

MIDDLE SCHOOL CURRICULUM

Columbus Academy Middle School understands that its mission is to embrace the whole child as an active and ever-changing learner. We strive to foster an environment that guides identity development, strengthens character, enhances individual interests, and supports young students taking healthy risks within a nurturing environment. Middle School students are expected to develop independence of thought and action while accepting responsibility for their choices. Developmentally, Middle School students progress from concrete thinking patterns toward abstract thought. They are able to go beyond a literal meaning to greater levels of critical thinking.

Within a collaborative teaching culture, we aim to provide robust, hands-on programs that strike a balance between adult wisdom and student exploration. Teachers work closely together to better each grade's academic offerings. Advisories allow two-way communication to remain at the forefront of all student /adult relationships, while helping to celebrate the maturing voices of our students.

The student ultimately assumes the obligations of self-monitoring and self-motivation. Middle School students view themselves as part of a greater community through which they can develop a sense of social responsibility, self-discipline, and morality. For this reason, we attempt to make participation in various academic, artistic, and social groups rewarding and minimally exclusive. Additionally, Middle School students are challenged to be engaged citizens of Columbus Academy, local, and national communities through academic experiences, advisories, and service programs.

In the Middle School environment fosters habits such as organization, extended concentration, cooperation with peers, compromise, and perseverance. As a result, the skills gained are often more useful and transferable than objective content. By the completion of Middle School, it is our goal that students have developed a true love of learning.

The partnership among parents, students, and faculty provides experiences that encourage students to develop an appropriate sense of independence. Middle School is a time for experimentation and testing of boundaries. It is our intent to provide appropriate limits on behavior, appropriate consequences for transgressions, and opportunities for students to understand the connection.

In the future, the Middle School will strive to develop programs that further enhance relationships with the Lower and Upper divisions. Middle School students seek additional opportunities to mentor younger students as readers and tour guides. Similarly, our students seek to be mentored by older students in academic and social aspects in the years ahead. We believe committing to programs that continue to draw Upper School students into the Middle School as ambassadors and guides will strengthen time management, study, and social development for this age group. As a testament to our commitment to the whole child, we see the larger Columbus Academy community as teachers for all middle school students.

Karla Baldikoski Long
Head of Middle School

ETHICS AND CHARACTER

Students at the Middle School level are constantly engaged in the discovery and the invention of who they are – and will be – as people. Columbus Academy's core values shape our understanding of character. The core ethical values of Respect, Responsibility, Honesty, Compassion and Fairness, coupled with Integrity and Moral Courage, serve as the platform for this character development. We grow in character as these values become embedded in our thinking and reflected in our actions. Through thoughtful attention to both curriculum and culture, Columbus Academy seeks to deepen its students' fidelity to these values. The goal of the Ethics and Character program is the integrity we exhibit as we "close the gap" between professed values and daily actions.

Recognizing the power and impact of modeling, Columbus Academy uses its core values not only to shape the learning of its students, but also to guide its own principles and practices. Growing in character is a lifelong project, and the adults of Columbus Academy are committed to that work as well. Students learn from the climate and culture of the school as readily as they do from its formal curriculum. More to the point, the two great character educators in any school are its curriculum and its culture. At Columbus Academy, we are committed to providing our students with the very best of both. To that end, the adults and the institution are engaged in a constant process of self-reflection and self-improvement in order to realize the principles that serve as our foundation.

LANGUAGE ARTS OVERVIEW:

The Middle School Language Arts Department strives to provide an environment that will foster students' appreciation for the nature, structure, and power of our language while connecting them to the world beyond classroom walls. Students closely examine diverse texts, write in a variety of styles and genres, engage in small and whole-class discussions, and use technology to expand their learning and find authentic audiences for their work. As a result, they become stronger critical thinkers, readers, speakers, listeners, and writers. Recognizing that each student learns at his or her own pace and with a unique learning style, the department differentiates lessons as appropriate. Students maximize their own learning potential as they explore how to develop, organize, and express ideas in an effective and purposeful manner.

