

The
Episcopal
of School
Knoxville

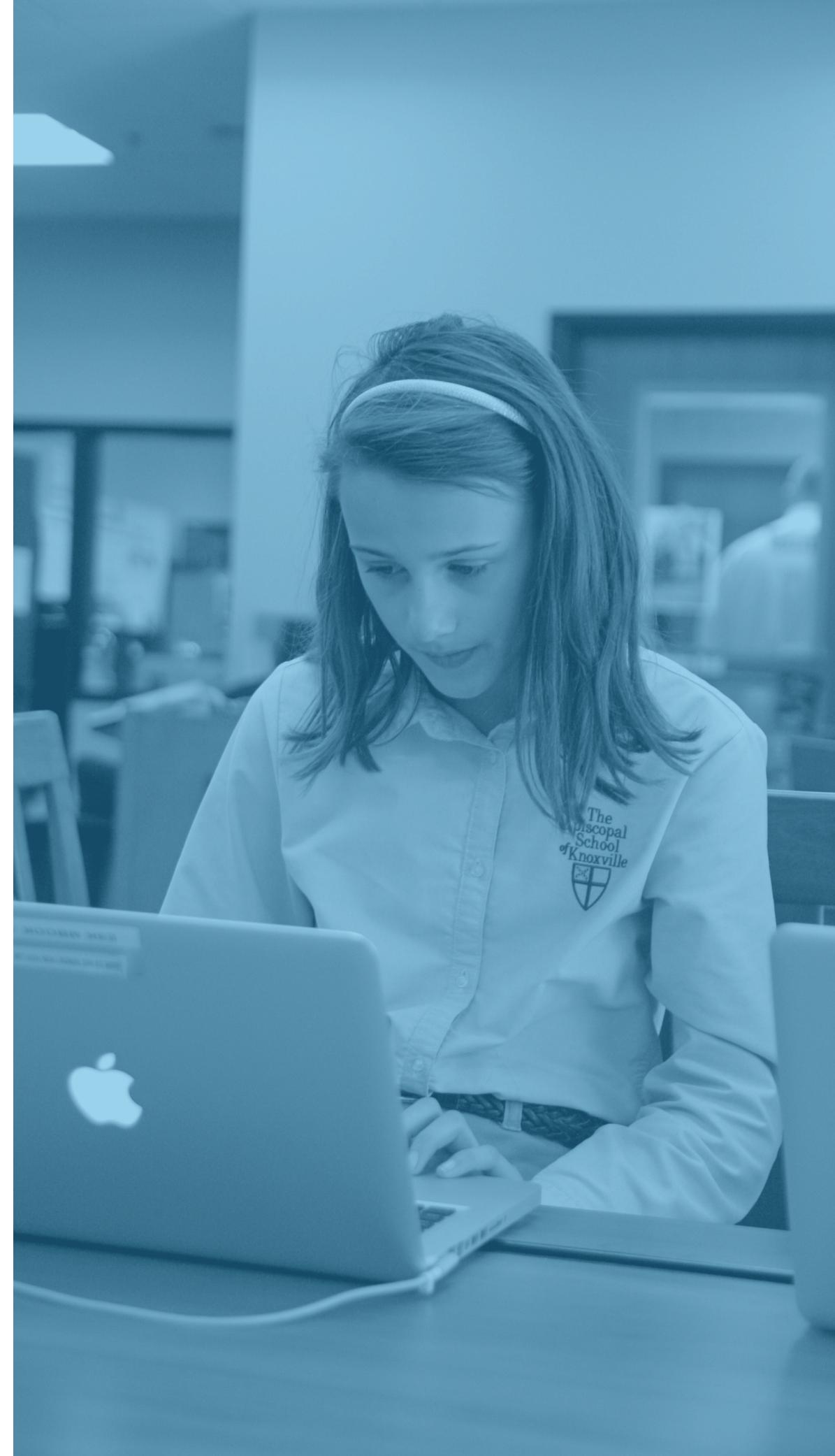


ESK Middle School Curriculum Guide

academic curriculum

The academic program is rich in opportunity for intellectual exploration and discovery as well as creative expression. The Episcopal School of Knoxville recognizes the middle school years as the most varied and exciting period in adolescent life. During this important time of intellectual, physical, moral, spiritual and emotional development, students establish foundations for success in high school, college and the world beyond. Our goal is to prepare students to walk confidently through the doors of the high school of their choosing. Mastering an essential core of knowledge, enhancing critical thinking skills, and developing effective communication strategies are integral components of the Middle School experience.

On the following pages you'll find the courses that comprise our Middle School curriculum.



