and graphing linear inequalities, solving systems of linear equations and inequalities, exponents and exponential functions, solving quadratic equations, comparing linear, exponential and quadratic models, factoring, and simplifying rational expressions. Text: *McDougal Littell: Algebra I*.

ALGEBRA I

Algebra I focuses on developing algebraic fluency through comprehensive content and varied real-life applications. Proper algebraic notation (showing sequential steps) is emphasized, as is writing equations to model and solve word problems. Concepts include: solving linear equations, graphing linear equations and functions, writing linear equations, solving and graphing linear inequalities, solving systems of equations, quadratic equations and functions, comparing linear, exponential and quadratic models, factoring, and solving rational and radical equations. TI-89 graphing calculator is used. Text: *McDougal Littell: Algebra I*.

GEOMETRY

This course In Euclidean Geometry provides a comprehensive coverage of geometric terms, processes, inductive and deductive logic, and problem solving. Course content includes the study of points, lines, and planes, triangles, quadrilaterals, circles, and solids, and traditional geometric constructions. Coordinate and transformational geometry is also explored, and concepts in algebra are reviewed throughout the year. Text: *McDougal Littell: Geometry*.

ALGEBRA II

Algebra II provides further development of the topics discussed in Algebra I by reviewing, clarifying, and extending the use of those skills to more complex applications. Additional topics include polynomials and polynomial functions, rational exponents, the complex number system, exponential and logarithmic functions, rational equations and functions, the properties and graphs of conic sections, extensive problem solving with trigonometric ratios, and an introduction to trigonometric functions. Frequent use of the TI-89 graphing calculator is emphasized. Text: *McDougal Littell: Algebra 2*.

SCIENCE

Grade 7 Science

Life Science: This hands-on course is designed for students to learn the basic characteristics of living things via the investigation and comparison of cellular structure, organization, and adaptation of various organisms. Heavy emphasis is placed on the relationship between organism structure and function as well as the importance of connecting classroom knowledge with life experience and prior knowledge. Through lab activities and investigations, students will expand their ability to ask a salient question, design an investigation, gather evidence, formulate an answer, and communicate the investigative process and results. Students will be asked to do these both verbally and in formal, written lab reports. Concepts include: the basic characteristics of living things, cellular organization, biochemical basis of life, heredity, ecology, and an in-depth inquiry of viruses, bacteria, protists, fungi, plants, and animals.

GRADE 8 SCIENCE

Introductory Physical Science: This lab-oriented course is designed to develop student laboratory skills, reasoning skills, and communication skills in the context of science. The theme of the course is the development of evidence for an atomic model of matter. Students will gain a beginning knowledge of physical science and a deeper insight into the means by which scientific knowledge is acquired. All new ideas are based on concrete student experiences in the laboratory, and all new terms are introduced after the completion of the labs. Concepts include: volume and mass, conservation of mass, characteristic properties, solubility, separation of mixtures, compounds, elements, and the atomic model of matter. During the final project students will use acquired skills to identify an unknown “sludge.”

GRADE 9 SCIENCE

Biology: Students need skills that will enable them to logically and clearly analyze data to solve every day problems. Therefore, scientific inquiry is at the foundation of the Biology course. Through hands-on experience in science and by becoming more sophisticated in conducting investigations and explaining their findings, students will accumulate a set of concrete experiences on which they can draw. Emphasis is placed on learning the scientific process and problem solving. Topics for recitation and weekly labs include: ecology, classification, cytology, biochemistry, nutrition, transport, immunology, organismal respiration, cellular respiration, plant anatomy and physiology, photosynthesis, excretion, nervous system, endocrine system, reproduction, Mendelian genetics, molecular genetics, and evolution.

FOREIGN LANGUAGE

FRENCH

GRADE 7 FRENCH

Students will become familiar with the conjugation of common verbs, and learn about subject/verb agreement. The study of vocabulary and grammar through context, workbook exercises, and sentence translations will be continuous throughout the year. Students will learn a variety of theme based vocabulary units covering numbers and time (including, but not limited to, days, weeks, months, seasons, dates, how to tell time, etc.), travel, food/restaurants, life at home, etc. Students will be introduced to the present, future, and past verb tenses of regular “er,” “ir,” and “re” verbs, and a select sampling of often used irregular verbs.

GRADE 8 FRENCH

Following a general review of work completed during 7th grade French, including present, past, and future verb tenses, common vocabulary and grammatical structures, students in French 8 will broaden their knowledge of those themes and more, including, but not limited to, more complex verb tenses and learning the differences in conjugation between regular and irregular verbs. The study of vocabulary and grammar through context, workbook exercises, and sentence translations will be continuous throughout the year.

GRADE 9 FRENCH

French II: Following a review of materials covered in French I, students will continue to learn structures related to additional verb tenses including the past conditional and the pluperfect. Students will acquire additional vocabulary and focus on speaking the language in class.

SPANISH

SPANISH 7

Spanish 7 is a formal language course that builds upon the introductory course taken in previous years. Students work focuses on grammar and vocabulary, and is based on speaking, listening, reading and writing. Students are given an introduction to the various cultures of Spanish speaking countries.

SPANISH 8

This course is a continuation of the formal study of Spanish begun in seventh grade. This course will further explore grammar structures and build upon student vocabulary. Students continue to learn about the various cultures of Spanish speaking countries.

SPANISH 1, GRADE 9

This course is designed as a formal language course for beginners. It emphasizes vocabulary and grammar basics. Student work is based on speaking, listening, reading and writing. Students will expand their cultural knowledge through various project and presentations as well as a service learning trip to Costa Rica.