The sixth-grade Language Arts course extends students' abilities to read and write carefully and critically while still encouraging them to read for pleasure. With critical reading, students review theme and explore character development, point of view, and tone, practicing analysis of texts in regard to these literary devices. They do so using a diverse offering of genres, including fantasy, realistic fiction, nonfiction, and mystery. Beyond analytical writing, students also practice expository, descriptive, and creative writing, and they compose for a variety of audiences. They also practice public speaking skills as they recite, record broadcasts, and engage in dialogue in class. Throughout the year, the concepts of grammar and punctuation remain important areas of study. Boys and girls review the parts of speech and learn the parts of sentences, diagramming, and significant punctuation rules, which they apply to the drafting, writing, revising, and editing of their written work.

The seventh-grade Language Arts course engages students with a variety of literary texts, developing their critical analysis of these texts, their writing, and the world around them. Building upon careful reading and writing skills taught in previous grades, seventh grade students write personal and literary essays, learning to form an argument and support their thesis with specific, well-chosen examples. Additionally, a grammatical emphasis on sentence components and structure equips students with the necessary skills to evaluate their own writing more thoroughly. Beyond critical analysis, students create original poems, short stories, and creative projects as a means of exploring personal and global issues, particularly those themes connecting to the seventh-grade Social Studies course.

The eighth-grade Language Arts course focuses on a variety of literary genres all centered around the themes of social justice and human rights in coordination with the eighth-grade Social Studies course. There is significant emphasis on critical writing and analysis of the texts, and specifically on learning to write different types of essays in order to prove a thesis. Critical thinking and speaking skills are developed through class discussion as well as small group assignments and projects. Grammar is primarily taught in conjunction with the improvement of writing, particularly to recognize grammatical errors in writing and to enhance the flow and cohesion of one's written work. There is a considerable emphasis on vocabulary development with each unit, also with the focus on improving one's writing.

There are myriad opportunities for students to engage in creative writing as well, especially through poetry, short stories, journals, memoirs, and technology-based projects.

Thinkology: Taught in seventh and eighth grade, the activities in ‘Thinkology’ are designed so that students will recognize the various elements and functions of their own thinking and thus will enable them to improve their effectiveness as a thinker. Just like tennis or the violin, thinking is a skill that can be improved with coaching, practice, and self-reflection. Much of the material will parallel other courses such as History or Science with the goal of having students learn to think like a historian or scientist. Additionally, students will learn to evaluate their own thinking – as well as the thinking of others – using terminology such as clarity, relevance, precision, and significance. Learning how to think is much more important than learning what to think. This course appears in the Allied rotation.

Quest Skills for Adolescence: Taught in sixth grade, Quest fosters the social competency skills of responsibility, decision-making, communication, self-confidence, and goal setting. The course is designed to allow students to be active participants, initiating their own learning in a natural way that draws on their innate curiosity. With an emphasis on interaction, students will work together to learn concepts, practice thinking and social skills, and discover the benefits of cooperating toward mutual goals.

Study Skills: Taught in sixth grade, this course meets once a rotation throughout the school year and is designed to help sixth grade students adjust to the increased expectations of the middle school curriculum. Through the use of direct instruction, students practice effective techniques as they read, write, and study. Topics addressed in this course include explanations of the different learning modalities, effective reading strategies such as SQ3R and inferential reasoning, succinct summarization of text, study resources and tools such as Memory Pegs and graphic organizers, proactive test preparation, effective listening techniques, and practical writing strategies, including how to research, take notes, and ethically paraphrase when writing a report. All of the lessons presented in the Study Skills classes are directly linked to the sixth grade core curriculum subjects.

MATHEMATICS:

The fundamental goal of the mathematics program of The Columbus Academy is to expand students’ knowledge of numbers, measurement, geometry, patterns and functions, and algebraic concepts. In addition, exposure to the rigors of this mathematics program will help students to reason logically, become better problem solvers, and express mathematical ideas and concepts with clarity and precision. It is our goal to challenge students with materials that are developmentally appropriate and to place students in settings where, through their efforts, they will find success.

Sixth-grade Mathematics is designed to advance computational skill, teach new applications of previously learned skills, and provide a foundation of proper pre-algebra and algebraic procedures. Central to this course are:

- Problem solving
- Numbers and Operations
- Conversions from fractions, decimals and percent
- Operations with positive and negative numbers
- Algebraic operations with elementary linear equations
- Geometry

Seventh-grade Pre-Algebra is designed to develop mastery in any computation of basic operation presented to date in The Columbus Academy’s mathematics program. Emphasis is placed on the real-world application of each of the topics covered in this course. Central to this course are:

- Problem solving
- Real world application of problems involving percent, probability, fractional parts and distance
- Solutions methods of first-degree equations
- Investigating two-variable equations as linear functions

