



2024-2025



CURRICULUM GUIDE

**5TH GRADE AND
MIDDLE SCHOOL**

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5th Grade & Middle School

CURRICULUM OUTLINE

Subject	5 th Grade	6th Grade	7th Grade	8th Grade
ENGLISH	English 5	English 6 Literacy Skills	English 7	English 8
FINE ARTS	Students select 1 year-long, or 2 semester-long courses	Students select 1 year-long or 2 semester-long courses	Students select courses to fill both semesters	Students select courses to fill both semesters
LANGUAGES*	French 5, Spanish 5 or Mandarin 5	French, Latin, Mandarin, or Spanish	French, Latin, Mandarin, or Spanish	French, Latin, Mandarin, or Spanish
ADDITIONAL FINE ARTS or SECOND LANGUAGE			Students select courses to fill both semesters	Students select courses to fill both semesters
MATHEMATICS	Placed by department	Placed by department	Placed by department	Placed by department
PHYSICAL EDUCATION	Physical Education 5	MS Physical Education or MS Yoga	Dance, MS Physical Education or MS Yoga	MS Physical Conditioning, Dance, MS Physical Education or MS Yoga
SCIENCE	Science 5	Science 6	Science 7	Science 8
SOCIAL STUDIES	Social Studies 5	Social Studies 6	Social Studies 7	Civics 8
ENRICHMENT	Zero Hour Block: Beginning Band Chess The Farmyard Class Garden to Table	Zero Hour Block: Beginning Band Chess The Farmyard Class Garden to Table	Zero Hour Block: Beginning Band Chess The Farmyard Class Garden to Table	Zero Hour Block: Beginning Band Chess The Farmyard Class Garden to Table

**Or placement by department*

5th Grade Course Offerings

English

English 5

Course Number 671

Fifth grade English students are introduced to a rich variety of texts including: historical fiction, realistic fiction, fantasy, informational and traditional literature. Students focus on comprehension strategies as well as determining plot structures, main idea and theme. Students will learn to accurately cite and quote text when drawing conclusions. Students will participate in selecting representative text that mirrors their interests and experiences. The structure of the fifth grade reading program aims to instill an appreciation and joy for becoming a life-long reader.

The main objective of fifth grade writing instruction is to teach students to apply skills that enhance their writing and allow them to communicate through vivid, elaborate, meaningful pieces of writing. Writing genres for fifth grade include: informational/expository, narrative, and opinion. Students learn to refine and build skills in writing increasingly complex, multiple-paragraph essays. Students will learn essay structure that includes: a formal introduction, main body paragraphs with supporting details, and a strong conclusion. Students will apply topic sentences, transitional phrases and concluding statements to strengthen their writing. Journaling, creative writing and response to literature notebooks will provide additional practice for students to hone their skills. Students will learn and correctly employ the eight parts of speech. Basic grammar usage and mechanics will be emphasized. Fifth grade writers develop skills that will allow them to use writing as a tool to problem solve, discover and record information. They will learn to listen to their “writer’s instinct,” as they reflect and express their ideas while discovering the writer within.

Fifth grade English students will be given opportunities to challenge and extend their listening and speaking skills. Students will develop communication skills by presenting information, both formally and informally, across a wide range of topics.

Fine Arts

Art 5

Course Number 682

A semester of Art 5 gives students a solid introduction to the art elements. Students will be encouraged to develop their own visual voice as they work with 2 & 3-dimensional media with an emphasis on creative, critical, and self-regulated thinking skills.

Choir 1

Course Number 184

A semester of Choir 1 emphasizes good vocal production, reading music, diction (both in English and other languages), and performance of one or two-part music. No previous musical experience is required. Choir 1 will perform as their own ensemble and with Choir 2 and Choir 3 (6th-12th grade choirs).

Dance 5

Course Number 696

A semester of Dance 5 emphasizes the basic skills and techniques of ballet, jazz, modern/contemporary, hip-hop, and other native culture dances worldwide.

Drama 5

Course Number 681

A semester of Drama 5 introduces students to the basic skills of performance involving the voice, body, and mind. They will develop their awareness of effective and expressive physical and verbal communication.

Introduction to Music

Course Number 941

The goal of this semester-long class is to inspire students to pursue music at another level (such as participating in the musical, singing in choir, playing piano, or participating in band, jazz band, or orchestra classes). This non-performance based course is designed to introduce and familiarize students with music through focused listening, discussion, exploration, music reading, and music making. Students will practice reading music notation, play several different instruments (including some singing), and compose some rudimentary musical pieces. This course is offered to students in grades 5-8.

Languages*

French 5

Course Number 261

This course is designed for fifth grade students to be actively involved in learning French. Emphasis will be on communication about everyday things such as describing people, expressing likes and dislikes, food, talking about sports and leisure activities, and so on. There will be projects, games, and activities. Emphasis will be on pronunciation and on building vocabulary. Students will also study the culture of French-speaking countries.

Spanish 5

Course Number 676

This course is designed so that a fifth grade student will be actively involved in learning Spanish. After this course, students will be able to perform the following tasks at a novice level: introducing themselves and others, describing someone, asking someone's age and birthday, giving the time, the date, and the day, expressing likes and dislikes, talking about pastimes and sports, saying what they have and what they need. This course will emphasize pronunciation and vocabulary. Also, students will study the culture of Spanish-speaking countries.

Mandarin 5

Course Number 260

This course is designed for fifth grade students to be cultivated in learning Mandarin Chinese, one of the oldest languages. The students will explore one of the oldest languages of Mandarin Chinese. Students learn pronunciation with Pinyin, known as the Chinese Romanization and written system, which is Hanzi-Chinese characters. Emphasis will be on pronunciation and tones, and identifying and writing characters with proper stroke orders on building vocabulary, exploring the Six Methods of forming Chinese characters: pictogram, ideogram, pictophonetic, combined ideogram, loan, and transfer. Communication skills cover daily life, family members, likes and dislikes, etc. There will be projects, games, and activities like trips to the local Chinese community.

**Or placement by department*

Mathematics

Math 5

Course Number 674

The purpose of math 5 is to develop a strong conceptual understanding of decimals and fractions. The Mathematics curriculum for fifth grade applies real-world problem solving emphasizing critical mathematical practices such as making sense of problems, persevering in problem-solving, modeling with mathematics, reasoning abstractly and quantitatively, looking for and making use of structure, and attending to precision. Fifth grade builds upon prior student knowledge, extending multiplication and division to multi-digit numbers and developing an understanding of decimals in the place value system and in operations. Adding, subtracting, multiplying, and dividing fractions are covered in depth. Student knowledge of geometry is extended to develop an understanding of volume concepts.

Physical Education

Physical Education 5

Course Number 622

The goal of this class is to promote lifetime physical fitness through individual and team sports activities. Grade 5 students will show steady personal improvement in all activities throughout the year. Every day all students must keep trying to get better in all aspects of Physical Education. In each class, we shall discuss health topics, work aerobically and anaerobically, practice proper stretching and strengthening techniques, train skills in various individual and team sports, and play. Cooperative behavior and good sportsmanship are reinforced in each class meeting.

Science

Science 5

Course Number 675

The TGS Middle School Science curriculum is a unique and innovative spiral curriculum that is built around progression. It is designed to:

- engage and enthuse students and foster their natural curiosity
- give students the knowledge, understanding, and ability to apply that knowledge and understanding to a range of increasingly complex and unfamiliar problems, giving them an excellent preparation for High School Science
- incorporate best practices informed by cognitive science

Students will study Biology, Chemistry and the Earth, and Physics and Space in all four years of Middle School. Each subject area is divided into four strands:

	Strand A	Strand B	Strand C
Biology	Ecology, Evolution and Reproduction	Systems	Cells
Chemistry and the Earth	Particles and States, Atoms, Elements	Reactions, Acids and Alkalis	Earth and Atmosphere
Physics and Space	Forces and space	Light and Sound	Electricity and Magnetism, and Energy

All strands will be studied each year. Teachers will begin the study of each subject area by revisiting previous learning, giving students an opportunity to identify gaps and consolidate their knowledge and understanding. Full details of what will be studied within each strand in each grade level will be available in the course syllabi. By regularly revisiting prior learning in increasingly complex and unfamiliar contexts students will develop a thorough understanding of the core concepts, and be able to apply them widely. This will form an excellent foundation for Upper School Science courses.

