



**Middle**

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**School**

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**Programs**

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Wellington's middle school is all about not only solving problems and challenges but embracing them.

Incremental Independence & Individual Growth

Transitional

- Organization
  - lockers
  - class changes
  - planners
- Stratford Ecological Center
- Math Lab
- Service Learning
- Jags Tech Team/Robotics
- Explorers of the World
- Chromebooks
- Visual & Performing Arts
- After School Clubs & Sports

5<sup>TH</sup>

Fundamental

- Independent Science Method Lab
- Africa Week
- Arab/Israeli Peace Conference
- Power of Your Brain
- Service Learning
- Jags Tech Team/Robotics
- C-Stem
- Cuyahoga Valley National Park
- Visual & Performing Arts
- After School Clubs & Sports

6<sup>TH</sup>

Foundational

- English Language Arts Student-Led Seminars
- Environmental Engineering & Sustainability
- Public Speaking & Presentation
- Journalism
- Washington, D.C./Williamsburg
- Service Learning
- Jags Tech Team/Robotics
- Active Listening
- Visual & Performing Arts
- After School Clubs & Sports

7<sup>TH</sup>

Transformational

- Engagement Projects & Presentations
- International Festival
- Social Studies Research Extensions
- iLab
- Constitutional Law
- Toronto
- Mentors to 5th Grade/11th Grade Mentees
- Service Learning
- Jags Tech Team/Robotics
- Student-Led Conferences
- Morning Meeting Leaders
- Visual & Performing Arts
- After School Clubs & Sports

8<sup>TH</sup>

Knowledge & Skills







# Contents

## Curricular Descriptions & Information

5	English/Language Arts
7	Mathematics
10	Social Studies/History
12	Science
14	World Languages
17	Physical Education
19	Visual Art
21	Performing Arts
24	Electives
26	Curriculum Complements
29	Athletics
31	Travel Experiences
33	Middle School Faculty

### Icon key

-  = sample books or texts
-  = sample research experiences
-  = sample projects
-  = sample themes or topics




## English/ Language Arts



GRADE 5


The primary goal of 5th grade language arts is to provide students with instruction and experience to help them grow as readers, writers, and thinkers. Literature, composition, grammar, and vocabulary are woven into a variety of experiences, including projects and presentations. Students have frequent and varied opportunities to write and revise through a workshop approach that emphasizes student choice, peer revision, growth, and progress. Grammar and mechanics are taught in conjunction with the students' writing. In addition to class pieces, reading is differentiated by student reading levels and interests. Choices may center on theme, curricular integration, or personal experience.


 "Hoot," "The Cay," "Walk Two Moons," "Wonder," "Rules," "Out of My Mind," "Freak the Mighty"

 MLK (I have a Dream), Gary Paulsen, WW II History

GRADE 6


Sixth grade language arts provides experiences designed to develop confidence and competence in reading, writing, speaking, and listening. Students read closely, apply literary terms to their reading, and think critically as they analyze literature. Close reading and annotation are taught through anchor pieces, but novel choice is differentiated by reading level and student interests. Most reading is interwoven with the history curriculum so that, for example, when students are studying society and culture in social studies, they are also examining society and culture in language arts through utopian and dystopian literature. Using the process approach to writing, students develop their composition skills in narration, description, exposition, persuasion, and poetry. The study of grammar and vocabulary is linked to writing, which enables students to see the practical applications of what they are learning and helps them to appreciate the power of words.


 "The Giver," "The Wish," "Lamb to the Slaughter," "Harrison Bergeron," "The Veldt"

 Descriptive writing, expository, literary, and comparison essays; reading and analysis of fiction set in the Middle East, Asia, and Africa. The year culminates with an in-depth, cross- curricular research project for the Africa unit.

GRADE 7

Seventh grade language arts is built around the central themes of life, liberty, and the pursuit of happiness. These themes parallel, complement, and enhance concepts and historical events covered in social studies. Fiction and non-fiction anchor texts, including historic speeches and documents, are used to teach close reading, annotation, and analysis. Connected thematically, the novels for each unit are differentiated by reading level and student interest. Students work in small book groups to discuss and interpret the novels. Through the year, students engage in a variety of writing experiences including "The Outsiders" creative writing project, a "This I Believe" essay that serves as an introduction to argument and persuasion, a persuasive essay, and the A.I.R. project, which requires students to write an argument, an interpretation of a text, and a research essay. Through engagement in the academic process, students develop greater sophistication as readers, writers, thinkers, listeners, and speakers.

 "The Book Thief," "Milkweed," "The Diary of Anne Frank," "Farewell to Manzanar," "Hotel on the Corner of Bitter and Sweet," "When the Emperor Was Divine," "Of Mice and Men," "My Side of the Mountain," "The Alchemist," "This I Believe" essay, creative writing project


 Persuasive writing essay, A.I.R. (argumentation, interpretation, research) project, "This I Believe" essay, creative writing project

GRADE 8

Eighth grade English is designed to polish foundational skills developed in grades 5-7 and apply them in increasingly more sophisticated ways in preparation for upper school. Emphasis is placed on critical thinking and analysis in reading, writing, researching, and discussion. The course includes an introduction to archetypal

symbols, motifs, themes, and story patterns, especially the monomyth, or hero journey, as explicated by Joseph Campbell in "Hero with a Thousand Faces." The curriculum is coordinated with, and often intertwined with, the social studies curriculum, adding depth, purpose, and meaning to each class, both of which have the theme, "Looking Back to Understand the Present." Aside from anchor pieces and literature used as models for student work, reading is differentiated by individual ability and personal interest. Students discuss and analyze in small reading groups. Writing is taught using a workshop approach, which allows for differentiation, as students work toward grade level benchmarks or above. Grammar and mechanics are taught through mini-lessons in conjunction with the students' own writing. Students also study vocabulary at their appropriate level and work to incorporate new words into their written work and daily language.

