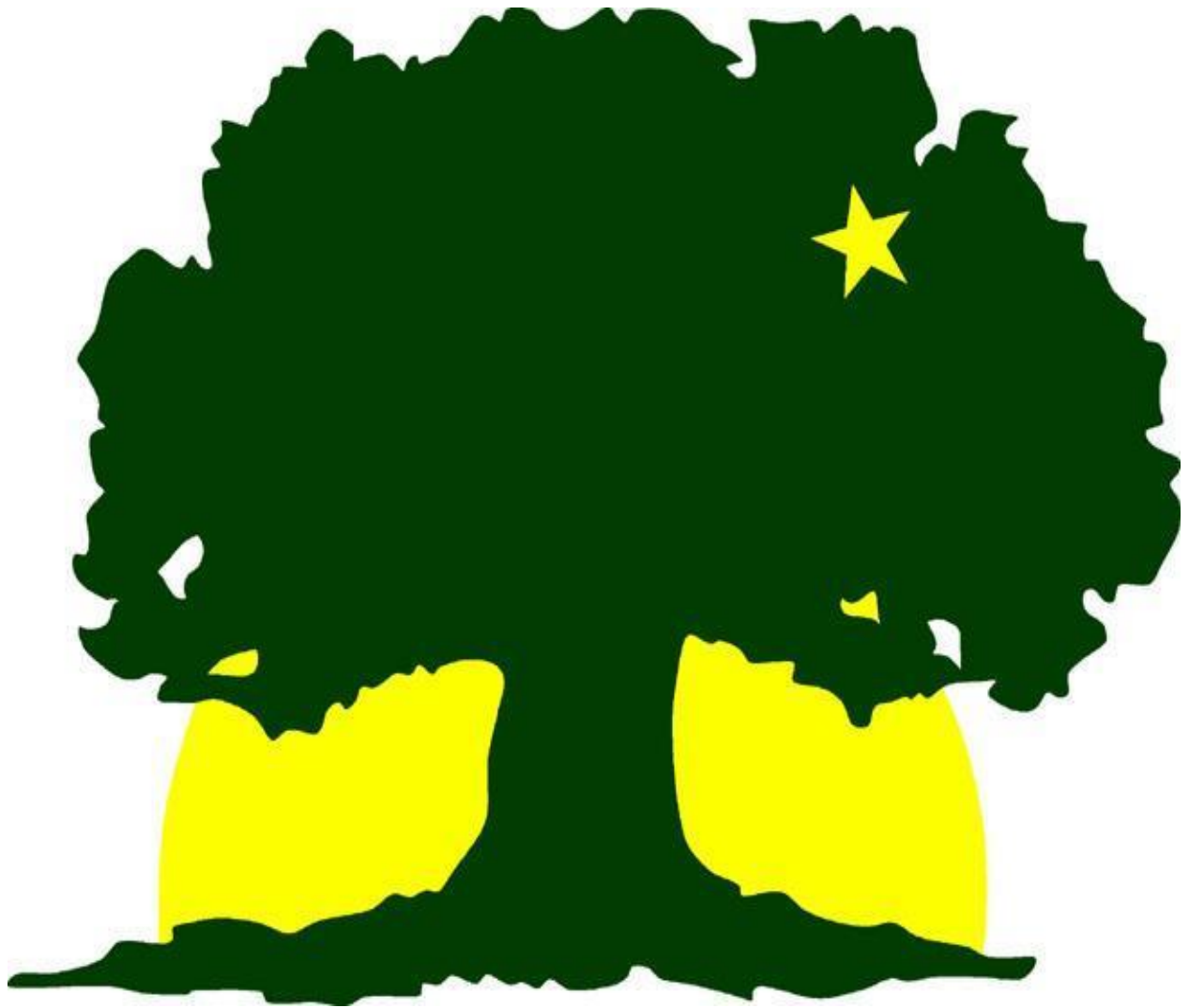


Course Catalogue 2021-2022



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TABLE OF CONTENTS

CURRICULUM OVERVIEW	2
ASSESSMENT & GRADING	2
ENGLISH DEPARTMENT	3
MATHEMATICS DEPARTMENT	5
SCIENCE DEPARTMENT	8
SOCIAL STUDIES DEPARTMENT	11
SPANISH DEPARTMENT	13
FINE ARTS DEPARTMENT	14
PHYSICAL EDUCATION DEPARTMENT	17
CHARACTER DEVELOPMENT	19
SCOPE AND SEQUENCE	21

CURRICULUM OVERVIEW

Academy Prep is a college preparatory middle school; curricula and course sequence are therefore designed to prepare students for the rigors and complexity they will encounter in local private high schools and boarding schools. To ensure students are consistently exposed to a wide array of different disciplines, all classes are year-long; this includes Art, Music, Physical Education, and Character Development disciplines, which are considered essential elements of the holistic experience.