The in-class student experience is hands-on, lab-based, and has deliberate inbuilt continuity and progression throughout the grade levels. The science inquiry skills that are emphasized via the content in each grade level include the following:

- generating scientific questions
- predicting and hypothesizing
- designing investigations
- observing and data collecting
- analyzing and concluding
- interacting science with society
- communicating

The safe and appropriate use of lab equipment and technology is developed throughout the four years. A variety of techniques are used to encourage students to foster their sense of wonder and understanding of the natural phenomena that occur in our universe. Students' science literacy skills will become increasingly more complex as they progress through the program. Students will develop an understanding of the connections between science and its applications in the community and the wider world.

Social Science

Social Studies 5: What is Freedom?

Course Number 399

The fifth grade social studies course will explore the question: What is freedom? Students will explore topics including: U.S. geography, indigenous cultural regions of North America and early American history.

Through the lens of a true historian, students will analyze primary and secondary sources to understand important historical events. They will apply the writing process to clearly and concisely write about their findings. Students will grapple with essential questions related to history through hands-on projects, journaling, debate and discussion and reading a variety of both historical fiction and historical non-fiction texts. Fifth grade students will have an active role in discovering America's past and connecting it to the present all while answering the question, What is Freedom?

Enrichment

Chess

Course Number 80

This class is geared toward the more serious chess student who is interested in improving their chess skills and playing in tournaments. Students are asked to commit to the entire semester. Goals/Topics: Combinative Tactics, Visualization, Chess Geometry, Winning Strategies, Time/Stress Management, Attacking, and Defending. Will also include speed chess, bughouse (team chess), blindfold chess, and lots of fun. This course is offered to students in grades 5 – 8 during zero hour.

The Farmyard Classroom - Interdisciplinary Studies of Real Life

Course Number 0014

In this zero-hour class, students in grades 5 – 12 will deepen their responsibilities and learning with activities tailored to their individual interests and skill levels. The foundational tier of this class is tending and caring for our animals. Beyond care, this will be a building and design class: not only upkeeping doors and latches, but also creating chairs, swings, and a total environment where the aesthetics of the yard contribute to the health of the animals. To contribute to the total experience of the yard, students will use texts on anatomy, physiology, ecology, and behavior. When students link nutrition, behavior, play, leisure, sleep, arts, and the environment of the animals with their own needs in life, The Gregory School will find our students thinking of the whole of each and every life.

Garden to Table

Course Number 0015

In this zero-hour class, students will work together to turn our 6 community garden plots into a productive, food-producing farm. The produce harvested from our new school farm will go home with students and to the dining hall where everyone will enjoy the “fruits of our labors.” Growing one's own food is an act of empowerment. When students learn to grow food, and contribute that food to their family table, and our very own dining hall, this will build a grand sense of pride and accomplishment! Students will build a strong connection between our community garden and our science greenhouse. They will study the soil, the environment, and water use, and will learn exactly how to grow nutrient-rich produce in our desert climate. In addition, students will host quarterly farmer's markets where they can sell vegetable starts, fresh eggs from the farmyard, and any surplus vegetables from our gardens.

Middle School Course Offerings

English

English 6

Course Number 6

Sixth grade literature exploration begins with a review of different genres, followed by focus on memoir, free verse poetry, realistic fiction, and nonfiction. Each genre in English 6 is connected to specific writing tools and techniques that students will analyze and utilize in their own written work. Students will explore the same texts, learning comprehension strategies and story analysis in their reading skills class. In addition, using individual book choices, students will analyze writing techniques and share book reviews through written work and book talk presentations.

Sixth graders build confidence, fluency, and volume in writing. Students begin the semester learning the steps of the writing process and developing persuasive writing skills. The end of the first semester closes with a brief unit on poetry. Semester two opens with the goal of perfecting paragraphs and creating personal memoirs. The second half of semester two provides an introduction to the research process and expository writing. Throughout the year students engage in independent structured grammar lessons. By the end of sixth grade students should be able to write and correctly punctuate complete sentences with accuracy and confidence. Throughout the year students are invited and encouraged to read original writing pieces aloud in class. This builds confidence in public speaking and offers an opportunity for the praise of their written and oral work.

Class discussion, collaboration, and sharing opinions are a large part of our daily class routine. Creating a supportive classroom community sets the tone for building confidence in communication and personal expression.

Sixth Grade Literacy Skills

Course Number 809
Zero Hour Course Number 956

Sixth Grade Literacy Skills emphasizes a differentiated approach to reading instruction and focuses on increasing student mastery of essential literacy tools. This includes immersion in many different literary genres, building reading stamina, becoming practiced in discussion-based instruction, introducing research skills, and decoding the types of informational texts that students will encounter across the curriculum as they advance at TGS. This is a required course for all sixth grade students, and one section will be offered during zero hour.

English 7

Course Number 7

Seventh grade English students will further their study of literature by reading and discussing classic works such as Harper Lee's, "To Kill a Mockingbird". Students will be guided to make connections between works of literature, between literary works and the world around them, and between literature and their own lived experiences. In this way, students will construct meaning and synthesize information to create new understanding. Students will be taught how to utilize literary elements to promote and deepen their understanding of the novels that are assigned. Another aspect of literature comprehension that seventh graders will practice is the use of textual citations to support their understanding of literary elements evident in the literature we read. Furthermore, students will be required to read secondary novels outside of class to promote reading rigor and the opportunity to share personal interests in literature choices.

Seventh grade English students will learn how to write five-paragraph essays in three different types of content styles: expository, descriptive, and persuasive. Students will utilize learned research skills and apply to their persuasive essays. All essay writings will be shared in Google Docs, and students will have an ongoing opportunity to develop their content through the writing process over an extended period of time. In addition to essay writing, students will write for documentation of content in-class notes, journals, and homework notes throughout the year with the goal of achieving organization, attention to detail, clarity, and evidence of participation in their writings. Seventh-grade students will continue to work on grammar and vocabulary acquisition, and they will be expected to apply their understanding of them to their essays.

Seventh grade English offers students opportunities to develop their oral communication skills through class discussions and presentations. Students will utilize the Fab Lab to construct a product for a presentation that represents abstract and critical thinking about the content they have read. Lastly, enrichment content such as poems, music, videos, and PowerPoints relevant to the novels students read will be utilized.

English 8

Course Number 8

The eighth grade English curriculum is built on the exploration of great books. In addition to reading and studying works by Shakespeare, Bradbury, and Orwell, students are encouraged to read a wide variety of classic literature to deepen their understanding of the human experience, both contemporary and historical. These texts push students to acknowledge the unique perspectives of differing cultures and communities in class discussions. Students are challenged to extend and refine their empathy and critical thinking skills to harmonize various literary voices and historical perspectives.

Eighth grade English challenges students to write longer essays and to explore alternative writing structures, as well as incorporate textual evidence in support of their ideas. By the end of eighth grade, students should be able to create outlines, essays, poems, and narratives using a variety of structures to facilitate clear and creative expression of their ideas and arguments. A structured grammar curriculum will be utilized that supports writing with the acknowledgement that good writing starts with good grammar. Students focus on the skills necessary to facilitate clear and correct communication in their written work.

Research skills are emphasized in eighth grade as a way for students to support their ideas with evidence. The use of academic databases for research and correct MLA format for written work are a priority. Students use technology with greater sophistication as a resource for enhancing their research and presentation skills. They are challenged to use digital and print resources in a more complex way as they develop a more robust set of criteria to evaluate their sources.

Fantasy Writing

Course Number 49

This year-long elective will use genre fiction, fantasy, and science fiction to teach creative writing skills. Sixth, seventh and eighth grade students will embark on a long-term personal writing project. They will craft rich fantasy worlds with distinct languages, geographies, and cultures, and will then write fictional stories set in their world. Students of all skill levels and learning styles are welcome to take this class. Although we will study many technical aspects of the craft, the focus is on learning to love writing for its own sake. Fantasy Writing is different every year, so you can take the class as many times as you want!