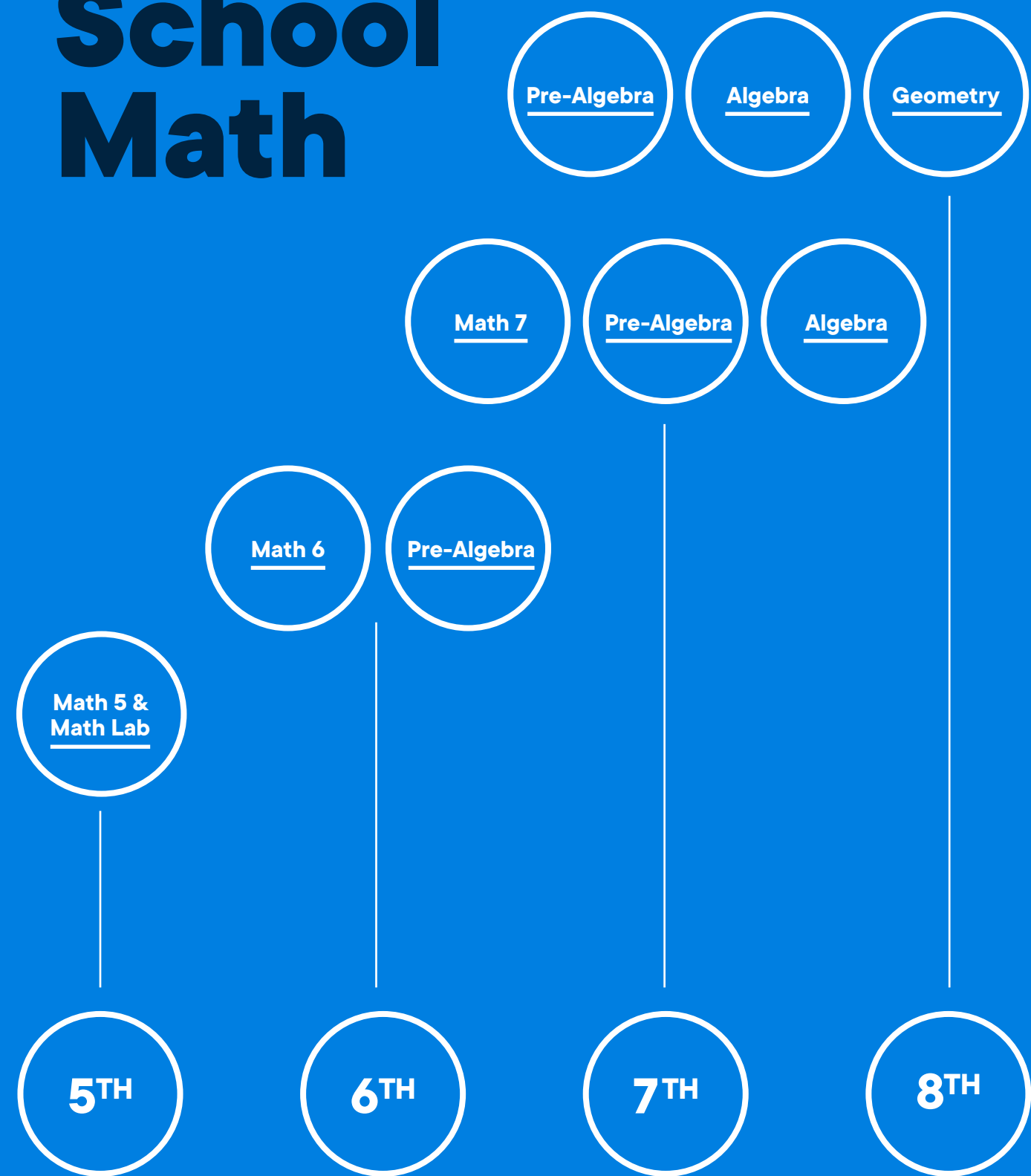
 "Epic of Gilgamesh," "Beowulf," "Grendel," "City of Beasts," selections from "Canterbury Tales," "The Green Knight," "The Once and Future King," "The Sword in the Stone," "The Wicked Day," "The Crystal Cave," "Lord of the Flies," "The Alchemist," "Bless Me, Ultima," "Cry, The Beloved Country," "A Lesson Before Dying," "Reading Lolita in Tehran," "The Kite Runner," "A Midsummer Night's Dream"

 Year-long, student chosen, student driven, research project; English and social studies collaborative research project; several interdisciplinary project-based learning experiences

# Mathematics



# Middle School Math



## Mathematics

### MATH 5 (GRADE 5)

This course offers instruction in whole numbers, decimals, fractions, data analysis, and basic geometry. Basic operations are emphasized which help prepare students for pre-algebra. Students continue to develop their sense of numbers, and they learn to apply this sense to solve “low floor, high ceiling” challenge math problems. Reasoning and logic is stressed, and students are encouraged to make observations and conjectures using math reasoning. Students are also encouraged to make connections, and solve problems multiple ways. Emphasis is on recognizing and using mathematical language and symbols when reading, writing, and conversing with others. Skills are extended and reinforced in Math Lab, an extra math class per rotation. Its focus consists of challenge problems, reinforcement of skills, project work, and problem solving.



Data analysis, decimal budget, geometry in our school, end of the year cumulative project.

### MATH 6 (GRADE 6)

This course instructs students in the critical skills required to bridge the gap between computational math and algebra. Its focus lies in: solving real-world problems involving the appropriate applications of fractions, percents, and decimals; use of number lines, fraction models, and coordinate planes as tools to understand underlying concepts; connecting ratios and rates to whole number multiplication and division; using concepts of ratio and rate to solve problems; writing, interpreting, and using expressions and equations; and developing a basic understanding of geometric principles and statistical thinking.

Classroom instruction is guided by discovery, inquiry-based teaching, and project-based learning. Practice is supported by an interactive computer-based program, with an emphasis on story problem-solving so that students find relevancy of math in their lives and become fully engaged in the learning process.

This course is a prelude to Pre-Algebra.

### PRE-ALGEBRA

#### (GRADES 6, 7, 8)

This course focuses on integrating integers, variable equations with fractions, decimals and percents. High level calculations using ratios, rates of change, proportions, and geometrics are mastered before the introduction of basic algebraic concepts and skills. The course culminates in the use of equations, graphs, and tables to represent rates, changes, and functions.

Students are introduced to and engaged in new concepts by use of real-life analogies, hands-on activities and extended math discussions guided by inquiry. Problem-solving in the form of word problems is emphasized and fundamental to learning each new topic.



Experiences include outdoor lessons on calculating volume of trees and estimating lengths of tall structures by their shadows. Other projects involve exploring interest rates, role playing with negative numbers, and break-even analysis of purchasing decisions.