Eighth-grade Algebra I is a rigorous course designed to develop a solid foundation in algebraic concepts. Beyond the course content, which is delivered via systematic problem solving, students will learn the value of organization, self-reliance, and error analysis. Central to this course are:

- Operations with real numbers, rational and irrational, and variables
- Operations with exponents and polynomials, including factoring
- Solving linear and quadratic equations and systems
- Graphing linear and quadratic equations and systems
- Simplifying rational expressions and solving rational equations
- Geometry Connections: Pythagorean Theorem and Distance Formula

SCIENCE OVERVIEW:

The goal of the science program of Columbus Academy Middle School is that students understand the scientific method and can apply it in the solution of problems. Students should come to recognize that the building blocks of the universe, matter, energy, motion, and force have observable properties that can be measured, described, and predicted because most natural events occur in comprehensible, consistent patterns. Further, students should see the interaction of these forces, particularly in regard to their effect on life on Earth.

Sixth-grade science is a lab-based experience in which students learn the cooperative model of lab work through the three main branches of science: earth and space, physical, and life science. Their work models the reality that scientists from different branches work together to answer scientific questions. By simulating a space mission or investigating climate issues relative to animal and plant adaptations, students connect science to current issues. Innovations are part of daily life; therefore, students enter the NSTA/ExploraVision competition to project the use of technologies that may be available in twenty years. The common thread developed through sixth grade is that of scientific literacy.

Seventh-grade science emphasizes life science. Students explore the world of living organisms from DNA, to the Cell, to the Human Body. They use technology as they apply the scientific method to gather and analyze data to understand how living organisms work. Students connect life science with environmental science as they build awareness of the interaction of organisms. A combination of hands-on labs and projects ranging from the Nobel Prize to Organ Day connect students with professional scientists who come into the classroom to share their knowledge.

Eighth-grade science students are immersed in the world of physical science with an emphasis on inquiry. Using a combination of scientific literature and technology, students investigate topics such as matter, elements, chemical reactions, motion, energy, heat, light and forensics. The scientific method is ever present in this course, with a focus on problem solving, mathematical functions and graphing techniques. Eighth graders gain the skills necessary to make the phenomena of the natural world both predictable and measurable. Hands-on lab experience and classroom demonstrations allow students to be active in their learning, while discussions and small-group work enable students to learn from each other.

SOCIAL STUDIES OVERVIEW:

The basic goal of the social studies program at Columbus Academy is that students recognize that all people are connected in a dynamic and ever-changing world. Students will learn the common features of civilization, as well as the unique characteristics and contributions of various countries and cultures throughout the world. The forces that affect culture (geography, interactions, technology, and movement) will be examined. Students will come to know the events that shape both modern America, as well as how we fit into a much broader world.

In the sixth-grade social studies class, students will investigate the following essential questions: How civilizations began? What are the economic, political and social influences? What are the unique characteristics and accomplishments of various ancient civilizations? What has been inherited from earlier civilizations? How can we apply this to our lives? Particular attention is given to how governments and legal systems developed, and how people made use of their limited resources. Various activities and simulations, many utilizing technology, are geared to make the concepts relevant to the students. Students will develop the skills of critical thinking, public speaking, reading, writing, research, and collaboration.

Seventh-grade social studies focuses on the ever-changing global world and the events and people responsible for creating that change. Through the study of Jared Diamond's theory of *Guns, Germs, and Steel* and the effect of

colonization on the continent of Africa, students will begin to understand how past events, countries, and individuals have shaped our contemporary world. Students investigate different types of government, human rights issues, and the role government should play in the lives of its citizens. Other topics will include the modern changes brought about by the advancement of technology, global issues such as poverty, population, and the environment, and how these themes are interrelated. The students study influential people such as Gandhi and Hitler as they end the year examining the impact of the individual - the 'power of one'.