SPANISH 2

Students will use the basic grammar and vocabulary skills that they learned in Spanish level 1 and expand them through this conversation based course. Students will extend their cultural knowledge through various project and presentations, as well as a service learning trip to Costa Rica.

LATIN

LATIN 7

Covers overs chapters 1-26 of Latin for Americans. The course emphasizes the understanding of grammar and the memorization of vocabulary, especially nouns, verbs, adjectives, and prepositions.

LATIN 8

After a review of material studied in Latin 7, Latin 8 completes chapters 27-60 of Latin for Americans. The course emphasizes the memorization of vocabulary, the mastery of the grammar, and the translation of sophisticated passages.

LATIN II

Completes the grammar essential to translating Roman authors. Students will translate Book I of *Caesar's Gallic Wars* and several of Pliny's letters.

WRITING

All students take a one-semester writing class that emphasizes the study of language arts. Each grade is given developmentally appropriate assignments which offer students the opportunity to practice the correct use of grammar, paragraph and essay organization, and proofreading and revision skills. Students frequently read their work aloud to receive constructive feedback and to develop an awareness of audience. By the end of the course, students will have produced a portfolio of several finished works.

PHYSICAL EDUCATION

Athletic Options: Girls: Basketball, Field Hockey, Lacrosse, Soccer, and Softball. Boys: Basketball, Baseball, Football, Lacrosse, and Soccer. Co-ed Activities: Cross Country, Fitness, Golf, Ice Hockey, Sailing, Squash, and Tennis.

THE ARTS

VISUAL ARTS

GRADE 7 ART

Drawing and Painting: Pastel drawings of eyes, contour drawings of shoes, Impressionist landscapes and mono prints. Computer Graphics: Introduction to Adobe Photoshop: multiple self-portraits in the style of Andy Warhol. Mixed-Media: Wire sculptures in the style of Alexander Calder, paper mache creatures, collages in the style of Jasper Johns. Learning to Look field trip: The Museum of Modern Art.

GRADE 8 ART

Drawing and Painting: Scratch art, self-portraits in an Expressionist style, charcoal still life, Architectural designs. Computer Graphics: Extension of Adobe Photoshop: adding color and line to self-portraits Mixed-Media: Block prints in the style of Edvard Munch, full size cardboard chairs. Learning to Look field trip: The Museum of Modern Art, Architecture and Design.

GRADE 9 ART

The objective of this course is to develop the fundamentals of visual arts and to prepare students for further study in the arts. Using a wide variety of media, including pencil, charcoal, pastels, acrylics and paper mache, students will learn and apply the principles of design. Throughout the year students will be encouraged to find their own form of personal expression. To further generate excitement about the breadth of visual arts while building skills, connections will be made with the Grade 9 World Cultures curriculum. Themes to be covered include Islamic patterns, African mask making and Chinese brush painting. Students with a strong interest in art may also select to take an advanced art class which focuses primarily on building drawing and painting skills. This class meets an additional two periods a week in place of music.

PERFORMING ARTS

Students will choose either Band, Orchestra, or Chorus. They will study the evolution of popular music in America linking their work to their 8th grade History studies. Using the idea that art and music are mirrors of their times, they will study several key American music traditions which underlie popular music. They will study songs as reflections of human trial and triumph and in the context of selected struggles that have shaped our nation. One main stage production will be mounted each year. As part of this preparation, students will study character development and research, stagecraft, and acting technique. Different acting methods and concepts will be explored, with an emphasis on projection and clarity of intentions. In the spring, a Cabaret show will highlight numbers from both the theatre and musical theatre realms.

MUSIC HISTORY

This course introduces students to key genres in Western music. Students will study the Renaissance, Baroque, Classical and Romantic periods, Jazz and Rock and Roll. Students will study their various origins and connections to contemporary society.

TECHNOLOGY

All students participate in a laptop program which is designed to help students utilize technology and to prepare and submit daily assignments, while instilling accountability for their own valuable property. The laptops are configured to allow the following study aids: science and history text books available online; interactive foreign language programs for French and Spanish; math software for visual manipulation of geometric and algebraic concepts; computer graphic imaging for use in the art curriculum; Microsoft Office applications for preparation and presentation of reports and assignments. Supplemental technology training is provided to help students learn the capabilities of their hardware and software, understand school policies and procedures, and provide a basis for utilizing technology in their every day life.

GRADE 9 LEADERSHIP SEMINAR

The Stanwich School is committed to the development of effective, ethical leaders. Through study, practice and life experience, students will have opportunities to enrich the knowledge, refine the skills and clarify the attitudes essential for positive action. In a variety of roles and settings, the Grade 9 leaders will be challenged with the following goals: Demonstrates a commitment to the Stanwich values, acts from a strong self-concept, thinks critically and creatively, communicates and interacts effectively within groups, takes risks willingly, exercises power appropriately, and articulates a positive sense of direction and inspires hope. In terms of personal development, the students will learn interview skills, do a self-inventory, construct reflection and autobiographical papers, and be certified in CPR and First Aid. Public speaking opportunities will include individual presentations at assemblies, docent work, and an annual presentation to the Board of Trustees. Following Stanwich tradition, Grade 9 students will take part in community service activities at a homeless shelter in New York City, at the Bruce Museum, and through the annual week-long trip to Costa Rica. In preparation for the ISEE exam, students will have five preparatory sessions in advance of the exam.



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