### MATH 7 (GRADE 7)

This course serves as a bridge from Math 6 to pre-algebra, which can then be taken in 8th grade. Students enrolled in Math 7 benefit from the opportunity to become proficient in areas where they may still be developing. Topics studied include negative numbers, order of operations, applied decimals, percents and fractions, and solving for variable expressions. Lessons are often customized to the needs of individual students, allowing them to work on the areas of greatest need.

Learning takes place through use of several modes, such as thinking games, coordinate planes drawing, weather tracking and data collection, and history of measurement.

### ALGEBRA (GRADES 7, 8)

This course offers project-based instruction and hands-on learning to further develop understanding of signed numbers, equations, absolute value, inequalities, graphing linear equations, literal equations, functions and relations, systems of equations, exponents and radicals, polynomials, factoring, the quadratic formula, parabolas, and direct and inverse variation, all with a sustained emphasis

on applications and problem-solving. Problem-solving, proof, and mathematical communication are taught in a context that further strengthens algebraic skills.



The Bike Project (connecting gear ratio to linear functions and quadratic equations that answer questions about speed, cadence, and energy consumption); Lini-Golf (using systems of equations and graphs of linear functions to design a mini golf course); Exploding Dots (learning about non-standard base number systems and operations on polynomials hands-on); Projectile Project (using quadratic functions, the Pythagorean theorem, and linear to classify and predict the behavior of projectiles)

### GEOMETRY (GRADE 8)

This course focuses on problem-solving, proofs, and mathematical communication in a context that further strengthens algebraic skills. The classical approach to geometry is presented, along with various methods for solving problems. Topics covered include plane geometry, constructions, deductive and inductive proof, and elementary logic. This course also includes applied algebra, ratio and proportion, area and volume, circles, and right angle and non-right angle trigonometry.



# Social Studies/ History

## Social Studies/History

### GRADE 5

Fifth grade social studies examines geography, history, and culture of the Western Hemisphere (South America, Central America, and the Caribbean). At the outset of the year, students acquire digital and print mapping skills. The five themes of geography are learned and utilized alongside two questions all geographers ask: "Where are things located?" and "Why are they there?" Landmarks and landforms are woven into written narratives. Students learn the design thinking process and apply this innovative strategy to creating geography board games. Students are active participants in learning the countries, capitals, and culture of South America, Central America, and the Caribbean. The historical emphasis of this region is on the Aztec, Incas, and Mayans. The year spent in the Western Hemisphere comes to a close with a look at the history of the United States in the 20th century.



What is geography? How does the environment affect the geography, history, and culture? How do history and cultures affect geography? Map skills. Foundations of civilizations. Comparing the characteristics of colliding cultures.



Students select a topic to trace through 20th century United States.

### GRADE 6

Sixth grade social studies examines the Eastern Hemisphere, including geographic features, history, cultural development, and economic systems of the area. For each continent, the study covers contemporary regional characteristics, the movement of people, products and ideas, and cultural diversity. Students develop an understanding of the role of consumers and interaction of markets, resources, and competition. Another unit of study takes a look at the three monotheistic religions in order to understand their common origins and differing belief systems. The culmination is a student-driven Arab-Israeli peace conference in which students work in groups to propose avenues toward peace, acknowledging the complexity of this conflict. Other highlights of the year include: skits on forms of government, Socratic seminar-style discussions on economic systems, and student-initiated research projects during Africa week which end in a symposium where students explore issues

related to culture and human rights. The ultimate goal of 6th grade social studies is to prepare students to understand the history of contemporary conflicts in each region and develop a greater understanding of the issues facing today's global society.



Introduction to Culture, Forms of Government & Economic Systems, Introduction to the Middle East, Arab-Israeli Conflict, Abrahamic Religions, Current Issues in the Middle East, East Asia, and Africa



Students prepare and perform skits on forms of government, write persuasive paragraphs about the relative merits of economic systems, and develop a "Plan for Peace" to address the Arab-Israeli conflict. In an interdisciplinary end-of-year experience, students choose topics for independent research in a project presented during "Africa Week."

### GRADE 7

United States history from colonial immigration to the ratification of the Constitution is the focus of 7th grade history. Students examine the development of American identity, politics, and culture, as well as the impact of colonial American society on current issues in the U.S. government. Through an in-depth look at immigration to the colonies, interactions with Native Americans, and the causes of the American Revolution, students learn about ideological and political conflict. They also spend time exploring the controversies and victories of the Founding Fathers including debates over the role of slavery in the U.S. Constitution. Students learn the ideological underpinnings of the new government, as well as how our modern government works on the same basic principles today.



American Identity, Colonial Immigration, Native American and Settler Conflict, Life in Colonial America, Causes of the Revolutionary War, The American Revolution, Building the Constitution, Foundations of American Government



Students research a topic of choice at the conclusion of the unit on Colonial America and prepare to debate from the positions of Loyalists and Patriots in a public speaking forum. Students research the events leading to the American Revolution to include in the creation of a colonial newspaper. In preparation for the class trip, 7th grade students research the sites they will visit in Washington, D.C. and Colonial Williamsburg. They end the year with a research-based multimedia presentation.

### GRADE 8

The focus of 8th grade history is on world history from the fall of the Roman Empire through the Age of Discovery. We begin the year by making connections between the past and the world today. Units covered include the following: the causes of the fall of the Roman Empire; the political, economic, and social decentralization of Europe due to the fall of Rome (the reign of Charlemagne, the development of the feudal system, the role of the Christian Church and the Norse invasions); the emergence of the Muslim world, its accomplishments and the Crusades; the rise of the nation-state in Europe (also the High Middle Ages and the growth of the middle class in towns and cities, the reintroduction of education, the arts, literature, trade and finance in Europe following the Dark Ages and the effects of the Black Death at the end of the period); and the impact of the Age of Discovery and the Columbian Exchange on the past and in our world today. This course is designed to prepare students with the content knowledge and skill set to enhance their transition from middle school to upper school.



At the conclusion of each unit of study, students choose a topic of interest that directly relates to the content. These extensions allow students to sharpen research skills and explore topics related to the class but not covered in depth.



Why study history? The Fall of Rome, the De-centralization of Europe, The Rise of Islam and the Muslim World, The Nation-State in Europe, and the Age of Discovery






# Science

Science

GRADE 5


Students focus on a wide range of Earth and life science topics including weather, ecology, nutrition, the digestive and respiratory systems, energy resources, and arthropods. Curriculum is incorporated into field trips, hands-on experiences, labs, and the outdoor classroom. Students develop research and communication skills through projects and presentations. Research fundamentals include effective paraphrasing and oral presentation techniques. Scientific methods are practiced in labs and experiments to help students make real life connections.


