

**GulliverPrep**  
UNPARALLELED

2021-22  
Middle School, Grades 5-8  
**COURSE DESCRIPTIONS  
BOOK**

**2021-22**  
**Middle School, Grades 5-8**  
**COURSE DESCRIPTIONS**  
**BOOK**

**Gulliver Preparatory School**  
**MARIAN C. KRUTULIS PK-8 CAMPUS**

12595 Red Road  
Coral Gables, FL 33156

Telephone: 305.665.3593  
Fax: 305.669.1569

**Cliff Kling**  
President

**Frank Steel**  
Head of School

**Rachel Griffin**  
Principal, Primary and  
Lower School

**Elizabeth M. Scott**  
Principal, Middle School

**Donna Fong-Yee**  
Principal, Middle School  
Academic Achievement Program

**Doris Gonzalez**  
Middle School Counselor

**Caryn London**  
Middle School Counselor

**Michele Noblet**  
Middle School Counselor

**Shelley Roy**  
Middle School Counselor

**Lisa Valdes**  
Middle School Counselor  
Academic Achievement Program

## OUR MISSION

To create an academic community devoted to educational excellence, with a personal touch, that fulfills each student's potential.

## OUR VISION

Gulliver will build on its history of innovation and transformation—opening the world wide for our students to learn boldly, act with great heart, and lead wisely.



## CORE VALUES

### AT GULLIVER WE...

#### • EXPLORE

Curiosity demands courage. Learning here is a grand adventure filled with endless opportunity.

#### • NURTURE

There is infinite promise within us all. We are here to unleash it.

#### • EMPOWER

At our heart are our students. We are devoted to their full growth as scholars, global citizens, and impact makers.

#### • PIONEER

Our minds are open. To new ideas. To innovation. To searching for ways to reinvent and reimagine.

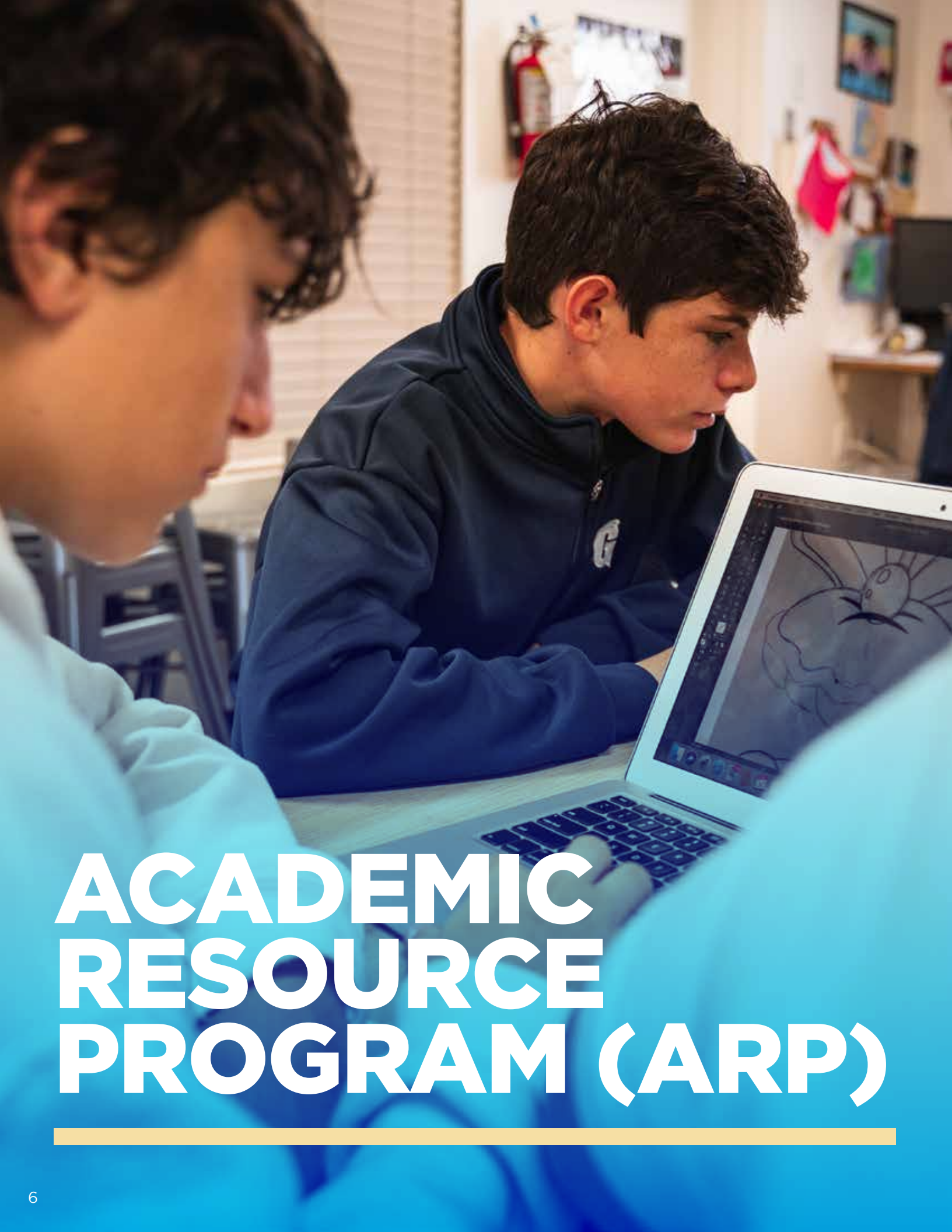
# TABLE OF CONTENTS

<b>5</b>	Introduction
<b>6</b>	Academic Resource Program (ARP)
<b>8</b>	Chess
<b>10</b>	Digital Mass Media
<b>14</b>	MYP Rotation
<b>15</b>	Engineering & Computer Science
<b>18</b>	English
<b>26</b>	Mathematics
<b>32</b>	Performing Arts
<b>38</b>	Physical Education
<b>40</b>	Science
<b>45</b>	Social Studies
<b>51</b>	Study Hall
<b>53</b>	Visual Arts
<b>57</b>	World Languages



## **INTRODUCTION**

Gulliver Prep Middle School is committed to providing a vibrant learning experience worthy of the energy, enthusiasm, and curiosity of the middle years. Students are enrolled in the core subjects of English literature, English writing lab, mathematics, social studies and science. Classes are offered at the College Prep and Honors levels and within the International Baccalaureate Middle Years Programme. A wide variety of electives is offered in studio arts, the performing arts of drama, dance and music, world languages, computer computer science and engineering, physical education, chess, speech, debate, and journalism. In grade five, one elective is chosen in addition to the world language exploratory course; in grade six, two electives are chosen one being a world language if enrolled in Honors English; and in grades seven and eight, three electives are chosen, with one being a world language for students at the Honors English level and an art and a world language in the MYP. Each student has the opportunity to experience a schedule tailored to their abilities and interests. Enrollment in Middle School provides students with a foundation for success and achievement at the Upper School Campus.



# ACADEMIC RESOURCE PROGRAM (ARP)

---

## **ACADEMIC RESOURCE PROGRAM (ARP)**

In support of Gulliver's commitment to helping students realize their full potential, our Academic Resource Program is available to all Middle School students. The ARP provides the opportunity for students to receive individualized clinical instruction arranged within the regular school day.

In order to meet the needs of their students, clinicians assess them individually and consult with classroom teachers. Each program is intended to help the student develop organizational techniques, study skills and test-taking strategies along with reading and writing skills in order to become an independent learner.

Clinicians in the Academic Resource Program have post-graduate degrees in the areas of reading, special education, learning disabilities and/or other related fields. The ARP is one means of helping students successfully assimilate into the challenging educational program at Gulliver. *Prerequisites: Administrative recommendation. There is an additional fee associated with participation in the program.*

## **GUIDED STUDY HALL**

Fifth through eighth grade students who qualify for Guided Study Hall will be under the careful guidance of a Resource Program clinician each day. This program has been designed to meet the needs of students who have solid foundational skills in Math and Reading and can independently keep up with the rigors of the curricula, but who are still developing organizational and study skills.

The program will include:

- Low student-teacher ratio (no more than 10 students per class)
- Close monitoring of assignments and grades, and assistance with digital file organization
- Guidance with homework completion, preparation for tests/quizzes, projects and other assignments
- Direction with short-term and long-range planning and prioritizing
- Support with Google Calendar and other Google Suite applications
- One-on-one conferencing as needed between student and clinician

*There is an additional fee associated with participation in this program. Prerequisites: Administrative recommendation.*



# CHESS



## **CHESS** (GRADE 5-8)

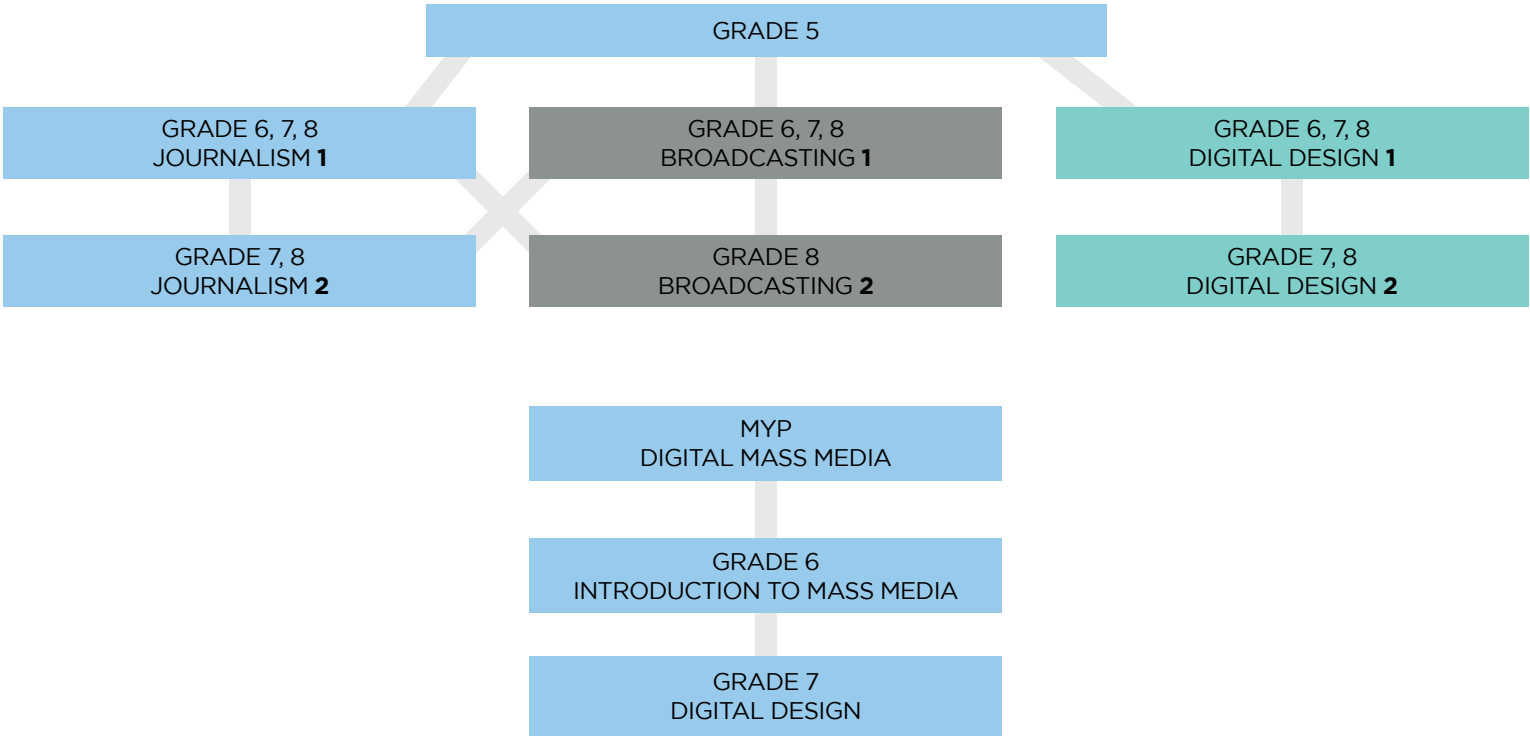
This course is taught by an instructor with a chess rating from the United States Chess Federation, and it emphasizes learning and mastering the ancient game of chess. Studies have shown that learning and playing chess improve reasoning and analytical skills. Students study the three phases of a chess game: openings, middle game and endgame. Students will learn proper tournament etiquette, how to use a chess clock and how to record their games by taking notation. The history of the game, including famous players and famous matches, is studied. The development of skills is reinforced through the playing of formal tournament matches and informal “blitz” matches. Cooperative learning occurs when students play “bughouse,” an exciting team version of chess. Students have the opportunity to deepen their understanding of the game by challenging a variety of chess computers. Students from the class also may elect to play on the Gulliver Chess Team. This is a competitive team which plays in local, regional, state and national tournaments. The Gulliver Chess Program includes Gulliver students from kindergarten through the twelfth grade. Students in kindergarten through the fifth grade can participate through the after school Enrichment Program. Middle School students participate by taking the Chess elective course. These classes meet five days a week. High school students meet and practice after school. In the past twenty years, Gulliver Prep has had six teams finish first in the state, and seven of its teams have finished first in their division at the national level. *Prerequisites: Teacher Recommendation. Full year course.*



# DIGITAL MASS MEDIA AND MYP DESIGN ROTATION

---

# DIGITAL MASS MEDIA



## **DIGITAL MASS MEDIA**

In this ever changing digital world, it is imperative our children have the right skill sets to keep up. Digital literacy is a key component to the daily lives of our children. Digital Literacy by definition is a student's ability to find, evaluate, utilize, share and create content using technologies and the Internet. Throughout the program, students will be exposed to and utilize a variety of technology platforms and softwares. Students will be given the opportunity to produce work with an authentic audience in mind.

### **JOURNALISM 1 (GRADES 6-8)**

This course will use the MYP design cycle as the model of thinking throughout the year. Journalism 1 is designed to introduce students to yearbook publication with, photography and layout design. Students use the Walsworth Online Design site used to design layouts/spreads for the yearbook. The course stresses layout and design principles as well as design terminology. Emphasis on different mediums is also introduced with a concentration on writing for Mass Media including assignments focused on Print and Social Media with the publication of Raider Flash, both the website and Scholastic Instagram account. *Students in this course are required to have a laptop compatible with the necessary specification given by Adobe to run their software effectively. An Apple laptop is the ideal computer if the student has an Apple phone.*

### **JOURNALISM 2 (GRADES 7-8)**

This course will use the MYP design cycle as the model of thinking throughout the year. Journalism 2 is designed for students who continue to show an interest and expertise in writing and layout design. Student produce the yearbook on the Walsworth Online Design site. Accuracy and attention to detail are evaluated as students assemble the various elements of the yearbook that are submitted to the publisher. Students interview sources, write and edit stories and captions, design layouts and catalog thousands of photos for the Middle School yearbook. Aside from producing the yearbook, students work on Raider Flash, an online news site that is a continuation of the yearbook. A QR code is included at the back of the yearbook to link readers to the site. This course requires students to devote additional time after school, as their foremost goal is the publication of a yearbook for the Middle School. *Prerequisites: Journalism 1 or Broadcasting 1 and Teacher Recommendation.*

### **BROADCASTING 1 (GRADES 6-8)**

This class is designed to introduce the concepts of digital literacy through communication and the basic elements of the communication process and the production process. This course will use the MYP design cycle as the model of thinking throughout the year. The course stresses the principle practice of public speaking for an authentic audience; introducing the students to digital literacy and its importance in today's society. Students will learn to formulate and implement 21-century skills such as critical thinking and problem solving through various mediums of technology. Throughout the process of creation, the students will learn the fundamentals of various speech styles, personal branding, and the foundation of the Adobe Suite for design.