The Art of the Short Story

Course Number 810

Prerequisite: Permission of the Instructor

The intermediate level of the creative writing program is open to eighth grade students who are interested in serious pursuit of the craft of writing. We will focus on the short story, both classical and contemporary. Students will be encouraged to read and write fiction in all genres and styles. We will study the technical elements of fine prose, with editing sessions and roundtable peer reading. At the end of every year and semester, we will create a portfolio of each student's best work. We will never run out of short stories to read and write, so you can take this class as often as you like!

Middle School Publications

Course Number 905

In this course students will gain skills in media production, including writing in many different genres and formats, page design and layout, copywriting, editing, photography, and working within the confines of a deadline. Three different types of publications will be produced: a professionally published yearbook that records school memories and events; a professionally published literary magazine that features creative writing, art and photography; and an in-house published monthly newspaper that focuses on Middle School interests. There is an emphasis on journalism skills in this class. Participants gain useful, real-world skills in time management, marketing, teamwork, and design principles.

Middle School Course Offerings

Fine Arts 6

Art 6

Course Number 4

A semester of Art 6 gives students an introduction to 2D and 3D fundamentals and principles of art. By honing precision and expressive techniques, utilizing materials such as paper, paint, and clay, students explore their personal creativity and develop critical self-assessment skills.

Dance 6

Course Number 05

A semester of Dance 6 promotes a balanced dance program that enables students to develop an appreciation of the use of the body as a means of communication and expression. Students will receive instruction in basic dance techniques and choreographic principles as they engage in movement activities designed to develop an understanding of the elements of dance, and develop balance, coordination, flexibility, strength, and endurance.

Drama 6

Course Number 28

A semester of Drama 6 provides students with experiences in which to build performance skills in public speaking, creative movement, basic acting, playwriting, and ensemble performance.

Choir 6

Course Number 283

A semester of Choir 6 focuses on music by encouraging students to recognize and experiment with rhythm, melody, note reading, performance, and creation of musical compositions. Students will develop the voice and body as instruments of musical expression.

Introduction to Music

Course Number 941

The goal of this semester-long class is to inspire students to pursue music at another level (such as participating in the musical, singing in choir, playing piano, or participating in band, jazz band, or orchestra classes). This non-performance based course is designed to introduce and familiarize students with music through focused listening, discussion, exploration, music reading, and music making. Students will practice reading music notation, play several different instruments (including some singing), and compose some rudimentary musical pieces. This course is offered to students in grades 5-8.

Fine Arts 7 & 8

Dance 1

Course Number 617

The purpose of this course is to promote a balanced dance program that enables students to develop an appreciation of the use of the body as a means of communication and expression. Students will receive instruction in basic dance techniques and choreographic principles as they engage in movement activities designed to develop an understanding of the elements of dance, and develop balance, coordination, flexibility, strength, and endurance. This course is offered to students in grades 7 - 12.

Dance 2

Course Number 618

Prerequisite: Dance 1 or Approval of Instructor

The purpose of this course is to promote a balanced dance program that enables students to develop an appreciation of and skill in using the body as a means of communication and expression. Students will receive instruction in both dance techniques and choreographic principles that build on skills developed in Beginning Dance. They will engage in dance activities designed to increase movement skills (balance, coordination, agility, flexibility, strength, and endurance); develop their ability to effectively utilize the elements of dance in performance and the choreographic process; and develop their expressive performance skills. There will be performance opportunities. This course is offered to students in grades 8 - 12.

Choreography Lab

Course Number 619

Prerequisite: Audition or Approval of Instructor

This course is designed for intermediate/advanced dance students who love to choreograph, create, and design dance. This course will focus on refining technical proficiency, artistic expression, and creative fluency. Students will engage in the processes of creation, rehearsal, and performance of original student dance choreography; ensemble skills; repertoire maintenance, and performance disciplines. A variety of opportunities will be provided for performances of completed works. This course is offered to students in grades 8 - 12.

The student will be able to:

- Compose original dance works for performance applying each step of the choreographic process. Analyze, critique, and discuss choreography in an intelligent, productive manner.
- Learn, recall with accuracy and expressively perform original choreography and the choreography of peers and others.
- Collaborate with others in creating and performing dance works.
- Work creatively and efficiently under deadlines.
- Manage rehearsals effectively.
- Recall choreography and perform it with confidence and accuracy.
- Effectively use technical theater elements: costumes, make-up, set design, and props.

Art 7

Course Number (Semester) 117

Course Number (Full year) 722

The seventh grade comprehensive semester-long or year-long course is theme based. Students foster their creativity with personal projects, interdisciplinary subject matter, and assemblage studies. Various rendering skills and craftsmanship techniques are explored with multi-media such as paper, canvas, wood, clay, paint, and recyclables. Students are exposed to the wide array of media utilized for visual expression.

Art 8

Course Number 118

Focusing on skill building to develop a strong visual voice, eighth grade students study art movements, exploring realistic rendering in pencil, Impressionism in paint, Surrealism in clay, and a wide array of historic and modern approaches to art making. This comprehensive year-long course culminates in a trip to the University of Arizona Museum of Art where students pull inspiration from exhibits to develop a month-long personal project celebrating individual creativity and meaningful art-making.

Drama 7

Course Number (Semester) 147
Course Number (Full year) 723

The seventh grade semester-long or year-long drama class encourages skills in creative movement and vocalization, acting, playwriting, memorization, facial expression, and ensemble performance. Whether students have some or no previous performance experience, they will develop their awareness of effective and expressive physical and verbal communication. Students will participate in scenes and monologues, as well as daily performance activities, through scripted work, improvisation, and creative writing.

Drama 8

Course Number 149

Students will have the opportunity to explore many diverse types of theater in eighth grade drama. Improvisation games, public speaking, mime, physical theater, and vocal performance work will fill the first semester. In the second semester, we will apply the skills learned in the first semester to a full-length evening ensemble production. Past productions have included *The Wizard of Oz*, *Aladdin*, *Peter Pan*, *Sideways Stories from the Wayside School*, *Pinocchio*, and *James and the Giant Peach*.

Introduction to Music

Course Number 941

Course offered: Semester-long course

The goal of this non-performance based class is to inspire students to pursue music at another level (such as participating in the musical, singing in choir, playing piano, or participating in band, jazz band, or orchestra classes). This course is designed to introduce and familiarize students with music through focused listening, discussion, exploration, music reading, and music making. Students will practice reading music notation, play several different instruments (including some singing), and compose some rudimentary musical pieces. This course is offered to students in grades 5-8.

Theater Production 8

Course Number 59

The overall objective of this eighth grade creative design class is to create original work using digital and concrete tools. Students will record, edit, design, and mix music for performances using GarageBand. They will create slideshows and digital stories using iMovie. Students will learn basic tool usage, safety considerations, and building techniques for theatrical production. Second semester this class will be responsible for designing audio and video elements, stage managing, house managing, running lights and sound, and performing backstage crew responsibilities for the middle school productions.

MS Digital Design

Course Number 284

Course Offered: Semester-long course

Students will create digital images using basic photoshopping techniques by building and painting directly on the computer. They will develop design knowledge through balance, emphasis, texture, color theory and mixing. Students will gain an understanding of various digital formats for both print and web use and study various historical art movements related to their projects. Along with Photoshop, a variety of applications will be used to create various designs and images like Tinkercad, Fontstruct, and Google Drawings. This course is offered to students in grades 7-8.

Advanced MS Digital Design

Course Number 285

Prerequisite: MS Digital Design

Course Offered: Semester-long course

Advanced MS Digital Design will be a continuation and building of more PhotoShop skills and tools, especially to build atmosphere and depth digitally through color contrast and size. In this class, students will discover a new means of drawing digitally through vector imaging and the bezier pen tool to create logos and their own typography. Students will also be challenged to work creatively by using traditional art making methods and turning them into digital images. This course is offered to students in grade 8.

Beginning Digital Painting and Illustration

Course Number 55

Course Offered: Semester-long course

This course will use Photoshop and other digital software as a means of creating visual art and illustration. Learn the techniques and steps to visually illustrate your own stories and ideas from storyboard to character development to graphic novel. First semester we will begin to build the foundations for illustration and in the second semester you will take those foundations to create a product of your own, whether it's a storybook or graphic novel. Various elements and principles of art will be learned and applied to illustrations to give the illustrations a stronger visual impact. This course is offered to students in grades 8 - 12.

