

Middle School Curriculum Guide

Grades 6-8

2024-2025

Middle and Upper School

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Wildwood School cultivates reflective scholars, bold innovators and passionate leaders equipped with the skills, ethics and inspiration to transform their world.

Middle School Curriculum: Introduction

Wildwood's middle school curriculum offers every student intellectual and creative opportunities in an active learning environment where adolescent development is understood and fully supported. Classes and programs in Humanities, STEM, World Languages, and arts tap into students' natural curiosity while satisfying their growing desire to direct their own learning and make relevant connections between the classroom and the world.

Building on the critical thinking skills developed in elementary school, Wildwood middle school students cultivate an ability to examine and understand complex concepts, investigate and build evidence, and present and share findings. Along with a rigorous interdisciplinary Humanities course, each year of middle school includes mathematics, science, languages, physical education, and a choice of electives. All teaching and learning intentionally supports students as they develop skills in inquiry, information literacy, and self-expression.

Middle School Course of Study

6th grade:	7th grade:	8th grade:
Humanities	Humanities	Humanities
Mathematics	Mathematics	Mathematics
Science	Science	Science
Language Wheel	World Language	World Language
Arts Wheel	Elective	Elective
Physical Education	Physical Education	Physical Education
Advisory	Advisory	Advisory

Adding/Dropping Courses

A student may request to add or drop a course for a limited number of days at the beginning of the school year.

Requests to add or drop a course may be made for the following reasons:

- Gaps in the required course load
- Correction due to system errors
- Level placement for mathematics or World Languages
 - Note: Level placement is contingent on departmental approval, placement diagnostic, completion of prerequisite courses, and/or space in the other level class.
- Desire to take a different elective

Requests to add or drop a course cannot be made for the following reasons:

- Requests for a specific teacher
- Requests for a specific block or section
- Requests for a class with specific peer

Open Add/Drop Period: Up to the End of Week 2 of the School Year

During this period, the student may request to add or drop courses in their schedule. The open period is the only time during the school year when a student may add or drop a new course to their schedule.

Week 3 and On

After the Open Add/Drop Period closes at the end of Week 2, no courses may be added or dropped to a student's schedule. The school may make exceptions in the following circumstances:

- Extended illness or injury resulting in medical leave from school
- Appropriate placement of new students

Students are encouraged to consider schedule changes carefully. Changes may not be reversed after they have been finalized or may require shifts in the student's other classes to different sections/blocks and/or different teachers. Additionally, the student is responsible for completing work assigned before their arrival in the new class.

Humanities

Wildwood students study social studies and language arts as Humanities throughout their middle school experience. This interdisciplinary course is team-taught. All classes include literature that complements historic themes to encourage deep engagement. Essential questions connect ideas across language arts and social studies as students discuss historic and modern events, making connections to literary texts or current events. Students work individually and in small cooperative groups, learning to closely collaborate, exchange ideas, and share feedback in a variety of contexts.

Humanities 6: Ancient Civilizations

Essential Question: "How can exploring ancient cultures across time and place help us understand our world today and imagine a better future?"

In Humanities 6, students explore the relationship between social studies, language arts, and culture. During 6th grade, that exploration focuses on the ancient world—including Africa, pre-Columbian indigenous people, the Middle East, Europe, and Asia—and its influence on our own modern world. Students turn their attention to the United Nations Sustainable Development Goals (UN SDGs) to be informed about the needs of our world *now* and how we can be activists for change. Throughout the year, we cultivate the skills of being readers, writers, researchers, historians, and critical thinkers. We do that with a variety of projects such as researching and presenting those experts who teach us about human development and the ancient and modern world; learning skills from our elders; comparing the markers of a civilization in the ancient world and the sustainable goals today; exploring diversity, equity, inclusion, and belonging across time and place; and using Design Thinking to create solutions to the UN SDGs. The overall goal this year is that sixth graders use these skills and experiences to better understand the needs of our society, create possible solutions to issues of today, and understand their role as changemakers.

Humanities 7: Global Perspectives

Essential Question: "How does the tension between continuity and change help us to better understand the complexity of our world?"