Since approximately half of AP students enter in 5th grade while the other half enters as 6th graders, the 5th grade experience is geared towards core skill development and introducing content that will be further developed and refined later in the course sequence. Moreover, many students are involved in our Academic Support program. For students who enter with skill levels below grade level, academic intervention assistance in Reading and/or Mathematics will be provided. Students who demonstrate more advanced abilities, whether upon entry or later in their AP career, will be placed in small group academic enrichment sessions that bolster their skills and prepare them for Honors-level courses here and when they move on to high school studies.

ASSESSMENT & GRADING

Academy Prep seeks to ensure our scholars make demonstrable progress in the range of academic skills they will utilize throughout middle school, high school, and beyond. Therefore, all courses employ the same core grading categories, and summative assessments are designed to prompt scholars to apply learning and showcase their skill development in authentic ways. At the end of each marking period, students' growth as witnessed in marks across the four skill-based grading categories will help determine their final grade, rather than relying exclusively on a pure 'average' of grades. The grading categories are as follows:

- **Knowledge:** I can, and I will, identify, recognize, and/or recall information, terms, and key ideas in my classes. I also will be able to determine what is important in what I read, watch, and listen to.
- **Critical Thinking:** I can, and I will, explore different sources and perspectives by analyzing, evaluating, comparing and contrasting, investigating, and synthesizing to build new ideas or my own interpretation.
- **Communication:** I can, and I will, use verbal and non-verbal formats to express ideas clearly and engage a variety of audiences through multiple mediums.
- **Collaboration:** I can, and I will, contribute my ideas while agreeing and disagreeing with

others respectfully, avoid arguing, and create a safe environment where everyone can share *their* ideas. I will accept feedback from others, seek compromises, and understand how to lead and follow when it is necessary in order to reach common goals.

- **Performance/Readiness:** I can, and I will, show good classroom etiquette, be prepared to learn, and fully engage while following the rules of the classroom and AP. In addition, I will strive to be mentally, physically, and emotionally ‘present’ at all times and show an ability to self-regulate my behavior to be a good citizen.

ENGLISH DEPARTMENT

The English department seeks to consistently enhance students’ ability to write, read, and speak effectively. Beginning in the 5th grade, students’ communication skills are continually assessed and enhanced through differentiated instruction supplemented by one-on-one academic interventions. Across all grades, students are provided reading strategies needed to excel; the content is culturally and modally diverse, designed for students to expand their global knowledge and expose them to different forms of written expression. Likewise, the progression of written assessments improves students’ ability to express increasingly complex ideas. Through the students’ practice of reading and writing skills, they will engage in critical thinking activities and discussions, and show self-reflective qualities when engaging in higher-order thinking. Students regularly will participate in collaborative endeavors which ultimately will assist them in building leadership skills that can be used in the community setting. In this manner, ELA classrooms foster an environment for students to feel empowered and highly capable of expressing their ideas in multiple modes for various audiences.

ENGLISH LANGUAGE ARTS 5

5th grade ELA opens by assessing the communication skills of incoming AP students and adjusts initial unit and lesson plans based on their relative skills and need for remediation or refinement. ELA 5 bridges fundamental reading comprehension and writing concepts from earlier elementary grades with more challenging critical thinking and analysis required for success at the preparatory Middle School level. Throughout the year, curriculum and individual lessons are divided into key areas: foundational writing, vocabulary, grammar, and reading comprehension and analysis. Students thus develop and improve all aspects of language usage to effectively express thoughts and ideas through writing and speaking. Students are granted opportunities to

utilize and develop creativity in multiple realms, with regular exposure to a variety of genres in literature and modes of writing. Students are expected to apply newly developed communication skills in exploring essential questions involving awareness of their own self-identity and their identity in relationship to others’.

ENGLISH LANGUAGE ARTS 6

ELA 6 builds on key skills from ELA 5, with a primary goal of continued assessment of students’ strengths and weaknesses in writing, vocabulary, grammar, and reading comprehension, especially given the influx of new students to Academy Prep in the 6th grade. Assessment of skill level through formative endeavors throughout the year enables grouping of students based on their skill sets to ensure areas of concern are addressed while challenging all students at their unique levels. While students are still exposed to multiple genres and modes of writing, there is an emphasis on incorporating skills they need to conduct research on their own, especially how to determine relevance and saliency and how to incorporate sources skillfully in final products. Essential questions explored in the culturally relevant reading and writing done in class will involve themes of identity and the human condition, especially as it applies to the larger world in conjunction with Global Studies 6.

ENGLISH LANGUAGE ARTS 7 / HONORS ENGLISH LANGUAGE ARTS 7

The 7th grade English course consists of thematic units such as identity, culture and community, and family to help students discover their sense of self while utilizing critical thinking, textual analysis, reading, writing, public speaking, and language skills (such as listening, speaking and collaborating) necessary for success in a rapidly changing world. Students will use close reading and cite evidence from research as well as fiction and non-fiction texts to support analysis. Special emphasis will be placed on incorporating and dissecting culturally relevant texts and issues, enhancing students’ awareness and voice as they assess, and begin to synthesize, varied perspectives. Students will learn to cite research using MLA citations and learn to write informational and argumentative essays while increasing their lexicons through differentiated vocabulary practice. The Honors-level course covers all of these same core topics, but will include more challenging texts, multi-faceted assessments, and necessitate more independent work from the students.