## **BROADCASTING 2 (GRADES 7-8)**

This inquiry-based course is designed to introduce concepts of digital literacy through a global perspective, allowing students to learn and curate content with an authentic audience in mind. This course will use the MYP design cycle as the model of thinking throughout the year. Students will learn to implement 21-century skills such as collaboration and problem-solving. The students will produce a news broadcasting show delivering both Gulliver news and world happenings. Throughout the process, students will discover the process journalists take daily to deliver the timely and factual news. Independent work ethic, critical thinking, and team work will be necessary to run a successful daily show, along with knowledge of the Adobe Suite. *Students in this course are required to have a laptop compatible with the necessary specification given by Adobe to run their software effectively. An Apple laptop is the ideal computer if the student has an Apple phone. Prerequisites: Broadcasting 1 or Journalism 1 and teacher recommendation.*

## **DIGITAL DESIGN 1 (GRADES 6-7)**

This creative class is a project-based class designed to introduce the students to concepts of advertising, slogans, and creating pitches through the basics elements of digital design. This course will use the design cycle as the model of thinking throughout the year. Students will learn to implement 21st-century skills such as problem solving and collaboration. The course develops key digital literacy skills including design, research, and communication for a digital medium. Students will focus on finding effective digital content, creating various forms of digital content, and sharing their content with an authentic audience. This course helps to build confidence through classroom presentations and critiques. Throughout the project-based class, students will learn proper communication per digital platform, the fundamentals of personal branding, and the foundation of the Adobe Suite for design. *Students in this course are required to have a laptop compatible with the necessary specification given by Adobe to run their software effectively.*

## **DIGITAL DESIGN 2 (GRADES 7-8)**

This inquiry-based course is designed to proceed Digital Design 1 and give students the ability to curate digital content to an authentic audience. This course will use the design cycle as the model of thinking throughout the year. The importance of design will be established through evaluating, creating, and sharing digital content; providing students with a voice in the Gulliver community. These students will be responsible for various community related project designs as well as creating consumer related product designs. These projects will allow students to further develop real-life skills such as adaptability, responsibility, leadership and self-initiative. The class will focus on the importance of digital skills such as branding, project management, research and communication, web planning, design, and the development of skills using Adobe Suite for design. Students in this course are required to have a laptop compatible with the necessary specification given by Adobe to run their software effectively. *Prerequisites: Digital Design 1 with a minimum of a B average and teacher recommendation.*

## **MYP ROTATION: DIGITAL DESIGN**

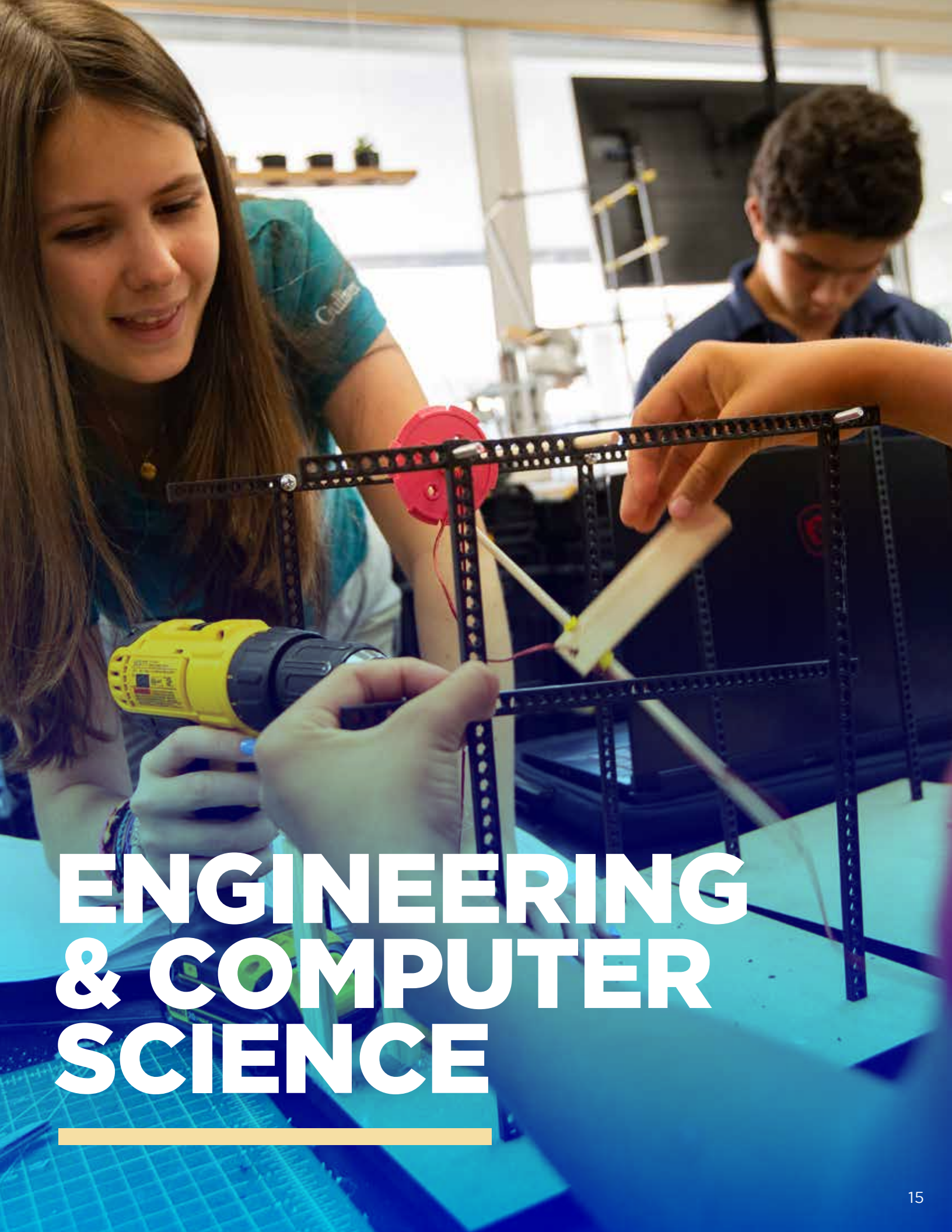
Inquiry and problem solving are at the heart of MYP Design. Digital Design 6, 7 and 8, and MYP Product Design 7 and 8 use the design cycle as the model of thinking. This cycle helps students inquire and analyze, develop, design and evaluate three-dimensional tangible products/solutions to solve a problem to fulfill a need. As a result, MYP design expects students to become actively involved in and to focus on the whole design process rather than on the final products/solutions. Through the use of computers, tools, materials and systems, students generate products/solutions independently while developing not only practical skills, but also creative and critical thinking skills. From this model of thinking, students develop an appreciation for the significance of design in life, society and the environment. *One trimester course; must be enrolled in MYP.*

### **MYP INTRODUCTION TO DIGITAL MASS MEDIA (GRADE 6)**

This MYP class is a semester long project-based class designed to introduce and implement the MYP Design Cycle. This course will use the design cycle as a model of thinking throughout the year. Students in this course will be introduced to the industry that is Digital Mass Media. Each project will have the students discover one of the three branches the school offers students. Introducing students to Journalism, Broadcasting and Digital Design allows for the development of digital literacy skills including design, research and communications. Students will focus on finding effective digital content, creating various forms of digital content and sharing their content with an authentic audience. Students in this course will learn to create various 'campaigns' for intended clients.

### **MYP DIGITAL DESIGN 7 (GRADE 7)**

This inquiry-based course is designed to curate digital content to an authentic audience. This trimester long MYP Design course will use the design cycle as the model of thinking throughout the year. The importance of design will be established through investigating, developing, creating, and evaluating digital solutions for an authentic audience within the school and the community. The students will learn the value of empathy when designing for a client and practice flexibility in their designs to meet these needs. The class will focus on the importance of digital skills such as branding, project management, research, communication, and collaboration. In this course the Adobe Suite will be developed further and put into practice while creating digital designs for their clients. *Students in this course are required to have a laptop compatible with the necessary specification given by Adobe to run their software effectively.*



# ENGINEERING & COMPUTER SCIENCE

---

## **ENGINEERING & COMPUTER SCIENCE**

The Engineering and Computer Science Program provides the opportunity for students in Middle School to experience hands-on approaches to developing solutions while merging the study of computer programming with the Engineering Design Process. Students will complete the program with a strong understanding that Science, Technology, Engineering, Art, and Mathematics are not compartmentalized subjects but need to be used in conjunction in order to solve real-world problems. Additionally, students will learn how to carry out oral presentations properly and continue to practice those skills in all the levels of Engineering and Computer Science courses in Middle school. Through our curriculum, students will be able to identify their individual strengths in areas such as mechanisms, programming, ComputerAided Design (CAD), building and project management, and business. Furthermore, they will be able to apply their skills while tackling different challenging projects. The program strategically combines different units from educational programs like Project Lead the Way (PLTW), CodeHS, Code.org, and For Inspiration and Recognition of Science and Technology (FIRST).

The Engineering and Computer Science program allows students to develop a growth mindset and strengthen their skills in debugging, problem-solving, and teamwork, as it offers opportunities to participate in various in-school and out-of-school competitions, including building solutions using 3D designs and prints.

Students will leave the program with a plethora of experiences and the ability to make an informed decision on what track(s) to pursue at the Upper School. The tracks available may include Engineering, Computer Science, and/or Architecture.

### **INTRODUCTION TO ENGINEERING AND COMPUTER SCIENCE (GRADES 5-6)**

This introductory course provides project-based learning, a hands-on approach that is exciting, fun and that relates technology to students' daily lives. It introduces students to the process of using Science, Technology, Engineering, Art, and Mathematics (STEAM) to provide and improve solutions to problems. The program also promotes communication and collaboration by emphasizing a team approach in the instructional units. This approach utilizes the strengths of each team member to accomplish the goals of the project while offering students learning challenges at all ability levels. This course engages the exploratory minds of middle school students by challenging them to design and code using JavaScript, HTML, and CSS languages. Students will build and program a Lego EV3 robot in order to autonomously complete challenges from the FIRST Lego League competition, explore and learn the science of electricity, electronic components, sensors, and actuators, and learn about physical computing by engineering an interactive Micro:bit powered device in order to solve a problem within their community.

### **ENGINEERING AND COMPUTER SCIENCE 1 (GRADES 6-8)**

In Engineering and Computer Science 1, students use Science, Technology, Engineering, Art and Mathematics (STEAM) to create and improve solutions to technical challenges and competitions, using the Engineering Design Process. Students put into test the strengths of each team member to accomplish the goals of the project while being challenged at all ability levels. The program has four units designed to engage the exploratory mind of middle school students. In these units, students will learn to program using JavaScript, HTML, and CSS languages, learn about Robotics using VEX, the



principles of technical sketching, additive and subtractive manufacturing, and 3D printing. Students will also learn the basics of Computer-Aided Design (CAD) and principles of environmentally conscious architecture. *Prerequisites: Teacher recommendation needed for 6th graders.*

### **ENGINEERING AND COMPUTER SCIENCE 2 (GRADES 7-8)**

In this class, students continue to use Science, Technology, Engineering, Art and Mathematics (STEAM) to create and improve solutions to technical challenges and competitions, using the Engineering Design Process. One of the major projects in this course is the electronic remote control (RC) car challenge. While students work on their RC car, they will gain hands-on experience in mechanisms, electronics, and physics. The curriculum includes data-driven design projects, the application of Computer-Aided Design (CAD) for the design of an aerodynamic car cover, and robotics for making the RC car autonomous. Management of the race team will introduce students to project management, business modeling, marketing, public relations, and graphic design. *Prerequisites: An Engineering or Computer Science elective. Teacher recommendation*

### **MYP ENGINEERING AND COMPUTER SCIENCE 6 (GRADE 6)**

This semester-long course is offered as an elective to 6th-grade MYP students. This project-based learning curriculum teaches students how to use STEAM (Science, Technology, Engineering, Art, and Mathematics) to create and improve solutions to problems. It also promotes communication and collaboration by emphasizing a team approach, while utilizing the strengths of each team member to accomplish the goals of the project while being challenged at all ability levels. The program includes various challenges to be solved using the Engineering Design Process and robotics using Lego EV3 and physical computing. This approach will challenge and engage the exploratory mind of the 6th-grade MYP student while allowing them to fulfill the 6th-grade MYP Design requirement.

### **MYP PRODUCT DESIGN 8 (GRADE 8)**

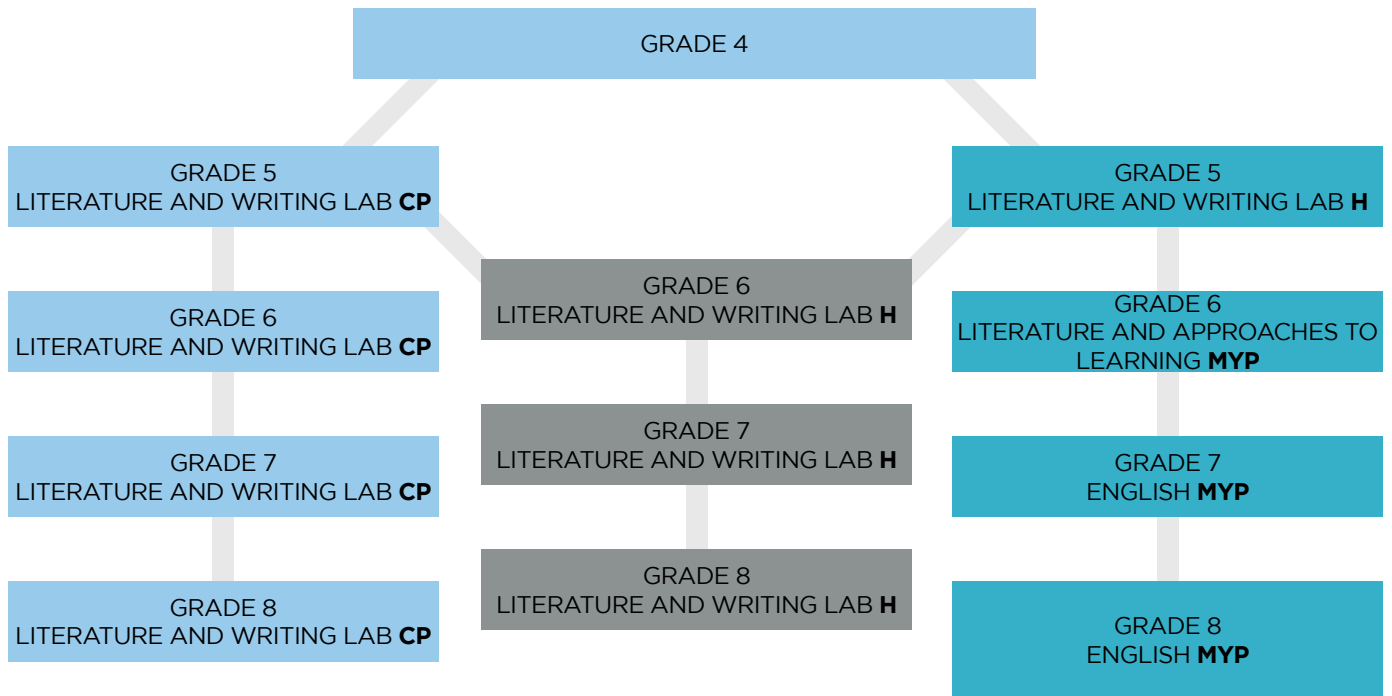
8th Grade MYP Product Design enables students to use the design cycle as the model of thinking. This cycle helps students inquire and analyze, develop ideas, create solutions, and evaluate final products they generate independently. As a result, MYP Product Design expects students to become actively involved in and to focus on the whole design process rather than on the final products/solutions. Students will develop not only practical skills but also creative and critical thinking skills. From this model of thinking, students develop an appreciation for the significance of design in life, society, and the environment.