Language Arts

6th Language Arts

6th graders develop and practice their skills as writers, readers, and thinkers in order to foster their knowledge and love of language. Students learn Greek and Latin roots and vocabulary through the series *Vocabulary From Classical Roots*. In *Grammar Usage and Mechanics* and *Daily Grammar Practice*, students study grammar elements: parts of speech, introduction to diagramming, independent and dependent clauses, types of sentences, and language mechanics mastery. Writing and critical thinking are at the heart of language arts. Students write expository, narrative, informational, persuasive, and descriptive prose. As fiction and non-fiction writers, 6th graders are able to write five paragraph essays that center on thesis and are supported with details and evidence. Students further explore creativity, critical understanding, and written communication through fiction writing, poetry, and projects such as the India Photo Exchange, the Toy Commercial Project, and

Animation. Students read a collection of short fiction and non-fiction mentor texts, in addition to a monthly Scope magazine.

7th Language Arts

7th graders develop and hone their skills as analytical writers, readers, and thinkers. They focus on language to articulate deeper understandings and themes through writing and discussion. Students learn vocabulary and practice the nuance of meanings in Wordly Wise Book 7. In *Grammar Usage and Mechanics* and *Daily Grammar Practice*, students study more complex frameworks of grammar structure, such as: parts of speech, diagramming of complex and compound sentences, clauses and appositives, types of sentences, active and passive voice, and language mechanics mastery. Writing, development of arguments, and critical thinking are at the heart of language arts. Students write expository, narrative, informational, persuasive, and descriptive prose. 7th graders are masters of the five paragraph essay who also write more in-depth analytical papers with



well-crafted arguments and well-researched and logical evidence. They write critical book reviews, analytical proofs, and a China research paper (in conjunction with social studies). Students further explore creativity, critical understanding, and written communication through fiction writing and poetry. They read literature selections such as: *Paperboy* by Vince Vawter, *The Outsiders* by S.E. Hinton, and *Romeo and Juliet* by William Shakespeare, as well as a collection of short fiction and non-fiction mentor texts. Public speaking and celebration of language also occur through projects such as the Storytelling Unit. Students practice storytelling and interviewing and also attend the Jonesborough Storytelling Festival in October.

8th Language Arts

Eighth grade language arts is the culminating class in the ESK language curriculum. In addition to increasingly challenging work in grammar and vocabulary, we examine several important rhetorical modes in writing such as comparison/contrast, process analysis, and argumentation. The highlight of the eighth grade language arts experience, the Portfolio Project*, focuses on all aspects of research and MLA documentation. A time-honored ESK tradition, the "This I Believe" essay is written in this class, and students go on to share this essay in a speech for the middle school community.

Portfolio Project – 8th Grade

The Portfolio Project is a year-long capstone project designed to challenge our graduating class. Composed of three distinct components, the Portfolio Project covers research, artifact, and service. Students

choose their own topics, and in the years since its inception, Portfolio topics have run the gamut from the history of the banjo to Eastern Front battles in WWII to artisanal cheese-making to the science of Dr. Who. The first component, the research paper, covers evaluating sources, making notes, conducting interviews, and using appropriate documentation. The second component is the artifact which is a tangible demonstration of some aspect of the topic. Many students produce artifacts using technology such as movies made with special effects, documentaries and websites. Other students choose art projects—a recent artifact for the topic of cycling resulted in a sculpture of a bull made out of repurposed bicycle parts. Other students offer a demonstration. One artifact on the topic of dressage featured a student who brought her horse and put on a dressage demonstration on the front lawn of our campus. The final component of the Portfolio Project is a community service project that is thematically linked to the topic. One student whose project was on the history of soccer asked for donations for every goal scored by the school's soccer team. He then took those funds and donated them to the Fugees, a soccer team in Atlanta composed of students who have been refugees. Another student conducted a shoe drive for *Soles for Souls*, and another student who had volunteered with a raptor rehabilitation project lead classes featuring live owls and hawks.

William Butler Yeats said, "Education is not the filling of a pail but the lighting of a fire." It is our hope that this capstone experience will become

a spark of inspiration for all of our students as they become learners for a lifetime.

Literature

6th Grade Literature

A goal of the 6th Grade Introduction to Literature class is to foster a love of reading by presenting well-written and age appropriate literary works. Students should become more effective readers. Each student is challenged to read novels that will stretch his or her understanding and reading ability. The emphasis and focus of this class will improve literal and inferential comprehension skills, vocabulary development, prediction, reflection, and technical analysis of literary works. This course will include literature, vocabulary, critical reading, writing, presentation and thinking skills. Students will learn to highlight, annotate, analyze, respond, and create artifacts to reflect the knowledge gained from our novel studies.