Using the thematic lenses of conflict and compromise, eighth-grade students will examine how people of different nations, religions and cultures interact with each other. Beginning close to home, students will consider how the American system of government, documents such as the Constitution, and the concept of citizenship reflect our national identity. The students will also get an opportunity to create their own representation of American history by designing a monument in conjunction with our trip to Washington D.C. Moving into second quarter; we will explore the idea of "compromise" through the history of diplomacy in order to gain an understanding of the framework that exists for nations to negotiate difficult situations. We will then apply this knowledge to specific case studies of conflicts during the last hundred years that highlight different elements, as well as successes and failures of the diplomatic process. The case studies will serve as practice for our third quarter in depth study of the Vietnam War, a conflict that provides a meaningful opportunity to delve into historical skills such as research strategies and primary document analysis. The year will culminate with the Cold War Trial, a group project that will allow the students to demonstrate their ability to engage in diplomatic talks about real historical situations. As a whole, the course will challenge students to consider the meaning of global citizenship through conflict and compromise by relating these concepts to past and current events.

WORLD LANGUAGES OVERVIEW:

All students in the Lower School of Columbus Academy are provided with age appropriate instruction in the Spanish language. During the sixth grade year, students have the opportunity to experience one quarter of each of the three languages offered at Columbus Academy: Chinese, Latin and Spanish. Upon entry into seventh grade, students must choose one of the three languages mentioned above. These Middle School programs are first year language courses, which are taught over a two-year period to seventh and eighth graders; they incorporate the study and appreciation of different cultures and customs. Upon completion of the two years of foreign language in the Middle School, the students will have earned one credit that is equivalent to Chinese I, Latin I, and Spanish I in the Upper School.

The sixth-grade experience exposes students to the three foreign languages offered at Columbus Academy: Chinese, Latin, and Spanish. This sixth grade experience is also designed to enhance students' knowledge and appreciation of history and culture in accordance with Columbus Academy's mission statement to develop "citizens eager to engage in a pluralistic and ever-changing world".

Seventh and eighth-grade Spanish build on the previous years of the program. In seventh grade, the main objective of the course is to continue increasing proficiency in reading, writing, listening and speaking Spanish, and reinforcing culture by incorporating interdisciplinary cooperation and collaboration. Students begin to understand basic native Spanish spoken at a normal speed, speak comfortably on everyday topics, have a basic working knowledge of Spanish grammar structures, and discuss different aspects of Hispanic cultures. In eighth grade, students continue learning grammar structures, chapter-related vocabulary, and developing speaking, listening, reading and writing skills in order to increase proficiency. Classroom activities include paired conversations, group skit writing and performance, and in class compositions. Students use online resources in conjunction with workbook activities. Their study of cultures in the Spanish-speaking world focuses on the history, music, art, and food of various countries. By the end of eighth grade students are prepared to take Spanish II in the ninth grade.

Seventh and eighth-grade Chinese introduces Chinese Mandarin Language using the Pinyin system. Students learn the Chinese characters, phrases, sentence structure, and basic grammar. The lessons include topics geared to Middle School age students. Such topics include greetings, counting, family, dates/times, hobbies, visiting friends, making appointments, studying Chinese, school life, shopping, and transportation. The students are also introduced to various cultural activities, which include paper folding, calligraphy, Chinese painting, folk tales, card making, and games. In the seventh grade, this class has more emphasis on listening and speaking skills, and less on reading and writing. In the eighth

grade, listening, speaking, reading, and writing are equally emphasized. In both grades, students undertake projects that are core areas of Chinese geography, history, culture, and current events.

Seventh and eighth-grade Latin stresses mastery and pronunciation of Latin vocabulary, text comprehension in the target language, translation of Latin text and stories into English, understanding and usage of basic grammatical structures, word derivation, and the building of stronger English grammar and vocabulary skills through the study of two languages. Students completing these two Latin courses should be able to read and comprehend an adapted Latin passage. The study of classical history and culture, that includes the study of the Roman government, classical architecture, Roman life and customs, and classical mythology, are an integral part of the course. This course also acquaints students with study and organizational skills and the precision and daily discipline that will facilitate the learning of other languages and the transition to the Upper School. Students have the opportunity to enrich their experience through extracurricular activities such as travel abroad (Greece and Italy), attendance at state and national Junior Classical League conventions, and participation in the annual National Latin Exam.

FINE AND PERFORMING ARTS DEPARTMENT OVERVIEW:

Middle School art students are actively involved in creating their own works of art. Imaginative, creative, and original work is encouraged. Each student's unique answer to artistic problems is respected. Students become increasingly more aware of the work of artists and designers of the past and present. Many studio projects have an historic or cultural basis, and attempts are made, whenever possible, to coordinate artwork with topics in other courses in an interdisciplinary approach. Students begin to analyze and respond critically to their own work and to the work of others as they progress through the Middle School. Classes meet for one quarter each. This course appears in the Allied rotation.

