



Episcopal School OF KNOXVILLE

Curriculum Guide

The mission of The Episcopal School of Knoxville is to prepare students for higher education and a lifetime of learning within the context of a loving, inclusive and family-centered community. We enrich our students' intellectual, physical, cultural and spiritual growth so that they may realize their potential as children of God and citizens of the world.

TABLE OF CONTENTS

Lower School	5
Junior Kindergarten	6
Kindergarten	7
First Grade	8
Second Grade	9
Third Grade	10
Fourth grade	11
Lower School Art	12
Lower School Music	13
Lower School Physical education	14
Lower School guidance and Religion	16
Spanish	17
Middle School	19
Language Arts	20
Literature	22
Math	25
Science	26
Guidance	27
Social Studies	28
Learning Center	29
World Languages	30
Religion	33
Service Learning	33
Studio Art	34
Musical Arts	34
Technology	35
Physical Education	36
Learning Lab	36
After School Athletics	37
Wellness	37
Electives	38



LOWER SCHOOL

JUNIOR KINDERGARTEN

ESK Junior Kindergarten classrooms are filled with the sounds of laughter and joy as JK teachers engage students in a purposeful play environment that reflects our family-centered community. Children are immersed in learning, both indoors and outdoors, that promotes the holistic growth of the child. Our JK educational experiences nurture students' emotional, social, physical, and cognitive needs based on a child-centered and place-based curriculum. Students attend Spanish, Mandarin, art, P.E., and music classes weekly. Children's innate curiosity and interests in learning are developed in their play, while teachers give tailored instruction to transition students to Kindergarten.

LANGUAGE ARTS

- Develops a love for children's literature through class read alouds, author studies, and independent reading
- Investigates language through the study of letters, letter sounds, and rhyming
- Participates in writing techniques using Handwriting Without Tears curriculum to strengthen fine motor skills
- Explores how to become an author and illustrator to create stories through writer's workshop

MATH

- Uses tactile experiences to count, order, pattern, and measure objects to develop a concrete understanding of numbers
- Explores geometric shapes and spatial relationships to create and build objects
- Counts and measures through cooking
- Classifies collections of natural objects

DISCOVERY AND PLAY

- Uses play to develop essential skills, such as creativity, adaptability, and problem solving
- Explores science and nature through outdoor play
- Develops a respect for living things
- Participates in fantasy and constructive games with rules and gross motor play

SOCIAL AND EMOTIONAL GROWTH

- Engages in learning through personal interests
- Creates relationships with peers to develop empathy, happiness, and self-worth
- Uses ESK's Tribes to promote respect for themselves and others



KINDERGARTEN

ESK Kindergarten classrooms are designed as places of discovery, where children are introduced to learning through multi-sensory strategies that incorporate visual, auditory, and kinesthetic approaches. From start to finish, each day is full of energy. We begin the school day with chapel followed by morning exercises that allow students to move and release energy to optimize their focus for instruction. We foster a love of learning and create an atmosphere where children feel confident exploring unfamiliar concepts. Our small class size allows for teacher-student interaction in small group settings. We rotate through centers each morning, focusing on introducing skills in an environment where children are encouraged to take risks and strive for their personal best.

ENGLISH/LANGUAGE ARTS

- Develops phonemic awareness and pre-reading strategies
- Demonstrates knowledge of print concepts
- Reads to develop fluency, expression, accuracy, and confidence
- Uses active comprehension strategies to derive meaning while reading
- Reads for a variety of purposes
- Recalls and retells events that take place in a story as well as describes story elements
- Compares and contrasts characters, settings, and plots
- Predicts events that will take place in a story
- Draws conclusions and understands the author's purpose
- Uses a variety of prewriting strategies
- Writes for a variety of purposes and genres
- Begins to distinguish between nouns, verbs, plurals, and descriptive language
- Identifies types of punctuation

MATH

- Knows number names and counts sequences
- Counts to number objects
- Compares numbers
- Understands addition as putting together and adding
- Understands subtraction as taking apart and taking away
- Works with numbers 11-19 to gain foundations for place value
- Describes and compares measurable attributes
- Classifies objects and counts the number of objects in each category
- Identifies and describes shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)
- Analyzes, compares, creates, and composes shapes