7th Grade Literature

The Literature curriculum is tightly interdisciplinary with that of Social Studies in seventh grade. Students sharpen their reading comprehension and critical thinking skills as they explore the elements of literature, literary devices, and vocabulary through various genres. Literature class meets twice a week and includes four major book studies, the themes of which correspond to world issues and concerns that are encountered in Social Studies class. Through this interdisciplinary approach, students may gain deeper historical and cultural insight by analyzing stories that feature rel-

evant themes. The required summer reading selection is *Anne Frank: The Diary of a Young Girl*. In addition, novels studied throughout the year include the following titles: *Animal Farm* by George Orwell; *A Stone in My Hand* by Cathryn Clinton; and *Red Scarf Girl: A Memoir of the Cultural Revolution* by Ji-Li Jiang.

8th Grade Literature

American Literature is the focus in eighth grade, which closely corresponds to the Social Studies curriculum. Literature class meets twice a week and includes four major book studies as well as units that explore various other genres, such as poetry, short stories, and non-fiction. The required summer reading selection is *To Kill a Mockingbird* by Harper Lee. In addition, novels studied throughout the year include the following titles: *The Adventures of Tom Sawyer* by Mark Twain and *The Red Badge of Courage* by Stephen Crane. In the last trimester, the students read Corrie Ten Boom's autobiography, *The Hiding Place*. Critical thinking skills, reading comprehension, literary elements and devices, vocabulary, and literary analysis are emphasized throughout the study. Students demonstrate their understanding of each author's thematic concerns within their respective historical context through the writing of literary essays.

Math

6th Grade Math

The goal of this course is for students to learn deeper pedagogical understanding of key ideas, dynamic conceptual and continual building on previously taught materials to obtain a solid foundation in all mathemati-

cal disciplines to be successful in pre-algebra. Sixth grade is a transition from arithmetic to Algebra. Students will learn to solve problems that are more complex, and that involve high order thinking skills. Students will study expressions and properties, equations, inequalities, rate, ratios, and data analysis.

7th Grade Math

The goal of this course is for students to learn deeper pedagogical understanding of key ideas, dynamic conceptual and continual building on previously taught materials to obtain a solid foundation in all mathematical disciplines to be successful in Algebra 1. Pre-Algebra class helps develop a strong foundation for Algebra, and it will also prepare students for future studies in Geometry and data analysis. Seventh grade Pre-Algebra is a transition from arithmetic to Algebra. Students will learn to solve problems that are more complex, and that involve higher order thinking skills. Students will study rational numbers, integers, order of operations, algebraic expressions, algebraic equations, and

inequalities.

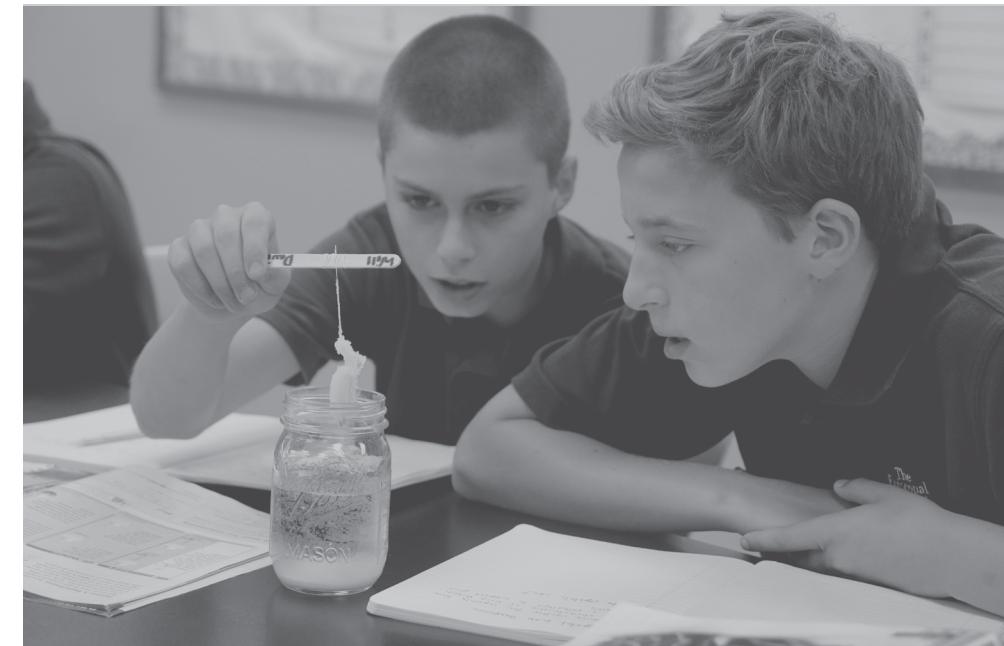
8th Grade Math/Algebra I

The goal of this course is for students to learn deeper pedagogical understanding of key ideas, dynamic conceptual and continual building on previously taught materials to obtain a solid foundation in all mathematical disciplines to be successful in high school math. This course first reviews the skills of equation and inequality solving. Students then study Graphs and Functions, Linear Equations Properties and Graphs, Systems of Equations and Inequalities, Exponents and their Properties, Polynomials and Factoring of Polynomials. Successful completion of this course prepares students for geometry and gives a solid foundation for math in high school.