# ENGLISH

---

# ENGLISH



## **ENGLISH**

As society becomes more global and diverse, the ability of individuals to communicate effectively with one another takes on an increased importance. The goal of the Middle School English Department is to provide a superior student-centered English program to prepare students of various abilities for the types of written and oral expression that will be expected of them throughout their academic careers. A strong foundation in reading, writing, speaking and listening skills will be provided, in conjunction with developing 21st century skills through group work and technology integration. As a result of this program, students develop a repertoire of rhetorical strategies, learn to make valid inferences and judge literature critically, speak clearly and expressively, and adapt words and strategies to situations and audiences. An appreciation of the English language is nurtured in students. During the four year course of study, students, except those enrolled in the seventh and eighth grade MYP English courses, take two periods of English daily, one in literature and one in writing. Students explore American and world literature through a variety of genres including short stories, poetry, dramas, nonfiction, oral traditions and novels. In writing lab, students develop, reinforce and improve vocabulary, as well as grammatical and writing skills for a variety of audiences. Electives are also offered in Journalism. Participation as knowledgeable, reflective, creative and critical members of literacy communities is stressed for the appreciation of the exchange of information based on set criteria. *Prerequisites for Honors Courses: Teacher Recommendation. Prerequisites for MYP Courses: Student Application and Teacher Recommendation.*

### **LITERATURE COLLEGE PREP (GRADE 5)**

This Literature course provides students with reading opportunities that cover a variety of genres, including short stories, nonfiction, oral tradition, novels and poetry. In addition, students are required to independently read books of their choice and share with others the books they enjoy and motivate others to read them. Students work in cooperative learning groups on some assignments and independently on others. Large group and small group discussions that use material read as a basis for questions are an integral part of the program. Students are tested using objective type tests designed to prepare them for standardized testing, and students are evaluated with subjective type questions that require divergent, open-ended responses in writing. Student-centered tasks which incorporate technology also are used to assess and engage students.

### **LITERATURE HONORS (GRADE 5)**

This Literature course provides students with reading opportunities that cover a variety of genres, including short stories, nonfiction, folktales, legends, plays and poetry. Students work in cooperative learning groups on some assignments and independently on others. Large group and small group discussions that use material read as a basis for questions are an integral part of the program. Students are tested using objective type tests designed to prepare them for standardized testing, and students are evaluated with subjective type questions that require divergent, open ended responses in writing. While the outline for this course is the same as the College Prep course, this Honors course requires more advanced reading and thinking skills, higher clarity and greater depth in writing and the commitment necessary to successfully complete a more rigorous set of requirements. Student-centered tasks which incorporate technology also are used to assess and engage students.

## **WRITING LAB COLLEGE PREP (GRADE 5)**

The Writing Lab Course implements the methodologies of the Teacher's College Writer's Workshop from Columbia University and incorporates a variety of writing and speaking skills, grammar and vocabulary development and research strategies. Students have an opportunity to use the library and on-line resources for research and projects. Students are introduced to aspects of the formal writing process through expressive, persuasive, descriptive and informative writing opportunities. Writing assignments are often integrated with readings in literature and everyday occurrences. Students are encouraged to write in a personal journal that allows for self-expression and is often used as a springboard for writing ideas. Grammar usage and mechanics are taught through the writing process and through formal lessons. Vocabulary development and spelling are stressed in related classroom readings.

## **WRITING LAB HONORS (GRADE 5)**

Writing Lab Course implements the methodologies of the Teacher's College Writer's Workshop from Columbia University and incorporates a variety of writing and speaking skills, grammar and vocabulary development and research strategies. Students have an opportunity to use the library and on-line resources and apps for research and projects. Students are introduced to aspects of the formal writing process through expressive, persuasive, descriptive and informative writing opportunities. Writing assignments are often integrated with readings in literature and everyday occurrences. Students are encouraged to write in a personal journal that allows for self-expression and is often used as a springboard for writing ideas. Grammar usage and mechanics are taught through the writing process and through formal lessons. Vocabulary development and spelling are stressed in related classroom readings. While the general outline for this course is the same as the College Prep level course, the Honors course requires more advanced thinking skills, higher clarity and greater depth in writing and the commitment necessary to successfully complete a more rigorous set of requirements.

## **LITERATURE COLLEGE PREP (GRADE 6)**

This Literature course is a survey of world literature that includes the following genres: short stories, dramas, poetry, mythology, nonfiction and novels. As critical thinkers, students engage and reflect on a collection of literary works. Students demonstrate mastery of newly acquired concepts through a variety of performance assessments, including special projects which incorporate technology, creative writing, dramatic performance, research reporting, group presentations and visual artworks.

## **LITERATURE HONORS (GRADE 6)**

This Literature course is a survey of world literature that includes the following genres: short stories, dramas, poetry, oral traditions, nonfiction and novels. As critical thinkers, students engage and reflect on a collection of literary works. Students demonstrate mastery of newly acquired concepts through a variety of performance assessments, including special projects which incorporate technology, creative writing, dramatic performance, research reporting, group presentations and artwork. While the general outline for this course is the same as the College Prep level course, the Honors course requires more advanced reading and thinking skills, higher clarity and greater depth in writing and the commitment necessary to successfully complete a more rigorous set of requirements.

## **MYP LITERATURE (GRADE 6)**

This MYP course, through Global Contexts, provides a curriculum that encourages students to make real world connections with what they learn in the classroom, strives to nurture critical and reflective thinking and emphasizes internationalism. This Literature course is a survey of world literature that includes the following genres: the short story, drama, poetry, oral tradition, nonfiction and the novel. As critical thinkers, students engage and reflect upon a collection of literary works. Students demonstrate mastery of newly acquired concepts through a variety of performance assessments, including special activities which incorporate technology, creative writing, dramatic performance, research reporting, group presentations and artwork. This course offers breadth and depth in reading, writing and thinking skills, as well as the commitment to successfully complete assignments independently when required.

## **WRITING LAB COLLEGE PREP (GRADE 6)**

The Writing Lab Course implements the methodologies of the Teacher's College Writer's Workshop from Columbia University and provides the opportunity to refine writing skills through vocabulary development, spelling practice, analogy analysis and the study of grammar usage and punctuation. Substantial time is devoted to study and speaking skills. Particular emphasis is placed on writing expository, narrative, persuasive and descriptive essays for a variety of audiences. Students are introduced to the research process and synthesize information from technological and informational resources.

## **WRITING LAB HONORS (GRADE 6)**

The Writing Lab Course implements the methodologies of the Teacher's College Writer's Workshop from Columbia University and provides the opportunity to refine writing skills through vocabulary development, spelling practice, analogy analysis and the study of grammar usage and punctuation. Substantial time is devoted to study and speaking skills. Particular emphasis is placed on writing expository, narrative, persuasive and descriptive essays for a variety of audiences. Students are introduced to the research process and synthesize information from technological and informational resources. While the general outline for this course is the same as the College Prep level course, this Honors course requires more advanced reading and thinking skills, higher clarity and greater depth in writing and the commitment necessary to successfully complete a more rigorous set of requirements.

## **MYP APPROACHES TO LEARNING (GRADE 6)**

This MYP course, through Global Contexts, provides a curriculum that encourages students to make real world connections with what they learn in the classroom, strives to nurture critical and reflective thinking and emphasizes internationalism. This Writing/Study Skills course provides the opportunity to refine writing skills through vocabulary development, spelling practice, analogy analysis and the study of grammar usage and punctuation. Substantial time is devoted to study and speaking skills. Particular emphasis is placed on writing expository, narrative, persuasive and descriptive essays for a variety of audiences. Students are introduced to the research process and synthesize information from technological and informational resources. This course offers breadth and depth in writing, and a commitment to successfully complete assignments independently when required. This course implements the methodologies of The Teacher's College Writer's Workshop from Columbia University.

## **LITERATURE COLLEGE PREP (GRADE 7)**

This Literature course offers a variety of methods to prepare students of various abilities for a more challenging eighth grade English curriculum. Students are exposed to a wide range of classic and

contemporary literature in many genres, including novels, short stories, dramas, nonfiction and poetry. As part of this exposure, students develop an understanding of how authors employ literary devices (such as irony, foreshadowing, narrative voice, and symbolism) and figurative language to construct meaning. Students learn to comprehend, interpret, evaluate and appreciate written texts in order to make valid inferences, to judge literature critically and to understand the many dimensions of the human experience. A variety of student-centered tasks which incorporate Technology and varied media are used to engage and assess students.

### **LITERATURE HONORS (GRADE 7)**

This Literature course offers a variety of critical reading and interpretation methods to prepare students for reading experiences at the high school level. Students are exposed to a wide range of classic and contemporary literature in many genres, including novels, short stories, dramas, nonfiction and poetry. As part of this exposure, students develop an understanding of how authors employ literary devices (such as irony, foreshadowing, narrative voice and symbolism) and figurative language to construct meaning. Students learn to comprehend, interpret, evaluate and appreciate text in order to make valid inferences, to judge literature critically and to understand the many dimensions of the human experience. While the general outline is the same as the College Prep level course, the Honors course requires more advanced reading and thinking skills, higher clarity and greater depth in writing, and the commitment necessary to complete a more rigorous set of requirements. A variety of student-centered tasks which incorporate Technology and varied media are used to engage and assess students.

### **MYP ENGLISH (GRADE 7)**

This MYP course, through Global Contexts, provides a curriculum that encourages students to make real world connections with what they learn in the classroom, strives to nurture critical and reflective thinking and emphasizes internationalism. This English course offers a variety of critical reading and interpretation methods to prepare students for reading experiences at the high school level. Students are exposed to a wide range of classic and contemporary literature in many genres, including novels, short stories, dramas, nonfiction and poetry. As part of this exposure, students develop an understanding of how authors employ literary devices (such as irony, foreshadowing, narrative voice and symbolism) and figurative language to construct meaning. Students learn to comprehend, interpret, evaluate and appreciate texts in order to make valid inferences, to judge literature critically and to understand the many dimensions of the human experience. This course offers breadth and depth in reading and analytical skills that address literary themes and social trends reflective of contemporary society. This course also provides students with the opportunity to create a strong foundation in writing, speaking and listening skills. Students develop an understanding of the writing process and practice the use of learned skills in a variety of writing activities. Students develop a number of expository and creative texts to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, including grammar and vocabulary, and use an assortment of media and technology to research, synthesize and present information. The course also requires the organizational skills, commitment, creativity and academic inquisitiveness necessary for independent assignments, many of which incorporate the use of technology, including a research project encompassing a variety of writing assignments. This course implements the methodologies of The Teacher's College Writer's Workshop from Columbia University.

### **WRITING LAB COLLEGE PREP (GRADE 7)**

This Writing Lab course provides students with the opportunity to create a strong foundation in writing, speaking and listening skills. Students develop an understanding of the writing process

and practice the use of learned skills in a variety of writing activities. Students develop a number of expository and creative texts to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, including grammar and vocabulary, and use an assortment of media and technology to research, synthesize and present information.

### **WRITING LAB HONORS (GRADE 7)**

This Writing Lab course provides students with the opportunity to create a strong foundation in writing, speaking and listening skills. Students develop an understanding of the writing process and practice the use of learned skills in a variety of writing activities. Students develop a number of expository and creative texts to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, including grammar and vocabulary, and use an assortment of media and technology to research, synthesize and present information. While the general outline for this course is the same as the College Prep level course, an Honors course requires more advanced writing and thinking skills, higher clarity and greater depth in writing and the commitment necessary to complete a more rigorous set of requirements.

### **LITERATURE COLLEGE PREP (GRADE 8)**

This Literature course is designed to give students a firm background in literature encompassing all genres, including novels, short stories, dramas, nonfiction and poetry. Specific works are studied for technical and artistic values, and strategies are applied to comprehend, interpret, evaluate and appreciate these texts. Emphasis is placed on an analytical approach to literature through writing, discussions and assignments which incorporate technology.

### **LITERATURE HONORS (GRADE 8)**

This Literature course is designed to give students a solid background in literature encompassing all genres, including novels, short stories, nonfiction and poetry. Specific works are studied for technical and artistic values, and strategies are applied to comprehend, interpret, evaluate and appreciate these texts. Emphasis is placed on an analytical approach to literature through writing, discussions, student-centered projects, examinations and the use of a variety of technological resources. While the general outline for this course is the same as the College Prep level course, the Honors course requires more advanced reading and interpretive skills, higher clarity and greater depth in writing and the commitment necessary to successfully complete a more rigorous set of requirements.

### **MYP ENGLISH (GRADE 8)**

This MYP course, through Global Contexts, provides a curriculum that encourages students to make real world connections with what they learn in the classroom, strives to nurture critical and reflective thinking and emphasizes internationalism. This English course is designed to give students a solid background in literature encompassing many genres, including novels, short stories, nonfiction and poetry. Specific works are studied for technical and artistic values, and strategies are applied to comprehend, interpret, evaluate and appreciate texts. Emphasis is placed on an analytical approach to literature through writing, discussions, examinations and student centered summative tasks, many of which use of a variety of technological resources and varied media. This course also stresses the development, reinforcement and improvement of vocabulary, mechanics, grammar, oratory, and writing whereby students may communicate effectively with a variety of audiences for different purposes. Participation as knowledgeable, reflective, creative and critical members of literacy communities is stressed for the appreciation of the exchange of information. Emphasis is placed on writing, both expository and creative, including the three-prong essay, the research paper, the short story and other



forms relevant to the students' growth as writers. Timed writing, process writing and drafting at the computer are integral components of the course. MYP English offers breadth and depth in reading, writing and analytical skills that address literary themes and social trends reflective of contemporary society. This course also requires the organizational skills, sense of commitment, creativity and academic inquisitiveness needed to successfully complete several independent assignments. This course implements the methodologies of The Teacher's College Writer's Workshop from Columbia University.

### **WRITING LAB COLLEGE PREP (GRADE 8)**

This Writing Lab course stresses the development, reinforcement and improvement of vocabulary, mechanics, and grammar and writing skills to communicate effectively with a variety of audiences for different purposes. Participation as knowledgeable, reflective, creative and critical members of literacy communities is stressed for the appreciation of the exchange of information. Emphasis is placed on expository writing including the three- prong essay, the research paper and other expository forms relevant to the students' growth as writers. Timed writing, process writing and composing at the computer are integral components of the course.