Choir 2A/Choir 2B

Course Numbers 86/87

Choir 2A/2B is for singers in grades 6-8 with unchanged voices. Two and three-part music is the norm, and while no previous experience is necessary, the development of students' music reading skills, sight-singing, and music theory are expected. Emphasis is placed on good vocal production, reading music, diction (both in English and other languages), and performance of two or three-part music. Choir 2A/2B will perform pieces on their own and pieces with Choir 1 and Choir 3 (singers in grades 5 and 9-12). Choir 2A and 2B are individual one-semester courses; students may take one or both.

Choir 3

Course Number 265

Prerequisite: 8th grade singer placement determined by permission of the instructor through a short audition/interview process.

The emphasis in Choir 3 is on the performance of high-quality music, training in the skills of choral singing, solo singing, music theory and literacy, and ear and sight-reading skills. The course is performance-based; participation in both on-campus and off-campus performances is required and included in the grading rubric. Music ranges from sacred to secular, from Renaissance to Broadway, including pieces sung in languages other than English. Eighth grade singers are encouraged to audition for the state choir festival, and singers in grades 9-12 are encouraged to audition for the Arizona Regional Choral Festival. The choir will most likely participate in at least one other choral festival. Choir 3 will perform pieces on their own and pieces with Choir 1 and Choir 2 (singers in grades 5-8). Some after-school and/or weekend commitments (performances) are required; details are to be determined at a later date.

Beginning Band

Course Number (Zero Hour) 693
Course Number (Regular School Day) 96

Beginning Band is designed for students in grades 5 - 12 to discover and learn how to play a standard wind or percussion instrument of their choice. Students do not need to know how to read music or have any prior experience in this course. Once students have registered for the class the instructor will arrange an appointment to help them choose instruments. Most students provide their own instruments, but Gregory School does have a limited number that can be borrowed. Students will learn how to read music, assemble and take care of their instruments, and learn how to play music from a variety of genres (pop, classical, rock, jazz, etc). Fun music-based games, songs, and activities make this course a great way to learn to play music with your friends. This course is performance-based and school concerts and other performances are included in the grading rubric.

Intermediate Band

Course Number 97

Prerequisite: Beginning Band or permission from the instructor as determined through a short audition process.

Intermediate Band is designed for students in grades 6 -12 to play standard wind or percussion instruments in an ensemble setting. Students must have played their instruments for at least one year and should be able to read music at a rudimentary level. In most cases, students provide their own instruments. This course is an extension of beginning band. Students will continue to develop their instrumental skills throughout the course while playing selections from a variety of musical styles. Since musical selections vary from year to year, this course may be repeated. Students will have several performances throughout the school year. This course is performance-based and school concerts and other performances are included in the grading rubric.

Advanced Band

Course Number 98

Course offered: Zero hour; twice per week

Prerequisite: Two years of band experience or private study AND approval of the band teacher.

Advanced Band is for those students who are ready to perform more advanced music. Students must have had at least two years of previous experience playing a standard wind or percussion instrument, and they must have the recommendation and signed approval of the band teacher (unless they are currently in advanced band). An audition may be requested. Students will gain experience in playing more challenging and difficult music from a variety of musical genres. In most cases students will need to provide their own instrument. The students are encouraged to audition for the Arizona Regional Festival as well as solo and ensemble festival (participation is voluntary). This course is performance-based; participation in all on-campus performances is mandatory, and performances are included in the grading rubric. This is available to grades 9-12 and grades 7 and 8 by audition.

Beginning Orchestra Strings

Course Number 67

Beginning Orchestra Strings is designed for students in grades 5-12 to discover and learn how to play the standard string orchestra instruments: Violin, Viola, Cello, or Upright Double Bass. Students do not need to know how to read music or have any prior experience in this course. Once students have registered for the class the instructor will arrange appointments to help them choose instruments. Students must provide their own instruments (which can be rented inexpensively from local music stores). Students will learn how to read music, how to care for their instruments, beginning bowing techniques, and how to play music from a variety of genres (pop, classical, rock, jazz, etc). Fun music-based games, songs, and activities make this course a great

way to learn to play music with your friends. This course is performance-based and school concerts and other performances are included in the grading rubric.

Intermediate Orchestra Strings

Course Number 269

Prerequisite: Beginning orchestra or at least one year of playing experience on violin, viola, cello, or bass.

Intermediate orchestra is designed for students in grades 6-12 to play standard orchestral instruments (violin, viola, cello, or bass) in an ensemble setting. Students must have played their instruments for at least one year and should be able to read music at a rudimentary level. In most cases, students provide their own instruments. This course is an extension of beginning orchestra. Students will continue to develop their instrumental skills throughout the course while playing selections from a variety of musical styles. Since musical selections vary from year to year, this course may be repeated. Students will have several performances throughout the school year. This course is performance-based and school concerts and other performances are included in the grading rubric.

Advanced Orchestra Strings

Course Number 286

Prerequisite: Two years orchestra experience or private study AND recommendation and approval of the orchestra teacher.

Advanced Orchestra is for those students who are ready to perform more advanced music. Students must have had at least two years of previous experience playing a standard orchestral instrument (violin, viola, cello, and bass), and they must have the recommendation and signed approval of the orchestra teacher (unless they are currently in Advanced Orchestra). An audition may be requested. Students will gain experience in playing more challenging and difficult music from a variety of musical genres. In most cases students will need to provide their own instrument. The students are encouraged to audition for the Arizona Regional Festival as well as solo and ensemble festivals (participation is voluntary). This course is performance-based; participation in all on-campus performances is mandatory, and performances are included in the grading rubric.

Beginning Piano

Course Number 267

Beginning Piano is designed for students in grades 6-12 with little to no piano and/or music experience. Time will be split between developing musicianship: the rudiments of music construction, proper technique for playing the piano, the ability to perform alone and with others, and proper practice techniques and discipline. Students will work on musicianship skills through in-class activities and online music theory resources. A commitment to consistent practice either at school or at home and performances in class and at music concerts are required.

By the end of the year, students should be proficient in understanding fundamental music theory concepts, performing scales with both hands simultaneously at an appropriate tempo, playing with rhythmic accuracy, developing independence of hands and fingers, performing by themselves and with other students, learning a new piece of music on their own.

Having an appropriate piano (digital or acoustic) at home to practice is crucial for success in completing this course. The instructor can assist families in finding an instrument for purchase or rent.

Intermediate Piano

Course Number 268

Prerequisite: Placement determined by permission of the instructor through a short audition/interview process

Intermediate Piano is designed for students in grades 6-12 with previous piano and/or music experience. The ideal candidate for this class should: be able to identify all notes on the treble and bass clefs, be familiar with playing scales and some arpeggios, have an appropriate level of rhythmic accuracy, and have an appropriate knowledge of rudimentary musicianship terms and concepts. Students in Intermediate Piano will cover intermediate-level musicianship and piano literature. Commitment to a disciplined practice routine and performances in class and in music concerts are required. Intermediate level skills and concepts include (but are not limited to): all major scales, introduction to minor scales and jazz scales; all chords (major, minor, diminished, and seventh chords). Students will perform on their own and with other students in class at evening concerts throughout the school year. Opportunities for performances outside of school may also be available.

Having an appropriate piano (digital or acoustic) at home to practice is crucial for success in completing this course. The instructor can assist families in finding an instrument for purchase or rent.

2024 - 2025 Middle School Course Offerings

Languages*

French 1A

Course Number 238

This is an introduction to French for middle school students. Emphasis is on reading, writing, listening, and speaking. Students learn to converse and write about everyday things, such as greetings, time, school, family, descriptions of people, likes and dislikes, activities, and sports. Class is spent practicing vocabulary and grammatical structure, reading short passages, and talking about culture. Students will use the present tense. They will learn about various aspects of Francophone culture.