Science

6th Grade Science

Sixth grade students explore four different components in Earth Science. We begin the first half of the year by diving into the Earth's structure and surface. The students explore the





earth's layers, rocks and minerals, soil conservation, and multiple types of erosion and deposition. Students will participate in the in the science fair beginning in November. The second half of the year focuses on astronomy and space science, investigating interactions between earth, moon, and the sun, solar system, and history of space exploration. In addition, students observe the Earth's atmosphere, best practices to predict the weather, and Earth's climate.

7th Grade Science

Seventh grade students investigate the relationships and interactions of living things, cells and heredity, and the diversity of life. Science fair is completed in sixth and seventh grade. Emphasis is placed on application of the ecology concepts that are taught in class. Students interact with the ESK environment and count populations, test water quality, identify tree species and look at the environmental impact of our daily activities.

8th Grade Science

Eighth grade science focuses on

the physical world and chemistry. Students investigate matter, systems of change, elements, forces, and electricity. Emphasis will be placed on the scientific method and learning through inquiry. Students are not only asked about the scientific processes, but asked to synthesize and apply information attained during laboratory activities.

Social Studies

6th Grade Social Studies

Although sixth grade Social Studies is centered around the exploration of Ancient Civilizations, it also serves as an introduction to world geography. Active reading and note-taking are emphasized along with teamwork and open discussion. Included in the curriculum are the amazing and varied stories of Ancient Egypt, Mesopotamia, Classical Greece, the Roman Empire and the four ancient river valley systems. China and India and the Middle East are used to launch us into a study of the origins of modern religions. We use current events as a springboard to discuss similarities and differences between

our modern world and the ancient world. The students complete a major project with a topic from National History Day within which they learn concepts such as historical context, timelines, and perspective. The students work on writing short historical fiction as well as topical research papers to expand their exposure to the ancient world. By the end of sixth grade the students have studied their way through the Fall of Rome and into the Middle Ages.

7th Grade Social Studies

The history, culture, and geography of countries located in the Eastern Hemisphere are the focus of seventh grade Social Studies. The major units of study include Russia, countries of the Middle East, India, and China. During the first trimester, the students participate in the Model United Nations program by collaborating within a small delegation of students in order to select a member country to represent. After researching their respective nation, the students in each delegation write a formal resolution that they learn to defend through formal debating techniques before presenting at the state conference held in Murfreesboro, Tennessee, in November. In addition to the specific preparation for the conference, each delegation creates for a classroom Cultural Fair an electronic presentation on their Model UN country according to the five themes of geography and several selected elements of culture and also prepares a culinary dish representative of their nation for their classmates to sample. In the final trimester of the school year, the students learn to write in both Language Arts and Social Studies classes a formal research paper on a China related

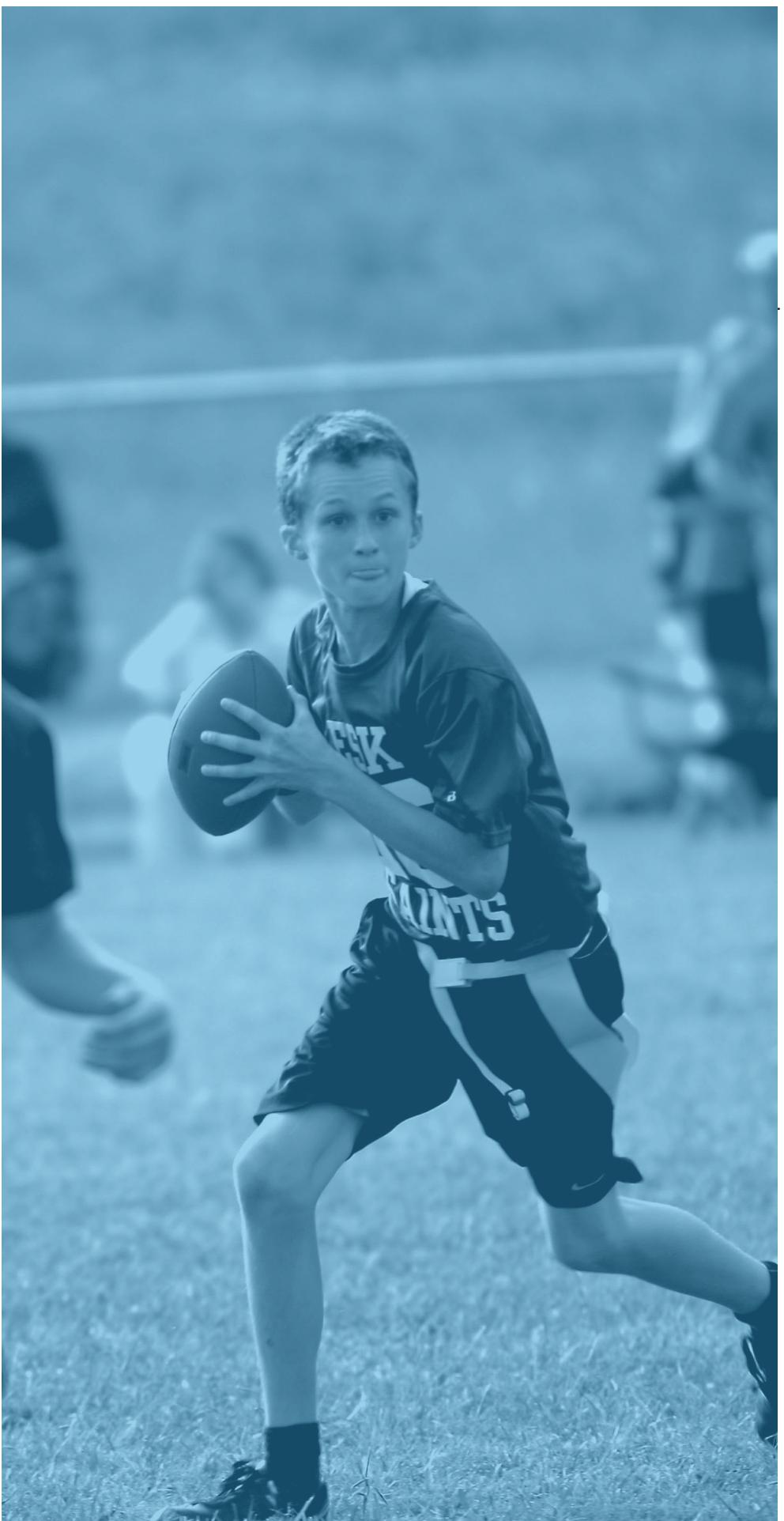
topic.