The units in Humanities 7 will build upon the work of Humanities 6, emphasizing empathy for others through a focus on individual perspectives in a variety of world cultures. Students will deepen their understanding of our world by analyzing moments throughout history in which continuity and change hang in balance. We begin each unit with students developing inquiry questions before gaining relevant historical context about each region. Through a study of fiction and nonfiction texts, students identify and analyze the values and limitations of individual stories as representations of a larger community or culture. Ultimately, students will deepen their understanding of themselves as readers, researchers, writers, historians, and collaborators and will hone their academic skills through a variety of assignments, including research, literary analyses, creative writing, and group projects and presentations. Through the course of the year, students will reflect deeply on who they are within an increasingly complex world and, by the end of the year, will have cultivated stronger collaboration skills that help them understand how their actions can contribute to continuity and change in our global community.

Humanities 8: United States History & Literature

Essential Question: "How does the concept of 'We' in 'We the People' expand and contract throughout United States history?"

Each course unit of Humanities 8 will explore stories that have been buried or reinterpreted throughout history, considering which voices have been acknowledged, ignored, or silenced throughout the continuing expansion of this democratic republic. Students grow to understand their own rights and responsibilities as citizens, reinterpreting and applying Constitutional principles to a modern world. Through an emphasis on multiple perspectives, students take a deep look at conflicts and compromises

of a young nation's growing pains in units of study on Westward Expansion and Invasion, the Civil War, and Reconstruction. Understanding the struggle for civil rights and racial equality guides students through our selected American literature texts. As students explore examples of justice and injustice in US history, they also apply the UN Sustainable Development Goals to explore international equity, sustainability, and social justice issues on a global scale. The vehicle for this exploration is the Into the Wild capstone project that asks students to engage in global citizenship via a student-led capstone project anchored to a specific UN SDG goal and the iterative design thinking process. By the end of the year, students not only have synthesized and heard numerous distinct voices, but also have a sense of the elements necessary to effectively engage the world with a sense of one's own writing style and voice.

Mathematics

Building on the skills and content mastered during the elementary years, students move through concepts, mindsets, and skills that provide readiness for algebraic thinking. Experiential activities, using visual and kinesthetic approaches, help students learn the skills essential for algebraic reasoning. Hands-on equations and project-based learning provide real-world connections to abstract concepts, allowing students to learn answers to the perennial question, “When will I ever use this again?”

Direct instruction coupled with cooperative group work fosters collaboration, creative problem-solving, and an appreciation of multiple means of finding solutions. Students gain confidence as they master concepts through a range of assessments, including peer and teacher feedback, demonstrations of knowledge, and projects. Student projects include components of engineering applications, art, and social justice. The middle school math curriculum provides the foundation for the following skills. Individual classes support the development of additional skills as specified.

Math Foundations

Sixth grade mathematics is about (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Algebra A (Pre-Algebra)

Seventh grade mathematics is about (1) developing proportional reasoning through the use of percents to draw comparisons; (2) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (3) grasping the concept of a function and using functions to describe quantitative relationships; (4) analyzing two-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Algebra B (Algebra Concepts)

Students will explore linear, quadratic, and exponential functions by drawing a graph of a real-life situation and choosing and interpreting units to solve problems related to the graph they create. Students will describe the domain and range, x- and y- intercepts, intervals where the function is increasing and decreasing, and intervals where the function is positive or negative. Students will discover how the commutative, associative, and distributive properties and the properties of equality allow equations to be solved. Students make sense of real-life problems by analyzing the given information, making sense of the quantities in the context, creating equations or inequalities based on the constraints of the problem, graphing the solution set to the equations or inequalities, and interpreting the solution. Students will discover the concept of quadratic expressions, equations, and functions, and learn important skills such as factoring trinomials and graphing quadratic equations from the vertex form. Students will explore the shapes and centers of distributions and will calculate and interpret measures of center and spread.

Science

Middle school science students learn to engage in the ongoing process of scientific thinking by asking and reasking questions, collecting and analyzing data, and drawing conclusions rooted in evidence. They learn to apply these skills to engineer solutions to real world (global) problems with the aim of cultivating a love of scientific investigation that will contribute to a sense of personal connection to the world around them and their place in it.