 Weather, Ecology, Nutrition, Anatomy, Energy Resources, Arthropods

 Severe Weather, Ecosystems/Adaptation, Website Navigation

GRADE 6


Students further their understanding of life science topics through investigating the following: the definition of living, cells and genetics, and the skeletal, muscular, and circulatory systems. In addition, they discover the reason water is essential to life and the specific properties that make water unique. The year ends with a study of space and the solar system, which includes a student choice component to allow the students to explore what they find interesting in space. Research, design, and experiments are all completed using the scientific method. Critical thinking and problem solving are essential components of research, collaborative group work, and presentations.

 Cell Models, Skeletal and Muscular Project, Space Colony Project, Experiment Design and Execution, Freshwater Ecosystems, Cells and Living Things, Genetics, Anatomy, Space and the Solar System


 Individual Scientist, Space Colony Design, Genetic Design

GRADE 7

Students develop research, organization, and presentation skills by exploring Earth science and chemistry. They investigate the relationship of the Earth's interior, plate tectonics, volcanoes, earthquakes, and the rock cycle by seeking primary sources to find unique learning opportunities. The second half of the year is a study of basic chemistry which includes atomic structure, periodic table, states of matter, chemical reactions, bonds, and balancing equations. The goal of this course is to expose students to the fundamental principles of earth science and chemistry through the use of research, debates, class discussions, presentations, lectures, labs, and projects.


 Relationship of plate tectonics, volcanoes, earthquakes and the rock cycle. Basic chemistry including atom structure, periodic table, balancing equations.


 Layers of earth model, 3-D volcano model, panel presentation


 With a focus on the use of primary sources, students research scientists, volcanoes, and earthquakes.

GRADE 8

Students explore various areas of physical science including forces and motion, energy, simple machines, wave, nature of matter, organic chemistry, and sustainability. The overarching goal of this course is to open students' minds to the science of their everyday life through hands-on exploration. Students learn critical thinking skills through data collection, observations, calculations, problem solving, and the scientific method.

 Motion, forces, conservation of energy, simple machines, waves, organic chemistry, sustainability

 Draft combine, paper roller coaster, trebuchet

 Lab skills including data collection and analysis, graphing data, scientific report writing, and problem solving







# World Languages


FRENCH

Grade 5

Students continue their path to French proficiency by learning new vocabulary introduced in a thematic context. Fifth grade French places an increased emphasis on reading and writing skills, building on the base of speaking and listening skills learned in lower school. Students participate in interpersonal conversations, skits, and role-playing in order to acquire new vocabulary and grammar concepts. Students also work on communication skills by performing skits and presentations, as well as by writing letters and emails.


 Students use the Discovering French Nouveau! Bleu 1a textbook and workbook series in addition to authentic web-based resources such as news clips, songs, and podcasts.


 Nationalities, friends and family, weather, seasons, ordering food and beverages, and telling time.


 A weather webquest project on the Francophone world, a student-created interactive family photo album, and a café scene incorporating an authentic French menu and location.

Grade 6

Students increase French proficiency by learning new vocabulary introduced in a thematic context. Students continue to develop the speaking and listening skills as well as the reading and writing skills emphasized in 5th grade. Students participate in interpersonal conversations, skits, and role-playing in order to acquire new vocabulary and grammar concepts. Students also work on communication skills by performing skits and presentations, as well as by writing letters and emails.


 Students use the Discovering French Nouveau! Bleu 1a textbook and workbook series in addition to authentic web-based resources such as news clips, songs, and podcasts.


 Daily activities, sports, school life, personal possessions, and describing people and things.


 Two-part project in which students write a script of a dialogue between a customer and a waiter before turning it into a comic strip in French, a project on Francophone athletes, a comparison of French and American educational systems, and a project in which students create and label their dream house in French.

Grade 7

Students strengthen French proficiency through communicative activities set in thematic and cultural contexts. Students use French in their interactions with the teacher and their peers through oral questions, partner and small-group activities, framed dialogues, and skits. Class time includes a balance of listening, reading, writing, and speaking activities that introduce linguistic structures, promote cultural awareness, and engage students in critical thinking. Students enjoy both guided and open-ended activities that allow them to reinforce what they know, as well as expand their self-expression.

 Students use the Discovering French Nouveau! Bleu 1b textbook and workbook series in addition to authentic web-based resources such as news clips, songs, and podcasts.


 City and home life, asking for and giving directions, Paris and its monuments, as well as clothing and shopping.


 Local and international city mapmaking, an exploration of Parisian landmarks and the metro system, a student-designed instructional video featuring the imperative (command) form, and the creation of a fashion show.


Grade 8

Students continue their path to proficiency through communicative activities set in thematic and cultural contexts. Students use French in their interactions with the teacher and their peers through oral questions, partner and small-group activities, framed dialogues, and skits. Class time includes a balance of listening, reading, writing, and speaking activities that introduce linguistic structures, promote cultural awareness, and engage students in critical thinking. Students enjoy both

guided and open-ended activities that allow them to reinforce what they know, as well as expand their self-expression.

 Students use the Discovering French Nouveau! Bleu 1b textbook and workbook series in addition to authentic web-based resources such as news clips, songs, and podcasts.


 Vacation, hobbies and leisure activities, food preferences, and dining habits.

 An exploration of the thirteen regions of France, a poetry study focusing on Jacques Prévert, and an extended research project on a Francophone country or territory. For the latter, student research culminates in an 8th grade class international festival when they present their findings to the greater Wellington community.


SPANISH


Grade 7

The first year of this two-year curriculum gives students a foundation in the Spanish language and culture. Students participate in engaging activities that bring the language to life and allow them to develop an ear for the Spanish language sounds and structures. The class employs authentic resources so students hear the language in the many different accents of Spanish-speaking countries around the world. Foundational grammar of present tense verbs, noun-adjective agreement, and relevant vocabulary anchor the curriculum, which is enhanced with cultural studies. Not only do students begin to develop proficiency in the four skill areas of reading, writing, listening, and speaking, but they also practice them through the presentational, interpretive, and interpersonal modes.