ENGLISH LANGUAGE ARTS 8 / HONORS ENGLISH LANGUAGE ARTS 7

The 8th grade English course expands on the thematic units first introduced in Grade 7, viz. cultural identity, community and family, and coming of age to help students discover who they are becoming and plan to become. Students will read a variety of culturally relevant and canonical fiction / nonfiction works and analyze pieces of literature for authorial intent while assessing context and synthesizing meaning. Students will study figurative language through the use of poetry and work collaboratively on a regular basis to understand the individualized meaning individuals derive from literature. The English 8 curriculum builds on core skills imbued during English 7 as students strengthen their research skills, incorporate and cite evidence (using MLA formatting), and construct longer-form informational and argumentative essays that enable them to assess key issues and concepts. Students also will continue to be granted targeted lessons on grammar, syntax, and other communication skills while building vocabulary during class and through differentiated online practice. The Honors-level course covers all of these same core topics, but will include more challenging texts, multi-faceted assessments, and necessitate more independent work from the students.

MATHEMATICS DEPARTMENT

The Academy Prep Mathematics department is focused on preparing every scholar for high school-level studies through a consistent approach to problem solving, real-world application, and reiteration of key concepts throughout their 3- or 4-year career at the school. Key skills that are covered include number theory, statistics, probability, and principles of algebraic and geometric thinking. To individualize and meet the varied needs of each scholar, the department provides differentiated learning opportunities for all students, ranging from alternate individual assessments to Honors and on-level courses in the 7th/8th grade Upper School program. Moreover, the faculty regularly meets with the Academic Support team to ensure scholars' experiences in the academic intervention and academic enrichment programs build on the core curriculum and increase students' confidence in their math abilities. Importantly, all of the coursework strives to incorporate how mathematics is infused in everyday life, enabling students to see the possibilities of using their emerging math skills not just in their academic journey, but also in their future careers.

MATH 5

Math 5 provides a foundation for all new Academy Prep students in basic mathematical operations and problem-solving strategies. Key areas to be addressed include complex addition, subtraction, multiplication, and division of whole numbers, decimals, and fractions. Students also will analyze, interpret, set up, and solve word problems using ratios, proportions, and basic geometry. Special focus will be on applying mathematical principles and operations to real-world problems whenever possible, and includes the use of both traditional quizzes and summative assessments as well as individual and small-group, real-world projects that help students advance their communication and collaboration skills. This course primes all students as they move into more advanced mathematical operations and problem solving that form the core of the 6th grade curriculum.

MATH TALK 5

Math Talk 5 is geared towards providing 5th grade students, all of whom are new to Academy Prep, an additional period of core skill development each week. Topics covered will align with the 5th grade Math curriculum, while also spending time ensuring mastery of the real number system, addition/subtraction/multiplication/division, and basic principles of geometry and statistics that are necessary for success in AP's college preparatory curriculum.

MATH 6

Math 6 builds on the Math 5 curriculum while incorporating more advanced and diverse problem-solving strategies. Key areas to be addressed include number sense and operations, basic principles of algebraic thinking, principles of geometry and spatial orientation, measurement, and functions and probability. Students also will continue to solve word problems using algebraic expressions, converting measurements, and utilizing ratios. Students will continue to experience a blend of traditional assessments and project-based learning exercises that enhance their communication and collaboration skills by tackling real-life scenarios. This course serves as a base for all students as they move into more advanced algebraic thinking that forms the core of the 7th grade Pre-Algebra curriculum.

MATH TALK 6

Similar to 5th grade, the Math Talk 6 program is a once-per-week course designed to provide reiteration of fundamental skills students need to continue mastering in order to be fully prepared for their current coursework as well as moving onward to the 7th grade curriculum. 6th grade students who are already more advanced in mathematics and on a trajectory towards Pre-Algebra Honors will be offered an academic enrichment session during this block on their schedule.

PRE-ALGEBRA 7 / HONORS PRE-ALGEBRA 7

Pre-Algebra *or* Pre-Algebra Honors is required for all 7th graders and designed to provide students with the foundations of Algebra and fundamental skills needed to solve and formulate problems using Algebraic thinking. Students will utilize core skills provided in the Math 5 and Math 6 courses as a basis for solving more advanced problems. As students master the concepts, they will move into setting up and solving single-variable algebraic equations. Students will be expected to understand operations that contain integers, rational numbers, irrational numbers, and real numbers; the use of variables; properties of numbers and of equality; solving equations and inequalities; relations and functions; and polynomials. Modeling and real-world problems are employed throughout the course to show the applicability of skills and problem solving techniques. The Honors course will cover the same core topics, but delve into more advanced problem-solving and application of learning in the course of each unit. Successful completion of this course provides students a foundation for moving into Algebra I; those who excel in Pre-Algebra or Pre-Algebra Honors have the opportunity to move into Algebra I Honors for 8th grade.