Science 6: Physical Science

Sixth grade science is an opportunity to explore the fundamental skills of being a scientist. We'll look at the tools, the writing, the math, and the questions that drive scientific inquiry. Our experiments will help us understand the workings of atoms and their relationship with energy. You will be introduced to the instruments of lab science by boiling and freezing matter in beakers, flasks, and graduated cylinders. As the year progresses, you will use your knowledge of Newton's Laws and potential energy to engineer egg-drop devices and compete with your classmates. In the second semester, our focus will shift to subatomic particles—protons, neutrons and electrons—and how their charges govern the laws of the universe. You will interact with a "lightning machine" and build your own working circuits when we study the movement of electrons and charge. We will explore how energy travels in waves and how this applies to our own senses of hearing and sight. The year will culminate in an exploration of how atoms give, take and share electrons in chemical reactions. You will learn what an acid is and mix acids and bases together to trigger colorful reactions. Throughout the year, you will be assessed on both your understanding of the material and your approach to scientific inquiry, both of which are the foundations of later scientific skill building.

Science 7: Life Science

Seventh grade life science offers students the opportunity to explore the natural world in many similar ways that notable scientists have done in the past! Students will learn how to use scientific instruments and methods to complete laboratory experiments, hands-on activities, and projects as part of a team. In the first semester, students investigate science at the molecular level where everything is small! Working their way through cellular structure and function, cell division and replication, and cellular energy processes, students become experts on how and why living organisms function. Throughout the first semester, students complete labs and cumulative assignments that stretch their thinking and challenge their perceptions of the natural world around them. As the year progresses, students explore the subjects of genetics and heredity, revealing how traits are passed from parents to offspring, and how certain traits can either be hidden or seen. Students use probability and computational skills to predict the outcomes of various traits in organisms. In the second semester, students build on concepts they learned by investigating evolution and natural selection and interactions of living things from bacteria to plants and animals. The culmination of the academic year is a unit on anatomy and physiology where students learn about the intricate workings of body systems. The year is filled with projects, labs, hands-on activities, and many opportunities to sharpen analytical skills by digging deep into the mysteries the natural world has to offer! From the smallest unit of life to the largest animal on the planet, seventh-grade life science is a journey to discovery, inquiry and investigation, and collaboration.

Science 8: Environmental Science

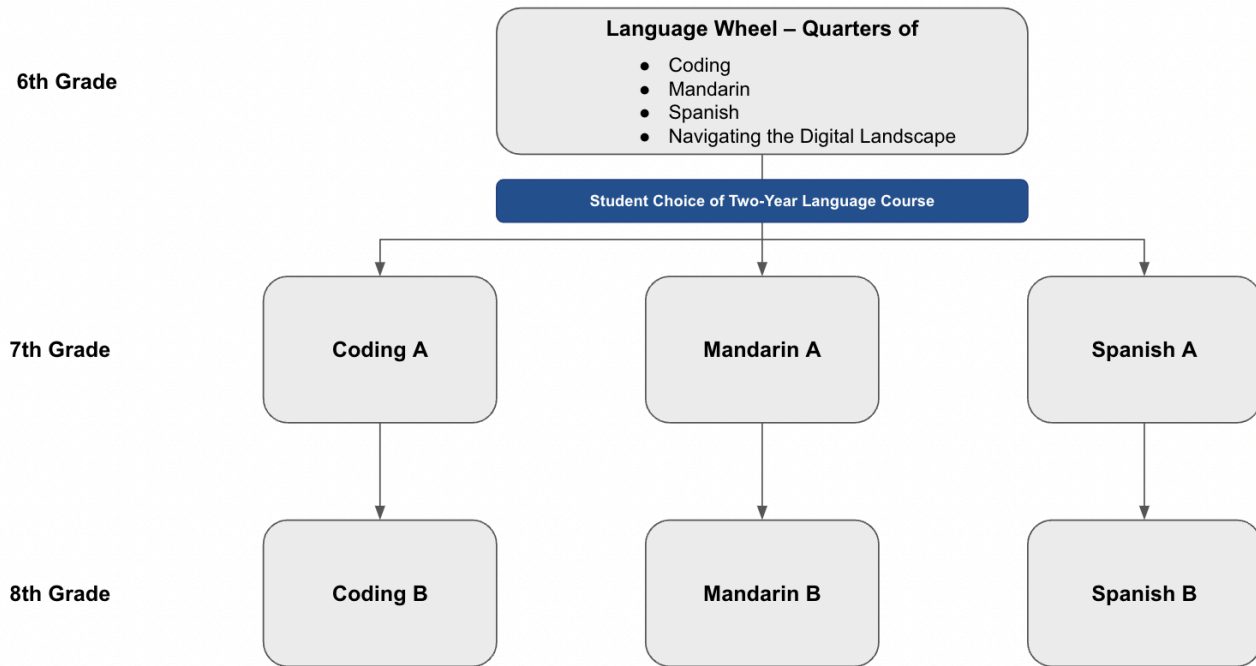
Through experimentation, inquiry, systems modeling, research, and design thinking, eighth-grade scientists investigate global challenges such as ocean acidification, biodiversity loss, water scarcity, and warming atmospheric temperatures. In environmental science, we explore the connections among natural and human-created systems and their impact on Earth's biomes; the eighth-grade science curriculum intersects biology, chemistry, ecology, atmospheric science, engineering, and ethics. After defining the environment's critical biotic and abiotic factors, students explore Earth's life-sustaining systems and evaluate how human population growth influences these natural processes. The essential