### **WRITING LAB HONORS (GRADE 8)**

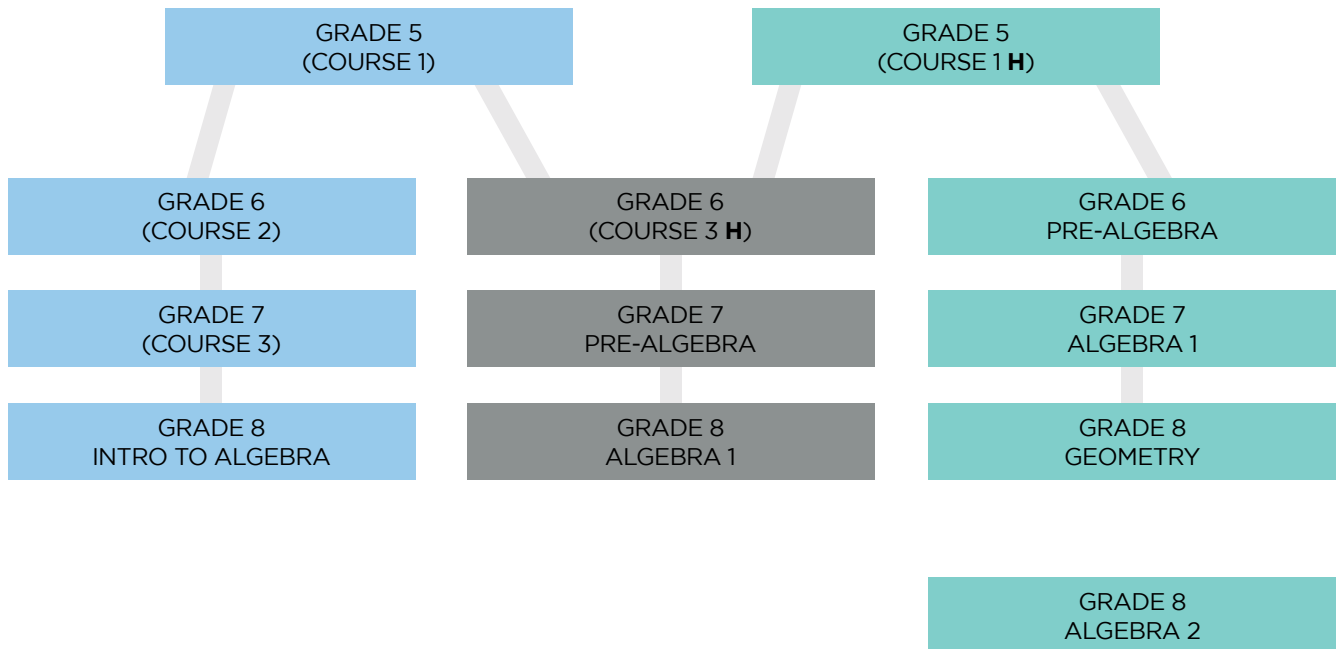
This course stresses the development, reinforcement and improvement of vocabulary, mechanics, grammar and writing skills whereby students may communicate effectively with a variety of audiences for different purposes. Participation as knowledgeable, reflective, creative and critical members of literacy communities is stressed for the appreciation of the exchange of information. Emphasis is placed on expository writing including the three- prong essay, the research paper and other expository forms relevant to the students' growth as writers. Timed writing, process writing and composing at the computer are integral components of the course. While the general outline for this course is the same as the College Prep level course, this Honors course requires more advanced writing and thinking skills, higher clarity and greater depth in writing and the commitment necessary to complete a more rigorous set of requirements.



# MATHEMATICS

---

# MATHEMATICS



## **MATHEMATICS**

The goal for Gulliver Middle School mathematics is to help students develop the foundation necessary to be successful in math courses while developing an awareness and appreciation for the utility of number concepts. Through the exploration of mathematics, students satisfy their curiosity as they explore a variety of topics and formulas using hands-on approaches and myriad technologies. In accordance with the philosophies of the National Council for Teachers of Mathematics, students have experiences that encourage them to value mathematics, gain confidence in their mathematical ability, communicate and reason mathematically, and participate in real world applications of mathematical concepts. These courses focus on issues relevant to students' lives that support the development of problem-solving skills and strategies. The sequence of courses is developed through the mathematics department flowchart, a reference tool devised to consider the many aspects of students' personal learning styles.

### **MATH 5 COURSE 1 (GRADE 5)**

This math course focuses on the application of basic mathematics skills to real world problems. To achieve this goal, the course implements projects involving the stock market, the balancing of a checkbook, investigations in geometry and measurement, the purchasing of items at a mock store to use estimating skills and the development of a cookbook in applying fraction concepts. Upon completion of this course, students will demonstrate increased understanding of the following mathematical concepts: number sense, rounding, estimating, fractions, decimals, basic geometry and measurement. Students work with a variety of problem solving strategies which are integrated throughout the entire school year. These strategies emphasize real world applications in engaging activities relevant to the age of the students. *Prerequisites: Teacher Recommendation.*

### **MATH 5 HONORS COURSE 1 (GRADE 5)**

This honors math course focuses on the application of basic mathematics skills to real world problems. To achieve this goal, the course implements projects involving the stock market, the balancing of a checkbook, investigations in geometry and measurement and the testing and development of a cookbook. Upon completion of this course, students demonstrate increased understanding of the following mathematical concepts: number sense, rounding, estimating, fractions, decimals, basic geometry and measurement. In addition to these topics, students are introduced to expressions, equations and applications of percentage, ratios and proportions. Students work with a variety of problem-solving strategies, which are integrated throughout the entire school year. These strategies emphasize real world applications in engaging activities relevant to the age of the students. *Prerequisites: Teacher Recommendation.*

### **MATH 6 COURSE 2 (GRADE 6)**

This math course is designed for students to explore integers, rational numbers and the real number system. The students learn to apply formulas such as the Pythagorean Theorem and trigonometric ratios. Through a variety of projects, students master calculating percentages, discounts and simple interest. This course also includes a brief study of geometry, including area and volume. Emphasis at this level is placed on higher order thinking skills as mathematical topics are applied to the real world. *Prerequisites: Teacher Recommendation.*

### **MATH 6 HONORS COURSE 3 (GRADE 6)**

The 6H course is designed to challenge students beyond the basic curriculum as they further explore integers, rational numbers and the real number system. Students are introduced to expressions and equations, and learn to apply formulas to real world problems. Through a variety of problem solving strategies introduced throughout the course, students' skills at analysis are increased. The goals of the course are to challenge talented math students while strengthening and mastering basic skills such as fractions and decimal operations and to prepare them for pre- algebra in seventh grade. *Prerequisites: Teacher Recommendation.*

### **MATH 7 COURSE 3 (GRADE 7)**

This math course is designed to challenge students beyond the basic curriculum as they further explore integers, rational numbers and the real number system. Students are introduced to expressions and equations, and learn to apply formulas to real world problems. Through a variety of problem solving strategies introduced throughout the year, students' skills at analysis are increased. Small projects throughout the year help actively engage students and increase their awareness of mathematical applications in the real world. *Prerequisites: Teacher Recommendation.*

### **PRE-ALGEBRA (GRADES 5-7)**

Pre-Algebra is designed to prepare students for Algebra 1. As part of this preparation, students master skills in arithmetic with integers, find greatest common factors and least common multiples, solve one and two step equations, work with ratios, proportions and percentage, and work with monomials and exponents. In addition, students solve equations with multiple steps, graph linear equations and work with polynomials. Students learn how to apply these concepts to real-life situations through word problems and small projects during the year.. *Prerequisites: Teacher Recommendation.*

### **ALGEBRA 1 (GRADES 6-8)**

The Algebra 1 seventh grade course introduces all primary algebraic concepts with strong emphasis on problem solving. Challenging applications are handled by creating multiple-part models of phenomena in the real world. The course includes properties of real numbers, operations with exponents and polynomials, factoring and solving equations. Students learn how to graph linear equations and inequalities. This course introduces students to systems of linear equations, linear functions, quadratic equations, proportions, rational equations, radical equations and absolute-value equations, quadratics, rational expressions, ratios, radicals and functions. The use of technology is integrated throughout the course. *Prerequisites: Teacher Recommendation.*

### **INTRODUCTORY ALGEBRA (GRADE 8)**

Introductory Algebra is designed to expose eighth grade students to basic algebra concepts which will be subsequently expanded in a full Algebra I course. The students at this level have not mastered the required pre-algebra curriculum; therefore, this course is structured to provide reinforcement and a more deliberate development of algebra topics. At the end of this course, the students will be able to master basic skills such as fraction and decimal operations, percent and integers, solve multi-step linear equations in one variable, solve absolute value equations and inequalities, apply the laws of exponents to simplify expressions, graph inequalities in two variables, find the slope of a line, write the equation of the line in slope-intercept form, simplify polynomial expressions and use function notation. *Prerequisites: Teacher Recommendation.*

## **GEOMETRY (GRADES 7-8)**

The Geometry course is a comprehensive study of all the theorems and concepts of Euclidean geometry. Some of the concepts that are rigorously studied include congruence, parallelism, measurement, perpendicularity, similarity and right triangles. Students are introduced to right triangle trigonometry, basic constructions, the Pythagorean Theorem, polygons, areas, volumes, coordinate geometry and circles. Additional investigations and discoveries are made using a variety of technology aids. Students will do formal proofs in the areas of parallel lines, congruent and similar triangles, right triangles, polygons and circles. *Prerequisites: Teacher Recommendation.*

## **ALGEBRA 2 (GRADE 8)**

The Algebra 2 course expands upon key algebraic concepts with a strong emphasis on problem solving. Challenging applications are handled by creating models of phenomena in the real world. Students will study linear, quadratic, absolute value, piecewise, polynomial, rational, exponential, and logarithmic functions. Students also will identify and manipulate trigonometric identities and equations. The use of technology is integrated throughout the course. *Prerequisites: Teacher Recommendation.*

## **MYP MATHEMATICS**

All MYP mathematics courses lead students to be knowledgeable inquirers, communicators and reflective learners. Knowledge, coupled with understanding, allows students to interpret results, make conjectures and use mathematical reasoning when solving problems in school and real-life situations. Through the use of investigations, teachers challenge students to experience mathematical discovery, recognize patterns and structure, describe these as relationships or general rules and explain their reasoning using mathematical justifications and proofs. Communication in mathematics encourages students to use the language of mathematics, and its different forms of representations, to communicate their findings and to reason effectively. Reflection in mathematics provides an opportunity for students to reflect upon their process and evaluate the significance of their findings in connection to real-life contexts both locally and globally.

## **MYP SIXTH GRADE MATH HONORS (GRADE 6)**

The MYP sixth grade Honors course is designed to challenge students beyond the standard curriculum as they further explore integers, rational numbers and the real number system. Students are introduced to expressions and equations and learn how to apply formulas to real world problems. As part of their experience, students will communicate their findings and reasoning effectively, orally and in writing. The significance of their findings will be evaluated in connection to real-life contexts locally and globally. By reflecting, students will become aware of their strengths and the challenges they face as learners. Mathematics will be viewed as a remarkable cultural and intellectual legacy of humankind and as a valuable instrument for social and economic change.. *Prerequisites: Enrolled in MYP, Teacher Recommendation.*

## **MYP PRE-ALGEBRA (GRADE 6)**

The MYP Pre-Algebra course is designed to prepare students for Algebra I. Therefore, students focus on solving equations and working with ratios, proportions and percentage. Students graph linear equations and work with monomials, polynomials and exponents. As part of their experience, students will communicate their findings and reasoning effectively, orally and in writing. The significance of

their findings will be evaluated in connection to real-life contexts locally and globally. By reflecting, students will become aware of their strengths and the challenges they face as learners. Mathematics will be viewed as a remarkable cultural and intellectual legacy of humankind and as a valuable instrument for social and economic change. *Prerequisites: Enrolled in MYP, Teacher Recommendation.*

### **MYP ALGEBRA I (GRADE 7)**

The MYP Algebra I course presents key algebraic concepts with a strong emphasis on problem solving. The course stresses factoring along with solving and graphing linear equations and inequalities. Students learn to solve systems of linear equations, linear functions, quadratic equations, rational equations and radical equations. Operations with polynomials, exponents and functions also are an integral part of the course. As part of their experience, students will communicate their findings and reasoning effectively, orally and in writing. The significance of their findings will be evaluated in connections to real-life contexts locally and globally. By reflecting, students will become aware of their strengths and the challenges they face as learners. Mathematics will be viewed as a remarkable cultural and intellectual legacy of humankind, and as a valuable instrument for social and economic change. *Prerequisites: Enrolled in MYP, Teacher Recommendation.*

### **MYP GEOMETRY (GRADE 8)**

The MYP Geometry course is a comprehensive study of Euclidean geometry. Students are introduced to right triangle trigonometry, basic constructions, polygons, areas, volumes, circles and coordinate geometry. Students will complete formal proofs dealing with parallel lines, congruent and similar triangles, right triangles, polygons and circles. As part of their experience, students will communicate their findings and reasoning effectively, orally and in writing. The significance of their findings will be evaluated in connection to real-life contexts locally and globally. By reflecting, students will become aware of their strengths and the challenges they face as learners. Mathematics will be viewed as a remarkable cultural and intellectual legacy of humankind, and as a valuable instrument for social and economic change in society. *Prerequisites: Enrolled in MYP, Teacher Recommendation.*

### **MYP ALGEBRA 2 (GRADE 8)**

The MYP Algebra 2 course expands upon key algebraic concepts with a strong emphasis on problem solving. Students will study linear, quadratic, absolute value, piecewise, polynomial, rational, exponential, and logarithmic functions. Students also will identify and manipulate trigonometric identities and equations. As part of their experience, students will communicate their findings and reasoning effectively, orally and in writing. The significance of their findings will be evaluated in connections to real-life contexts locally and globally. By reflecting, students will become aware of their strengths and the challenges they face as learners. Mathematics will be viewed as a remarkable cultural and intellectual legacy of humankind, and as a valuable instrument for social and economic change. *Prerequisites: Enrolled in MYP, Teacher Recommendation.*



# PERFORMING ARTS

---



## **PERFORMING ARTS**

The performing arts curriculum includes courses in drama, dance and music. Students have the opportunity to develop an interest in one of these areas to a high level of expertise and competence. Individual goals and class accomplishments lead to a positive experience and understanding of the joy of performance. The music program includes beginning, intermediate and advanced ensembles in the disciplines of band, chorus and strings. The drama program offers a broad spectrum of offerings which varies by grade level. The dance program is open to students in grades six, seven and eight. Students participate in additional instruction after school and are obligated to attend performances off campus, plus be available for competitions during the school year. As a result, the student develops the pride of success in the performing arts. Performing arts courses will implement the MYP philosophy, through the Areas of Interaction, as they provide curricula that encourages students to make real life connections with what they learn in the classroom, strive to nurture critical and reflective thinking and emphasize internationalism.

### **FINE ARTS: ART AND DRAMA (GRADE 5)**

The Fine Arts course is designed to give students an insight to both art and drama. These two segments of art and drama combine to form a course that serves as an introduction to the arts. The students will spend one semester in art and one in drama. In art, the focus is an introduction to the elements of art beginning with pencil drawing. The first half of the semester will also include oil pastel and water color. The second half of the semester will begin with painting using acrylic. Three- dimensional work will be explored through the use of clay. The semester spent in drama focuses on creating original plays based on original stories and classic fairy tales based in the style of children's theater. Students also will be introduced to the basics of puppetry and will present original monologues and group performances. In drama, students compare, communicate, observe and categorize to better understand dramatic concepts.

### **BEGINNING DANCE (GRADES 6-8)**

Beginning Dance is offered to students in sixth, seventh and eighth grade with or without previous dance training. This course is designed to develop a solid foundation in ballet, jazz, dance history and performance. Through direct application, videos, vocabulary and dance history, students learn to appreciate the art of dance more fully. Dance students also explore and express themselves in an environment that helps to promote a positive self-esteem through dedication and discipline to this art form. Students are required to perform in both the winter and spring recitals.