In sixth-grade art, students do the following:

1. Explore design.
2. Begin to develop skill in looking at works of art.
3. Work with portraiture.
4. Explore Chinese Art.
5. Continue keeping a sketchbook.

In seventh-grade art, students do the following:

1. Understand various procedures used for depicting three-dimensional surfaces.
2. Understand and work effectively with one point perspective.
3. Experience the "sighting" technique of perspective.
4. Study ancient and Victorian architecture.

In eighth-grade art, students do the following:

1. Understand the development of Surrealism.
2. Explore the work of Surrealist artists.
3. Create an original Surrealist oil painting.
4. Explore and use various drawing techniques.

Additionally, there is an eighth grade art elective for students who do not take a music elective. The class meets three days out of the six-day rotation for a semester. This is a craft based course. Many of the projects have an historical basis. Projects include: Coil pots, Scrimshaw carvings, Tile Mosaics, Basketry, Crushed can art, Printmaking, Clock, and Sand Art

In grades six through eight, Middle School Creative Expressions students are actively involved in singing, playing, moving, and listening, as they experience the world of music. Through the integration of Orff, Kodaly and other traditional instructional methods, a student's mind, body, and spirit are engaged in the richness of music. In addition, students will be introduced to the basics of theatre through acting games, warm-up exercises, improvisation, oral interpretation, and scene work. This course appears in the Allied rotation.

MUSIC OVERVIEW:

Instrumental and choral music are offered in the Middle School. These classes emphasize musical knowledge and style, as well as note reading, history, basic concepts of theory, and performing skills. Chorus, string orchestra, and band are elective courses.

Sixth-grade band is an elective class encompassing basic instrumental technique, stylistic interpretation, performance, and musicianship. Students learn key signatures, meters, fingerings, posture, breath support, embouchure, and articulation.

Seventh and eighth-grade band are elective courses dedicated to increasing musicianship and performance mastery. Musicianship includes advanced rehearsal skills and stylistic interpretation, and sight-reading skill. Performance skills include complex rhythmic patterns, keys, and meters, increasing individual musical independence, increasing awareness of the role within the section and the band as a whole. Performances for band include at least two school concerts.

Sixth-grade chorus is an elective class in performance and musicianship. Performance skills include vocal technique and stylistic interpretation. Musicianship includes identification of keys, scales, meters, and intervals to develop rhythmic and melodic sight-reading ability. The chorus performs in at least two school concerts.

Seventh and eighth-grade chorus develop competence in both performance and musicianship. Performance skills include vocal technique, expansion of the singing range, and stylistic interpretation. Musicianship includes rhythmic and melodic sight-reading for up to four vocal parts. Performances include at least two school concerts.

Sixth through eighth-grade string orchestras are a regularly scheduled classes that meets during the school day. While divided into grade level sections for practice, these groups join together for performances. Middle School students may begin orchestra at the beginning of the year instead of doing band and choir trial periods. Students work toward playing with rhythmic and tonal accuracy and will develop good musicianship through scales, rhythm studies, teaching pieces, and performance literature. Through participation in this course, each student will improve his or her personal and group musical skills. A number of concerts, trips, and competitions are planned for each year, making the program an exciting one.

PHYSICAL EDUCATION OVERVIEW:

The primary goal of our physical education program is to engage students of all ability levels in physical activity. Classes are designed to include components of physical fitness as well as skill-building exercises. Emphasis in all classes will be placed on individual improvement and the practice of good sportsmanship. It is our belief that with proper instruction students can increase their skill development, participate with a healthy blend of competition and cooperation, and develop an intrinsic motivation to stay fit and active well throughout their lives.

Middle School Health is a quarter-long course in grades six through eight. Many topics are covered throughout the student's four years of health such as self-esteem, family life, emotions, stress management, fitness, nutrition, human development, drugs, alcohol, tobacco, diseases, and safety. The goal of this program is to encourage and teach students to take responsibility for their personal health and to develop necessary life skills to make good decisions. This course appears in the Allied rotation.