8th Grade Social Studies

Eighth grade Social Studies is a survey of United States history from the early colonial period through the post Vietnam era with a strong emphasis on how geography impacted the development of our country. Major areas of study include the Revolution, Constitution, Age of Jackson, Civil War, the World Wars, and the Cold War and Vietnam eras. Along the way the students explore several themes such as immigration, westward migration, industrialization and the expansion of freedoms. Major projects include a primary source project that culminates with a field trip to the East Tennessee History Center where the students use archival material, an ancestry/immigration project in which the students research their family tree, and an interview-based biography project of a figure from the WWII or Civil Rights or Vietnam eras. Although the students use the available technology on a daily basis, they also develop active reading and note-taking skills, teamwork, and open discussion skills. The goal is for the students to understand the history of the United States, its role in the modern world and their place in that world.

Guidance and Religion

Guidance and Religion were once two separate classes in Middle School, but they have now been merged into one in order to foster interdisciplinary collaboration, a broader pastoral connection with students, and to provide more elective opportunities across the curriculum. Chaplain, Joshua Hill, and



School Counselor, Lois Ross, teach together and take a long-term and developmental approach to social, emotional, psychological, and spiritual wellness. They seek to foster in students the development of self-awareness, empathy, and moral agency to be a positive influence on peers and their various communities. The Tribes learning process is used to create a circle of sharing and trust, and topics like bullying, body image, suicide, substance abuse, cyber ethics, friendship, peer pressure, etc. are discussed. Each class session begins with a journal prompt that invites students to reflect and write about the issue to be discussed as it relates to their own personal life experiences. When a day holds particular religious or historical significance for the church or other religious group represented by a student in the class, time is taken to educate and practice honoring those traditions as paths to wholeness.

will write more than 300 characters. In addition to verbal skills, reading, writing, and listening comprehension are also emphasized, and students will learn aspects of Chinese culture throughout the class.

Mandarin Chinese 2

Chinese 2 is a continuation course designed for students who already have taken Chinese 1. In this course, students will develop their vocabulary capacity through reading and improve daily oral Chinese. They will learn to express likes and dislikes in food, and describe physical attributes of their friends and family. The emphasis of this course is on listening, speaking and reading Chinese, plus some simple exercises with writing skills. By the end of this course, students will be able to conduct basic conversations about school, food, colors, clothing and sports. The Chinese culture and current events are also integrated throughout the course.