questions of this course include: What is the environment's value? How are you connected to the environment and other living things? How can you best balance your interests and needs with environmental health? When it comes to the Earth, what is your responsibility to future generations? Toward the end of the year, students apply their scientific knowledge and skills to assess local water quality, engineer potential solutions to water pollution issues, educate others on the natural world's value, and inspire others to take environmental action.

World Languages

Middle school students have the opportunity to explore four different World Languages: Mandarin, Spanish, Coding, and Navigating the Digital Landscape. Sixth graders rotate through all three languages in the Language Wheel, which offers quarter-length samplings of each language. Students then select one of those three languages to study over the next two years in 7th and 8th grades. Students do not switch languages between 7th and 8th grades.

MIDDLE SCHOOL WORLD LANGUAGES COURSE PROGRESSION



CODING

Coding 6

The Language Wheel

This course introduces the fundamental concepts of computer programming. Students will learn to read and write code using the JavaScript programming language while exploring the basic building blocks that all computer programs are built from. All work in this class will be done using the p5.js Web Editor. Projects will primarily take the form of small graphical web applications using the p5 graphics library. Projects will generally be completed together as a group during class time.

Coding A

This course covers the core concepts of computer programming. Students will learn to write programs using multiple different programming languages, while using and exploring the fundamental code structures shared between them. Each unit focuses on one specific language and explores how different languages approach similar concepts in a unique way. Projects will be a mix of text-based console applications and simple graphics applications with mouse and keyboard input.

Coding B

This course focuses on the design process of building and writing computer programs, and developing the skills necessary to solve problems using code. Units in this course will be split into two separate

programming languages. The first semester will center around the Java programming language and focus on managing user input, complex instructions, and program structure. The second semester will primarily utilize the Python programming language with an emphasis on graphics programming and managing large amounts of data efficiently.

MANDARIN

With an emphasis on communication, each course is designed to create opportunities for students to speak, listen, read, and write Chinese in every class. While learning vocabulary relevant to daily life, students work on a range of rigorous projects using visuals to reinforce the spoken language. Units of study include increasingly sophisticated vocabulary and grammatical structures, encouraging students to expand their communication skills. By the end of middle school, students should be able to communicate basic daily life topics in Mandarin, demonstrating mastery of basic Chinese character writing skills and an ability to express themselves fluently and creatively in Mandarin through speaking, writing, and typing.

Mandarin 6

The Language Wheel

This course features a variety of basic topics for students to explore. Each topic introduces a vocabulary theme and simple basic daily-life dialogues. Activities to practice the learned materials include listening, speaking, and games. Reading and writing are taught but are not the focus of this course. Every topic will also relate to Chinese culture. Students will also develop a basic understanding of Chinese characters writing and try writing/typing basic 20 Chinese characters as well as using different technologies to explore their learning.