Sixth-Grade Physical Education: Physical education in sixth grade introduces students to a variety of team sports. Students are able to take the basic concepts learned in elementary PE and apply them to sport specific activities. The major points of emphasis for all units is heavy skill development, which in turn is incorporated into small lead up games. When applicable, basic game strategies are introduced and highlighted through modified games. Physical fitness remains a constant in daily activities and students are encouraged to take ownership of their personal fitness. Units include: Physical Fitness, Cardiovascular Endurance, Basketball, Soccer, Volleyball, Swimming, Field Hockey, Water Basketball and Polo, Football, Fitness Heart Rate Target/Max, Tumbling Rolls, Cartwheels and Round-offs, Wrestling, Flexibility Balance Beam, and Vault, Tennis, Track & Field, Lacrosse.

Seventh and Eighth-Grade Physical Education: Physical education in the seventh and eighth grade reviews the basic sport skills and concepts taught in previous grades. Students have the flexibility to choose activities that are of interest to them through an elective system. Several lifetime sports activities are required, such as tennis, badminton, weight-training, volleyball, swimming, personal fitness and softball to name a few. Mandatory course offerings include: Physical Fitness, Basketball, Cardiovascular Endurance, Flexibility, Soccer, Volleyball, Cooperation Skills, Swimming, Sportsmanship, Badminton, Water Basketball and Polo, Fitness Heart Rate, Circuit Training, Track & Field, Weight Training, Softball.

Elective Offerings: The following units are offered at various times throughout the year. Students can choose in which activity they would like to participate. The skills and activities for each unit can be found in the sixth grade course offerings: Football Wrestling, Lacrosse, Floor Hockey, Field Hockey, Ultimate Frisbee, Jump Bands and Ropes, Create Your Own Game.

TECHNOLOGY OVERVIEW:

Just as a carpenter knows when it's best to use a hammer and when best to use a saw, Middle School faculty at Columbus Academy know which "traditional" and "technological" tools are best employed to meet their learning goals. Those learning goals include providing 24/7 access to reflectively engage the curriculum, expanding learning outside the four walls of the classroom, and teaching students to better use the tools they already use today. To meet these learning goals, Columbus Academy provides access to a powerful technology toolbox that includes an iPad One-to-One program in grades six through eight; mobile laptop carts; a state of the art technology center equipped with forty iMacs, projector, and SMARTBoard; an online learning management system; access to many online services including Google Docs, VoiceThread, and Glogster; and a myriad of other assorted software. Printers, scanners, digital cameras and audio/video equipment are also available for student access. Providing access to these powerful technology tools throughout Middle School creates a vibrant learning center where students are enthusiastically engaged in learning in an environment that is native to them. Student projects extend from, but are not limited to, writing essays, composing poetry and authoring short stories. Producing, directing, and editing videos that illustrate topics being studied are also popular projects. Students regularly use the social tools to collaborate on their projects and are taught to be fluent researchers who think critically about the information they uncover.

Sixth-grade students are enrolled in a technology class for one quarter of each year. This course appears in the Allied rotation. This class uses electronic software to help the students practice their keyboarding skills. In addition to keyboarding, students learn how to create various projects using a multitude of software titles. Some sample examples of projects include creating presentations using *MS PowerPoint*, graphing survey results using *MS Excel*, designing brochures using *MS Word* desktop publishing using Adobe InDesign, photo editing using Adobe Photoshop and video-editing using *iMovie*.

EXTRA-CURRICULAR OFFERINGS IN THE MIDDLE SCHOOL:

Students who have genuine interest are encouraged to get involved in one or many of these activities. These activities will allow students to display their talents, to build new relationships, to develop skills, and to contribute to the Columbus Academy community.

Middle School Plays: Middle School students have the opportunity to participate in theatrical productions. Students will learn acting and technical skills in an environment that fosters acceptance and teamwork. All students who audition are cast. Students in grade sixth, seventh, or eighth-grades may be involved in the following technical aspects of the play: set construction, sound, costuming, props, lighting, or running crew. Recent plays have included *Shrek*, *The Little Mermain*, and *Seussical Jr.*

Middle School Ski Club: Open to all level of skiers in grades six through eighth. The club travels to SnowTrails for five weeks on Friday afternoon/evening.

Inter-Scholastic Athletics: In the seventh and eighth grade, Middle School students may elect to participate on our numerous athletic teams. It is the intent of the Middle School that participation on these teams will foster sportsmanship, build the notion of teamwork, and teach discipline and commitment. Through shared participation during practice and games, athletes will develop the skills and strategies relevant to their chosen sport.