French 1B

Course Number 239

This course is designed so that middle school students will be actively involved in learning the French language. In the 1B level, students will use the first month of the year to review the previous year's work in French 1A. They will continue to learn familiar and concrete vocabulary along with phrases that are useful in everyday life or that they would use if they were to travel to a French-speaking country. Students will continue to learn about the Francophone culture and French-speaking countries. They will primarily use the present tense but will learn the past tense near the end of the year. Upon successful completion of French 1A and French 1B, they will be given one upper school credit for the two courses.

Please note that middle school students who have completed French 1A and French 1B in middle school will be placed in French 1 or French 2 as determined by the department.

French 1

Course Number 221

Prerequisite: Eighth-grade students with no prior experience with French or who earned less than a B- in French 1B are eligible to take French 1

Upper School Class

This course assumes little or no prior instruction in French. Emphasis is on reading, writing, listening, and speaking. Students will learn familiar and concrete vocabulary along with phrases that are useful in everyday life or that they would use if they were to travel to a French-speaking country. They will learn about the Francophone culture and French-speaking countries. Students will primarily use the present tense. Upon successful completion of French 1, they will be given one upper school credit for the course.

French 2

Course Number 222

Prerequisite: Middle school students who earned a B- (80%) or better in French 1B (or equivalent) are eligible to take French 2 in the upper school.

Upper School Class

Students further develop conversational skills through the study of concrete vocabulary and idiomatic expressions. They will study the culture, geography, and daily life of various Francophone regions. Writing assignments are more varied than those of French 1. Students will use storytelling to illustrate uses of the past tense, and they will write and illustrate an original fairy tale, which they then will read to an audience. Students will do a thorough review of the present tense before working on passé composé and imparfait. Upon successful completion of French 2, they will be given one upper school credit for the course.

**Or placement by department*

French 3

Prerequisite: Eighth-grade students who earned a C (73%) or better in French 2 are eligible to take French 3

Course Number 223

Upper School Class

By third-year French, a student can maintain a conversation about a wide variety of topics. More emphasis will be given to reading and writing than in the past two years. Vocabulary and composition topics are varied. Students will examine the culture, literature, and music of French-speaking Europe, Africa, North America, and the Caribbean. They will read short selections from the French-speaking world. Tenses/moods covered: past tenses, present, conditional, future, and subjunctive. As a final assessment, students will do a job interview and give a presentation to French speakers from the community.

Introduction to Latin and Classical Civilization

Course Number 288

The Latin program offers a comprehensive foundation in the language from the introduction of basic vocabulary and grammar through the study of grammatical syntax and literature. Our course is based on the universal stories of Ovid. Reading comprehension, translation, and Latin prose composition are emphasized in the course. Readings from ancient authors and modern retellings focus on classical culture, history, and mythology. We also deeply study words and ancient customs. To complement the epic stories that we read, the Iliad, the Odyssey, and the Aeneid, we tell stories through oral rhetoric, mosaic tesserae, anthropomorphic toys, and painted murals. This course is offered to students in grades 6 - 8.

Advanced Latin and Classical Civilization

Course Number 289

This class continues the study of the Latin language. Students will work with 500-600 vocabulary words within the structure of 3 declensions of nouns and adjectives, and 6 tenses of verbs. Our text is based on the universal mythological stories of Ovid. Reading comprehension, translation, and Latin composition are emphasized in this course. During our daily class activities we examine classical culture, geography, history, and mythology. In the second semester we read The Aeneid. Reading The Aeneid allows students to examine the Trojan saga from the Roman perspective as a piece of the culture of the time of Augustus. To complement and reinforce the substance of this epic, we write stories and express these stories using oral rhetoric, mosaic tesserae, painted murals, and anthropomorphic props. This course is offered to students in grades 6, 7, and 8.

Latin 1

Course Number 201

Upper School Class

The Latin program offers a comprehensive foundation in the language from the introduction of basic vocabulary and grammar through the study of grammatical syntax and literature. Our course is based on the universal stories of Ovid. Reading comprehension, translation, and Latin prose composition are emphasized in the latter part of the course. Readings from ancient authors and modern retellings focus on classical culture, history, and mythology. This course is offered to students in grades 8 - 12. Upon successful completion of Latin 1, they will be given one upper school credit for the course.

Latin 2

Course Number 202
Upper School Class

This course continues the study of grammar, syntax, and vocabulary, and makes the transition from fabricated Latin to the original language. In the second-semester students practice their new ability to read excerpts of the original works of Ovid's Metamorphoses and Fasti. Upon successful completion of Latin 2, they will be given one upper school credit for the course.

Mandarin 1A

Course Number 271

Mandarin 1A is an introductory course in Chinese for students in grades 5-8. Students will learn basic pronunciation and tones. Initial emphasis will be on speaking and listening; reading and writing will follow. Students will learn and explore the writing system and the Pinyin System, known as Chinese Romanization. They will also learn concrete vocabulary along with phrases that are useful in everyday life. By the completion of the first year, students should be able to: introduce themselves, others, and family members, describe someone, ask someone's age and birthday, tell time, dates, and months, explain daily routines, express likes and dislikes, talk about colors, clothing, etc. Students should also be able to identify about 100 characters, read simple Chinese texts, and write basic notes. They will also be able to demonstrate basic knowledge of the culture of the Chinese-speaking countries and regions.

Please note that TGS students who have completed previous Mandarin classes will be placed in Mandarin 1B, Mandarin 2, or Mandarin 3 as determined by the department.

Mandarin 1B

Course Number 272

Prerequisite: Level determined by placement exam or teacher recommendation.

This elective course is designed for students in grades 6-8. Emphasis will continue on pronunciation and on building vocabulary. Students will continue to develop skills in listening and speaking, reading, writing, and typing. Emphasis will be on communication about daily life such as describing people, expressing likes and dislikes, shopping, talking about hobbies, colors, body parts, and so on. There will be mahjong games, Chinese chess, calligraphy writing, dumpling making, and other activities.

Mandarin 2

Course Number 273

Prerequisite: Level determined by placement exam or teacher recommendation.

This elective course is designed for students in grades 6-12. The emphasis in this course continues on pronunciation, tones, and building vocabulary. The focus will be on reading comprehension, translation, ancient poems, and storytelling. Students further develop conversation and writing skills through the study of culture, songs, and Internet resources. There will be games: Chinese go, mahjong, Chinese chess, YoGo; calligraphy writing, dumpling making, and other activities.

Mandarin 3

Course Number 274

Prerequisite: Level determined by placement exam or teacher recommendation.

This course is an elective course designed for students in grades 6-12 who want to further their study of Mandarin Chinese. Students will continue their development of conversational skills and presentational skills (both oral and written) through the study of the culture, geography, tours, history, food, festivals, regional dialects, and idiomatic expressions in Chinese people's daily life, comparisons of cultural differences and similarities. Level determined by placement exam or teacher recommendation.

Advanced Mandarin

Course Number 277

The course is designed for middle school students who are heritage speakers of Mandarin or who have spent at least five years in an immersion program and have reached a high level of proficiency in Mandarin. It is meant to help them develop their skills until they are old enough to test into an upper-school Mandarin class. Upon successful completion, they will be given one upper school credit for the course per year.

Spanish 1A

Course Number 217

This course is designed so that middle school students will be actively involved in learning the Spanish language. After this course, students will be able to perform the following tasks at a novice level: listening and speaking within enjoyable, engaging, and interactive activities, reading simple Spanish texts, and writing to demonstrate basic knowledge and culture of the Spanish-speaking world. Students will learn: to introduce themselves, to introduce others, to describe someone, to ask someone's age and birthday, to give the time, the date, and the day, to express likes and dislikes, to talk about pastimes and sports, to say what they have and what they need, to describe people and family relationships, to talk about classes and responsibilities, to talk about plans, and to invite others to do something. Students will emphasize pronunciation and vocabulary. Also, they will study the geography and culture of Latin-speaking countries.

Spanish 1B

Course Number 218

This course is designed so that middle school students will be actively involved in learning the Spanish language. In the 1B level, students will use the first quarter of the year to review last year's work. Students will learn to: ask for personal information, respond to comments on food, make polite requests, talk about the daily routine, give directions, talk about how they feel, give advice, ask for and give opinions, say what they did and where they went, and express hopes and wishes. Also, they will study the geography and culture of Latin-speaking countries. Upon successful completion of Spanish 1A and Spanish 1B, they will be given one upper school credit for the two courses.