 Students use the ¡En español! 1a textbook and workbook series in addition to authentic web-based resources such as videos of native Spanish speakers explaining various aspects of Spanish usage, music videos from the Spanish-speaking world, and fun online games to build grammar and vocabulary.





 Talking about personal interests in Spanish, city and home life, asking for and giving directions, as well as clothing and shopping.


 Local and international city mapmaking, design of a dream home, study of famous landmarks of Spain and Latin America, and presentations on fine art and folk art across the Spanish-speaking world.

Grade 8

The second year of this two-year curriculum gives students a foundation in Spanish language and culture. Building on 7th grade curriculum, students are again exposed to the language through engaging activities that bring Spanish to life and allow them to develop an ear for sounds and structures. The class employs authentic resources so students hear the language in the many different accents of Spanish-speaking countries around the world. Foundational grammar of present tense verbs, noun-adjective agreement, and relevant vocabulary anchor the curriculum, which is enhanced with cultural studies. Not only do students begin to develop proficiency in the four skill areas of reading, writing, listening, and speaking, but they also practice them through the presentational, interpretive, and interpersonal modes.

 Students use the ¡En español! 1a textbook and workbook series in addition to authentic web-based resources such as videos of native Spanish speakers explaining various aspects of Spanish usage, music videos from the Spanish-speaking world, and fun online games to build grammar and vocabulary.

 Vacation, leisure activities, food preferences and habits.

 Exploration of the history of Spain and the spread of the Spanish language to the Americas, a poetry study, and an extended research project on a Spanish-speaking country or territory. For the latter, student research culminates in an 8th grade class international festival during which they present their findings to the greater Wellington community.

LATIN


Grade 7

The first of this two-year curriculum gives students a foundation in the Latin language and culture through emphasizing grammar, reading comprehension, vocabulary, and English derivatives. Readings and discussions about the daily life of a Roman family, students learn about the structure of both English and Latin sentences. Class time includes a balance of listening, reading, and writing activities that help students understand linguistic structures in Latin and English, promote cultural awareness, and engage students in critical thinking. Grammar topics include present and imperfect tenses, three declensions of nouns, the uses of six cases, noun-adjective agreement, and adverb formation. Students learn about common Latin expressions, mottoes, and abbreviations used in English. Students also have the opportunity to delve into various topics such as Greek and Roman mythology and Roman history.

 Roman Housing Project

Grade 8

The second of this two-year curriculum continues to build a foundation in Latin language and culture through emphasizing grammar, reading comprehension, vocabulary, and English derivatives. Readings and discussions about the daily life of a Roman family help students learn about the structure of both English and Latin sentences. Class time includes a balance of listening, reading, and writing activities that help students understand linguistic structures in Latin and English, promote cultural awareness, and engage students in critical thinking. Grammar topics include all six tenses, three declensions of nouns, the uses of six cases, noun-adjective agreement, and adverb formation. Students learn about common Latin expressions, mottoes, and abbreviations used in English. Students also have the opportunity to delve into various topics such as Greek and Roman mythology and Roman history.

 Roman Forum Buildings Project, International Festival Project



# Physical Education



GRADES 5 & 6

In 5th and 6th grade physical education, students focus on the development of specific sports skills. A variety of traditional and non-traditional sports are introduced. Lead-up activities and games are modified to accommodate the skill level of the students. Students continue to improve and apply these skills to specific sports and recreation activities.

GRADES 7 & 8

In 7th and 8th grade physical education, students engage in activities which include physical fitness, team sports, individual sports, and recreational games. Students study the rules of play, strategy, and participate in games. Written assessments and skills tests are given to students. Competitive athletics are a natural outgrowth of the progression from individual to team skills. Emphasis shifts to team sports and vigorous activity in a cooperative atmosphere.

Traditional Interscholastic Sports

- Flag Football
- Soccer
- Tennis
- Ultimate Frisbee
- Basketball
- Floor Hockey
- Team Handball
- Volleyball
- Badminton
- Softball
- Table Tennis
- Soccer

Non-Traditional Sports and Activities

- Cricket
- Whiffle Ball
- Mat Ball Games
- Speedball / Sabakiball
- Kayaking
- Speedminton
- Tchoukball
- Archery
- Alpine Skiing

Physical Fitness

- Physical fitness
- Fitness goal setting

A large, blue-tinted photograph of a student with dark hair, wearing a dark shirt, leaning over a desk and drawing on a piece of paper with a pencil. The student's hands are visible, and the drawing appears to be a sketch of a plant or a similar organic form. The background is blurred, showing other students and papers on the desk.


# Visual Art



**The visual art program in grades 5–8 enables students to develop creative personal expression and an aesthetic response to a global, cultural, and artistic heritage.**


**GRADE 5**

Fifth grade visual art encompasses studio, art history, aesthetics, art criticism, and visual culture studies. Units investigate art within select cultures and time periods, with students learning to identify, classify, and address subject matter, visual elements, and recurring themes. Work is created to reflect characteristics of select styles and cultures as well as allowing students to generate ideas and create work in response to their own experiences and interests. Students explore the possibilities and limitations of artistic media, processes, tools, and techniques while learning to organize visual elements for expressive purposes. Aesthetic discussions and 1:1 critiques are integral components as students hone their skills and learn to communicate interpretations, written and oral, of their artwork and the work of others.

 **Perceptual drawing, printmaking (trace monotypes), the history and art of bookmaking (social studies collaboration), color theory, symbolism (featuring Keith Haring), mixed media ecosystems (science collaboration), art criticism (featuring Andy Warhol), and cultural studies examining the Inca and Oaxacan folk carvings.**


**GRADE 6**


Similar to 5th grade, 6th grade visual art encompasses studio, art history, aesthetics, art criticism, and visual culture studies. Building upon skills learned in 5th grade, students explore the possibilities and limitations of artistic media, processes, tools, and techniques. Students learn to organize visual elements for expressive purposes and draw upon personal experiences to develop themes for their own art. Cultural studies and interdisciplinary collaborations aid in students’ understanding as to how the visual arts and society influence each other as well as how time and place can influence characteristics of a work of art. Students explore: drawing, painting, printmaking, fiber arts, mixed media, and sculpture. Aesthetic discussions and 1:1 critiques expose students to the process of formal critiques and evaluations.