Mandarin A

This course aims to introduce students to the basic elements of Chinese. Listening, speaking, reading, and writing/typing skills will be taught with an emphasis on listening and speaking. Students will be able to exchange greetings, introduce themselves, describe their family members, friends, pets, and talk about their daily routines, transportation, colors, and clothes. Content will be introduced through visuals, songs, dialogues, online resources, etc. Students will be able to recognize 250 characters and write/type commonly used radicals and 300 characters. Chinese cultural topics will also be incorporated into the curriculum and the teacher will also introduce current events to students to develop their social awareness and to establish and maintain a positive relationship with them.

Mandarin B

This course is based on Mandarin A to continue with the basic knowledge in Chinese. Listening, speaking, reading, and writing/typing skills are developed with an emphasis on listening and speaking. Students talk about their schools, classes, favorite hobbies, sports, weather, and seasons, and they learn how to make phone calls and order basic foods and drinks. Content is introduced through visuals, songs, dialogues, online resources, etc. Students will be able to recognize, write, and type an additional 250-300 characters. Chinese cultural topics will also be incorporated into the curriculum such as Chinese traditional and national holidays. Students will use current events to develop their social awareness.

DIGITAL LITERACY

Navigating the Digital Landscape

The Language Wheel

How do we navigate the digital landscape with a critical lens in informed, positive, and healthy ways? In Navigating the Digital Landscape, you will explore various technology tools to support digital creation and production, investigate and dissect information and news sources with a detective's lens, and consider ways to use technology in healthy, constructive, and humane ways. You are inheriting

the most complex digital landscape in human history and together we will explore the tools necessary to engage successfully in our digital lives.

SPANISH

Spanish 6

The Language Wheel

This course introduces students to Spanish language and culture. The curriculum is designed to provide an opportunity for students to explore the language by exposing them to the language and the traditions, customs, and culture of Spanish speaking countries. All vocabulary, structures and cultural points acquired in this course are introduced through stories, songs, or pictures. Students will demonstrate competence of common and high frequency vocabulary, structures and cultural aspects through various activities that include games, acting, illustrating, co creating stories with the teacher, and answering direct questions. Students at this level will start to communicate on some very familiar topics using single words and phrases that they have practiced and memorized. Some topics presented in the course will include giving and asking for some basic information in Spanish (name, age, origin, likes, dislikes), greeting and saying farewell to people, talking about family, weather and the date as well as understanding some common practices, products and perspectives of the Spanish speaking cultures.

Spanish A

In this course students gain the ability to communicate in the target language in a basic manner about familiar topics such as themselves, their school, daily schedule, family, leisure activities, and their community. Instruction is in Spanish supported by comprehensible messages and some English translation. Eventually, the goal is to remain in the target language for 80-90% of instruction time. Students' appreciation and understanding of the culture of the Spanish-speaking world will be reinforced through presentations, readings, music, and projects. There is a continued reinforcement of the linguistic skills of listening, reading, speaking and writing, with an emphasis on the first two. Spanish in middle school is a two year path; by the end of the second year of Spanish, students will be able to communicate about present and possibly some past events and activities. They will also have a better understanding of the perspectives, products and practices of the Spanish-speaking world.