Please note that middle school students who have completed Spanish 1A and Spanish 1B in middle school will be placed in Spanish 1 or Spanish 2 as determined by the department.

Advanced Middle School Spanish

Course Number 220

The course is designed for middle school students who are native speakers of Spanish or who have spent at least five years in an immersion program and have reached a high level of proficiency in Spanish. It is meant to help them develop their skills until they are old enough to test into an upper-school Spanish class. Upon successful completion, they will be given one upper school credit for the course per year.

Spanish 1

Course Number 211

Prerequisite: Eighth-grade students with no prior experience with Spanish or who earned less than a C (73%) in Spanish 1B are eligible to take Spanish 1.

Upper School Class

Spanish 1 is an introductory course primarily in Spanish, which assumes no prior knowledge of the language. Emphasis is on developing the student's ability to use the language for basic communicative competence by developing the four skills: listening, speaking, reading, and writing. Culture is introduced through the videos and readings. The emphasis in the classroom is the use of oral Spanish. By the completion of the first year, students can introduce one friend to another, describe likes and dislikes, shop for food and clothing, order a meal in a restaurant, and talk about daily routines, weekend activities, classes, family, health, and holidays. Students are able to speak, read, and write in the present, past, and future.

Spanish 2

Course Number 212

Prerequisite: Middle school students who earned a C (73%) or better in Spanish 1A and Spanish 1B, and/or middle school and high school students with instructor's recommendation are eligible to take Spanish 2 as determined by the department..

Upper School Class

This course is meant to strengthen the foundation for Spanish 1A, 1B, or Spanish 1 for students who wish to continue their studies in Spanish beyond middle school. Upon successful completion of Spanish 2, students will be eligible to take Spanish 3 the following academic year. Spanish 2 continues the four-skill approach through the introduction of the direct method, developing the student's ability to begin to express abstract concepts in different tenses, such as present, preterite, and present progressive. Cultural content is enhanced through the use of video material and short readings, as well as the introduction of different Latin American rhythms. Students at this stage continue writing short compositions in Spanish, with a more complex variety of cultural and personal topics, adding new grammatical and syntactical structures.

Spanish 3

Course Number 213

Prerequisite: Middle school students who earned a C (73%) or better in Spanish 2 (or equivalent) are eligible to take Spanish 3 as determined by the department.

Upper School Class

This course is a continuation of Spanish 2, meant to strengthen the foundation for Spanish 1 for students who wish to continue their studies in Spanish. Spanish 3 will continue the four-skill approach through the introduction of the direct method, developing the student's ability to express themselves using the three modes of Spanish: indicative, imperative, and subjunctive modes. In addition, students will learn different aspects of past tense, such as preterite, imperfect, and past progressive. Vocabulary and cultural content will focus on topics related to health, technology, and housing, with great emphasis on writing and communication skills. For middle school students, upon successful completion of Spanish 2 and Spanish 3, they will be given one upper school credit for the two courses.

Spanish 4

Course Number 214

Prerequisite: Middle school students who earned a C (73%) or better in Spanish 2 (or equivalent) are eligible to take Spanish 4 as determined by the department.

Upper School Class

In Spanish 4, students are exposed to advanced vocabulary relevant to their lives and what is happening in the world around them. The major grammatical concepts covered are the preterit/imperfect, the subjunctive, and the compound tenses and commands. Students continue to develop their knowledge of vocabulary and idiomatic expressions so that they can discuss, in Spanish, complex topics suggested by films, readings in literature, and cultural presentations. Compositions become longer and are more varied in content.

Topics in the Hispanic World

Course Number 275

Prerequisite: Middle school students who earned a C (73%) or better in Spanish 2 (or equivalent) are eligible to take Spanish 3 as determined by the department.

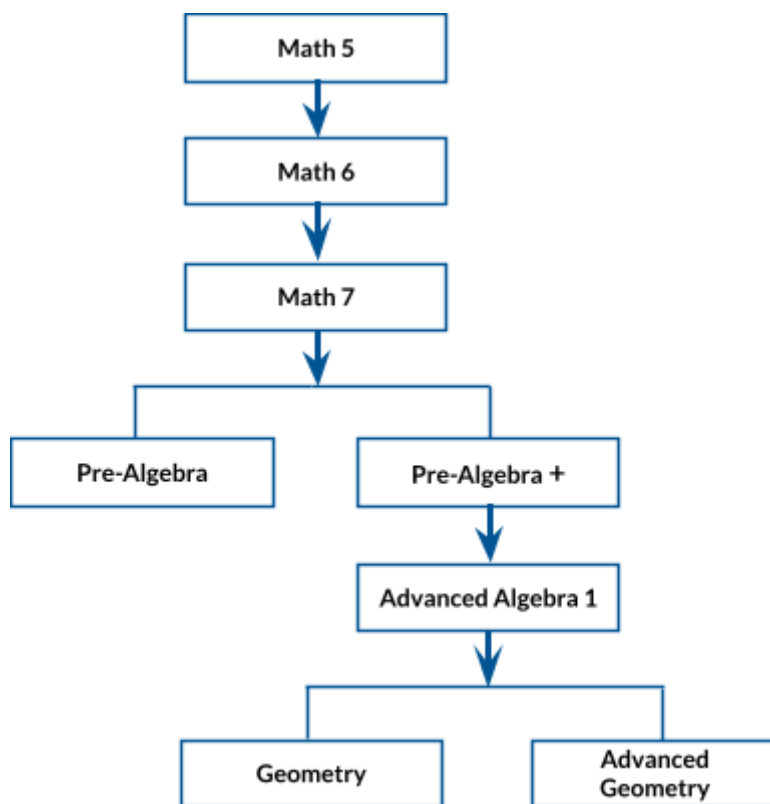
Upper School Class

Topics in the Hispanic World (*Temas en el mundo hispano*) is an elective course designed for students who want to continue the study of Spanish beyond the requirement for foreign language in Upper School. A major emphasis is on culture, real-world events, and analysis of literary excerpts and short films. Students continue to master the spoken and written aspects of Spanish through discussions and diverse oral exercises, as well as compositions and theme writing. The course includes a complete, in-depth review of grammar presented to date and a focus on the finer nuances of the language. The course is also designed as a preparation for taking AP Spanish Language and Culture course.

**Or placement determined by Language Department faculty*

2024 - 2025 Middle School Course Offerings

Mathematics



Math 6

Course Number 406

Prerequisite: Grade level 6 student or at least 80% on grade level 6 exam (if Grade level 5 student).

The purpose of Math 6 is to solidify numeracy skills learned in elementary school. We introduce new computational, reasoning, and problem-solving skills needed for the continued study of higher mathematics. Students encounter a wide selection of topics and use their newly acquired skills to solve a variety of application problems. Providing a thorough preparation for Math 7, this course focuses on addition, subtraction, multiplication, division of both fractions and decimals, ratios, rates, graphing, integers, and geometry, along with one-step equations with variables,

Math 7

Course Number 404

Prerequisite: Grade level 7 student or at least 80% on grade level 6 exit exam (if Grade level 5 or 6 student).

The course begins with a review of operations and properties of numbers and then moves on to a study of variables and algebraic expressions. Students then explore integers (addition, subtraction, multiplication, and division) and rational numbers, including operations and applications with both decimals and fractions. The first semester concludes with a unit on proportional relationships, such as ratios, rates, and proportions in simple geometric figures. The second semester begins with graphing on the coordinate plane and the relationship between fractions, decimals, and percents. The year concludes with a study of data collection, organization, and analysis, and a survey of basic plane geometry, including points, lines, angle relationships, congruence, and constructions.

Pre-Algebra

Course Number 411

Prerequisite: at least 80% on grade level 7 exit exam

The Pre-Algebra course is designed to prepare students to be successful in mathematical problem-solving while learning to think algebraically. It is the bridge course between Math 7 and Algebra. Pre-Algebra reinforces and extends concepts learned in arithmetic while emphasizing patterns, functions, and algebraic thinking. Topics of study include Percent Applications, The Real Number System, The Law of Exponents and Scientific Notation, Introduction to Functions and Linear Modeling, The Theory of Equations, Transformational Geometry, Roots, Radicals and Pythagorean Applications, Volume, and Surface Area.