 **Printmaking (includes drawing and color theory,) silk painting, drawing (figural, essence, gesture and contour), installation sculpture (recycled art), animal compositions, narrative figures, Art nouveau (mixed media), and the Arts and Craft movement.**

**GRADE 7**


Seventh grade visual art encompasses studio, art history, aesthetics, art criticism, and visual culture studies. Students explore the possibilities and limitations of artistic media, processes, tools, and techniques, building upon the skills learned during 6th grade. The curriculum explores unique book forms, drawing, painting, sculpture, mixed media, photography, technology, and perspective drawing. Students organize visual elements for expressive purposes and draw upon personal experiences to develop themes for their own art. Artist statements and formal critiques enable students to assess and evaluate their work as well as discuss and interpret meanings embodied in their work and the work of others.


 **Capturing a time, place, or event (3–D tunnel book), Outsider Art, Project Style (factors impacting personal style and technique), perspective drawing, photography (identity), and abstract expressionism**

 **Students engage in an extended research project during the Project Style unit. Research is required in order to create the work of art and students become the class experts, sharing research via video and podcast.**

**GRADE 8**

Eighth grade visual art encompasses studio, art history, aesthetics, art criticism, visual culture studies, and media literacy. Students explore the possibilities and limitations of artistic media, processes, tools, techniques and technology while exploring assemblage, drawing, painting, mixed media, printmaking, and sculpture. Students evaluate works of art as well as interpret meanings, themes, and moods embodied in their work and the work of others. Artist statements are produced for each project and students explore expository writing during units on visual culture. Formal critiques are an integral component of the art making and evaluative process.

 **Ancestral assemblages, raising aesthetic awareness, stone carving, visual culture studies, surrealism, color theory (pop art paintings)**

 **The ancestral assemblage unit requires students to research their heritage as well as world events that impacted ancestors featured in their assemblage. Students observe their environments and write expository essays during units exploring visual culture studies.**


# Performing Arts




BAND

Grade 5


This course serves as an entry point into the band program at Wellington. Students spend time at the start of the year learning about each instrument in the ensemble, what they sound like, and how they operate. Students explore each instrument option and are guided toward the best fit based upon interest, ability, and ensemble needs. The main focal points for the 5th grade band include learning about and interpreting basic musical notation, proper posture and technique for performing on their chosen instrument, rudimentary listening and counting skills, and how to work together with their peers in an ensemble.


 Concert performances in winter and spring. Essential Elements for Band, Book 1. “Defender of Time” by Rob Grice.

 Students are expected to research famous musicians related to their instrument.

Grade 6


In 6th grade band, students expand their understanding of musicianship, further develop their technique and command of their chosen instrument, and begin to explore more challenging literature in the ensemble. Students will typically begin to record and assess their own performance in the 6th grade. Some of the technical and musical skills addressed include increased instrumental range, varied percussion instruments and techniques for playing them, chromatic scales and fingerings, changes in meter and key, subdivision, and ensemble intonation. Skills from the previous year such as air support, posture, and notation are consistently revisited and discussed. Students typically perform literature in the level 1 to 1.5 range this year.

 Concert performances in winter and spring. Essential Elements for Band, Book 1 and 2. “In Darkest Night” by Barry Kopetz.

 Listening to professional recordings of band music to identify aspects of musicianship like blend, balance, tone, color, and phrasing.

Grades 7 & 8


Grades 7 and 8 are combined into a single band, and students in both grades focus on similar goals, albeit from a slightly different perspective. Seventh graders are introduced to a much broader array of key centers, time signatures, and rhythmic patterns, while the 8th graders are expected to review and then model new concepts for their younger peers. The larger group and physical growth of the students allow for a fuller instrumentation in this band, and the literature we perform reflects this. Students are expected to submit recordings of their performance multiple times in each trimester, with a focus on identifying areas in any given musical passage to practice. They are encouraged to challenge themselves through opportunities like the OMEA Solo and Ensemble contest as well as the formation of small ensembles. Class discussion focuses on helping students develop critical listening skills and express themselves clearly using proper terminology.

 Concerts in winter and spring as well as occasional additional performances. Recording projects, both individual and by section. Essential Elements for Band, Book 2. “Blue Ridge Impressions” by Brian Balmages.

CHOIR


Grade 5

Students in 5th grade choir experience many different styles and genres of music throughout the year. They learn how to sing two-part and occasionally three-part octavos in a variety of languages. All musical skills learned in the lower school are reinforced, with new skills added throughout the year. Emphasis is placed on note reading and rhythmic patterns. Through involvement in choir, students begin to understand the use of music as a means of expression.

 Students perform two to three concerts per year and at special school functions. They also attend an out-of-town music competition each spring.


Grade 6

Students in 6th grade choir experience music representative of all styles and genres, both secular and sacred. They sing predominantly in three-parts, depending on the difficulty of the music, and in a variety of languages. Specific skills include note reading, rhythmic studies, text interpretation, and melodic understanding. They are also presented with a system of symbols and terms through which music is notated, and demonstrate that knowledge throughout the year.

 Choir students perform two to three concerts per year. They also attend an out-of-town music competition each spring.

Grades 7 & 8


Students in 7th and 8th grade choir perform music written for the changing voice. Students sing octavos written for three-part, with a combination of cambiata and baritone ranges which are continually revisited throughout the year. In addition to continuing their understanding of text, melody and rhythm, musical terms and symbols, students also begin to understand the concept of teamwork, concert etiquette, and rehearsal protocol which are essential in building musicianship skill for individuals and ensembles.

 Choir students perform two to three concerts per year. They also attend an out-of-town music competition each spring.

STRINGS


Grade 5

Students in 5th grade strings study a variety of rhythms, bowings, and musical terms. Students play in unison and up to four-part harmony. They are introduced to listening carefully to themselves, determining how their part fits with the ensemble. Alternate finger patterns are also introduced.

 Students have two formal concerts per year. Students have the option to participate in the Ashland University String Fling in the spring. Essential Elements for Strings book 1 as well as sheet music.


Grade 6

Students in 6th grade strings study bowing articulations, dynamics, tone, and proper instrument position. Their daily focus is on teamwork and listening carefully to themselves and determining how their part fits with the ensemble. Practicing outside of class 30 minutes per week is required.

 Students have two formal concerts per year including the Independent School String Festival. Students have the option to participate in the Ashland University String Fling in the spring. Students finish book 1 of Essential Elements for Strings and begin book 2. Sheet music is also used to compliment the method book.