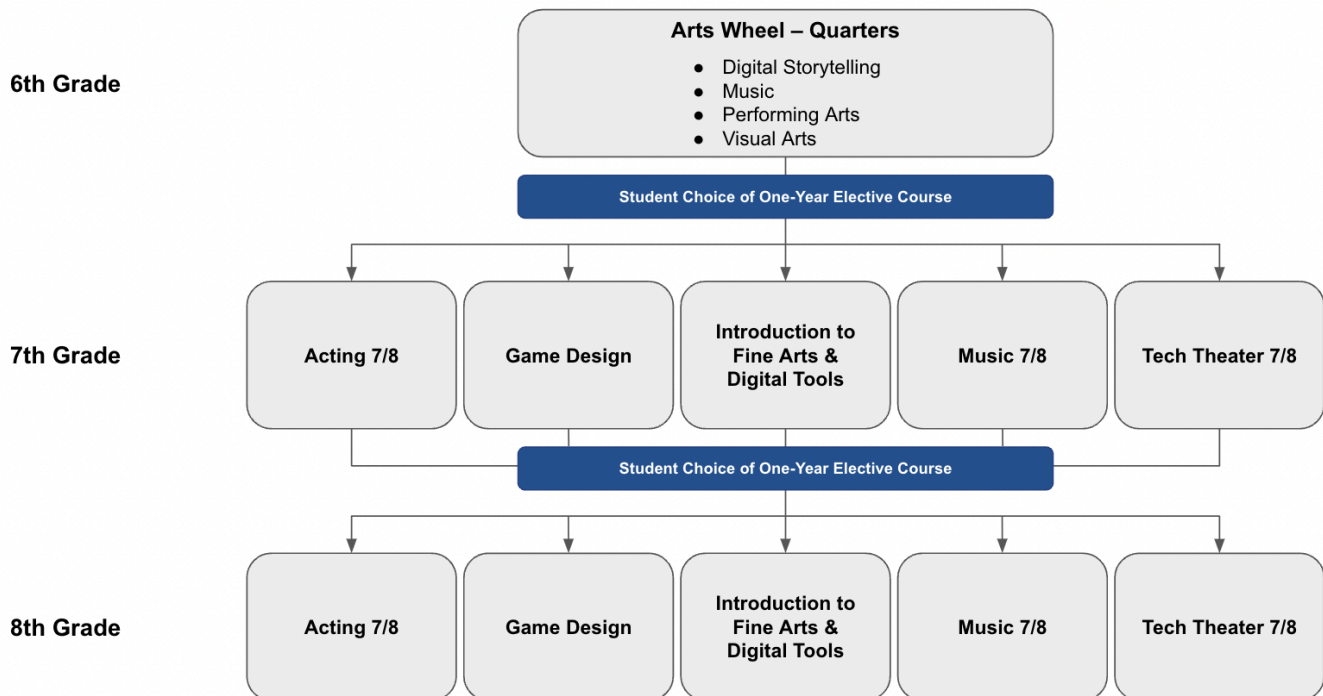
Spanish B

In this course, students will build on previous Spanish lessons to reinforce and expand their ability to effectively communicate in the target language about familiar topics, such as themselves, their lives, and their surroundings. They also will have a better understanding of the perspectives, products, and practices of the Spanish-speaking world, including art, sports, food, and cultural events (La Tomatina, El Día De Muertos, celebraciones invernales, Carnaval, etc.). Instruction time is conducted almost entirely in Spanish through comprehensible written and spoken messages that are supported by visual presentations or videos. Assignments and assessments are designed to promote the development of the linguistic skills of listening, speaking, reading, and writing from the novice to low-intermediate level. Students' appreciation and understanding of the culture of the Spanish-speaking world are reinforced through presentations, readings, music, and projects. By the end of the second year of Spanish, students are able to communicate about diverse topics that comprise their daily lives.

Electives

During 6th grade, students rotate through arts courses each trimester in the Arts Wheel. This sampling of arts includes visual arts, music, digital story-telling, and performing arts, allowing students to grow creatively while studying technique and experimenting in each area. An interdisciplinary approach is taken as subject matter from other coursework is woven into a range of arts experiences that deepen knowledge and develop creative skills and talents.

Seventh graders may then choose from among five electives that range across the arts and computer tech. In 8th grade, students may choose to take a second year of the same elective class or switch to a new elective.



MUSIC ELECTIVES

Music 6

The Arts Wheel

Each student learns basic techniques on the ukulele, piano, bass, drums, keyboards, and guitar. Students also sing and can learn trumpet, flute, clarinet, and saxophone depending on their interests. Together, students create music using ensemble instruments, learning to fill multiple distinct roles of rhythm, melody, and harmony. The chromatic scale and major and minor chords on the piano and guitar are introduced. Students play together and create short rhythmic and melodic compositions and improvisations. They work in small groups to create original compositions and perform them for the class. They also participate in guided discussions on the role of music in society, ancient and modern.

Music 7/8

Students learn to sing and play in small ensembles. They learn to thoughtfully choose repertoire and to transcribe arrangements as well as create their own arrangements with consideration for their instrumentation and playing abilities. Students learn to notate music and to understand the basics of music theory. Students learn to cover songs and then write their own songs and play them with their

groups. Students have the opportunity to try different instruments and are encouraged to do so. Students become acquainted with the elements of music including instrumentation, form, melody, harmony and rhythm by learning music from around the world and from the American tradition of the blues or rock (the focus alternates each year). Music history and conventions of various genres and the basics of notation are introduced. With these new skills, the students write, notate, and perform their own original compositions with lyrics, collaborating in small groups to prepare and practice. Students research artists, along with cultural, historical, and social issues relevant to the music, and participate in discussions using the language and vocabulary of music. Students also listen to a variety of musical styles and learn to appreciate and understand music in its cultural context.