SCIENCE

- Explores and observes using the five senses
- Compares and classifies living and nonliving
- Understands our impact on our environment
- Observes plant life stages
- Analyzes, compares, and charts weather patterns
- Identifies objects and discusses their properties
- Examines forces in nature

SOCIAL STUDIES

- Explores culture, traditions, and customs within families and school
- Identifies basic needs and wants
- Demonstrates an understanding of location in the universe, country, and state
- Compares past and present to recognize how things change over time
- Identifies important holidays, symbols, and individuals in our state and country
- Understands our role and responsibilities in society and demonstrates respect for the rules by which they live



FIRST GRADE

First grade at ESK is a year of exploration, discovery, and curiosity as we look at the world we live in, how it works, and how we impact it. Cooperation and teamwork are critical life skills, and we spend the year learning how to work together effectively and respectfully. That same approach to curiosity and exploration is built into our reading and writing workshops. The workshop approach provides our students with the opportunity to choose what they read and write, and to work collaboratively, which helps them develop a passion for writing and illustrating and a thirst for reading. Building on the foundation from Kindergarten, our students continue to explore numbers with an emphasis on operational tasks, place value, and problem solving. Students are challenged to describe how they solve problems, showing a deeper understanding of the process of problem solving.

ENGLISH/LANGUAGE ARTS

- Develops a passion for life-long reading and a love of books and words
- Develops decoding and fluency skills through systematic and sequential lessons
- Examines texts when reading aloud and independently to gain understanding using comprehension strategies
- Develops vocabulary through the weekly activities that incorporate reading and listening
- Understands where stories come from and uses elements of a story effectively
- Begins to develop a sense of voice through the use of descriptive language, humor, and sentence structure
- Builds an awareness of the conventions of writing
- Develops strategies for spelling

MATH

- Represents and solves problems involving addition and subtraction
- Adds and subtracts to within 20
- Works with and understands addition and subtraction equations
- Extends the counting sequence
- Understands place value and begins to use it to solve addition and subtraction problems
- Measures lengths indirectly
- Tells and writes time using analog and digital clocks
- Represents and interprets data in various ways
- Describes attributes of two-dimensional and three-dimensional shapes

SCIENCE

- Understands the scientific process through observations and experiments
- Develops an understanding of how human interactions affect nature and the environment
- Investigates ocean habitats and interactions
- Discovers the properties of matter and how those properties change when acted upon
- Understands the solar system and Earth's relationship with other planets and bodies in the solar system
- Observes Newton's Laws of Motion through hands on experiments and demonstrations

SOCIAL STUDIES

- Describes how human interactions affect nature and the environment
- Investigates ways in which humans can learn about and help protect an ecosystem
- Explores and compares cultural traditions
- Understands that animals have many roles and purposes in our everyday lives
- Understands the importance of community and working together to solve problems
- Develops mapping skills and uses a compass rose to provide directions



SECOND GRADE

In second grade, we encourage students to explore and ask informative questions about the world around them. We incorporate hands-on exploration and real world topics using technology and project based learning. Students are engaged in building concrete and abstract examples of mathematical ideas and content. Second graders work to create fiction and nonfiction writings as well as read various texts leading them to discuss questions of why and how.

ENGLISH/LANGUAGE ARTS

- Identifies main idea and details
- Compares and contrasts genres of literature and literary elements
- Practices reading with fluency and expression
- Reads, discusses, and composes various forms of poetry
- Explores the relationships of cause and effect in literature
- Reads, understands, and demonstrates comprehension using a variety of texts
- Explores author's purpose, sequencing, inference, and summarizing through thematic units
- Increases phonics and vocabulary through daily practice
- Writes daily with a variety of purpose emphasizing word choice, sentence fluency, and punctuation
- Employs the writing process to create, publish, and share individual compositions
- Utilizes parts of speech, figurative language, and expressive language to create vivid imagery when writing

MATH

- Represents and solves problems involving addition and subtraction
- Works with equal groups to gain foundations for multiplication and division
- Understands place value and uses properties of operations to add and subtract
- Measures and estimates lengths in standard units and relates addition and subtraction to length
- Collects, represents, and interprets data through various mediums
- Actively engages in hands-on activities with time and money in real life, digital scenarios, and play
- Demonstrates fact fluency within 20 using mental strategies for addition and subtraction
- Reasons with shapes and their attributes

