

# Course Catalogue

## 2024-2025



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## CURRICULUM OVERVIEW

Academy Prep is a college preparatory middle school; curricula and course sequences 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.

Approximately half of AP students enter in 5th grade, while the other half enter 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 authentically. 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 identify, recognize, and/or recall information, terms, and critical ideas in my classes. I also will be able to determine what is essential in what I read, watch, and listen to.
- **Critical Thinking:** I can and will explore different sources and perspectives by analyzing, evaluating, comparing and contrasting, investigating, and synthesizing to build new ideas or my interpretation.
- **Communication:** I can and will use verbal and non-verbal formats to express ideas clearly and engage a variety of audiences through multiple mediums.
- **Collaboration:** I can and 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 necessary to reach common goals.

- **Performance/Readiness:** I can and 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’ writing, reading, and speaking skills. 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 with reading strategies needed to excel; the content is culturally and modally diverse, designed 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 participate in collaborative endeavors, ultimately assisting 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 incoming AP students' communication skills and adjusting initial unit and lesson plans based on their relative skills and needs 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 build creativity in multiple realms, with regular exposure to various genres in literature and modes of writing. Students are expected to apply newly developed communication skills in exploring essential questions involving awareness of their self-identity and their identity in relationship to others.

## **ENGLISH FOUNDATIONAL SKILLS 5**

The Foundational Skills English Course at Academy Prep is designed to allow new scholars to build on those foundational skills necessary to succeed in an English course. Scholars will focus on Reading Comprehension, Writing, and Text Dissection skills.

## **ENGLISH LANGUAGE ARTS 6**

ELA 6 builds on key skills from ELA 5, with a primary goal of continuously assessing 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 address areas of concern 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, primarily on determining relevance and saliency and incorporating 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 and fiction and non-fiction texts to support analysis. Particular emphasis will be placed on incorporating and dissecting culturally relevant texts and issues, enhancing students' awareness and voice as they assess, and synthesizing varied perspectives. Students will learn to cite research using MLA citations and write informational and argumentative essays while increasing their lexicons through differentiated vocabulary practice. The Honors-level course covers all these core topics but will include more challenging texts and multi-faceted assessments, necessitating 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, cultural identity, community and family, and coming of age, to help students discover who they are becoming and plan to become. Students will read various 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

poetry and work collaboratively regularly 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 critical issues and concepts. Students will also 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.

## **ACCELERATED ENGLISH**

The Accelerated English course at Academy Prep is designed to meet advanced students' unique needs and abilities by providing them with intellectually challenging and enriching reading materials. The curriculum fosters critical thinking, creativity, and a love for reading among gifted students while developing their advanced reading and comprehension skills. Emphasis is placed on developing advanced critical thinking and analytical skills. Students engage in in-depth discussions and written analysis of various literary works, examining themes, character development, symbolism, and literary techniques.

## **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. Essential skills include number theory, statistics, probability, and algebraic and geometric thinking principles. 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 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 into 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. The particular 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 FOUNDATIONAL SKILLS 5**

The Foundational Skills Math Course at Academy Prep is designed to allow new scholars to build on those foundational skills necessary to succeed in a Math course. Scholars will focus on Basic Orders of Operations, Number Sense, and Geometry skills.

### **MATH 6**

Math 6 builds on the Math 5 curriculum, incorporating more advanced and diverse problem-solving strategies. Key areas to be addressed include number sense and operations, basic principles of algebraic thinking, geometry and spatial orientation principles, measurement, and functions and probability. Students will also continue solving 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.

### **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 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 learning applications in 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' understanding of variables, algebraic expressions, equations, functions, inequalities, and their multiple representations. This course allows students to explore and solve real-world application problems, demonstrate the uses of graphing calculators, and 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 needing further refinement of their mathematical skills may repeat HS-level Algebra I.

## **HONORS ALGEBRA I 8**

Algebra 1 Honors move more rapidly 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 refine students' understanding of variables, algebraic expressions, equations, functions, inequalities, and multiple representations. This course allows students to explore and solve real-world application problems, demonstrate the uses of graphing calculators, and communicate mathematical ideas through various 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.

## **ACCELERATED MATH**

The Accelerated Math course at Academy Prep focuses on providing accelerated and enriched learning experiences for mathematically advanced students. The curriculum is designed to challenge and engage students with exceptional aptitude and interest in mathematics. Students are presented with challenging mathematical problems that require creative thinking and application of mathematical concepts. They are encouraged to explore multiple solution strategies, think abstractly, and develop logical reasoning skills. Students engage in open-ended projects or investigations



encouraging them to explore mathematical concepts deeply. Students will conduct mathematical experiments, analyze patterns, make conjectures, and justify their findings logically. This fosters a deeper understanding of mathematical principles and encourages independent thinking.