PERFORMING ARTS ELECTIVES

Performing Arts 6

The Arts Wheel

A primary goal of the performing arts class is to introduce students to a range of classical dramatic and experimental stagecraft. Students read and write scripts, participate in readings and staged dramatic expression, and develop character studies. Original student skits and monologues are written as the foundation for paired and ensemble work. Students gain skills, cultivate their talents, and take risks beyond their comfort zone to understand the demands of dramatic discipline. A nurturing, safe ensemble environment allows students to experience artistic growth.

Acting 7/8

In this course, students will explore and discover many aspects of acting, writing, and creating. Through theater games, improvisations, and exercises, students learn to take creative risks and use their imagination in new ways. Students act in scenes, write and perform their own scenes and monologues, learn how to analyze text, study film and television acting, and play both comedic and dramatic characters. This class is a supportive and safe place for students to take risks and discover their unique artistic voice. Projects will include participating in a theater festival held by DTASC (Drama Teachers Association of Southern California), creating an original theater piece focusing on activism, developing a character in a full-class play, and writing and performing an original monologue. The class will culminate with a student choice project focusing on their own passions and interests within Acting and Theater. Students who wish to explore directing have the opportunity to direct their peers.

Technical Theater 7/8

This course is an introduction to the basic terminology, techniques, and practices used in technical theater and theatrical design. This course will provide students with a basic understanding of theater history, theatrical architecture, creative and production team structure, and the practical application of stage design and technical production. This course will also provide some of the fundamental life skills that accompany the production design process (such as the basics of sewing, carpentry, working with electrical systems, teamwork, communication skills, etc.).

VISUAL ARTS ELECTIVES

Visual Arts 6

The Arts Wheel - Visual Art

The 6th grade visual arts rotation introduces students to the processes of artists and designers through observation, interpretation, and experimentation with ideas and materials. Students build upon prior knowledge and practice artistic conventions in traditional and digital art media. Exploring the signs and symbols in our vast visual landscape, students gain a deeper understanding of the elements and principles of art and design—the building blocks of good visual communication. Projects encourage iterative imagining and give opportunities to express messages and hopes for an envisioned future through art. Lessons incorporate lettering, illustration, branding, and logos and culminate in a

personalized digital portfolio for their art journey at Wildwood. Lessons emphasize how artists are storytellers and recorders of their period, with particular reference to the Humanities civilizations under study.

The Arts Wheel - Digital Storytelling

In this rotation, Wildwood 6th graders tell the stories of their experiences through a variety of digital platforms. We begin on the Adobe Express platform, exploring the concept of identity. Then we dissect how images and text construct a narrative by using a custom-designed graphic novel template in Google Slides. Finally, students practice collaboration by designing and creating pages in the 2023-2024 Wildwood School Yearbook on the Jostens Yearbook Avenue Platform. As 6th graders, they have a unique perspective that bridges our elementary, middle, and upper campuses. Our time together includes skill-building in digital platforms, a presentation on Wildwood branding, a review of past yearbooks, and a deep dive into the relationship between text and image.

Introduction to Fine Arts and Digital Tools 7/8

In this year-long course, students develop fluency in both traditional fine art and digital media, responding to a series of prompts that build skills in artistic conventions such as composition and color theory. Students learn to manipulate the elements of art and principles of design to convey personal ideas, stories, and designs through exercises in figure drawing, still life, illustrative storytelling, graphics, sculpture, and more. Conceptual development and artistic inquiry is supported by essential questions that deepen students' explorations of realistic, symbolic, and abstract forms of expression. These include: *How is art a reflection of our lives and of our time?*, *What makes a powerful pose?*, and *How do artists build, borrow, and break tradition?* Students keep a sketchbook to collect ideas and influences, and to practice, experiment, and reflect on their creative process. Visual literacy skills are developed through the study of historical and contemporary art references. Class shares and presentations give opportunities to collaborate as an artistic community by articulating artistic intentions and sharing feedback. Students are encouraged to develop individual areas of interest to apply to independent projects. The course can be repeated both years with a rotating curriculum that alternates between a 2D and 3D focus. No prior art experience is required, just a curious mind that is willing to explore and take creative risks!