ALGEBRA I 8

Algebra 1 continues to refine students' understandings of variables, algebraic expressions, equations, functions, inequalities, and their multiple representations. This course provides the ability for students to explore and solve real-world application problems, demonstrate the uses of graphing calculators, and clearly communicate mathematical ideas through multiple modes. This course also helps students transfer mathematical knowledge to more abstract algebraic generalizations by utilizing graphs, tables, and equations, while exploring operations and algebraic expressions. By the end of the year, students should be able to simplify or identify equivalent algebraic expressions, represent math relationships using multi-step algebraic processes, determine if functions are linear, quadratic, or exponential, and determine a rule that generates terms of a pattern. Students who perform well in this course will

be prepared to move into Geometry or Algebra II at the high school level; those who need further refinement of their mathematical skills may end up repeating HS-level Algebra I.

HONORS ALGEBRA I 8

Algebra 1 Honors moves at a more rapid pace than standard Algebra I, covering the core array of Algebra I principles while also containing a comprehensive unit on Geometry to prepare students for HS-level work. Placement into Algebra I Honors is based on a combination of grades in Pre-Algebra/Pre-Algebra Honors 7, MAP testing results, and a teacher recommendation. Algebra 1 Honors continues to refine students' understandings of variables, algebraic expressions, equations, functions, inequalities, and their multiple representations. This course provides the ability for students to explore and solve real-world application problems, demonstrate the uses of graphing calculators, and clearly communicate mathematical ideas through multiple modes. This course also helps students transfer mathematical knowledge to more abstract algebraic generalizations by utilizing graphs, tables, and equations, while exploring operations and algebraic expressions. Students will also complete an introduction to Geometry during the last quarter, focusing on foundational skills and concepts. Students in this course will be prepared to move into Geometry, Geometry Honors, or Algebra II depending on the sequence at the high school they attend.

SCIENCE DEPARTMENT

The Science department emphasizes a project-based approach and building students' interest in the discipline through applied learning, with a focus on labs, employing principles of design thinking, and collaborating while using the scientific method to gain a deeper appreciation for, and understanding of, the dynamic nature of the world around them. Moreover, students will be engaging with principles of coding and basic robotics throughout their 4-year sequence, beginning with scratch in the 5th and 6th grades before moving on to using Python as a programming language in their 7th and 8th grade classes.

SCIENCE 5 (INTRODUCTION TO LIFE & PHYSICAL SCIENCES)

Science 5 is a dynamic and challenging course emphasizing STEAM- and inquiry-based learning, which includes hands-on lab activities, computer programming that enhances learning through ideation, logical and analytical reasoning, and design their own program developments. Students will also use virtual simulations, engineering connections, and design thinking experiences during group and individual instruction to enhance learning. Students will ask and answer meaningful and thought provoking essential questions, create and share knowledge with others, and practice proper scientific processes. Ultimately, students will learn about how to apply concepts to enhance their understanding of the natural world. The Science Core Curriculum provides an overview of life science and physical science through the use of STEAM connections, reading, research, discussion, collaboration, data analysis, participation in group and individual projects, and utilization of the scientific method in the course of conducting real-world experiments. Students' classroom work will be supplemented by virtual visits to science museums and observatories or taking trips to the nearby parks, beaches and coastline.

SCIENCE 6 (EARTH SCIENCE)

Science 6 offers a rigorous and challenging preparatory course in which students utilize STEAM laboratory processes to explore and investigate multiple scientific fields including energy, Earth's systems and human impacts on our Earth, ecosystems, biological change, and engineering and design. The Science Core Curriculum focuses on scientific processes, protocols, and tools, including inquiry-driven methodologies and STEAM connections that foster an understanding of structures, patterns, and relationships implicit in Earth Science. Students will continue to employ scratch-based coding throughout their 6th grade experience, and begin to manipulate simple robots to further expand their understanding. Critical thinking, collaboration, and communication skills will continue to be emphasized as students refine their scientific literacy. The underlying goal of this course is to learn how Earth's systems work by observing the natural and physical world, and to understand this world through research and experimentation.

SCIENCE 7 (EXPLORATIONS INTO THE NATURAL WORLD) / SCIENCE 7 HONORS

Science 7 builds on the foundations provided in the Lower School Science program and focuses on students gaining insight into elements like biomes, and plate tectonics to foster a deeper understanding of the world around them through textual analysis, class presentations, videos, labs, individual research methods, and personal reflections. Collaboration will be regularly employed, and students will be asked to engage in debates regarding the moral and ethical dilemmas of modern day society and science, such as the use of fracking. Frequent

checks of student knowledge via tools like Kahoot, reflective assignments will be used to verify understanding and long term retainment of major course themes. Additionally, students will continue coding using the scratch based platform *CS First* while also transitioning into basics of Python; these skills will be the foundation for more advanced coding endeavors in the 8th grade curriculum. The overarching goal of the course is to foster a growing interest and understanding of the world around them and how they fit into the world. This course will look to connect students' previous understandings of the Earth's natural processes with how those processes affect them. The Honors version of this course covers all of the same core content, but will require students to delve more deeply into seminal issues, incorporate more self-directed research, and showcase more advanced ability to synthesize concepts on assessments.