- Develops problem-solving strategies
- Explores algebraic equations

SCIENCE

- Explores heredity through the study of the 5 senses
- Develops an understanding of the geological features of the earth
- Explores recycling and describes the need for renewable resources
- Demonstrates an understanding of objects and their observable properties
- Describes how living organisms depend on each other for survival
- Describes animal adaptations that help them live in different environments

SOCIAL STUDIES

- Begins the research process by studying significant people who made contributions to the United States
- Demonstrates how to read/use a timeline
- Explains connections between events in U.S. history (Civil War era)
- Analyzes primary and secondary sources for information and historical details
- Compares and contrasts regions and physical forms of earth and the United States



THIRD GRADE

Students take on new responsibilities as they develop independence and prepare for upper grades. As students become more confident readers and writers, they enjoy exploring new genres and different types of texts. Math skills are strengthened as students further solidify conceptual understanding, particularly of multiplication and division. There are several hands-on projects that make learning fun and the third grade year memorable.



ENGLISH/ LANGUAGE ARTS

- Explores a variety of genres through independent and guided choice
- Reads and discusses selected literature as a class and in small groups
- Reads and discusses nonfiction text that supports Science and Social Studies content
- Strengthens comprehension and decoding skills
- Develops confidence, fluency, and independence as a reader
- Builds vocabulary, both content-specific and everyday language
- Works through the writing process with growing independence
- Writes within a variety of genres (narrative, informational, persuasive/opinion, poetry)
- Develops strategies for generating ideas
- Learns how to use well-written paragraphs in writing with topic sentences and supporting details
- Understands and effectively uses the basic parts of speech
- Studies word patterns and applies them in writing
- Uses proper mechanics in writing

MATH

- Represents and solves problems involving multiplication and division
- Understands properties of multiplication and the relationship between multiplication and division
- Multiplies and divides within 100
- Solves problems involving the four operations, and identifies and explains patterns in arithmetic

- Uses place value understanding and properties of operations to perform multi-digit arithmetic
- Develops an understanding of fractions as numbers
- Solves problems involving measurement and estimation
- Represents and interprets data
- Understands concepts of area and relates area to multiplication and addition
- Recognizes perimeter
- Reasons with shapes and their attributes

SCIENCE

- Understands that objects in the sky have patterns of movement
- Understands that most objects in the solar system are in regular and predictable motion
- Explores and understand the forces of flight
- Collects and records weather data and draws conclusions based on weather patterns
- Investigates air pressure, wind, and the water cycle
- Learns the six types of simple machines and constructs a complex machine that completes a given task
- Uses and understands the scientific method
- Describes animals using scientific classification vocabulary

SOCIAL STUDIES

- Makes connections about people, places, and events throughout history
- Researches presidents, inventors, and aviators
- Gains an understanding of westward expansion in America
- Identifies the name and function of the three branches of government
- Gains an understanding of economics and related vocabulary/concepts

FOURTH GRADE

Fourth grade is a year full of responsibility, resourcefulness, and exploration. Fourth graders learn organization and time management skills. They are encouraged to think independently and collaboratively to apply reading, writing, and problem solving skills. A fourth grader's natural curiosity leads them to understand how things work in the world, the purpose and meaning of literature, and how to solve real world math problems. Students enjoy using technology to create multi-dimensional projects. Field trips, guest speakers, projects, and presentations add depth to the content-rich curriculum. The multi-component state project has become a well-known tradition where students use the research process to learn and share information through various formats.

ENGLISH/LANGUAGE ARTS

- Reads and understands a variety of materials
- Reads for a variety of purposes
- Increases his/her knowledge of print
- Increases levels of comprehension, fluency, and enjoyment
- Reads, recognizes, and explores literature as an expression and record of human experience and thought
- Studies character, setting, and plot
- Masters the skills of a good reader including clarifying, questioning, connecting, summarizing, predicting, and inferring
- Identifies similes, metaphors, alliteration, cause and effect, synonyms, and antonyms to create a deeper understanding of text
- Uses nonfiction sources to understand text features and make meaning from text, understands opinions and facts, draws conclusions, and questions
- Writes effectively and correctly for a variety of audiences and purposes
- Communicates effectively, listens critically, and responds appropriately in a variety of situations
- Accesses, selects, evaluates, and effectively uses information from a variety of sources
- Uses the writing process to create meaningful text in a variety of modes: expository, narrative, persuasive, and poetry
- Develops content, organization, style, and conventions to proofread, edit, and refine writing