### **INTERMEDIATE DANCE (GRADES 6-8)**

Intermediate Dance is offered to students in sixth, seventh and eighth grade with previous dance training. This course is designed to refine ballet, jazz and lyrical dance techniques and further develop choreography and performance skills. Students participate in choreography projects. Students are required to perform in both the winter and spring recitals. *Prerequisites: Audition, Teacher Recommendation.*

### **ADVANCED DANCE (GRADES 6-8)**

Advanced Dance is offered to students in the sixth, seventh and eighth grade with years of previous dance training. This course is designed to refine ballet, jazz, lyrical and modern dance techniques and further develop choreography and performance skills. Students participate in choreography projects,

which are presented at recitals. Students are required to perform in the winter and spring recitals as well as some school activities. *Prerequisites: Audition, Teacher Recommendation.*

### **DANCE COMPANY (GRADES 6-8)**

Dance Company is offered to students in sixth, seventh and eighth grade with advanced technical training in ballet, jazz and modern dance who have a solid foundation in choreography. Company dancers participate in approximately fifteen public and school performances per year, three of which will be regional, state or national competitions. Students are required to stay after school for additional rehearsals two to three days a week in addition to daily class sessions. *Prerequisites: Audition, Teacher Recommendation.*

### **DRAMA - STAGECRAFT (GRADE 6)**

Stagecraft is an elective open to any sixth grade student who wishes to study all aspects of play production. Additional emphasis on technical components of theater such as costume design, scene design and marketing design are learned. Stage lighting and sound effects are also explored. Students analyze and determine essential differences between live theater and film. Students develop the skill of theatrical and movie critiquing and study the art of cinematography. Stagecraft students are introduced to masked character creations, basic acting games, theater terminology, mime and melodrama and the theatrical creative process. Students perform selected pantomimes in class and have the opportunity to participate at our yearly district festival. Playwriting is encouraged throughout the year to enhance students' creativity.

### **BEGINNING DRAMA (GRADES 7-8)**

Beginning Drama is an elective offered to students in the seventh and eighth grade with limited theatrical experience. This course explores acting as a process and introduces the student to the history of theater. An acquired proficiency in theater terminology supports performance skills. Students apply basic acting techniques with a primary focus on creating and building characters. Students develop skills in the areas of memorization, stage movements and projection. The ultimate goal for all drama students is to gain confidence on stage through classroom participation of theater games and performances of mimes, monologues and ensemble scenes. To further this goal, students perform in an end of the year showcase.

### **INTERMEDIATE DRAMA (GRADES 7-8)**

Intermediate Drama is open to students in seventh or eighth grade. The emphasis is performance, which is supported by an acquired proficiency in theater terminology. Students apply basic acting techniques and focus on the development of characters through detailed analysis. Students explore character motivations and relationships in order to develop dynamic characters incorporating emotional, physical and vocal levels through classroom monologues and scenes. Field trips to local theaters, observing school mainstage productions and videos provide examples for students to analyze and critique character development. Students develop skills in improvisation, stage movements, vocal technique and theatrical critique. Evaluation is based on participation of theater exercises and performances of characters monologues and ensemble scenes. Participation in school mainstage productions and in the Florida Jr. Thespian district and state competitions is encouraged.

*Prerequisites: Audition, Teacher Recommendation*

### **ADVANCED DRAMA (GRADES 7-8)**

Advanced Drama is offered to seventh and eighth grade students by audition only. Students research and provide appropriate monologues, songs, scenes and plays for performance. Students refine skills in character development focusing on physical, vocal and emotional levels. Evaluations are based on the development and presentation of detailed characters incorporating character motivations and objectives. An emphasis is placed on constructive critique to enhance the student's ability of self-evaluation as well as evaluation of students' and professionals' performances. Students apply in-depth knowledge of audition techniques and skills. Strong improvisational skills are rehearsed and refined. Directing of other students is an option that is strongly encouraged in this course. Students continue to develop vocal techniques. Shakespearean monologues and scenes are studied, analyzed and presented. Field trips to local theaters, as well as professional visitors, are incorporated into this course. Requirements include participation in school mainstage productions and in Florida Jr. Thespian district and state competitions. *Prerequisites: Audition, Teacher Recommendation.*

### **INTERMEDIATE CHORUS (GRADES 5-8)**

Intermediate Chorus is a performance-based class designed to explore and expand vocal availability in a variety of music choices. The course is available to all middle school students with or without prior singing/music skills and is designed to develop the skills needed to excel as a performing singer. Students meet daily and are trained in proper practice techniques and in performance skills. Sight singing and diction are explored at this level, as are music history and exemplary historic performances of great singers. Students have opportunities to perform in at least three major concerts during the year and are expected to take private piano lessons for the purpose of expanding their music reading ability. All performances are mandatory and graded. *Prerequisites: Teacher Recommendation.*

### **ADVANCED CHORUS (GRADES 6-8)**

Advanced Chorus is available to six, seven, and eighth grade students who have developed advanced vocal music skills. As a major performing ensemble, the students perform approximately ten public performances per year, two of which are competitive performances. At this level, students are encouraged to participate in local, state, and national chorus functions such as the American Choral Directors Association State and National honors choruses, All-State Chorus, Solo and Ensembles Evaluations and OrlandoFest competitions. The Advanced Chorus curriculum includes academic and performance requirements. All students are required to take private lessons for the purpose of expanding their skills to the level required for optimum performance. All performances are mandatory and graded. *Prerequisites: Audition, Teacher Recommendation.*

### **INTERMEDIATE BAND (GRADES 5-8)**

Intermediate Band is an instrumental music class available to all middle school students with or without prior instrumental music skills. Inexperienced students are assisted in choosing the most appropriate instrument. The course is designed to develop the basic skills needed to excel on a chosen instrument. Students meet daily and are trained in proper practice techniques and in performance skills. Rhythm reading and note reading are emphasized at this level. Students perform in at least three concerts during the year. All students are required to take private lessons for the purpose of expanding their skills to the level required for optimum performance. All performances are mandatory and graded. *Prerequisites: Teacher Recommendation.*

## **SYMPHONIC BAND (GRADES 6-8)**

Symphonic Band is available to all middle school students who have developed advanced instrumental music skills. As a major performing ensemble, the students perform approximately ten public performances per year, two of which are competitive performances. At this level, students are encouraged to participate in local and state band functions such as the Greater Miami Youth Symphony, All- State Band, Solo and Ensemble Evaluations and Honor Band Competitions. The Symphonic Band curriculum includes academic and performance requirements. In addition, students are tested on scales and compete for chair placement. All students are required to take private lessons for the purpose of expanding their skills to the level required for optimum performance. All performances are mandatory and graded. *Prerequisites: Audition, Teacher Recommendation.*

## **JAZZ BAND (GRADES 7-8)**

Jazz Band is available through auditions to middle school students with previous instrumental background. This performance group meets daily throughout the year. Students learn about a variety of musical genres, such as jazz, jazz-fusion, rock and classical. Musical growth is monitored weekly through assignments such as scales and exercises. Performance goals are essential, as this ensemble participates in as many as fourteen main performances during the year, including community concerts and judged performances. Students have the opportunity to audition for local and state band organizations such as Solo and Ensemble, All-State Band and Honor Band. Students in Grade 7 need to also be enrolled in the Symphonic Band. All students are required to take private lessons for the purpose of expanding their skills to the level required for optimum performance. All performances are mandatory and graded. *Prerequisites: Audition, students in Grade 7 need to be enrolled in the Symphonic Band also, Teacher Recommendation.*

## **INTERMEDIATE STRING ENSEMBLE (GRADES 5-8)**

The purpose of the Intermediate String class is to provide students with an opportunity to strengthen their skills and techniques on their chosen instruments. The class will consist of students that have taken lessons or classes one year or less on a string instrument. This will include fifth graders who only have taken the beginning string class in the fourth grade and any upperclassman who is interested in beginning a string instrument. The focus will be on reinforcing the techniques and music theory concepts required for ensemble performance. Daily class performance, as well as written work, will be the vehicle in achieving these goals. This is a performing group with concerts twice a year. These include a Holiday Concert and a performance in the spring. All students are required to take private lessons for the purpose of expanding their skills to the level required for optimum performance. All performances are mandatory and graded.

## **STRING ORCHESTRA (GRADES 6-8)**

The String Orchestra is offered to students with at least two years of experience on a string instrument. The class meets daily, reinforcing technical skills and theoretical practice. It is a major performing ensemble that performs a minimum of six times a year. The students have opportunities to participate in regional festivals, including the Florida Orchestra Association District Music Performance Assessment, District Solo and Ensemble Festival, in state level Honors and All- State orchestras and in the local All County Honors Orchestra. All students are required to take private lessons for the purpose of expanding their skills to the level required for optimum performance as well as supplementing their classroom experience. All performances are mandatory and graded. *Prerequisites: Audition, Teacher Recommendation.*

### **CHAMBER ORCHESTRA (GRADES 6-8)**

The chamber ensemble is an advanced ensemble comprised of experienced student players. Based on the chamber ensemble concept and the literature written for this medium, the Chamber Ensemble is the top performing orchestra at Gulliver. Instruction concentrates on advanced technical and expressive concepts. Membership in this group is highly selective as advanced music reading, musicianship, responsibility and experience are basic skills needed to join this ensemble. Chamber Orchestra will perform for the Holiday and Spring Orchestra Concerts, various school functions, the Florida Orchestra Association Solo & Ensemble and the Adjudicated Orlando Festival. Placement is by audition and at the discretion of the director. All performances are mandatory and graded.

*Prerequisites: Audition, Teacher Recommendation.*

### **HISTORY OF ROCK & ROLL (GRADES 7-8) ●**

Students in this elective course will look at the development of popular music in America and around the world, with a focus on rock and roll, and consider the corresponding historical, cultural and social changes happening at the time. Through lecture and discussion, multimedia study, reading, research, writing and presenting, and most importantly listening, students will not only learn about how popular music shaped society but also develop an appreciation for the many different styles, genres, and artists of rock and roll music.



# PHYSICAL EDUCATION

---

## **PHYSICAL EDUCATION**

The goal of the Middle School Physical Education program is to develop well- rounded, healthy and productive individuals who contribute positively to today’s society. Through the implementation of skill development and a focus on teamwork, sportsmanship, leadership and cooperation, the program fosters the emotional and social well-being of students. The Physical Education curriculum develops in students a favorable attitude towards physical fitness by offering a variety of sports activities and regular exercises in daily instructional periods. Activities include football, soccer, swimming, gator ball, water polo, volleyball, softball, basketball, dynamic games and physical fitness testing. Fifth and sixth grade students are required to take physical education, whereas seventh and eighth grade students may choose it as an elective.

### **MYP PHYSICAL & HEALTH EDUCATION (GRADES 6-8)**

The MYP Physical & Health Education course is offered as a semester or trimester course for grades 6, 7 and 8. The primary goals are, through the Areas of Interaction, to promote development of “intelligent performers” and to encourage students to understand the importance of a balanced, healthy lifestyle. Students should develop knowledge, critical thinking and reflection skills, a sense of responsibility and interpersonal and self motivational skills. Some of the aims of this course are to facilitate an interest in the promotion of health and wellness, motivate full participation, reflect critically on all aspects of physical education, and understand international perspectives on physical activity, sport and health education. Throughout the years of the MYP, students will be certain of the importance of a lifelong commitment to an active lifestyle.

### **PHYSICAL EDUCATION (GRADES 5-6)**

The goal of the Middle School Physical Education program is to develop well-rounded, healthy and productive individuals who contribute positively to today’s society. Through the implementation of skill development and a focus on teamwork, sportsmanship, leadership and cooperation, the program fosters the emotional and social well-being of students. This course provides students with the knowledge, skills and values they need to become healthy and physically active for a lifetime. Students are offered units in football, basketball, soccer, softball, swimming, water polo, and dance and dynamic games. Along with physical movement, this course addresses health education that includes a variety of topics. These subject areas include: an introduction to health and wellness, communication, decision making and problem solving, stress management, nutrition, growth and development, and alcohol, tobacco and other drugs. *Requirement for grades 5 and 6.*

### **PHYSICAL EDUCATION (GRADES 7-8)**

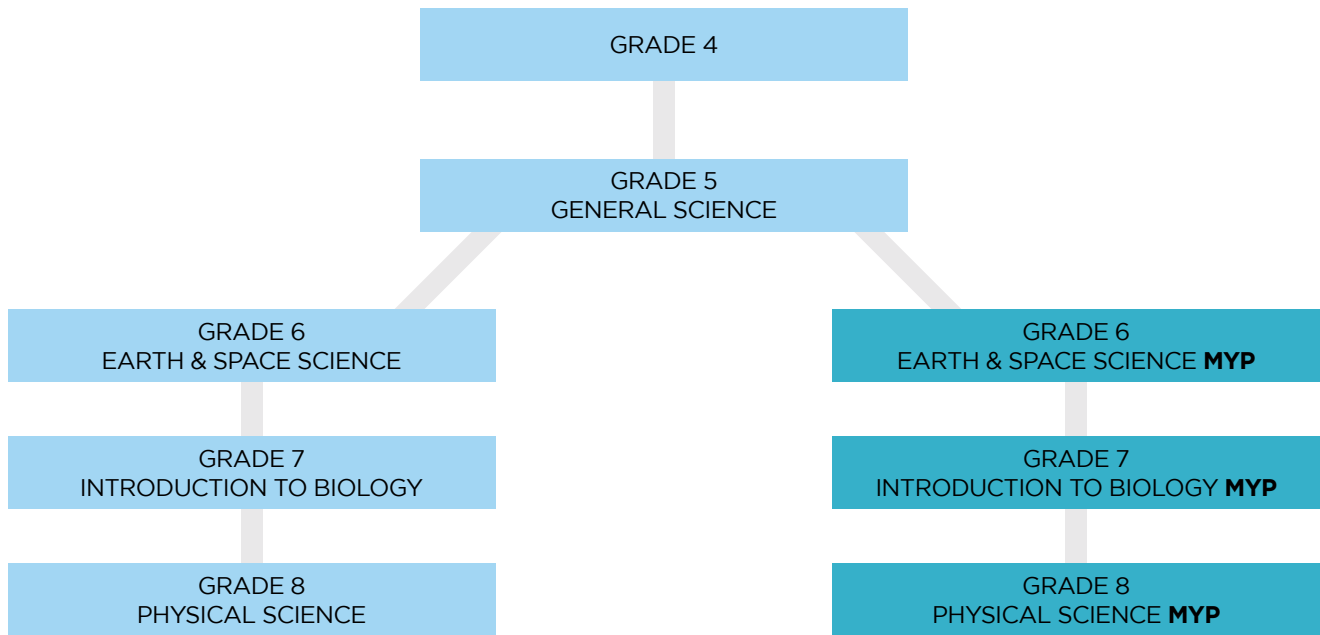
The goal of the Middle School Physical Education program is to develop well-rounded, healthy and productive individuals who contribute positively to today’s society. Through the implementation of skill development and a focus on teamwork, sportsmanship, leadership and cooperation, the program fosters the emotional and social well-being of students. This course provides students with the knowledge, skills and values they need to become healthy and physically active for a lifetime. Students are offered units in football, basketball, soccer, softball, swimming and water polo. Along with physical movement, this course addresses health education that includes a variety of topics. These subject areas include: an introduction to health and wellness, communication, decision making and problem solving, stress management, nutrition, growth and development, and alcohol, and tobacco. *Electives for grades 7 and 8.*



# SCIENCE



# SCIENCE



## **SCIENCE**

Gulliver Academy’s science program is a curriculum that empowers students to make the leap from “learning about” to “figuring out” the natural and designed worlds, as they apply scientific practices to solve real-world problems. Students learn to think, act, read, write and argue like actual scientists. In each unit, they conduct investigations, create and critique models, and gather evidence to support claims. They accomplish this by analyzing complex, scientific texts, conducting laboratory activities, and using digital tools to simulate and model scientific phenomena and test engineering solutions.