SCIENCE 8 (LIFE SCIENCE & ADVANCED CODING) / SCIENCE 8 HONORS

Science 8 ensures AP students gain a deep understanding of the affects the world around them and prepares them to complete scientific lab work and research on a high school level. Students will be asked to read and analyze emerging scientific research in course related topics like microbiology and stem cell research. Students will also begin to look at, and become familiar with, potential careers and different areas of science they will have opportunities to study throughout high school and beyond. Students will further refine skills developed throughout their AP experience through completing collaborative and individual labs, designing experiments, and presenting the culmination of their efforts via a range of different mediums, such as slideshows, videos, and debates. The course will also focus on further developing and refining the coding skills learned in previous courses, emphasizing Python-based coding. By the end of the course, students will be able to complete a major coding project like designing a functioning application or successfully manipulating a more complex robot. By the end of the course, students will have gained deeper insight into how their natural world works and critically think about how they can solve problems facing the world moving forward. The Honors version of this course covers all of the same core content, but will require students to delve more deeply into seminal issues, incorporate more self-directed research, and showcase more advanced ability to synthesize concepts on assessments.

SOCIAL STUDIES DEPARTMENT

Social Studies prompts scholars to consider how geography, language, technological innovation, and interactions with other groups have shaped culture and everyday life. By using the PEST (political, economic, social, and technological) construct as a framework for understanding and analysis, students will compare and contrast the human experience across geographic boundaries to make sense and meaning of the world around them. Special attention will be paid to engaging with and analyzing key primary and secondary sources, with tools for annotating and connecting pieces of text explicitly taught and utilized on a regular basis. Students also will participate in single- and multi-day collaborative projects, reading groups, and develop their leadership skills in a wide array of endeavors.

AMERICAN STUDIES 5

Through a multicultural lens, 5th grade scholars will begin understanding how our nation was constructed and the ways our nation's history remains tangible and visible in our contemporary culture, a vast array of texts, and the physical landscape. They will seek to understand how political, economic, and sociocultural systems have shaped the rights and privileges we possess (or do not possess) based on where we come from or who we are. They will consider major events that have informed conceptions of "America" by looking at a wide array of perspectives found in primary and secondary sources. The main skills developed in the course center around building literacy, critical thinking, expression through various means (especially writing), and collaborating with others. The American Studies classroom will emphasize discussing seminal issues in small and large groups, making inferences about American life today by utilizing historical context, assessing concepts through a culturally relevant framework, and constructing informational, reflective, and argumentative writing.

GLOBAL STUDIES 6

Through a Cultural Studies lens, 6th grade scholars will begin to understand major themes of contemporary global issues and connect them to our world's past. By analyzing themes like "Disease and Society" and "Terrible and Terrific Leaders" through concepts revolving around justice, equality, and re-centering of marginalized perspectives, students will grapple with people and events that continue to shape, and reshape, politics, economics, culture, and our social lives. Scholars will move towards Upper School-level work through increased exposure and practice and a variety of lengthier writing formats, presentations, and collaborative multimedia projects. Additionally, they will build core Social Studies competencies, such as interpreting maps and

graphs, and categorizing and analyzing political, economic, and sociocultural changes driven by major historical events.

WORLD HISTORY 7 / HONORS WORLD HISTORY 7

Students in World History will analyze major civilizations from around the globe, helping students grasp how many contemporary or ‘modern’ conceptions arose, were refined, and continue to be debated today. Special attention will be paid to the origins of globalization and assessing the positives and negatives from the earliest day of conquest to the post-colonial world. Students also will be provided ample opportunities to continue analyzing current events and making connections to the content being covered. Major assessments will focus on written work, presentations, and debates; key skills relating to note-taking, critical reading, and organization will also be a major component of each day’s endeavors. Students also will begin conducting more in-depth research on essential questions raised throughout the course, and integrate their research into their writing and presentations. The Honors class will cover the same core topics, but will engage in more in-depth analysis of historical issues, conduct more independent research, and be required to complete more complex, multifaceted assessments.

AMERICAN HISTORY & CIVICS 8 / HONORS AMERICAN HISTORY & CIVICS 8

American History & Civics serves as an interdisciplinary analysis of key historical events and contemporary realities that combine to form the American experience. Moreover, students will be exposed to key concepts from sociology and psychology in order to better understand the world in which they reside and how systems and structures impact our everyday life. While students are granted a deeper understanding of the origins of the nation and seminal periods that shaped the political, economic, and social ethos of the United States, they also assess and grapple with contemporary American life, American identity, and the degree to which the nation manifests its ideals. Students will engage in discussions while assessing primary and secondary sources, construct personal reflective essays, thesis-driven argumentative essays, and DBQs, and participate in discussions on seminal issues that help them learn both the essential nature of, and challenges associated with, citizenship in a representative democracy. Research skills will be employed regularly, and special emphasis will be placed on students’ ability to present ideas confidently to a range of audiences in both pre-scripted and extemporaneous formats. The Honors class will cover the same core topics, but will engage in more in-depth analysis of historical issues, conduct more independent research, and be required to complete more complex, multifaceted assessments.