MATH

- Uses the four operations with whole numbers to solve problems
- Gains familiarity with factors and multiples
- Generates and analyzes patterns
- Generalizes place value understanding for multi-digit whole numbers
- Uses place value understanding and properties of operations to perform multi-digit arithmetic
- Extends understanding of fraction equivalence and ordering
- Builds fractions from unit fractions
- Understands decimal notation for fractions and compares decimals and fractions
- Solves problems involving measurement and conversion of measurements
- Represents and interprets data
- Understands concepts of angles and measurement angles
- Draws and identifies lines and angles and classifies shapes by properties of their lines and angles

SCIENCE

- Makes models of the inside and outside of the Earth
- Studies landforms, tectonic plates, and how mountains are formed
- Investigates rocks and minerals and their properties
- Understands animal behavior and adaptations
- Studies energy, heat, motion, electricity, and magnetism

SOCIAL STUDIES

- Studies the past, present, and future of Tennessee
- Understands the roles of the three branches of government at local, state, and federal levels
- Executes the research process to explore the Civil War and Famous Tennesseans



LOWER SCHOOL ART



Kindergarten, First, and Second Grade students are introduced to various art mediums with a wide range of subject matter while integrating other academic disciplines as appropriate. Students are encouraged to expand their imagination through discovery, observation, problem-solving, and self-expression as they explore the elements of art and observe those elements in nature and in man-made environments. Exposure to art history and art within multiple cultures fosters aesthetic appreciation and expands awareness as to how artists contribute to society. By applying the principles of aesthetics, children interpret, discuss, and evaluate works of art.

In Third and Fourth Grade, students are given varied experiences to create two and three-dimensional art while developing a continued understanding of employment of tools, materials, and techniques. Students are encouraged in whole groups and individually to expand their imagination through discovery, observation, problem solving, and self-expression and to explore the elements of art by making and observing them in nature and man-made environments. Students are exposed to art historically and multi-culturally, and integrate other academic disciplines as it is appropriate. Students apply the principles of aesthetics to interpret, discuss, and evaluate works of art.

KINDERGARTEN

- Identifies primary/secondary colors and explores how to create secondary colors
- Observes texture in relationship to nature and in art
- Recognizes, draws, and cuts out shapes
- Constructs patterns
- Differentiates shape and form
- Recognizes line diversity
- Creates artwork with varied materials/techniques: painting, drawing, oil pastels, chalk pastels, colored pencils, clay, paper sculpting, found objects from nature, and recycled materials

FIRST GRADE

- Reviews primary/secondary colors
- Constructs color wheel
- Combines texture and shape with collage
- Distinguishes between negative and positive space with shape and space
- Experiments and explores form three-dimensionally
- Synthesizes line into two-dimensional and three-dimensional art
- Creates artwork with varied materials/techniques: painting, drawing, oil pastels, chalk pastels, colored pencils, printmaking, clay, paper sculpting, found objects from nature, and recycled materials

THIRD GRADE ART

- Identifies and creates primary, secondary, tertiary, complimentary, and analogous colors
- Demonstrates various styles of two and three-dimensional art

- Abstract, impressionistic, realistic (Rembrandt, Degas, Van Gogh, Stella, Monet)
- Evaluates facial features and proportions (Leonardo Da Vinci)
- Comprehends and analyzes the concept of composition
- Creates form through drawing/painting (Thiebaud)
- Creates artwork with varied materials and techniques, including: painting, drawing, oil pastels, chalk pastels, colored pencils, printmaking, clay, paper sculpting, paper mache, found objects in nature, and recycled materials

FOURTH GRADE ART

- Explores elements of art (shape, color, line, texture, form, space, value)
- Makes and observes elements of art in nature and man-made environments
- Comprehends and analyzes the concept of composition
- Evaluates facial features and proportions in different animals
- Observes and creates texture in artwork
- Creates form with color (Van Gogh, O'Keeffe)
- Identifies primary, secondary, tertiary, complementary, and analogous colors
- Creates artwork with varied materials/techniques: Painting, drawing, oil pastels, chalk pastels, colored pencils, printmaking, clay, paper sculpting, paper mache, found objects in nature, and recycled material

LOWER SCHOOL MUSIC

The goal of music education in Lower School is a lifelong love, enjoyment, and appreciation of music. In the classroom, students learn the skills and behaviors that can achieve this goal. Lessons are planned in conjunction with the Music Education National Standards of singing, playing, listening, creating, evaluating, moving, and reading.