Our science program was designed based on the Next Generation Science Standards (NGSS) and Amplify Science. The Next Generation Science Standards are a multi-state effort in the United States to create new education standards that are “rich in content and practice, arranged in a coherent manner across disciplines and grades to provide all students an internationally benchmarked science education. Amplify Science is a revolutionary K-8 curriculum that empowers students to make the leap from “learning about” to “figuring out” the natural and designed worlds, as they apply scientific practices to solve real-world problems. Developed in partnership with the Lawrence Hall of Science at the University of California, Berkeley, Amplify Science was built specifically for the Next Generation Science Standards (NGSS) to help students address the pedagogical shift from memorization to thoughtful investigation and analysis. Amplify is coupled with labs and in-class projects in a project-based approach to learning.

Our science program consists of four years of science courses which include General Science (Grade 5), Earth and Space Science (Grade 6), Introduction to Biology (Grade 7) and Physical Science (Grade 8). All necessary materials are provided for the students to complete all projects during class time.

### **FIFTH GRADE GENERAL SCIENCE (GRADE 5)**

General Science is centered around grade appropriate national science standards with an emphasis on the environment. The curriculum stresses how we have an important role in understanding how we impact the world around us. Students gain basic science and lab skills as they move through each unit. The units include a study of ecosystems, water and the earth’s systems, properties of matter and natural resources. During the natural resources unit students use the Engineering Design Cycle to learn about renewable energy and the efficiency of wind energy in Florida. In addition to renewable energy, the fifth graders will focus on the sustainability of food both locally and globally and conduct a science investigation using the Middle School edible garden to learn about 21st century agriculture farming, sustainability, and hydroponic gardening.

### **SIXTH GRADE EARTH AND SPACE SCIENCE (GRADE 6)**

The goal of the sixth grade Earth and Space Science course is to introduce students to the Earth and the processes that shape it and explore the Earth’s place in the universe. Students use a series of hands-on investigations and experiments, literacy-rich activities and digital tools such as simulations to gain proficiency in skills that include measurement, observation, and scientific inquiry. Students are empowered to think, write and argue like scientists and engineers through phenomenon-based learning. Students focus on the processes that occur inside the Earth and how these are manifested on the Earth’s surface. They become aware that we are living on a dynamic planet that has changed and will continue to change over time by researching and collecting data and creating interactive artifacts that illustrate Earth’s history. They gain this insight through the study of the theory of plate

tectonics and the evidence to support it. They also investigate the formation of geological features and the formation and evolution of the rocks and minerals that make up our Earth's surface. Students learn the Engineering Design Process by carrying out an engineering project in class to learn how to design and build. The Earth's Changing Climate unit, ending in the construction of climate change solutions, is used to help students reinforce the concepts of the effects of climate change, some possible solutions, and compare our current climate change to other climate changes in Earth's history.

In the Earth, Moon, and Sun unit, they use models, activities, and experiments to help foster an understanding of the universal forces that govern the Earth. The models allow students to explore and manipulate the movement and relative positions of Earth and the Moon. The rocketry unit is used to help students reinforce the concepts of the laws of motion.

### **SIXTH GRADE EARTH AND SPACE SCIENCE MYP (GRADE 6)**

This MYP course, through Global Contexts, provides a curriculum that encourages students to make real-world connections with what they learn in the classroom, strives to nurture critical and reflective thinking, and emphasizes an international perspective. The Earth and Space Science MYP course emphasizes class curricular skills as students explore the Earth and its place in the universe with a focus on current issues. Students develop problem-solving techniques that are directly relevant to political, social and environmental concerns. In addition to the established curricula, students design and implement experiments using scientific inquiry.

### **SEVENTH GRADE INTRODUCTION TO BIOLOGY (GRADE 7)**

The Introduction to Biology Course presents students to an overview of the diversity of life. Introduction to Biology is a student-centered course that emphasizes understanding the process and function of the human body, the relevance of daily life to the environment, and society's obligation to respect all life. Students gain an understanding that sustaining life requires substantial energy and matter inputs and that the structure and function of organisms contribute to the capture, transformation, transport, release, and elimination of matter and energy. Constructing evidence based explanations, using models, and developing argumentation from evidence are skills that students will explore as they understand that organisms and populations of organisms are dependent on their environmental interactions. The program features hands-on activities while learning laboratory safety and procedures. Cooperative learning is used in numerous inquiry-based activities where students design, carry out and analyze the results of several topics including the microbiome, metabolic functions (including but not limited to cellular respiration, photosynthesis, and fermentation), genetic variation, survival and reproduction of organisms, the role of variation in natural selection and the use of fossil records to describe evidence of the history of life on Earth. One of the major projects for the year is to design and carry out a science investigation relating to genetic variation and inheritance.

### **SEVENTH GRADE INTRODUCTION TO BIOLOGY MYP (GRADE 7)**

The MYP course through Global Contexts, provides a curriculum that encourages students to make real world connections with what they learn in the classroom, strives to nurture critical and reflective thinking and emphasizes internationalism. Introduction to Biology MYP is a student-oriented course that emphasizes understanding the structure and function of organisms found in the diversity of living systems, the relevance of daily life to the environment and society's obligation to respect all life. The Introduction to Biology MYP program emphasizes critical thinking, while designing and implementing scientific inquiry in problem solving. In addition to the curriculum covered in Introduction to Biology,

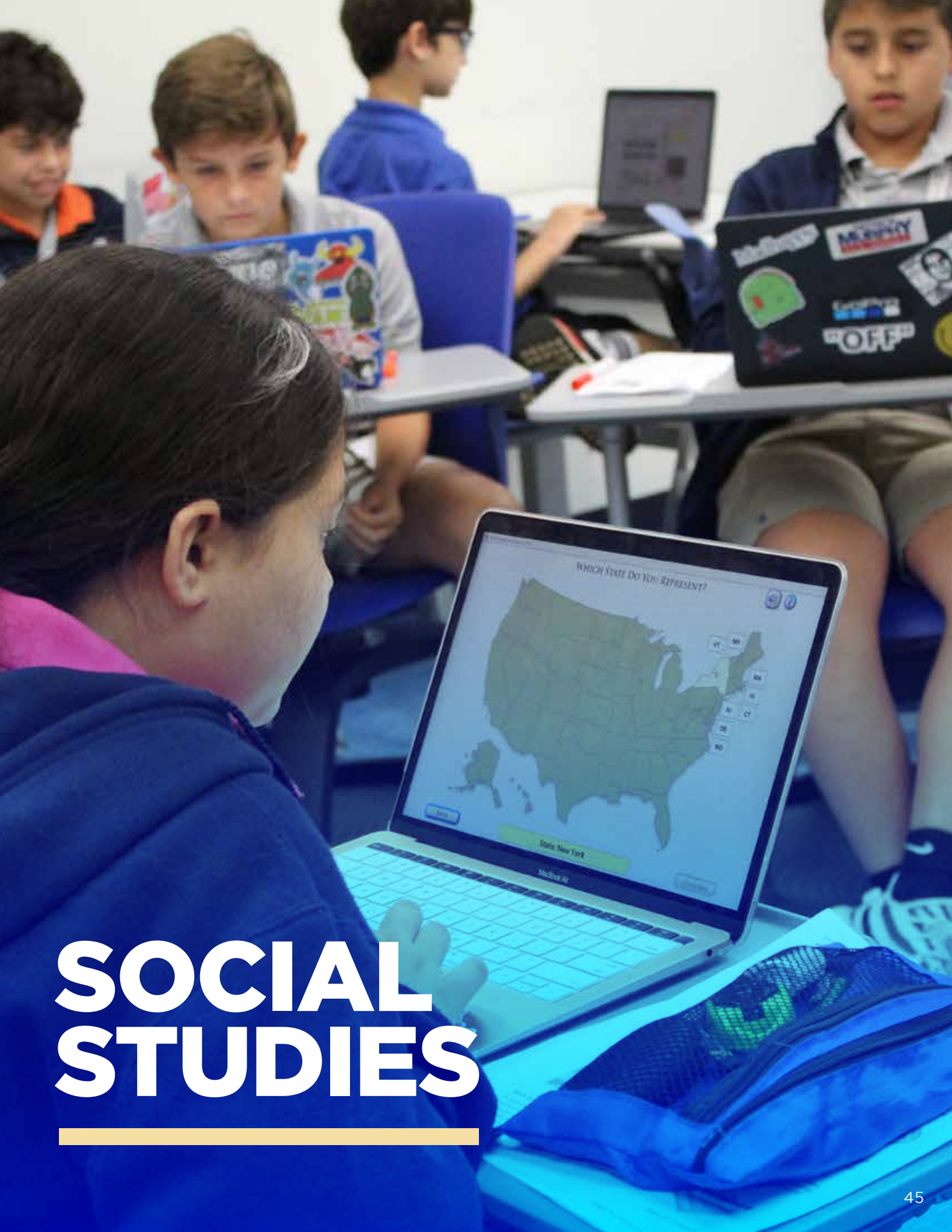
students in the MYP class design other experiments and complete more in-depth critical thinking questions. Students sharpen their science skills with projects that require the control of variables and analysis of results. One of the major projects for the year is to design and carry out a science investigation based on the laws of inheritance and genetic variation. The objective of this science investigation is to learn about the inheritance patterns of organisms by observing actual living organisms like *Drosophila Melanogaster* (common fruit fly). *This course requires the ability to read and work independently and in groups. Prerequisites: Teacher Recommendation.*

### **EIGHTH GRADE PHYSICAL SCIENCE (GRADE 8)**

The Physical Science program introduces students to the basics of Chemistry and Physics. Throughout the first semester, students study matter and its properties, atomic structure, the periodic table, chemical bonding, and chemical reactions. Throughout the second semester, students study motion, forces, energy, heat, electricity, magnetism and waves. Fully equipped laboratories allow students the chance to participate in various hands-on investigations each week. These student-centered components of the program are designed to meet the needs of the diverse learning styles of middle school students such as visual, auditory, tactile or kinesthetic. In addition, students design, and carry out a science investigation, which provides them with learning opportunities that enhance skills such as controlling variables, measuring, analyzing, comparing data and forming evidence based conclusions. Students also complete Egg Drop and Roller Coaster Projects to enhance their forces, motion and energy study.

### **EIGHTH GRADE MYP PHYSICAL SCIENCE (GRADE 8)**

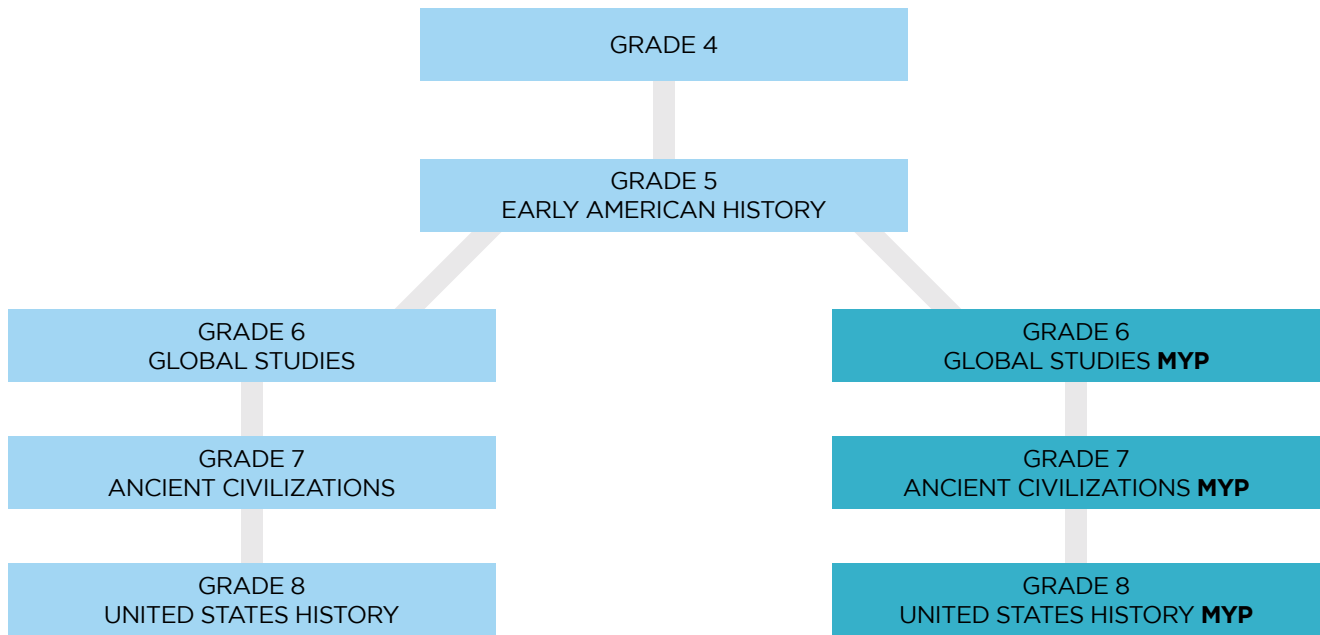
The MYP Physical Science course, through Global Contexts, provides a curriculum that encourages students to make real world connections with what they learn in the classroom, strives to nurture critical and reflective thinking, and emphasizes an international perspective. In addition, students design and carry out a science investigation, which provides them with learning opportunities that enhance skills such as controlling variables, measuring, analyzing and comparing data, and forming evidence based conclusions. The MYP course offers breadth and depth in reading, writing and critical thinking skills. Students also develop team building and problem solving skills by completing projects such as Physics Roller Coasters and Solar Ovens. Moreover, students complete a cross curricular unit with Geometry to create an Egg Drop/Catapult Launching project. *Prerequisites: Teacher Recommendation. Math level: Algebra 1 or Geometry.*



# SOCIAL STUDIES

---

# SOCIAL SCIENCE



## **SOCIAL STUDIES**

The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse democratic society in an interdependent world. The department, dedicated to the goals developed and promoted by the National Council for the Social Studies, helps students to understand the development of the United States and the world community by examining connections from the past in preparation for the future. Students in grade five study early American history with an emphasis on explaining how the United States became a nation. Students in sixth grade embark on the Global Studies curriculum which provides them with a framework for the historical, political, geographical and economic knowledge and skills necessary to meet the needs of a global society. In seventh grade, students study world history from early man to the fall of the Roman Empire, emphasizing the global perspective of human history and the development of eastern and western civilizations. In grade eight, students study U.S. History from the Reconstruction Era to modern times and visit Washington D.C. as a culminating activity. Students develop skills for participatory citizenship in the 21st century by a program that promotes critical thinking skills, teaches to multiple intelligences, reinforces essay writing, develops a broad range of communication skills and encourages intellectual curiosity, cooperative learning and individual creativity.