Mathematical Practices are emphasized throughout the course. Process standards include problem-solving, reasoning and proof, communication, representation, and connections. Additionally, mathematical fluency of expression is modeled by teaching adaptive reasoning, strategic competence, and command of linguistic expression using mathematical symbols and models.

Pre-Algebra +

Course Number 474

Prerequisite: Grade level 7 student, successful completion of Math 7 at 94% or higher each semester, and teacher recommendation.

The Pre-Algebra+ course covers material from Pre-Algebra and Algebra 1 classes. There is a requirement of 1 math lab class per week.

The Pre-Algebra+ course is the first semester of an accelerated upper school Algebra 1 course taught over the entire academic school year. The course is designed to accommodate middle school students who have been successful in Math 7 and are ready to transition to a significantly more abstract course of study. The course begins with an intensive review of Pre-Algebra topics with an emphasis on the abstraction and application of topics in Number Systems, Percent, Theory of Equations, and Algebraic Application of Geometric Principles. The focus of the course is on: Modeling and Solving Equations, Solving and Modeling Linear Systems of Equations and Inequalities, and the Introduction of Polynomials.

During the math lab, the focus is on Pre-Algebra material including Percent Applications, The Real Number System, The Law of Exponents and Scientific Notation, Introduction to Functions and Linear Modeling, The Theory of Equations, Transformational Geometry, Roots, Radicals, and Pythagorean Applications, Volume, and Surface Area. Successful completion of this class will lead to Advanced Algebra the next year.

Mathematical Practices are emphasized throughout the course. Process standards include problem-solving, reasoning and proof, communication, representation, and connections. Additionally, mathematical fluency of expression is modeled by teaching adaptive reasoning, strategic competence, and command of linguistic expression using mathematical symbols and models.

Advanced Algebra

Course Number 478

Prerequisite: For continuing students at TGS, successful completion of Pre-Algebra + and Upper School Class teacher recommendation. If new to TGS, at least 80% on the Pre-Algebra+ semester final exam.

Upper School Class

The Advanced Algebra course is a year-long accelerated upper school Algebra 1 course taught over the entire academic school year. The course is designed to accommodate students who have been successful in Pre-Algebra+ and are ready to transition to a significantly more abstract course. The course focuses on non-linear forms: Factoring, Quadratic and Cubic Functions, Rational Functions, and Radical Functions including the Transformation of the Graphs (of said functions) with respect to their parent graphs. Problem-Solving and Applications of each topic are an integral part of the course.

Mathematical Practices are emphasized throughout the course. Process standards include problem-solving, reasoning and proof, communication, representation, and connections. Additionally, mathematical fluency of expression is modeled by teaching adaptive reasoning, strategic competence, and command of linguistic expression using mathematical symbols and models.

Advanced Geometry

*Prerequisite: B (85%) or better in both semesters of Algebra B and teacher recommendation
If new to TGS, at least 80% on the Algebra B second semester final exam.*

Course Number 419

Upper School Class

Advanced Geometry is a full-year course taught over the two semesters of the academic school year. This is an accelerated course that will emphasize deductive and inductive reasoning to develop the notion of geometric proof. Students will engage in a variety of activities that extend their learning and allow them to explore geometric concepts in depth and with rigor via in-class experiments and projects. The course begins with exploring relationships and patterns in geometric shapes in the world around us. Students will then explore topics in constructions using traditional tools as well as geometry software, numerical and spatial invariants, reasoning and proof, congruence, similarity, measurement, polygons and circles on the coordinate plane as well as three-dimensional figures, and right-triangle trigonometry. This course will include an applied Statistical Unit to prepare students for the “new SAT.”

2024 - 2025 Middle School Course Offerings

Physical Education

Middle School Physical Education

Course Number 623

The goal of this class is to promote lifetime physical fitness through individual and team sports activities. Middle school students will show steady personal improvement in all activities throughout the year. Every day all students must keep trying to get better in all aspects of Physical Education. In each class, we shall discuss health topics, work aerobically and anaerobically, practice proper stretching and strengthening techniques, train skills in various individual and team sports, and play. Cooperative behavior and good sportsmanship are reinforced in each class meeting.

Middle School Physical Conditioning

Course Number 698

This year-long physical education course is designed to offer eighth grade students the opportunity to develop key fitness components to enhance their physical performance. This course will focus on building students' strength, flexibility, cardiovascular endurance, and ability to achieve their personal fitness goals. This course will move away from sport-based skill development classes that are already offered at TGS and provide an alternative that is more strictly based on fitness development for students that do not necessarily have a strong desire to participate in traditional sports. Students will keep track of improvements in areas like heart rate, weight, strength, speed, vertical jump, and cardiovascular endurance. Activities will include but are not limited to Sprint work, long-distance running, interval training, plyometrics, strength training, yoga and flexibility, biking, jump roping, speed ladders, and fitness games.

Middle School Yoga

Course Number 658

This year-long course is designed to introduce students to the basic postures, breathing techniques, and relaxation methods of yoga. Yoga is an ancient healing practice known to calm the body, mind, and emotions. Students will learn yoga poses, breathing, and relaxation exercises that cultivate a calm mind, increase strength and flexibility, improve concentration, and give students the tools to manage stress in their daily lives. This class is open to grades 6-8.

Yoga

Course Number 1031

Course offered:: Semester-long course

Grade Level: 8-12

This class will help students to learn, explore, and enjoy an ancient practice backed by modern science with benefits beyond comparison. Yoga instruction will offer personalized direction on proper alignment, technique, exertion, and modifications. This class will be a gathering place for those who seek to care for themselves in a welcoming, safe, comfortable, and supportive environment at all levels.

Coordination of mind and body is required to achieve and gain benefits. Students learn techniques step by step to relax the body and mind. Gestures and slow movements, breathing, and relaxation exercises will cultivate a tranquil mind, increase strength, improve concentration, and give students the tools to release and manage levels of stress in their daily lives. Quiet, comfortable, and supportive environment for a gathering place is necessary. Students learn skills to identify certain types of acupressure skills for tapping and massaging as it is related to TCM.

Dance 1

Course Number 617

The purpose of this course is to promote a balanced dance program that enables students to develop an appreciation of the use of the body as a means of communication and expression. Students will receive instruction in basic dance techniques and choreographic principles as they engage in movement activities designed to develop an understanding of the elements of dance, and develop balance, coordination, flexibility, strength, and endurance. This course is offered to students in grades 7 - 12.

Dance 2

Course Number 618

Prerequisite: Dance 1 or approval of instructor

The purpose of this course is to promote a balanced dance program that enables students to develop an appreciation of and skill in the use of the body as a means of communication and expression. Students will receive instruction in both dance techniques and choreographic principles that build on skills developed in Beginning Dance. They will engage in dance activities designed to increase movement skills (balance, coordination, agility, flexibility, strength, and endurance); develop their ability to effectively utilize the elements of dance in performance and the choreographic process; and develop their expressive performance skills. There will be performance opportunities. This course is offered to students in grades 8 - 12.

Choreography Lab

Course Number 619

Prerequisite: Audition or approval of instructor

This course is designed for intermediate/advanced dance students who love to choreograph, create, and design dance. This course will focus on refining technical proficiency, artistic expression, and creative fluency. Students will engage in the processes of creation, rehearsal, and performance of original student dance choreography; ensemble skills; repertoire maintenance, and performance disciplines. A variety of opportunities will be provided for performances of completed works. This course is offered to students in grades 8 - 12.

- *The student will be able to:*
- Compose original dance works for performance applying each step of the choreographic process.
- Analyze, critique, and discuss choreography in an intelligent, productive manner.
- Learn, recall with accuracy and expressively perform original choreography and the choreography of peers and others.
- Collaborate with others in creating and performing dance works.
- Work creatively and efficiently under deadlines.
- Manage rehearsals effectively.
- Recall choreography and perform it with confidence and accuracy.
- Effectively use technical theater elements: costumes, make-up, set design, and props.