## **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 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 a scratch in the 5th and 6th grades before moving on to using Python as a the 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 includes hands-on lab activities, computer programming that enhances learning through creativity, logical and analytical reasoning, and designing program developments. Students will use virtual simulations, engineering connections, and design thinking experiences to enhance learning during group and individual instruction. 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 to apply concepts to enhance their understanding of the natural world. The Science Core The curriculum provides an overview of life science and physical science through STEAM connections, reading, research, discussion, collaboration, data analysis, participation in group and individual projects, and the scientific method's utilization in real-world experiments. Students' classroom work will be supplemented by virtual visits to science museums and observatories or 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 expand their understanding further. 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 in the Lower School Science program and focuses on students gaining insight into elements like biomes and plate tectonics to foster a deep understanding of the world through textual analysis, class presentations, videos, labs, individual research methods, and personal reflections. The 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 and reflective assignments will be used to verify understanding and long-term retention of significant course themes. Additionally, students will continue coding using the scratch-based platform CS First while also transitioning into the 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 connect students' previous understandings of the Earth's natural processes and how they 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 a 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 effects of 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, and 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 various 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, such as 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. Still, it will require students to delve more deeply into seminal issues, incorporate more self-directed research, and showcase a 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. 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 of the world's meaning. 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 regularly. Students will also participate in single- and multi-day collaborative projects and reading groups and develop their leadership skills in various endeavors.

### **AMERICAN STUDIES 5**

Through a multicultural lens, 5th-grade scholars will begin understanding how our nation was constructed and how 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 the 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 various 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 will also 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. Still, it 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 is 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 to understand better the world in which they reside and how systems and structures impact our everyday lives. 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 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 confidently present ideas to a range of audiences in pre-scripted and extemporaneous formats. The Honors class will cover the same core topics. Still, it 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 weekly 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 an 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 locally, nationally, and globally. 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,” and 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 a Spanish II level high school. In Spanish 8, which will meet three 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 the subject and the predicate in a sentence, and other grammatical elements required for accurate sentence structure.

## **FINE ARTS DEPARTMENT - MUSIC**

### **MUSIC 5**

Music 5 introduces the basic principles of music theory and songwriting while 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 worldwide and how music can 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 and ask students to dissect songs and begin learning more about the songwriting

process. Students will begin applying music theory to their keyboard study, 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 various instruments' dynamic range and use, learn about key composers from worldwide and different periods, and connect music and dance. Ear training to identify notes and chords will be emphasized, as will continue to 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 play instruments, including voice, while recognizing musical notation. The 'science of sound' will be incorporated into students' experience, and all students should be able to play one instrument (keyboard or ukelele/guitar) by the time they conclude this course. Students will also analyze world music, learn about less well-known instruments, and 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 Academy Prep Center of St. Petersburg's Art curriculum aims 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 cultivate 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

creativity and artistic preferences, students will take their first steps toward 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 artwork, students are encouraged to engage in critical thinking and reflection through which they devise and employ creative strategies to improve their work and 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 art fundamentals. Students will continue to explore their creativity and artistic preferences as they experiment with various mediums, such as drawing, painting, and sculpting. Knowledge of the elements of art will be garnered through the study and analysis of the works of well-known, exemplary artists and significant art movements. Students will transfer the aforementioned knowledge to their works of art by practicing technique via design principles. Students will begin to recognize art in terms of purpose, process, and product. This will manifest in practicing critical thinking skills and utilizing creative solution strategies. In addition, reflection exercises will allow students to evaluate their artwork and that of their peers, offer feedback and work on improving the quality of future pieces.

## **ART 7 - VISUAL ARTS I**

Visual Arts I enables young artists to strengthen and solidify their understanding of art. Students apply their knowledge of the elements of art and design principles through their analyses of the works of master artists. Students will comprehend why said works are held in such high regard and investigate the social, cultural, and historical underpinnings that gave rise to the art movements from which the works mentioned above originate. Students will transfer their understanding to their works as they explore 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 design principles. Students will utilize critical thinking to analyze and understand the underpinnings of significant art

movements in their social, cultural, and historical contexts. They 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 techniques across various mediums such as drawing, painting, sculpture, and film. Students will employ creative solution strategies in their artistic endeavors and reflect upon their work and 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 a healthy mind. All PE classes are year-long, with most students having formal PE twice weekly and 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 various sports and physical activities. For those students who find a passion for a particular sport, Academy Prep offers interscholastic athletics 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 various team sports, learning key rules and the essential qualities of good sportsmanship and teamwork. Moreover, core calisthenics will be taught and practiced regularly. Ultimately, the goal is to help students understand healthy living and build confidence in participating 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 broad 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 critical 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 various personal fitness activities, 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 must gauge their talent and see if they should further pursue it in 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. A great way to instill 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 desiring to compete in high school athletics to refine their techniques, skills, and commitment to maintain fitness independently. At Academy Prep, we have some stellar athletes and provide them with the proper physical and mental tools to excel at the high school level and maybe beyond. Students at this age know and pursue what sports or physical activity they are best at. Everything they have learned from 5th grade till now propels them to excel in 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 academically and behaviorally in good standing to try out and subsequently maintain a spot on the roster for any 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 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 and 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 solid sense of self that is community-oriented, which 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, 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 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. The complexities of adolescence are discussed throughout the year, guiding students through a challenging stage in their identity formation and relationships with others. This class is structured using the Five Keys to Social and Emotional Learning. 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 to help students identify and explore their thoughts and feelings and build 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 socio-emotional selves 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. Still, they 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 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 be admitted 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 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 much larger, more complex high school community.

## MIDDLE SCHOOL SCOPE & SEQUENCE – 2024-25

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