World Languages

Mandarin Chinese

Mandarin Chinese 1

Chinese 1 will introduce Mandarin Chinese to students who have no or very little background in the language. The course is a basic introduction to Chinese language and culture. Students will learn the Chinese phonetic system (pin yin) and simplified Chinese characters. We introduce basic vocabulary and linguistic skills including self-introduction, greetings, family, school, locations, nationality, dates and numbers, who, where and what questions, and expressions. By the end of the class, the students will carry out basic face-to-face conversations, and

Mandarin Chinese 3

Chinese 3 is a course which builds on language skills developed in Chinese 1 and 2. The course will complete and review basic grammar and key sentence patterns of Chinese, introduce intermediate grammar, provide practice in everyday expressions, and further develop skill in reading and writing Chinese. They will learn to express one's preferences, abilities, and daily activities. By the end of this course, students will be able to speak Chinese with some fluency on basic conversational topics such as pets, shopping, weather and daily routines. They will achieve a basic level of reading competence, and write short compositions in Chinese. The Chinese culture and cur-

rent events are integrated throughout the course. Students can move up to Chinese 2 in high school when they complete Chinese 1, 2 and 3 at ESK.

Spanish

Realidades A (Spanish 1A) - 6th grade

The course first introduces basic communication needed for the classroom with topics such as weather, time, classroom objects, parts of the body, seasons, days of the weeks, and months of the year. Then, students begin to communicate and write about what they like to do, and what they are like in terms of their personalities. Other thematic topics include school subjects, objects in the classroom, food and mealtimes, as well as locations around a city, and the hobbies that students enjoy in their free time. Grammar is taught systematically and encompasses articles, subject pronouns, present tense conjugations of regular and select irregular verbs, noun/adjective agreement, and sentence structure. Cultural topics also play an important role in this course. Students compare and contrast the target culture with their native culture, with the final goal being perspective taking and cross-cultural understanding. One fun example of cultural incorporation into the curriculum is during the food unit. Students research a typical dish from a Spanish-speaking country, translate the ingredients, and prepare the recipe to bring to class to share for a fiesta. Real life situations in the target language are often simulated, in the form of role plays, one-on-one oral interviews, whole class speaking activities, and pair work. Students are encouraged and expected to develop oral proficiency in the areas of

study covered in class. After completion of this course, students are ready to advance to the Spanish 1B course.

Realidades B (Spanish 1B) - 7th grade

This second year middle school Spanish course is designed to complete the basic material covered in the Spanish 1 curriculum. Students continue to learn vocabulary that is organized into thematic units, such as clothing, physical descriptions, restaurants, the home, and shopping. Each thematic unit is accompanied by increasingly difficult grammar topics that range from possessive adjectives, stem-changing verbs, commands, and the simple past tense conjugations. Students are given opportunities to use the target language in real-life situations, such as ordering at a restaurant, shopping in a clothing store, and asking and giving directions. Oral proficiency is assessed summatively, and through one-on-one interviews and role plays completed in pairs and small groups. Culture is closely related to the thematic units studied. For example, students compare and contrast a restaurant menu and experience in the target culture with their own. Students use realia integrated through newspapers, magazine articles, video clips of commercials, music videos, and short films to enforce vocabulary, and to practice grammar in a contextualized format.

Descubre 1 (Spanish 1) - 8th grade

The final year of middle school Spanish offers students the opportunity to take what they have learned in sixth and seventh grade, and to go more in depth with the material, broadening their understanding of vocabulary and grammar, and providing them with even more tools with which

to communicate. The curriculum is laid out thematically, with lessons focusing on topics such as the family, school subjects, physical descriptions, hobbies, clothing and shopping, and fiestas. The course is more demanding than in the previous years. For example, students are expected to master additional verbs from each set of -ar, -er, and -ir verbs. It also addresses more vocabulary, and challenges them to use this to communicate more specifically. Grammar is presented with the exceptions that accompany the rules, and vocabulary lists are more thorough than before. Grammar topics covered include all regular and irregular present tense verbs, the preterite tense and a few irregulars in the preterite, possessive adjectives, noun/adjective agreement, all command forms, and the present progressive tense. Students use realia integrated through newspapers, magazine articles, video clips of commercials and music videos, and short films to increase contact with the target culture, to enforce vocabulary, and to practice grammar in a contextualized format. Oral proficiency is assessed

through one-on-one interviews, role plays, and pair work. Culture is integrated into each thematic unit logically. For example when learning about family words in español, students will learn about the Royal Spanish family. Each cultural topic is presented in a way that students can compare and contrast the target culture with their own, in order to promote perspective taking, and cross-cultural understanding. Upon completion of this course, students are prepared to enter Spanish II at the high school level.

Latin

6th Grade Latin

In 6th Grade Latin, students begin using the *Cambridge Latin Course Unit 1*. Through this text they discover ancient Pompeii and how some of those in the Roman Empire lived. The passages follow the same characters throughout the book for a more involved relationship with the stories. English derivatives related directly to the Latin vocabulary words for each chapter are learned. For grammar, the focus is on the recog-



nition of forms of nouns and verbs.