SPANISH DEPARTMENT

SPANISH 7

Spanish 7 is an introductory course that meets twice per week and focuses on developing fundamental communication skills, *viz.* listening, speaking, reading, and writing. Serving as the first half of a 2-year sequence that equates to a HS-level ‘Spanish I’ course, Spanish 7 provides building blocks for students with no prior experience with Spanish. In addition to fundamental communication skills, students will begin developing a cultural understanding of the Hispanic community at the local, national, and global levels. The course also integrates collaborative endeavors, formative and summative assessments, and technological literacy through interactive online resources that help learners solidify their core language skills and expand their vocabulary. This course provides the foundations for composing complete sentences in Spanish using the rules of grammar and speech, focusing on short descriptions using verbs such as “to be” and “to have” as well as responding to simple and personal questions.

SPANISH 8

Spanish 8 is a complementary course to Spanish 7 that provides students with a deeper understanding of the Spanish language and Hispanic culture. As a two-year sequence, Spanish 7 and 8 prepare students who perform well to enter high school at a Spanish II level. In Spanish 8, which will meet 3 times per week, students will practice their language skills based on real world situations while continuing to expand their grammar and syntax foundations. This course pays special attention to the acquisition of conversational skills. Students will simultaneously work on their pronunciation while deepening their level of comprehension by reading adapted original stories and relevant current events. Students will continue to build their vocabulary by familiarizing themselves with verb conjugations in the present tense, the usage of complements of the verb, the relation between subject and the predicate in a sentence, and other grammatical elements required for accurate sentence structure.

FINE ARTS DEPARTMENT - MUSIC

MUSIC 5

Music 5 serves as an introduction to the basic principles of music theory and songwriting while also engaging in music appreciation. Incorporating students' favorite music into the course structure, they will learn about different song structures, lyric writing, and the basics of beat, rhythm, and chords. Moreover, Music 5 enables students to learn about the musical traditions of cultures around the world and how music can both *reflect* and *inspire* cultural traditions.

MUSIC 6

Music 6 will continue the general themes of the Music 5 curriculum as many new students enter Academy Prep at this level. We will continue to look closely at world music and associated traditions, as well as ask students to dissect songs and begin learning more about the songwriting process. Students will begin applying music theory to their study of the keyboard, gaining an appreciation and understanding of proper technique, chord progressions, timing, and rhythm.

MUSIC 7

Music 7 builds on the core skills and music appreciation offered in the Music 5 and 6 curricula. Students will understand the dynamic range and use of various instruments, learn about key composers from across the world and different time periods, and connect music and dance. Ear training to identify notes and chords will be emphasized, as will continued work on the keyboard and ukelele to begin delving into songwriting techniques.

MUSIC 8

Music 8 continues to build skills in ear training and applying learning to the playing of instruments, including voice, while recognizing musical notation. The 'science of sound' will be incorporated into students' experience, and all students should have the capacity to play one instrument (keyboard or ukelele/guitar) by the time they conclude this course. Students also will analyze world music, learning about less well-known instruments, and also assess the relationship between music, memory, and emotions to grasp music's ultimately essential character and importance to global societies in the past and present.

FINE ARTS DEPARTMENT - VISUAL ARTS

The objective of the Academy Prep Center of St. Petersburg's Art curriculum is to introduce and strengthen students' understanding and knowledge of the visual arts, including fundamental vocabulary and terminology, mediums and materials, and movements and associated styles. The Art department is committed to working with students to facilitate the cultivation of a creative mindset and approach to artistic endeavors, confidence in artistic skill, and understanding of real-world applications of the visual arts. We place special emphasis on how the arts manifest in a local context. These goals are accomplished through practice in weekly art classes and afterschool enrichment activities, field trips to local art museums, studios, and street art displays, and an opportunity to showcase artwork in an annual student art gallery.

ART 5 - INTRODUCTORY ART I

Fifth grade Introductory Art I serves as the basis for young artists to contemplate what art is and develop an understanding of how it manifests in the world. In addition to exploring their own creativity and artistic preferences, students will take their first steps towards mastery of the seven elements of art. Through studying the works of well-known, exemplary artists and significant art movements (both historical and contemporary), students will gain knowledge of the elements of art and understand how each is utilized in conjunction with the principles of design. In creating their own artwork, students are encouraged to engage in a process of critical thinking and reflection through which they devise and employ creative strategies geared towards improving their own work as well as that of their peers. Students will experiment with mediums such as, but not limited to, drawing, painting, and sculpting.

ART 6 - INTRODUCTORY ART II

Sixth grade Introductory Art II enables young artists to further develop and expand upon their understanding of the fundamentals of art. Students will continue to explore their creativity and artistic preferences as they experiment through a variety of mediums such as drawing, painting and sculpting. Knowledge of the elements of art will be garnered through study and analysis of the works of well-known, exemplary artists and significant art movements. Students will transfer the aforementioned knowledge to their own works of art through practice of technique via the principles of design. Students will begin to recognize art in terms of purpose, process, and product. This will manifest in the practice of critical thinking skills and utilization of creative

solution strategies. In addition, exercises in reflection will allow students to evaluate their artwork and that of their peers, offer feedback, and work to improve the quality of future pieces.