Boys:

Fall: Cross Country, Football, Golf, and Soccer

Winter: Basketball, Swimming, Wrestling

Spring: Baseball, Lacrosse, Tennis, Track

Girls:

Fall: Cross Country, Field Hockey, Soccer, Tennis, and Volleyball

Winter: Basketball, Swimming

Spring: Lacrosse, Track

ALSO IMPORTANT TO OUR SUCCESS:

EDUCATIONAL SUPPORT SERVICES:

The Child Support Team is a group of professionals dedicated to assessing the needs of and providing services and accommodations for students with different learning styles at The Columbus Academy. We hope to empower teachers, parents, administrators, and students with an understanding of the processes and procedures. The Child Support Team acknowledges and understands that students possess a variety of learning styles and develop at different rates. Our mission is to offer support through active intervention for students and consultation with faculty and families. Our ultimate goal is to foster independence in students, as they progress through this rigorous academic environment.

CONFERENCES:

Conferences offer an opportunity to meet with each of your child's teachers. We ask that you bring your child to the conference. Conferences occur three times a year: during the middle of the first, third, and fourth grading periods, roughly. The fall conferences are scheduled with individual teachers; the winter conferences are student-led; and the spring conferences are conducted with the advisor.

COMMENTS:

Formal, written narratives describing student progress will be provided from each student's teachers at the mid-point of the second marking period. In addition, brief progress reports describing areas of commendation or concern will be mailed home on an "as-needed" basis.

ADVISORY:

Each student in the Middle School is assigned an advisor. This advisor serves as a liaison between home and school and keeps each advisee's records. The advisor provides a confidential, personal connection for the student. Every grade level in Middle School participates in: Advisory (3 out of 6 days), Assembly (1 out of 6 days), Class Meeting/DENS (1 out of 6 days), and Activities (1 out of 6 days).

STANDARDIZED TESTING:

The Middle School of Columbus Academy administers the Educational Research Bureau's Comprehensive Testing Program to all students in the sixth and seventh grades. This is done during the spring of each year.

FIELD TRIPS

Students in the Middle School will have the opportunity to take an overnight field trip each year, which augment the curriculum. The sixth grade goes to Camp Willison, a YMCA overnight camp. The seventh grade heads to Hueston Woods. And, the eighth grade goes to Washington D.C..

C.A.S.E:

The Columbus Academy After School Experience is a service provided by Columbus Academy to parents unable to pick up their children directly after school. This serves as an extension of the school day as students will be involved in structured activities ranging from outdoor activities to service to academics. Prior arrangements are necessary.

COLUMBUS ACADEMY MISSION STATEMENT:

Columbus Academy – an independent, coeducational college preparatory school – enriches its academic tradition of excellence by valuing a broad diversity of students as it seeks to develop the complete person: mind, body and character. The school rewards rigorous effort and accomplishment, fosters compassion, respect and moral courage, and insists on integrity, fair play and community service. Academy strives to develop and sustain a community of thoughtful, responsible, capable and confident citizens eager to engage in a pluralistic and ever-changing world.

COLUMBUS ACADEMY STATEMENT ON DIVERSITY AND INCLUSION:

Columbus Academy believes that diversity, inclusion, equity and justice are essential to the excellence of our community, culture and curriculum. We recognize that the pursuit of this excellence requires thoughtful, deliberate and sustained action and that this effort is critical to our educational mission.

Community: We value diversity in all of its dimensions including but not limited to gender, race, ethnicity, religion, sexual orientation, physical abilities, family composition and socio-economic status. We seek to reflect multiple

perspectives, backgrounds and interests in all facets of our community. We recognize that students who are exposed to and embrace diversity are better prepared to engage in a pluralistic world.

Culture and Climate: We strive to be an inclusive community in which each individual feels safe, respected and valued. In building a community that values similarities and differences among its constituents, we seek to embody in our actions and in our relations with one another the principles of equity and justice as well as Columbus Academy's core values of honesty, respect, compassion, responsibility and fairness.

Curriculum: We believe that exposure to multiple – and even sometimes competing – points of view best equips students to explore, understand and apply complex concepts, building the basis for a rigorous education. By weaving diversity into the fabric of our curriculum, we equip our students with the interpersonal and critical thinking skills that are essential to success in the complex, multicultural world in which we live.

Columbus Academy adheres to the National Association of Independent Schools (NAIS) Principles of Good Practice for Equity and Justice.