7th Grade Latin

In 7th Grade Latin, students finish Unit 1 of the *Cambridge Latin Course* and begin Unit 2. In this text, the characters flee from Pompeii in 79 CE as Mount Vesuvius erupts and make their way to Alexandria and Britannia. This year in grammar the focus is more on the synthesis of forms: declining nouns and conjugating verbs. Students continue to learn how Latin syntax works as well as work with vocabulary and derivatives. By the end of this year in Latin, students have had a year 1 curriculum at any high school using the *Cambridge Latin Course*.

8th Grade Latin

Being that there are many textbooks with different approaches and curricula, students switch to a different textbook in the 8th Grade Latin course at ESK. The textbook, *Latin for the New Millennium*, allows students to leave our school with a well-rounded education in Latin and they are able to go into any high school at a Latin 2 level. 8th grade Latin stu-

dents review the material from the previous two years and add plenty of new grammatical study. The LNM text uses adapted passages from Latin literature. These allow for the opportunity to discuss real Roman authors as well as their subjects of study. Students focus on Latin composition to understand the new (and some old) grammatical concepts.

Fine Arts

6th Grade Studio Art

A studio class that involves students in the creation of art using a variety of processes and approaches. These processes include drawing, painting, balsa foam carving, computer 3D modeling, paper and clay sculpture, and others. Students also create service-based art. Students are encouraged to draw upon personal interests and histories for each project, to develop art that is relevant and meaningful to the individual, and that reflects personal growth.

7th Grade Studio Art

A studio class that involves students in the creation of art using a variety of processes and approaches. These processes include drawing, painting, computer 3D modeling, paper-based and clay based sculpture, and stop motion filmmaking. Students also create service-based art. Students are encouraged to draw upon personal interests and histories for each project, to develop art that is relevant and meaningful to the individual, and that reflects personal growth.

8th Grade Studio Art

A studio class that involves students in the creation of art using a variety of processes and approaches. These processes include drawing, painting, silkscreen printing, paper-based and clay based sculpture, and stop motion filmmaking. Students also create service-based art. Students are encouraged to draw upon personal interests and histories for each project, to develop art that is relevant and meaningful to the individual, and that reflects personal growth.

Chorus

Middle School chorus meets three times a week. Students work on vocal pedagogy (how to sing better) and repertoire (lots of songs to sing). Class time is activity based, with lots of singing, listening to varied vocal and classical performances, beginning music theory and ensemble singing. Subsequently, grades are largely based on participation. There are many opportunities for singing throughout the school day, with daily chapel, small group performances for guests, and all school assemblies. Outside of school, the chorus performs at the annual MS Christmas Program, ESK 8th Grade Gradua-

tion, and Middle School Fine Arts Night. The chorus also forms the backbone of the MS Spring Musical, usually in April. Students may audition for parts or the chorus. A new group this year is the formation of our a capella group, the Saintly Singers. This group rehearses three times a week during chorus and has been ‘rockin’ the house at ESK.

Concert Band (Grade 8 & 7)

Band is offered to students at The Episcopal School of Knoxville in grades 6-8 on Tuesdays/Thursdays/Fridays. Students will learn the fundamentals of music through the study of a band instrument. Since this is a performance based course, public performance is a required part of participation in band. Through this course, students will gain an understanding and appreciation of music and its cultural values, as well as gain proficiency in musical performance and reading musical notation. Grade 8 and 7 band members will also have the opportunity to participate in junior clinic and solo and ensemble events held by the East Tennessee Band and Orchestra Association.

Beginning Band (Grade 6)

Band is offered to students at The Episcopal School of Knoxville in grades 6-8 on Tuesdays/Thursdays/Fridays. Students will learn the fundamentals of music through the study of a band instrument. The instruments offered in beginning band are flute, clarinet, alto saxophone, trumpet, horn, trombone, and percussion. Since this is a performance based course, public performance is a required part of participation in band. Beginning Band performances include a Christmas Concert and a



Spring Concert. Through this course, students will gain an understanding and appreciation of music and its cultural values, as well as gain proficiency in musical performance and reading musical notation. Grade 6 band members will also have the opportunity to participate in solo and ensemble events held by the East Tennessee Band and Orchestra Association.

String Band

String Band at ESK is a social approach to a lifetime of musical enjoyment with guitar, mandolin, or banjo. Students will play melody lines from tablature notation and gain proficiency with chords in 5 different keys. Traditional folk songs, popular and rock tunes, and instrumental duets and trios will be part of our repertoire. Performance objectives include regular Chapel program performances and two concert presentations each year.

Sixth grade welcomes guitar beginners on nylon or steel string acoustic guitar. Students on mandolin or banjo require some previous instruction.

Seventh grade requires successful completion of 6th grade string band or audition with the instructor. Skills will be expanded into bar chord positions, closed form scale patterns, and solo performances in front of the class.

Eighth grade requires successful completion of 7th grade string band, or audition with the instructor. Individual and small group projects will include instrumental and vocal performance, community sharing of music, and introduction to multi-

track recording.