ART 7 - VISUAL ARTS I

Visual Arts I enables young artists to strengthen and solidify their understandings of art. Students apply their knowledge of the elements of art and principles of design through their analyses of the works of master artists. Students will comprehend why said works are held in such high regard and will investigate the social, cultural, and historical underpinnings that gave rise to the art movements from which the aforementioned works originate. Students will transfer their understanding to their own works as they continue experimentation and exploration of their creativity and artistic preferences. Students will produce artwork through the various art forms that comprise the visual arts; these art forms include but are not limited to drawing, painting, sculpture, ceramics, and filmmaking. Students will further develop transfer skills such as creative thinking through creative solution strategies and reflection as they consider art in terms of purpose, process, and product.

ART 8 - VISUAL ARTS II

Eighth Grade Visual Arts II prompts young artists to broaden and strengthen their knowledge of the visual arts and burgeon new understandings. Students will contemplate the differences between folk art and fine art in terms of the elements of art and the principles of design. Students will utilize critical thinking to analyze and understand the underpinnings of significant art movements in terms of their social, cultural, and historical contexts and will come to understand the contributions of master artists to said movements through the study of their art. In addition to being assessed on their knowledge of art, students will be assessed on their competence in utilizing technique across various mediums such as drawing, painting, sculpture, and film. Students will employ creative solution strategies in their artistic endeavours and will engage in reflection upon their work as well as that of their peers.

PHYSICAL EDUCATION

Academy Prep strongly believes in the importance of physical education and ensuring students understand the connection between a healthy body and healthy mind. All PE classes are year-long, with most students having formal PE twice weekly in addition to daily recess. Beyond general physical fitness, students are expected to develop teamwork and conflict resolution skills, understand the basic principles of nutrition and how to fuel one's body for short- and long-term health, and develop an appreciation for an array of sports and physical activities. For those students who find a passion for particular sports, Academy Prep offers interscholastic athletics during each season; while these are tryout-based and have limited rosters, the same sports are incorporated into the PE classes.

PHYSICAL EDUCATION 5

PE 5 is intended to provide students new to Academy Prep with the core skills they will need to maintain a healthy approach to their time at the school and beyond. Students will have opportunities to engage in a wide array of team sports, learning key rules as well as the essential qualities of good sportsmanship and teamwork. Moreover, core calisthenics will be taught and practiced on a regular basis. Ultimately, the goal is to help students understand healthy living and build confidence in their ability to participate in activities and sports. This approach will propel them to try different sports in the future.

PHYSICAL EDUCATION 6

PE 6 is similar to the 5th grade course, focusing on wide exposure to a range of different physical activities and individual/team sports while assisting newly-enrolled students in understanding personal health and wellness as a key part of their overall experience at Academy Prep. Students will have the opportunity to potentially find the sports they're best at and continue to pursue them at Academy Prep into high school and maybe beyond.

PHYSICAL EDUCATION 7

PE 7 continues to offer students opportunities to engage in a wide array of personal fitness activities as well as team sports and competitions while building leadership skills. This is where students here at Academy Prep tend to find their niche in a certain sports or fitness activity. Then

they join the sports teams. We have to gauge how talented they are and see if it's something they should further pursue headed into their last year at Academy Prep. This is also where we start truly introducing the students to the term leadership and different leadership roles. At Academy Prep we believe we are the greatest and with great power comes great responsibility. We think a great way to install this into the students is through physical education and athletics.

PHYSICAL EDUCATION 8

PE 8 is intended to help each Academy Prep student prepare for continued fitness throughout their high school career while assisting those with a desire to compete in high school athletics begin refining their techniques, skills, and commitment to maintain fitness independently. At Academy Prep we have some stellar athletes and we provide them with the proper tools physically and mentally for them to excel at the high school level and maybe beyond. Students at this age tend to know what sports or physical activity they are best at and they pursue it. Everything they have learned from 5th grade till now propels them to excel their last year at Academy Prep and sets them up to have a great high school career in their respective sport or physical activity.

INTERSCHOLASTIC ATHLETICS

Academy Prep offers the following interscholastic sports. All 6th-8th grade students are eligible to try out for these competitive teams, which primarily play against other private schools across Pinellas County. Students must be in good standing academically and behaviorally in order to try out and subsequently maintain a spot on the roster for any given interscholastic athletic team.

FALL	WINTER	SPRING
Volleyball (Girls) Soccer (Co-ed)	Basketball (Boys) Basketball (Girls)	Flag Football (Co-ed) Track & Field (Co-ed)

CHARACTER DEVELOPMENT COURSES

AP WAY 5

Our 5th grade ‘AP Way’ course introduces students to the core values and traits we strive to imbue in all of our students. From how to engage fully and appropriately in the classroom to proper behavior and interactions with adults who may be visiting our campus, students learn how to showcase positive, professional demeanors that assist them both in their current situation as well as throughout their long-term future. Led by our Dean of Student Life, the class is an opportunity to explore how to control impulses, think critically and thoroughly about one’s actions, and define the type of person students want to become.