Grades 7 & 8

Students in 7th and 8th grade strings work on improving their tone and pitch as well as learn more alternate finger patterns. Major and minor scales are an important part of their daily routine. The level of music includes up to 5 parts with a variety of skills covered. Practicing outside of class 45 minutes per week is required. Students submit recordings of their progress periodically for assessment.

 Students have three formal concerts including the Independent School String Festival. Students have the option to participate in the Ashland University String Fling in the spring. Students finish book 2 of Essential Elements for Strings and begin book 3. Sheet music is also used to compliment the method book.



# Electives

## Electives

### ENVIRONMENTAL ENGINEERING & SUSTAINABILITY

#### Grade 7

This course varies from year to year depending on the interests and concerns of the students taking the class. All areas of study focus on issues in the environment and how they are being addressed. Some recent topics include trash and recycling, our freshwater ecosystems, and car innovations. Field trips are often incorporated for students to witness firsthand work being done to improve the issues they study.



Household Hazardous Chemical Drive, Field trips to: OSU Wetlands, OSU Center for Automotive Research, SWACO Landfill, Battelle-Darby Creek Metro Park



Collection and submission of water quality data to the Ohio EPA.

### JOURNALISM

#### Grade 7

The heart of journalism is asking the right questions. Good journalists not only prepare incisive questions in advance, but they are also able to ask follow-up questions during interviews that deepen their understanding of a topic. In this class, students utilize many platforms to develop and conceptualize their ideas, and they are expected to practice their interview skills with the goal of capturing a key story or event. Interviews and other story ideas will be edited and prepared for publication in "The Wellingtonian," the middle school online newspaper. Students are evaluated based on their productivity, the quality of their work, and their professionalism in scheduling and following through with interviews.

### iLAB

#### Grade 8

iLab is a design thinking innovation lab and thought leadership course. It is a hybrid class; therefore, it is conducted both in the classroom and online. Class time is dedicated to the innovation lab that applies the creative problem solving and product design approach called "design thinking" to tackle real world problems through prototyping challenges. Design thinking comes from Stanford's d.School and is applied to product design and problem solving. The online part of the course focuses on 21st century innovators, business leaders, and forward thinkers.



Design thinking, entrepreneurship, thought leadership, problem finding, problem solving, collaborative learning

### CONSTITUTIONAL LAW

#### Grade 8

This course is designed for students who enjoy politics, debate, and American history. In Constitutional Law, participants acquire "legal literacy" through an interactive exploration of the United States Supreme Court. We focus on landmark cases interpreting the U.S. Constitution and examine the conditions these cases must meet in order to be heard in front of the highest court in the land. The issues we study range from free speech in public schools to disputes over the separation of powers. Participants read actual court opinions, explore the inner-workings of the Justices' chambers, and even make arguments of their own through moot court proceedings. Through structured debate, we answer questions like: What limits, if any, should there be on free speech in the United States? What issues should the state, rather than federal governments, handle? What does equal treatment under the law look like? Should we read the Constitution with the Founder's original intent in mind, or should we treat their words as a living document? Students exercise writing, critical reading, and public speaking skills often in this seminar.



Writing, critical reading, and public speaking





# Curriculum Complements

EXPLORERS OF THE WORLD

Grade 5

This two-part, project-based, student-centered course is designed to allow students to follow their own academic interests. For the first part of the year students identify a topic of their choosing and complete a deep dive, creative research project. Students set their own guiding questions, research for understanding, and develop a culminating creative expression of their ability to analyze and synthesize information. Students set individual goals as they are intrinsically challenged and engaged. Students have choice over their learning process and product. For the second part of the year, students learn the design thinking process. They are introduced to problem identifying skills as well as the creative problem solving process. This process guides students to research a specific problem, brainstorm solutions, and then construct prototypes. The United Nations Global Goals for Sustainable Development serve as a centerpiece for problem solving topics.



Deep dive research, design thinking, student choice, problem identifying, problem solving, entrepreneurial mindsets, project-based learning and the United Nations Global Goals for Sustainable Development.



Gender equality, life below water, no poverty, zero hunger, quality education, peace and justice, clean energy

POWER OF YOUR BRAIN

Grade 6

This course is a formal introduction to well-being, focusing on three main topics: PERMA (positive emotion, engagement, relationships, meaning, and accomplishment), growth mindset, and resilience. Students participate in the following experiences: Carol Dweck’s Brainology program, VIA Character Strength Survey and activities, TED talks and discussions, and gratitude journaling. The ultimate goal of the course is to foster a growth mindset, practice failure and build resilience, and better understand how to live a happy and balanced life.

C-STEM

Grade 6

This course teaches Science, Technology, Engineering, and Math (STEM) subjects through the 3 C’s – Creativity, Collaboration, and Coding. It is modeled after the cSTEM course taught at Los Altos School District in Silicon Valley and lessons from the Creative Computing course created by the Harvard Graduate School of Education. Students create original computer programs that combine graphics, animation, and design with coding. Students use teamwork to build and share projects. They collaborate online using Google tools, Scratch studios, and Edmodo. Students develop computational thinking skills through coding projects in science and math.



CS2N (Computer Science Student Network) with Graphical Robotic and Virtual Worlds through Carnegie Mellon, modules included Expedition Atlantis, Ruins of Atlantis, Virtual challenge boards and NXT robots. SCRATCH through MIT. Intro, Exploring & Animations units from the Creative Computing textbook. Makey Makey interactive board.



Variables, data, animation, loops, movement, angles, scaling, debugging, decisions, input, tables, sensors, sprites, backgrounds, proportions, online virtual tools.



Students have the opportunity to go deeper into an assigned project in processing, robotics, and SCRATCH. This involves looking at other code and researching how to use commands not learned in class.

EXTENSIONS

Grade 7

Extensions is a hybrid class centered around the ever changing needs of 7th graders. Topics include, but are not limited to: D.C. trip preparation, health, study skills, building and maintaining healthy and positive relationships, conflict resolution, sexual reproduction, drugs and alcohol, basic first aid, and goal-setting.

CHARACTER DEVELOPMENT

Grades 5–8

ADVISORY

All middle school students are assigned to a faculty member who serves as their advisor for the year. This program is designed to help students develop their maximum physical, emotional, social, and academic potential. It fosters a positive school environment by enhancing communication among students, peers, home, and school.

JAG TIME

There is one period per week where all teachers are available to meet with students who need extra help, extension, or aid with research. Students may also use the time to complete group projects or additional work.