Physical Education

The Middle School Physical Education Program at the Episcopal School of Knoxville emphasizes fair play, teamwork and sportsmanship. The Middle School Physical Education Program curriculum incorporates the skills and strategies of both team and individual sports. A co-ed program, students in grade levels 6 through 8 are introduced to the lifetime sports, with basic skills being taught and developed through active participation, drills, and full game scenarios. This Middle School Program culminates with an all middle school Field Day where the students are given the opportunity to showcase both their individual and team skills acquired throughout the school year.

Electives

Each term there are a variety of elective classes offered to each grade level. Below are a sampling of the classes that students can choose from. Students can choose 3 different electives during the year.

Chess

Students will engage in quiet, cerebral competition. As the students compete, they develop patience, hone strategies, and develop an appreciation for the game of Chess.

Creative Art

Students will create pieces of 2-dimensional artwork based on personal interests. The first piece will be created with an eye on the annual KMA student art exhibit, and with



the intention of entering it in the competition. All work created should reflect an area of individual interest in which the student wants to explore or improve his/her abilities. Group discussion of students' work will also take place in the class.

Ceramics

Students will learn about and use both hand-building and wheel-throwing techniques for the creation of 3 dimensional clay work. Student works will then be either painted or glazed as a finishing step. Students will be encouraged to bring personal interests to their work, as well as incorporate assigned challenges given by the instructor.

Drama

Students will read, analyze, and discover Shakespeare by rehearsing and performing some of his most memorable, powerful, and humorous scenes. Students will develop simple costumes and props for in class productions. This class is designed for the students to have fun and to ultimately grow to love and appreciate Shakespeare.

JUMP in with JK

Students will become mentors to ESK Junior Kindergarten students. They will assist their younger classmates with science experiments, art projects, musical expression and the exploration of ESK's nature trails. This class is designed to foster leadership and create future mentors for tomorrow's world.

Latin Club

Students explore additional grammar in the Latin language as well as mythology, history and even how to wrap their own togas. Exploring the classical world and learning new things beyond just the Latin classroom will help students prepare for academic competition against the Knox County area and the state Latin Clubs. There are two competitions yearly, one in November and the state competition in April.

Technology - Intro to Robotics

This is a beginning course in robotics utilizing Lego Mindstorm kits. The objective of this course is to introduce the student to basic pro-

gramming as well as problem solving strategies. This course will involve students in the development, building and programming of a LEGO Mindstorm robot. Students will work hands-on in teams to design, build, program and document their progress. Topics may include motor control, gear ratios, torque, friction, sensors, timing, program loops, and decision-making.

Advanced Math

Students will use and develop math skills to find solutions for problem-based, real world applications.

Yearbook

Students will help document the school year. They will photograph the sports triumphs and defeats, interview students, shoot candid shots of kids in classrooms, the halls, and on campus. They will also write copy, learn lay-out, and create art work.

Learning Lab

The Learning Lab offers service for students in grades 6-8. This service allows students to receive extra support in their academic classes. This includes pre-teaching, further instruction and breaking concepts down into smaller pieces that are easier to understand. Organization, test-taking skills and study skills are also covered during these sessions. Individual Learning Plans (ILP) are written for each qualifying student, and appropriate accommodations are put in place as needed.

Service Learning

Middle School Service Learning is an important aspect of the curriculum. The Service Learning program incorporates social responsibility into the educational and instructional methodology as students serve their community in a variety of ways. All students participate in service projects as part of their learning experience.

100% of ESK graduates attend the high school of their choice, including:

Webb School of Knoxville

Knoxville Catholic High School

Farragut High School

West High School

Hardin Valley Academy

The Asheville School

McCallie High School

Knoxville STEM Academy

Woodberry Forest

Baylor School

Here's what they are saying about ESK students:

"Our daughter was extremely well prepared for her freshman year at Webb. She has played on both the JV and Varsity field hockey teams and is making excellent grades."

- Jim Longest, Former ESK Parent and Board Member

"Students from ESK who have attended West High School have been academically challenged in a positive, supportive, and diverse learning environment. Several have gone on to become successful International Baccalaureate and AP scholars, which prepares them for excellent college opportunities and future careers. Many have also become very involved in our vibrant arts programs, including Visual Arts, Theatre Arts, Musical Theatre, Vocal Music, and Marching and Concert Band. Others have participated in our sports, including basketball, volleyball, and tennis. We are always very happy with the bright and enthusiastic young men and women we receive from ESK."

-Lissa Robets, Freshman Academy Counselor, West High School

"ESK students successfully transition into freshman year well prepared to take on the academic rigor that Knoxville Catholic High School provides. We pride ourselves on our challenging curriculum, low student teacher ratio, and accomplished faculty. ESK students are bright, creative, and caring. We love having them as a part of our community."

-Nicole Pfohl, Dean of Admissions, Catholic High School

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