### **EARLY AMERICAN HISTORY (GRADE 5)**

This course is designed as a survey approach to early American history. The emphasis is on explaining how the United States became a nation. Students will learn about the geography of America and where Europeans first made settlements. Students will analyze examples of conflict, cooperation and interdependence among various groups and societies living in the English colonies during the 1600s and 1700s. The causes and outcomes of the American Revolution will be analyzed and we will learn how the U.S. Constitution became our plan of government. The course concludes with a look at the social and economic differences that led to the Civil War and the challenges our nation faced during Reconstruction. Through this course of study, students will develop critical sensitivities regarding the choices made by the people who took part in the history of our country. This knowledge will be applied through various projects, presentations and activities in class. Emphasis is on critical thinking, reading and writing skills, map-reading skills, study skills and cooperative learning.

### **GLOBAL STUDIES (GRADE 6)**

The Global Studies course provides students with the historical, political, geographical, and economical knowledge, skills, and practice needed to become informed citizens living in a globalized world. Students examine the world through current events by employing solution-based learning and by focusing on themes that illuminate the diversity of the peoples, places, problems, and ideas of our planet. This curriculum encourages students to make real-world connections with what they learn in the classroom, strives to nurture critical and reflective thinking, and encourages students to develop cooperative learning skills. Throughout the course, students apply their knowledge through various 21st-century activities, projects, papers, and presentations. Ultimately, they develop an understanding of the relationships between people, their governments, and the world in which they live and impact.

### **GLOBAL STUDIES MYP (GRADE 6)**

This Global Studies MYP Course, through Global Contexts, provides students with the historical, political, geographical, and economical knowledge, skills, and practice needed to become informed

citizens living in a globalized world. Students examine the world through current events by employing solution-based learning and by focusing on themes that illuminate the diversity of the peoples, places, problems, and ideas of our planet. This curriculum encourages students to make real-world connections with what they learn in the classroom, strives to nurture critical and reflective thinking, and encourages students to develop cooperative learning skills. Throughout the course, students apply their knowledge through various 21st-century activities, projects, papers, and presentations. Ultimately, they develop an understanding of the relationships between people, their governments, and the world in which they live and impact. *Prerequisite: Teacher Recommendation.*

### **ANCIENT CIVILIZATIONS (GRADE 7)**

The Seventh Grade Ancient Civilizations course begins with a foundation of how mankind meets his six basic human needs, (water, food, shelter, occupation, companionship and purpose). The chronological cause and effect evident in all historical cycles is studied through the prism of the eight Social Sciences, (Anthropology, Archaeology, Psychology, Sociology, Economics, History, Geography and Political Science). Students are expected to develop an understanding of the uniformity of human nature in diverse cultures but are also expected to recognize the part that cultural differences play in how people's traditions, religions and philosophies are interpreted globally. This course begins with early man and the establishment of the river valley civilizations beginning in Mesopotamia and ending with the fall of Rome in the west. As part of the course requirements students will be expected to create and interpret maps, graphs, timelines, as well as physical, geographic and political data. Critical thinking skills allow the students to evaluate and interpret not only historical primary and secondary sources but, by extension, current global and political developments as well. Through presentations, projects and classwork, research and writing skills are emphasized.

### **ANCIENT CIVILIZATIONS MYP (GRADE 7)**

This MYP course, through Global Contexts, provides a curriculum that encourages students to make real world connections with what they learn in the classroom and strives to nurture critical and reflective thinking. The course emphasizes a global perspective of human history as students explore the factors leading to the development of civilizations, the institutions people developed to maintain these societies, the significant achievements and legacies of ancient people, and the cooperation and conflicts that took place in ancient times. Emphasis is on independent learning so that students strengthen their skills in historical thinking, reading comprehension, research, and written communication. The MYP Approaches to Learning are used to encourage students to further develop the skills of communication, collaboration, organization, reflection, information literacy, media literacy, creative thinking, and critical thinking. *Prerequisites: Teacher Recommendation.*

### **UNITED STATES HISTORY (GRADE 8)**

The purpose of the United States History course is to examine the political, economic, technological and social development of the United States from the Civil War to modern times. This course is based around the themes of compromise and conflict, leadership, historical bias and equality in a democratic context. In addition, the duality of power, technology, conflict, culture and market economics is examined. The focus is on improving critical thinking skills, comparing and contrasting historical developments, evaluating conflict and compromise, relating events in chronological order, role-playing, inferring cause and effect, researching and presenting various projects, mastering essay writing, interpreting literature and deciphering the United States Constitution. Eighth grade students enjoy a trip to Washington D.C. as a culminating activity to the study of U.S. government.



## **UNITED STATES HISTORY MYP (GRADE 8)**

This MYP course, through Global Contexts, provides a curriculum that encourages students to make real world connections with what they learn in the classroom, strives to nurture critical and reflective thinking, fosters in learners a respect and understanding that encourages global awareness and develops the skills of inquiry, communication, analysis, and reflection needed for a 21st century learner. The purpose of the United States History course is to examine the political, economic, technological and social development of the United States from the Civil War to modern times. This course is based around the themes of compromise and conflict, leadership, historical bias and equality in a democratic context. In addition, the duality of power, technology, conflict, culture and market economics is examined. The focus is on improving critical thinking skills, comparing and contrasting historical developments, evaluating conflict and compromise, relating events in chronological order, inferring cause and effects while presenting various projects, mastering essay writing, and interpreting primary and secondary sources. Students enrolled in this MYP course are expected to demonstrate content mastery and to complete more in-depth reading assignments. Eighth grade students enjoy a trip to Washington D. C. as a culminating activity to the study of U. S. government. *Prerequisites: Teacher Recommendation.*

## **SOCIAL STUDIES ELECTIVES**

### **BIZ LAB - INTRO TO BUSINESS & ENTREPRENEURSHIP (GRADES 5-6)**

Biz Lab will cover basic business and financial topics as applied in real-world scenarios. Throughout the course, students will play and track stock markets, establish business plans, and market research. Students will also learn basic financial literacy that is applicable to daily life such as mortgages, interest rates, and our banking system. Lessons will emphasize real-world connections and include problem solving for a passion or cause to get students ready to launch their own business.

### **ECONOMICS/LAW STUDIES (GRADES 7-8)**

This year-long course has a different focus each semester: Economics and Law. The Economics portion of the curriculum provides students with the study of basic economic principles, systems and activities. They will learn the importance of understanding different economic systems to begin thinking like an economist. Students will become familiar with the economic system of the United States and will analyze and interpret data to understand the laws of supply and demand. Students will also be presented with economic applications in today's world as well as explore their roles as consumers, employees, investors and voting citizens. The second semester, students will focus on law studies which will encompass the study of the history, development and evolution of individual rights and laws of the United States and Florida as well as the structure, processes and procedures of their respective judicial systems. As an introductory course to law and legal systems in the United States, units will include: Introduction to Law, Constitutional Law, Criminal Law and the Criminal Justice Process, Civil Law, the Bill of Rights, causes and effects of crime, and comparison of adult and juvenile justice systems. We will use case studies, document-based questions, individual research, group discussion/debate, local courthouse visits and mock trials throughout the course in order to reach our goal.

### **MODERN WORLD AFFAIRS (GRADE 8)**

The year-long course is designed to give students a hands-on appreciation of modern world history and international relations encouraging them to develop solutions and compromises to the issues facing the globe. Modern World Affairs is taught using simulations of the Model UN, the World Peace

Games, and with units incorporating project-based learning. Students will focus on the role of conflict, peace, global crises, and superpowers play in creating our modern world.

### **PHILOSOPHY SYMPOSIUM (GRADES 7-8)**

This course is designed to introduce students to the ideas of the great philosophers of the last two-thousand years and create a philosophical framework that will give them confidence to exercise independent judgment and self-correction in judging historical and current events. They will learn the art of Socratic Questioning and engage in the rigors of the Socratic Seminar. The course begins with a survey of major world philosophers and continues with the ideas of those philosophers in studying ethics and governments. The second part of this course includes a survey of philosophy in world religions and the importance of ethics in deciding the responsible uses of technological innovations that have both positive and negative side effects. While there are no tests in this course, there will be research projects and collaborative activities on which students will be graded. *Prerequisites: Teacher recommendation.*

### **SPEECH AND DEBATE (GRADES 7-8)**

This course introduces students to the concepts of communication and the strategies needed for successful participation in formal debates. Students will learn to formulate and implement skills for effective speaking while regularly preparing and delivering speeches. The class will use the various formats of debate and topics from the National Speech and Debate Association. This course outlines all the major debate theories necessary for speakers to develop arguments and present them orally and persuasively. Students learn advanced research methods, including how to conduct online database searches. The focus of the class is on increasing students' analytical and critical thinking skills while developing participants' public speaking skills. This course serves as a foundation for possible further study at the Upper School Campus.



# STUDY HALL

---

**STUDY HALL (GRADES 6-8)**

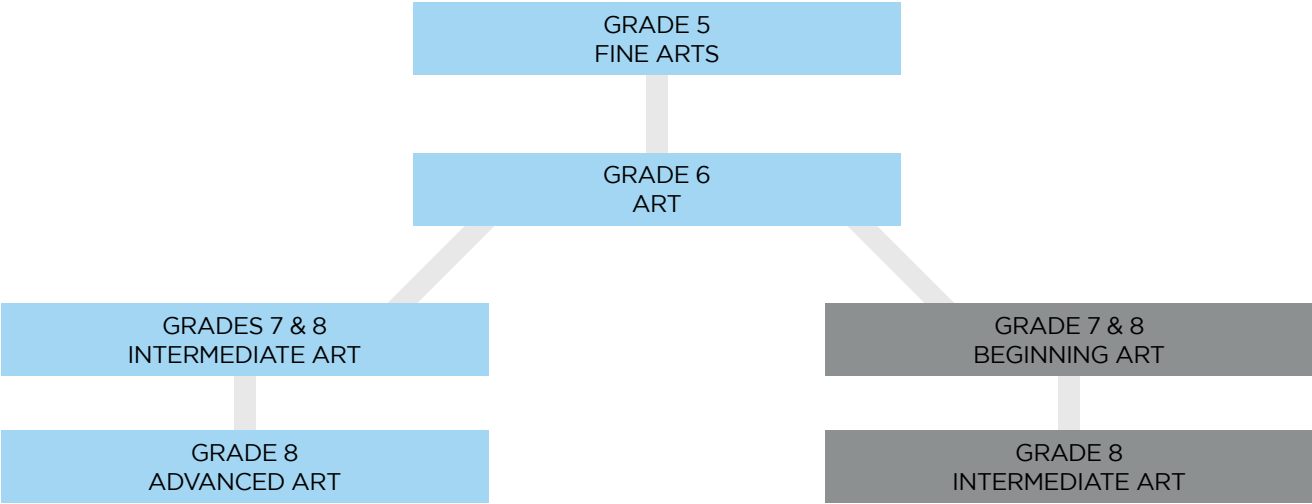
Students may elect to enroll in a study hall as a daily course selection. This is a choice encouraged for new students and also for students who have extensive commitments after school. The study hall classes are held in classrooms and directed by classroom teachers. Standards of serious study are expected at all times.



# VISUAL ARTS

---

**VISUAL ARTS**



## **VISUAL ARTS**

The Visual Arts courses are designed to enable students to develop skills in studio art while nurturing an appreciation and interest in the arts. Students develop perceptual awareness, creative self-expression and a basic understanding of the history of art. A working portfolio at each student's level of expertise and technique is developed throughout the year. A variety of media is utilized to further skill development. In grade five, students participate in a course that integrates art and drama. Art classes also are available in sixth, seventh and eighth grade. Intermediate and beginning art classes are offered in seventh and eighth grade. Advanced art classes are only offered in the eighth grade. The importance of art is stressed as a goal to enrich one's life and experience the aesthetic beauty of the world around us. Visual Arts courses will implement the MYP philosophy, through the Areas of Interaction, as they provide curricula that encourages students to make real life connections with what they learn in the classroom, strive to nurture critical and reflective thinking and emphasize internationalism.

Students new to the art program in grades 7 or 8 who are unsure of their placement, can be evaluated by the art department to determine whether they will be placed in Beginning, Intermediate, or Advanced Art, even if they have not had formal training.

### **FINE ARTS: ART AND DRAMA (GRADE 5)**

The Fine Arts course is designed to give students an insight to both art and drama. These two segments of art and drama combine to form a course that serves as an introduction to the arts. The students will spend one semester in art and one in drama. In art, the focus is an introduction to the elements of art beginning with pencil drawing. The first half of the semester will also include oil pastel and water color. The second half of the semester will begin with painting using acrylic. Three-dimensional work will be explored through the use of clay. The semester spent in drama focuses on creating original plays based on original stories and classic fairy tales based in the style of children's theater. Students also will be introduced to the basics of puppetry and will present original monologues and group performances. In drama, students compare, communicate, observe and categorize to better understand dramatic concepts.

### **SIXTH GRADE ART (GRADE 6)**

This MYP course, through Global Contexts, provides a curriculum that encourages students to make real world connections with what they learn in the classroom, strives to nurture critical and reflective thinking, and emphasizes internationalism. This is an introductory two semester course that presents the elements and principles of design through various media and techniques. It requires students to make critical judgments about art and to understand and appreciate the influences of art from other times and cultures. This course provides instruction in skills necessary to enroll in other art courses within the Academy. It forms the base for building a foundation and understanding of visual art.

### **BEGINNING ART (GRADES 7-8)**

This MYP course, through Global Contexts, provides a curriculum that encourages students to make real world connections with what they learn in the classroom, strives to nurture critical and reflective thinking, and emphasizes internationalism. Beginning Art is a two semester course offered to seventh and eighth grade students and will develop the student's artistic ability through short-term projects.