GROWTH MINDSET

Based on work by Dr. Carol Dweck of Stanford University, the growth mindset is a fundamental piece of our focus on well-being. In classes, advisory, and extracurricular activities, students are encouraged/expected to try new things, persist despite obstacles, learn from mistakes, and celebrate the successes of others. Teaching students how to bounce back and spring forward, as well as being open to take risks and try new things, are mindsets reinforced in advisory and all classes.

WELL-BEING

The underlying philosophy of character development in middle school. The focus on Dr. Martin Seligman’s PERMA (positive emotion, engagement, relationships, meaning, and accomplishment) drives what we do, centering on balance and increasing resilience in our children to make them better students as well as flourishing students and, ultimately, flourishing adults.

SERVICE LEARNING

Service learning is an integral piece of our curriculum. Through a variety of service learning opportunities, students discover different ways to give back to the community. Middle schoolers are encouraged to be community leaders, problem finders, and creative problem solvers. Cross-curricular integration and student reflection are key pieces to the service learning experience.



GROW YOUR MIND DAYS

There are three Grow Your Mind days during the year where our students try something new. Teachers and parents offer sessions on areas of interest/passion. Offerings in the past have included yoga and meditation, blues band jamming, investopedia 101 (how the stock market works), and pointillism, to name a few. A direct extension around growth mindset, these days also provide an opportunity to build community in the middle school.

JAGS TECH TEAM

An opportunity for students to be part of a team that helps with the technology needs of the middle school while also having an opportunity to pursue an individual passion project in technology.

5TH & 6TH GRADE CHROMEBOOKS

Students are assigned a Chromebook at the beginning of their 5th grade year to assist them in their classes during the school day throughout 5th and 6th grades. Chromebooks remain at school, charged and maintained, ready for classwork each day. Homework in their educational Wellingtonjags Google account can be completed at home on any computer with internet access.

7TH & 8TH GRADE BRING YOUR OWN DEVICE (BYOD)

Students are asked to bring their own device to school each day to assist with classwork. Devices must have access to the Chrome browser for easy use of Google apps and other web-based tools. While the family is ultimately responsible for the device, school technical support is available to help answer questions and troubleshoot. School loaners are available when the device is out for repair.

LUNCH

Middle school students sit with their advisory groups during lunch, which provides a daily checkpoint between advisors and advisees. Aside from strengthening bonds within advisory groups, coming to lunch without worrying where to sit eases unnecessary stress.

BRAIN BREAKS

It is important for middle school students to expend energy and socialize. Morning break occurs daily, which allows for a mid-morning snack and fresh air. Recess follows lunch and helps prepare students for afternoon classes.

STUDENT LEADERSHIP OPPORTUNITIES

Students have many opportunities to experience leadership roles during middle school. They are encouraged to try their hand in one or more of the following: Student Advisory Board, Penny Harvest Student Advisory Board, Morning Meeting Leaders, and Student Mentoring.





MIDDLE SCHOOL ATHLETICS  
PHILOSOPHY

Skill development and a balance between participation and increased competition are the primary focus of middle school athletics. The goal is for each student to receive some playing time during each contest and all Wellington students are encouraged to join our athletic teams. Coaches and athletes work to create an inclusive and energetic team environment, while thoroughly preparing for the transition to upper school athletics.

SPORTS PERFORMANCE  
TRAINING

The Wellington Sports Performance program seeks to inspire character, competition, and commitment while creating improved movement, strength, and speed of the Jaguar athletes. At the middle school level, the primary goals are:

- Develop physical literacy for youth by promoting a long-term approach to quality daily physical education and daily intermittent moderate-to-vigorous physical activity.
- Promote positive mental and psychosocial development as well as physical development with a properly designed training program.
- Emphasize a long-term approach to developing strength and power for athletes.

Sport Offerings



Fall

Golf, Soccer, Tennis  
(Girls)



Winter

Basketball, Swimming



Spring

Baseball, Lacrosse,  
Softball, Tennis (Boys)

Travel  
Experiences



MIDDLE SCHOOL SKI

Grades 5–8

The middle school ski program occurs over five weeks during the winter. All students take a ski or snowboard lesson and then spend time with their peers practicing skills, as well as strengthening middle school bonds. Learning a lifelong sport and taking risks are key components of this program which encourages a growth mindset. This experience also provides an excellent opportunity for our 8th to 5th grade mentoring program.

STRATFORD ECOLOGICAL CENTER

Grade 5

Fifth grade students visit Stratford Ecological Center to delve into a wide range of hands-on earth and life science topics, including weather, ecology, energy resources, and arthropods. The fundamentals of this trip are integrated in the 5th grade science curriculum. Several day trips are broken up between the fall, winter, and spring to allow the students an opportunity to see how the ecosystem changes from season to season and how different organisms each adapt to these changes.

CUYAHOGA VALLEY NATIONAL PARK

Grade 6

Sixth graders continue their study of science outside of the classroom during a three-day trip to Cuyahoga Valley National Park. This trip includes a very thorough study of the watershed and provides real life experiences such as pond-dipping, night hikes, hands-on classroom activities, and an extensive study of how the watershed has changed since the formation of the park.

WASHINGTON, D.C.

Grade 7

A four-day trip to Colonial Williamsburg and Washington, D.C., where students experience American history in the past as well as history in the making. This trip ties directly into the 7th grade social studies curriculum, and also serves to strengthen independence as an out-of-state experience with classmates.

TORONTO

Grade 8

This international four-day adventure allows 8th graders to experience a diverse and multicultural city, and gives them international perspective as they further work on defining their place in the world. Students explore cultural enclaves, ethnic neighborhoods, museums, major city landmarks, and much more. Students are also immersed in the culture through food, music, and the arts. As the final class trip in middle school, students are encouraged to fully engage in all aspects of travel, as well as practice and refine their communication and leadership skills.



Middle School  
Faculty





**Cheryl Allen**  
Dean of Students  
Middle School Math Teacher  
Ohio State University M.A.  
Miami University B.S.



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DePaul University B.A.  
Wayne State University B.A.



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Middle School/Upper School Band Director  
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# Wellington

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Wellington is an independent, coeducational, preschool through grade 12, college-preparatory day school dedicated to preparing citizens who achieve, lead, and find fulfillment in a global community.

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**[wellington.org](http://wellington.org)**

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