AP WAY 6

As an extension of the 5th grade AP Way curriculum, many of the concepts revolving around personal responsibility, accountability, and building a strong sense of self that is community-oriented are all incorporated into the 6th grade experience. Since many of our 6th graders are new to Academy Prep, we continue honing the core practices and mindsets that enable our students to thrive here at AP as well as into high school and beyond. We pay special attention to the complexities of building new social bonds, working through interpersonal challenges, and overcoming adversity while leveraging the support structures available to every student at the school.

CHARACTER EDUCATION 5

5th grade Character Education guides students new to Academy Prep as they learn how to become responsible citizens of the AP campus, their community, and the world. Classes meet once per week. This class is structured using concepts of social and emotional learning in connection with the Six Pillars of Character, which are ethical values that help to guide our choices. Students will identify and seek to meet the social and emotional needs of themselves and others while exploring their own morals and values. Through whole class discussion, case studies, group work, individual journaling, and projects, students will learn how to incorporate trustworthiness, respect, responsibility, fairness, caring and citizenship into their everyday lives and interactions with others.

CHARACTER EDUCATION 6

6th grade Character Education builds on the foundations of the 5th grade course as students learn how to be good citizens who show an empathetic eye and build a sense of servant-leadership towards others. Complexities of adolescence are discussed throughout the year, guiding students through what can be a challenging stage of their identity formation and relationship to others. This class is structured using the Five Keys to Social and Emotional Learning, viz. self-awareness, self-management, social awareness, relationship management, and responsible decision making. Class structure will vary from whole-group discussions and group projects to individual journaling exercises, all with the goal of helping students identify and explore their own thoughts and feelings, building more positive, productive attitudes and demeanors.

CHARACTER EDUCATION 7

7th grade Character Education continues the trajectory of the 5th and 6th grade courses in helping students be cognizant of their own socio-emotional self and how best to engage with others in positive, productive ways. Our 7th graders will delve into more mature topics, especially around the complexities of identity, relationships with peers and family, and developing/sustaining long-term plans while meeting intermediate goals. Class structure and activities will vary based on the lesson and unit objectives, but will emphasize respectful discussions, individual and group projects, and presentations to ensure students engage fully with each endeavor and can apply the skills, strategies, and mindsets to their own everyday lives.

HIGH SCHOOL PREP 7

HS Prep 7 provides students with an initial introduction to the high school admissions process, helping them learn about the different types of high schools they will be applying to and how they can place themselves in an optimal position to achieve admission to their top choices. Moreover, students will discuss some of the interpersonal skills they will need to possess in order to integrate into a new school community when they graduate from Academy Prep, and will have exposure to various careers through special speakers.

HIGH SCHOOL PREP 8

HS Prep 8 focuses intently on the high school admissions process during the Fall semester, including completing applications, constructing essays and other materials, and preparing students for tours, shadow days, and interviews with local private schools and boarding schools.

Throughout the year, and especially in the Spring semester, students will continue to be provided lessons on acclimating to a high school learning environment and shifting from our smaller community to a potentially much larger, more complex high school community.

MIDDLE SCHOOL SCOPE & SEQUENCE – 2021-22

DISCIPLINE	GRADE 5	GRADE 6	GRADE 7	GRADE 8
ENGLISH	ELA 5	ELA 6	ELA 7 <i>or</i> ELA 7 HONORS	ELA 8 <i>or</i> ELA 8 HONORS
MATH	MATH 5 <i>and</i> MATH TALK 5	MATH 6 <i>and</i> MATH TALK 6	PRE-ALGEBRA <i>or</i> PRE-ALGEBRA HONORS	ALGEBRA I <i>or</i> ALGEBRA I HONORS
SCIENCE	SCIENCE 5	SCIENCE 6	SCIENCE 7 <i>or</i> SCIENCE 7 HONORS	SCIENCE 8 <i>or</i> SCIENCE 8 HONORS
SOCIAL STUDIES	AMERICAN STUDIES 5	GLOBAL STUDIES 6	WORLD HISTORY 7 <i>or</i> WORLD HISTORY 7 HONORS	AMERICAN HISTORY & CIVICS 8 <i>or</i> AMERICAN HISTORY & CIVICS 8 HONORS
SPANISH	N/A	N/A	SPANISH 7	SPANISH 8
FINE ARTS	ART 5 <i>and</i> MUSIC 5	ART 6 <i>and</i> MUSIC 6	ART 7 <i>and</i> MUSIC 7	ART 8 <i>and</i> MUSIC 8
PHYSICAL EDUCATION	PHYSICAL EDUCATION 5	PHYSICAL EDUCATION 6	PHYSICAL EDUCATION 7	PHYSICAL EDUCATION 8
CHARACTER DEV.	AP WAY 5 <i>and</i> CHARACTER EDUCATION 5	AP WAY 6 <i>and</i> CHARACTER EDUCATION 6	CHARACTER EDUCATION 7 <i>and</i> HIGH SCHOOL PREP 7	HIGH SCHOOL PREP 8