The curriculum is geared towards the students who are motivated but have little or no previous art experience and limited skills. It is designed to introduce the basic elements and principles of art using various mediums. This course is a prerequisite to Intermediate Art with recommendation of the teacher. Students who have successfully completed Gulliver's sixth grade art program may be eligible for Seventh Grade Intermediate Art with recommendation of the teacher. *Students who have successfully completed Gulliver's Sixth Grade art program may be eligible for Seventh Grade Beginning Art with teacher recommendation. Students wishing to take Intermediate Art need to submit an art portfolio or schedule a drawing audition with recommendation of the teacher.*

### **INTERMEDIATE ART (GRADE 7-8)**

This MYP course, through Global Contexts, provides a curriculum that encourages students to make real world connections with what they learn in the classroom, strives to nurture critical and reflective thinking, and emphasizes internationalism. Intermediate Art is a two-semester course designed to build upon and broaden knowledge of the elements and principles of design, and to increase familiarity with a variety of media and techniques. A continued emphasis on critical judgment is accompanied by focusing on art from other cultures. This course provides instruction in skills necessary to enroll in higher level art courses. *Prerequisites: Beginning Art and Sixth Grade Art. Students who have successfully completed Gulliver's Sixth Grade art program may be eligible for Seventh Grade Intermediate Art with recommendation of the teacher. New seventh and eighth grade students to Gulliver and/or present seventh and eighth grade Gulliver students that have not taken art in sixth grade, can submit an art portfolio for eligibility for Intermediate Art. If there is no portfolio available, a scheduled audition will be adequate for teacher recommendation. Teacher Recommendation.*

### **ADVANCED ART (GRADE 8)**

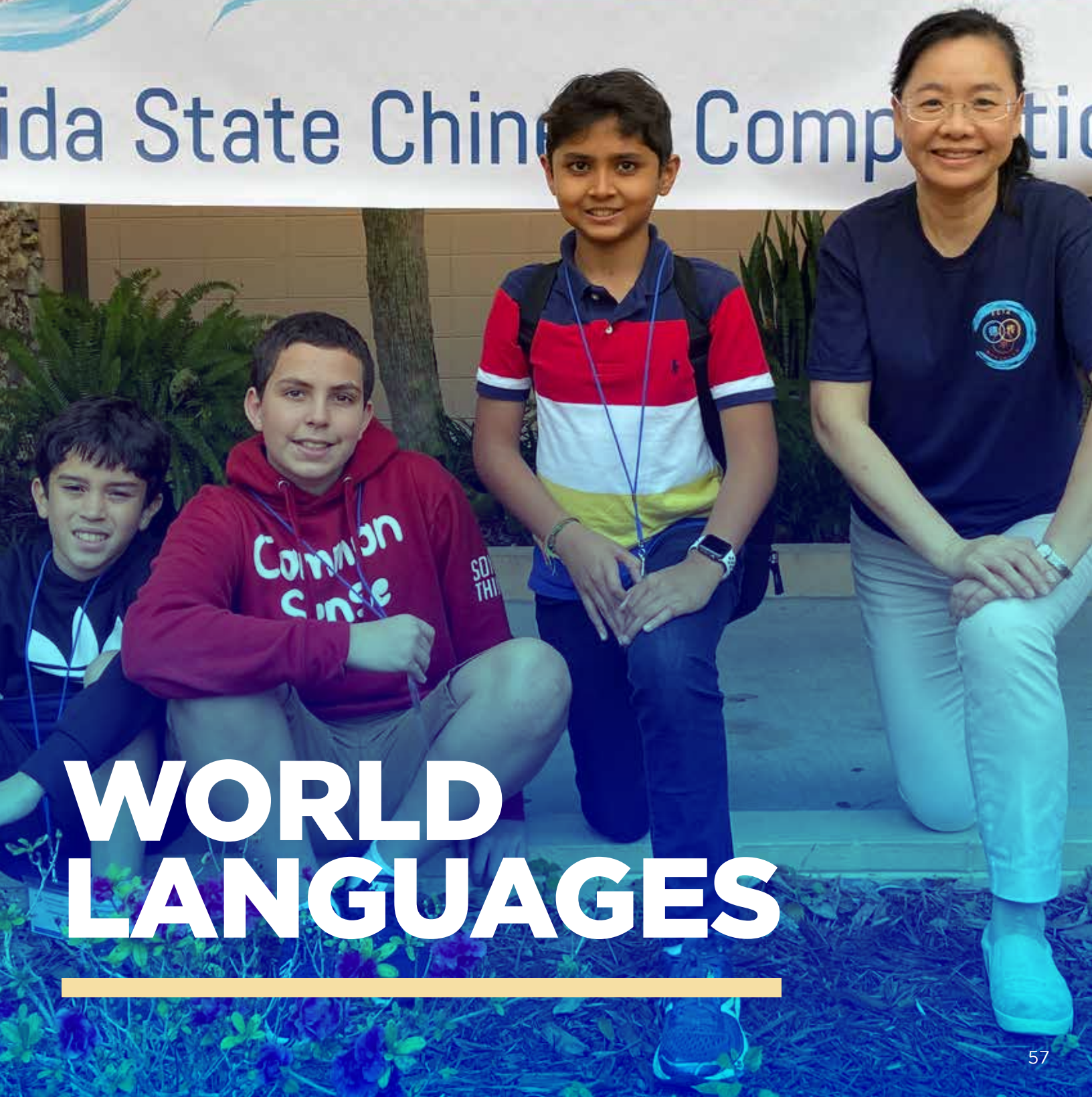
This MYP course, through Global Contexts, provides a curriculum that encourages students to make real world connections with what they learn in the classroom, strives to nurture critical and reflective thinking, and emphasizes internationalism. Advanced Art is a two-semester course for highly motivated art students and is designed to expand students' knowledge, abilities and critical judgment; students are introduced to new media and skills, as well as introduced to various aspects of art history. A portfolio of students' artwork is developed during the year and is presented for placement purposes in the high school art program. Students enrolled in Advanced Art are challenged to execute more complicated and long term projects. The course is recommended for the very serious art student. *Prerequisites: Intermediate Art, Teacher Recommendation. New eighth grade students can have the opportunity for Advanced Art with a scheduled audition or presentation of portfolio.*





# 佛州中文竞赛

Florida State Chinese Competition



# WORLD LANGUAGES

# WORLD LANGUAGES

## SPANISH

GRADE 5  
WORLD LANGUAGES EXPLORATORY

GRADE 6, 7, 8  
SPANISH A

GRADE 6, 7, 8  
SPANISH B

GRADE 7, 8  
SPANISH C

## ESPAÑOL

GRADE 5  
WORLD LANGUAGES EXPLORATORY

GRADE 6, 7, 8  
ESPAÑOL A

GRADE 6, 7, 8  
ESPAÑOL B

GRADE 7, 8  
ESPAÑOL C

GRADE 8  
ESPAÑOL D

## FRENCH

GRADE 5  
WORLD LANGUAGES EXPLORATORY

GRADE 6, 7, 8  
FRENCH A

GRADE 7, 8  
FRENCH B

GRADE 8  
FRENCH C

## WORLD LANGUAGES CONT'D

### MANDARIN CHINESE

GRADE 5  
WORLD LANGUAGES EXPLORATORY

GRADE 6, 7, 8  
MANDARIN CHINESE A

GRADE 7, 8  
MANDARIN CHINESE B

GRADE 8  
MANDARIN CHINESE C

### JAPANESE

GRADE 5  
WORLD LANGUAGES EXPLORATORY

GRADE 6, 7, 8  
JAPANESE A

GRADE 7, 8  
JAPANESE B

GRADE 8  
JAPANESE C

## **WORLD LANGUAGES**

As nations of the world become more interdependent economically, culturally, politically and technologically, American students must emphasize the study of a foreign language as an integral part of their academic development. The World Languages Department at Gulliver Academy places students in the middle school years on the road to oral and written mastery of several foreign languages: French, Spanish, Español (Spanish for heritage speakers), Japanese and Mandarin Chinese. Our student-centered, proficiency-based instruction builds upon what students need, already know, and can do while respecting diverse learning styles and encouraging the development of a wide range of skills and learning strategies in order to communicate meaningfully, effectively, and creatively in their target language for real-life purposes. In addition, all courses are carefully coordinated to ensure a smooth transition into all levels of foreign language courses at Gulliver Preparatory.

World Language courses will implement the IB Middle Years Program philosophy through Global Contexts, as they provide curricula that encourage students to make real world connections with what they learn in the classroom, strive to nurture critical and reflective thinking skills and emphasize international mindedness.

### **GRADE 5 WORLD LANGUAGES EXPLORATORY (GRADE 5)**

This language exploratory course is designed to expose all fifth grade students to several languages throughout the school year. It is an integrated approach to language learning designed to span the four language skills: listening, speaking, reading and writing. This fun and interactive course is filled with diverse, multimedia language activities as well as cultural experiences. Languages offered are French, Japanese, Mandarin Chinese, and Spanish/Español.

### **SPANISH A (GRADE 6-8)**

This course is an integrated approach to language learning designed to span the four language skills: listening, speaking, reading and writing. The purpose of this course is to empower students to become confident emergent communicators in Spanish while developing an appreciation for the Spanish language and the many Hispanic cultures. The development of vocabulary and grammar is reinforced through communication-based activities accentuating listening and speaking skills and reading and writing skills. Students are encouraged to express themselves in Spanish as much as possible even at this early stage of language acquisition. The target proficiency level for this course is novice mid.

### **SPANISH B (GRADES 6-8)**

This course is an integrated approach to language learning designed to expand and strengthen the communicative modes necessary to interact in the Spanish speaking world: Interpersonal, Presentational, and Interpretive. The students use and reinforce these skills while developing a realistic, up-to-date awareness of the Hispanic culture. Classes are conducted mostly in Spanish and students are encouraged to express themselves as much as possible in the target language with the goal of using Spanish as the main language of communication by the end of the year within familiar situational contexts. The target proficiency level for this course is novice mid. *Prerequisites: Spanish A, Teacher Recommendation*

### **SPANISH C (GRADE 7-8)**

This course is an integrated approach to language learning designed to expand and strengthen the communicative modes necessary to interact in the Spanish-speaking world: Interpersonal, Presentational, and Interpretive. This course strives to develop confidence in speaking through increased open-ended communication in familiar situational contexts. Classes are conducted mostly in Spanish and students are encouraged to express themselves as much as possible in the target language with the goal of using Spanish as the main language of communication by the end of the year. The target proficiency level for this course is novice high. *Prerequisites: Spanish B, Teacher Recommendation*

### **ESPAÑOL A (GRADES 6-8)**

This course is designed for students who speak Spanish as a heritage language, although not at the level of complete fluency. Students work to develop communicative proficiency by the acquisition of vocabulary, correction of existing grammatical errors, and through conversational, reading and listening comprehension activities. Students are exposed to a variety of cultures in the Spanish speaking world in order to further enrich their learning experience and pride in their heritage. The target proficiency level for this course is intermediate low. *Prerequisites: Teacher Recommendation.*

### **ESPAÑOL B (GRADES 6-8)**

This course is designed for students who speak Spanish as a heritage language and have the ability to understand and participate in conversational situations. The course provides techniques for developing writing and reading skills with strong emphasis on strengthening proficiency in spelling, vocabulary, and grammar in context. Instruction focuses on addressing student's particular language needs, developing their literacy skills, and fostering their bilingualism. Students are exposed to a variety of cultures in the Spanish speaking world in order to further enrich their learning experience and pride in their heritage. The target proficiency level for this course is intermediate mid. *Prerequisites: Español A and/or Teacher Recommendation.*

### **ESPAÑOL C (GRADES 7-8)**

This course is designed for heritage language learners who have established proficiency and literacy skills in Spanish. The course stresses the continuous development of communicative competence in reading, writing, speaking, and listening as well as the understanding of Hispanic cultures, history and social issues. This will be achieved by oral presentations, the study and analysis of Spanish language literature, and writing of essays of various types and purposes. The target proficiency level for this course is intermediate mid. *Prerequisites: Español B and Teacher Recommendation.*

### **ESPAÑOL D (GRADE 8)**

This course is designed for heritage language learners who have established proficiency and literacy skills in Spanish. The goals for this course are to develop effective oral and written communication with a thorough review of complex grammatical structures, and to strengthen reading comprehension skills. Students are exposed to Spanish, Hispanic American, and Chicano literature to further enrich their learning experience. This course also stresses the development, reinforcement and improvement of vocabulary, mechanics, grammatical, and writing skills by participating in oral presentations, class debates, and writing assignments such as essays, narratives, and creative writing. The target proficiency level for this course is intermediate high. *Prerequisites: Español B and Teacher Recommendation.*

## **FRENCH A (GRADES 6-8)**

This course is an integrated approach to language learning designed to span the four language skills: listening, speaking, reading and writing. The grammar and vocabulary topics introduced in this first year of French establish a strong base for future growth in the language. Classes are conducted mostly in French and students are encouraged to express themselves in French as much as possible, even at this early stage of language acquisition. The target proficiency level for this course is novice mid. *Prerequisites: Teacher Recommendation.*

## **FRENCH B (GRADES 7-8)**

This course is an integrated approach to language learning designed to expand and strengthen the communicative modes necessary to interact in the francophone world: Interpersonal, Presentational, and Interpretive. Classes are conducted mostly in French and students are encouraged to express themselves as much as possible in the target language with the goal of using French as the main language of communication by the end of the year within the familiar situational contexts. The target proficiency level for this course is novice mid. *Prerequisites: French A, Teacher Recommendation.*

## **FRENCH C (GRADE 8)**

This course is an integrated approach to language learning designed to expand and strengthen the communicative modes necessary to interact in the francophone world: Interpersonal, Presentational, and Interpretive. The students will build on the grammar and vocabulary previously taught in French A and B in order to enhance and develop their proficiency in the language. Classes are conducted mostly in French and students are encouraged to express themselves in the target language. The target proficiency level for this course is novice high. *Prerequisites: French B, Teacher Recommendation.*

## **MANDARIN CHINESE A (GRADES 6-8)**

This course is designed for students who are interested in Chinese Language and Culture. The primary goal of the course is to lay a firm foundation in speaking Mandarin and being able to communicate in typical daily situations using the language orally. Moreover, the grammatical structures and a selected number of Mandarin characters used in writing will be introduced and practiced in innovative and interesting ways with a variety of learning styles. Chinese culture is introduced through various projects and hands-on activities related to Chinese traditions, holidays, festivals and calligraphy. The target proficiency level for this course is novice mid.

## **MANDARIN CHINESE B (GRADES 7-8)**

This course is a continuation of the Mandarin Chinese A class. Throughout the course, students focus on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and culture experience. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practice which reinforce vocabulary and grammar. Students are expected to be actively engaged in language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in day to day conversations and respond appropriately to basic conversational prompts, and analyze and compare cultural practices, products, and perspectives of various Chinese-speaking countries. Students are highly encouraged to express themselves in Chinese daily. The target proficiency level for this course is novice mid. *Prerequisites: Mandarin Chinese A, Teacher recommendation*

## **MANDARIN CHINESE C (GRADE 8)**

This course continues to build on the skills previously learned in the first two levels. It represents an ideal blend of language learning pedagogy and cultural experience. The aim of this course is to enable learners to continue to strengthen the four language skills: reading, writing, speaking and listening. Classes are conducted mostly in Mandarin Chinese and students are encouraged to express themselves as much as possible in the target language with the goal of using Mandarin Chinese as the main language of communication by the end of the year. The target proficiency level for this course is novice high. *Prerequisites: Mandarin Chinese B, Teacher Recommendation.*

## **JAPANESE A (GRADES 6-8)**

This course is designed for those students wishing to study Japanese language and culture. This course is an integrated approach to language learning designed to span the four language skills: listening, speaking, reading and writing. The students use and reinforce these skills while developing a realistic, up-to-date awareness of Japanese culture. The development of vocabulary and grammar is reinforced through fun communication-based activities such as music, games, and calligraphy to name a few. Students are encouraged to express themselves in Japanese as much as possible even at this early stage of language acquisition. The target proficiency level for this course is novice mid.

## **JAPANESE B (GRADES 7-8)**

This course is designed to continue to build the grammatical and vocabulary skills studied in Japanese A. This course is an integrated approach to language learning designed to span the four language skills: listening, speaking, reading and writing. The students use and reinforce these skills while developing a realistic, up-to-date awareness of Japanese culture. The development of vocabulary and grammar is reinforced through communication-based activities accentuating listening and speaking skills and reading and writing skills. Students continue to be encouraged to express themselves in Japanese as much as possible at this stage of language acquisition. The target proficiency level for this course is novice mid. *Prerequisites: Japanese A, Teacher Recommendation.*

## **JAPANESE C (GRADE 8)**

The purpose of this course is to further develop an appreciation for the Japanese language. Students will speak Japanese as the primary focus of the class. In addition, they will continue mastering Japanese writing skills and read a variety of texts including short stories, news articles, etc. at age and skill appropriate levels. Students will enhance their Japanese communication skills by developing strong speaking skills through daily interaction with the teacher and fellow students. On a monthly basis, students will gain the knowledge of current events in Japan through their research. Students will also develop an appreciation for Japanese culture through various activities including calligraphy, and the tea ceremony. The target proficiency level for this course is novice high. *Prerequisites: Japanese B, Teacher Recommendation.*

# GulliverPrep

Find out more at [gulliverprep.org](https://gulliverprep.org)