MS Interscholastic Athletics

Fall	Winter	Spring
Girls volleyball	Co-ed soccer	Boys and girls basketball
Co-ed tennis	Girls softball	Co-ed track
Co-ed flag football		
Golf		

2024 - 2025 Middle School Course Offerings

Science

Science 6
Science 7
Science 8

Course Number 500
Course Number 501
Course Number 502

The TGS Middle School Science curriculum is a unique and innovative spiral curriculum that is built around progression. It is designed to:

- engage and enthuse students and foster their natural curiosity
- give students the knowledge, understanding, and ability to apply that knowledge and understanding to a range of increasingly complex and unfamiliar problems, giving them an excellent preparation for High School Science
- incorporate best practices informed by cognitive science

Students will study Biology, Chemistry and the Earth, and Physics and Space in all four years of Middle School. Each subject area is divided into four strands:

	Strand A	Strand B	Strand C
Biology	Ecology, Evolution and Reproduction	Systems	Cells
Chemistry and the Earth	Particles and States, Atoms, Elements	Reactions, Acids and Alkalis	Earth and Atmosphere
Physics and Space	Forces and space	Light and Sound	Electricity and Magnetism, and Energy

All strands will be studied each year. Teachers will begin the study of each subject area by revisiting previous learning, giving students an opportunity to identify gaps and consolidate their knowledge and understanding. Full details of what will be studied within each strand in each grade level will be available in the course syllabi. By regularly revisiting prior learning in increasingly complex and unfamiliar contexts students will develop a thorough understanding of the core concepts, and be able to apply them widely. This will form an excellent foundation for Upper School Science courses.

The in-class student experience is hands-on, lab-based, and has deliberate inbuilt continuity and progression throughout the grade levels. The science inquiry skills that are emphasized via the content in each grade level include the following:

- generating scientific questions
- predicting and hypothesizing
- designing investigations
- observing and data collecting
- analyzing and concluding
- interacting science with society
- communicating

The safe and appropriate use of lab equipment and technology is developed throughout the four years. A variety of techniques are used to encourage students to foster their sense of wonder and understanding of the natural phenomena that occur in our universe. Students' science literacy skills will become increasingly more complex as they progress through the program. Students will develop an understanding of the connections between science and its applications in the community and the wider world.

Robotic Programming

Course Number 596

The Robotic Programming class will introduce students to Computational Thinking skills. It is designed to promote collaboration, critical thinking, creativity, and communication through a combination of design-building and programming challenges. Students will work with a partner to apply basic building and programming concepts in concert with specific teamwork strategies to solve increasingly challenging robotic missions. Seventh grade students can take the course for a semester. Eighth grade students can take the course for a semester when paired with the semester-long Engineering course.

Engineering

Course Number 597

This course is designed to promote critical thinking through the development of Computational Thinking skills to identify and solve problems. Students will learn about and apply an engineering design process through a series of engineering projects. First, students will complete a teacher-directed project to learn some basic engineering practices. Students will then work as a class to identify a problem of their choice to solve from an engineering perspective. Finally, students will have the opportunity to explore an area of science and engineering that is of personal interest to them. Seventh grade students can take the course for a semester. Eighth grade students can take the course for a semester when paired with the semester-long Robotic Programming course.

2024 - 2025 Middle School Course Offerings

Social Sciences

The Middle School social science program focuses on four essential questions: What is freedom? What is a civilization? Who is America? What is a Citizen? We provide students with a global perspective of how the past and present connect through a variety of diverse representations and voices.

Social Studies 6: What is Civilization?

Course Number 396

The sixth grade social studies course will explore the question: *What is a civilization?* In a yearlong course, students will explore history from the Paleolithic Age to Medieval Europe all while focusing on the essential components of a civilization: geography, religion, social structure, government, culture, and economy. We will study ancient civilizations of the Eastern hemisphere such as Mesopotamia, ancient Egypt, ancient China, the Indus River Valley civilization, ancient Greece, Rome, and Medieval Europe. In addition, students will learn how to connect the past and present by studying current events and reading selections from both primary and secondary sources. In short, students will be able to answer the question “What is a civilization?”

Social Studies 7: Who is America?

Course Number 304

The seventh grade Social Studies course will explore the question: *Who is America?* The class will guide students in the history of the United States and its interconnectedness on a global scale from the Civil War to modern times. Woven throughout the content of the class will be all the aspects of a well-rounded Social Studies program: history, economics, government, geography, and civics.

Basic geography skills (including Country of the Day), cooperative learning activities, current events, and research projects are used to enhance student learning. Multidisciplinary lessons across the content areas are integrated throughout the curriculum. Students will use primary and secondary sources to obtain, analyze and question accurate and relevant historical information to better understand how and why events have happened or may happen again. We want students to learn to think like historians!

Upon completion of this course, students will have an understanding of how historical events and figures influence and affect the present and the future both nationally and internationally and be able to make connections between these major ideas and their own lives in our global community. Students will be able to answer the question, “Who is America?”

Civics 8: What is a Citizen?

Course Number 308

Civics is a multi-faceted, exciting, and thought-provoking course. Civics is the study of the rights, responsibilities, and duties of a citizen. Because the United States is a democracy, the job of a citizen is extremely important! To be an invested and informed citizen, you have to know how the country and your government functions and what your specific rights are.

Eighth grade students will begin with a brief unit on basic Geography and continue every day with Country of the Day. Colonial America (including The American Revolution and The Declaration of Independence) is studied to set the stage for how and why our government was created. Woven throughout the year will be the study of The Constitution. Students will analyze the entire document looking at its structure, intent, and what it specifically does to create and monitor our government. Students will learn about all three branches of government including terms, limits, powers, and responsibilities. We will read through all of the Amendments, focusing on what they mean to Americans, and how they protect our individual rights.

Students will examine the most influential and pivotal Supreme Court cases. They will learn exactly what your responsibilities as a citizen are, how you can exercise your rights, and how you can positively and negatively impact and change your country as an active and informed citizen!

This class will require active participation, experiential learning, understanding various points of view, critical thinking, the ability to be creative, and being able to transfer acquired knowledge into different applications. Students will gain a better understanding of how our government works, how it directly affects them, and what it means to them in the future: locally, nationally, and globally. The end result is that students will be able to state what a citizen is.

2024 - 2025 Middle School Course Offerings

Enrichment

Chess

Course Number 80

This class is geared toward the more serious chess student who is interested in improving their chess skills and playing in tournaments. Students are asked to commit to the entire semester. Goals/Topics: Combinative Tactics, Visualization, Chess Geometry, Winning Strategies, Time/Stress Management, Attacking, and Defending. Will also include speed chess, bughouse (team chess), blindfold chess, and lots of fun. This course is offered to students in grades 5 – 8 during zero hour.

The Farmyard Classroom - Interdisciplinary Studies of Real Life

Course Number 0014

In this zero-hour class, students in grades 5 – 12 will deepen their responsibilities and learning with activities tailored to their individual interests and skill levels. The foundational tier of this class is tending and caring for our animals. Beyond care, this will be a building and design class: not only upkeeping doors and latches, but also creating chairs, swings, and a total environment where the aesthetics of the yard contribute to the health of the animals. To contribute to the total experience of the yard, students will use texts on anatomy, physiology, ecology, and behavior. When students link nutrition, behavior, play, leisure, sleep, arts, and the environment of the animals with their own needs in life, The Gregory School will find our students thinking of the whole of each and every life.

Garden to Table

Course Number 0015

In this zero-hour class, students will work together to turn our 6 community garden plots into a productive, food-producing farm. The produce harvested from our new school farm will go home with students and to the dining hall where everyone will enjoy the “fruits of our labors.” Growing one’s own food is an act of empowerment. When students learn to grow food, and contribute that food to their family table, and our very own dining hall, this will build a grand sense of pride and accomplishment! We will build a strong connection between our community garden and our science greenhouse. We will study the soil, the environment, water use, and will learn exactly how to grow nutrient-rich produce in our desert climate. In addition, we hope to host quarterly farmer’s markets where we can sell vegetable starts, fresh eggs from the farmyard, and any surplus vegetables from our gardens.