TECHNOLOGY ELECTIVES

Game Design 7/8

Students walk through the game design process, starting with paper prototyping a board or card game to examine the science and art of developing game rules. From there, the class will progress on to creating 2D arcade video games to explore concepts such as level design, progression, and pixel art. Finally, using Unity 3D, students will learn basic 3D Game design and create their own explorable worlds. Along the way, there will be additional units covering 3D modeling, sound design, programming, and graphic design.

Physical Education

The Physical Education program at Wildwood School is designed to educate minds, develop healthy bodies, and promote positive attitudes towards physical activity, fitness, and sports. Our students will learn the physical, mental, and emotional skills that will provide them the confidence, ability, and desire to be physically active for life in a wide range of activities.

6th and 7th Grades

The main focus in 6th and 7th grade PE is on team building and collaboration, as well as developing basic skills. Framed by the essential questions, "How does a team work best together?" and "What is my role on my team?" students gain awareness of productive collaboration and positive team play. Students are taught about healthy competition, respecting their opponents, and how to demonstrate good sportsmanship in all situations.

Physical coordination and general sports skills are enhanced as students rotate through a variety of units, such as cooperative games, invasion games, multicultural games, net sports, diamond sports, target games, and rhythmic/fitness. Emphasis in every unit is on "peer coaching" so that students with higher skills can help others improve and develop more confidence in themselves, while still continuing to grow their own individual skills.

8th Grade

In 8th grade physical education, students will have the opportunity to choose between a variety of 4-6 week electives, where they can focus on their desired sport or activity in a more meaningful way. The electives range from traditional team sports, like volleyball, soccer, and Basketball, to net sports like badminton, pickleball, and paddle tennis, as well as personal fitness, which goes deeper into goal setting and establishing healthy lifestyle habits. Throughout the year, the course includes enough options that every student can find ways to be active and develop the skills and desire to be active for their entire lives.

Middle School Advisory Program

GRADE LEVEL ADVISORY SKILL DEVELOPMENT

6th Grade: Navigating the Digital Landscape

How do we navigate the digital landscape with a critical lens in informed, positive, and healthy ways? In Navigating the Digital Landscape you will explore various technology tools to support digital creation and production, investigate and dissect information and news sources with a detective's lens, and consider ways to use technology in healthy, constructive, and humane ways. You are inheriting the most complex digital landscape in human history and together we will explore the tools necessary to engage successfully in our digital lives.

7th Grade: Mind and Body

Seventh grade is a year of continued transition from childhood to adolescence. With the transition comes the possibility of starting fresh as students gain an increased understanding of themselves and others. This course explores the personal changes they are experiencing as well as the choices they increasingly face during middle school and beyond. Through group discussion, writing, simulation games, and role-plays, each student has the opportunity to develop self-confidence, learn to manage emotions, cultivate friendships, and learn decision-making and stress-management skills. Topics covered include mindfulness and stress awareness, communication, values, relationships, the teen brain, media literacy, puberty, and drugs and alcohol.

8th Grade: Gateway Preparation

Eighth grade students conclude their middle school experience at Wildwood with their 8th Grade Gateway Presentations. These presentations provide an opportunity for students to demonstrate fluency and mastery of their learning by exhibiting a specific body of academic work reflecting on their middle school experience. In preparation, students are individually coached by advisors in reviewing their academic work portfolio, identifying strengths and stretches, setting goals, and demonstrating readiness to advance to the next grade level. Gateways, delivered at the end of the school year to teachers, family, and peers, are a bridge between the work completed in one division and the work that is about to begin in the next.

Technology and Library Resources

In middle school, presentation skills are enhanced as students learn to use and gain fluency in software that helps them organize and showcase academic projects. All middle school students are introduced to the fundamentals of cloud computing with the use of Google Drive, allowing the use of collaborative apps such as Google Slides, Google Docs, and Google SketchUp. Teachers use iPad apps in their coursework, ranging from life-science labs in frog dissections and examining cell structure to Humanities study of the history of the Aztecs.