KINDERGARTEN

- Sings alone and with others
- Listens to world music and American folk music
- Plays percussion and barred instruments
- Imitates rhythm and melodic patterns
- Moves to drums, piano, and recorded music
- Begins to learn folk dances
- Uses body to express feelings

FIRST GRADE

- Sings folk songs, patriotic songs, and chapel songs
- Sings in a large group for programs
- Listens to world music, classical, American Folk music, and choral selections
- Plays both rhythmic and melodic ostinato patterns
- Learns simple tunes
- Creates simple songs
- Engages in creative movement, rhythmic movement, and folk dances
- Reads basic music notation for rhythm patterns

SECOND GRADE

- Sings from the music textbooks, learns call and response, verse and chorus
- Sings in small groups and as a soloist
- Continues to open eyes and ears to the world of music
- Evaluates music to become a careful critic of likes or dislikes
- Plays barred instruments

- Learns melodies, accompaniments, ostinatos, and original works
- Writes new verses to old songs
- Writes spirituals and poems
- Performs theatre improv
- Acts out stories in music
- Engages in dance steps and folk dancing
- Reads from the music staff

THIRD GRADE

- Sings from the textbook, hymnals, and music anthems
- Sings in rounds
- Reads from different lines of music
- Sings in small groups and individually
- Evaluates music for individual likes according to different genres, different cultures, and languages
- Uses classroom instruments for expression of melodic contour, rhythm content, dynamics, harmony, texture, and form
- Creates new melodies by writing them on the staff and working in small groups
- Performs theatre improv
- Participates in folk dancing
- Reads music from the staff

FOURTH GRADE

- Practices choral singing for chapel and programs, alone and in a small group
- Continues to listen to world and classical genres, while adding pop tunes and Broadway songs
- Learns to play the recorder
- Explores all classroom instruments
- Writes new melodies
 - Plays theatre improv games
 - Reads plays and musicals
 - Participates in folk dances
 - Uses staff reading to play the recorder, xylophone, glockenspiel, and percussion



LOWER SCHOOL PHYSICAL EDUCATION

JUNIOR KINDERGARTEN, KINDERGARTEN, & FIRST GRADE

The curriculum for physical education during the early years is designed to explore movement through creative experiences. The second goal is for students to learn to control their bodies in personal as well as general space. Designed learning experiences are planned to improve physical skills as well as develop a love of play. Students are introduced to movement concepts and different ways their bodies can move. As students advance from Junior Kindergarten through first grade, they become more skillful movers and are able to play low organization games such as tag.

JUNIOR KINDERGARTEN

- Begins to understand and use the rules and routines of Physical Education
- Demonstrates the concept of personal space
- Travels in general space, having some control of the body
- Demonstrates the ability to share equipment
- Recognizes the boundaries of our playing area
- Demonstrates the ability to travel forward and backward
- Performs a simple kick/throw of a ball

KINDERGARTEN/FIRST GRADE

- Recognizes and demonstrates basic locomotor skills
- Balances or transfers weight from one body part to another
- Demonstrates skills of chasing, fleeing, and dodging to avoid or catch others
- Performs most locomotor skills correctly using a variety of movement concepts (directions, levels, pathways, speed, force)
- Throws a ball demonstrating overhand and underhand techniques (beginner level)
- Kicks a ball using inside/shoe laces of the foot
- Strikes a ball with a paddle or hand
- Demonstrates the ability to share equipment and play within peer group
- Demonstrates the ability to move to music and express feelings
- Performs a pencil roll and understands the concept of tucking the head when rolling forward

SECOND GRADE

In second grade, students are well on their way to mastery of basic movement skills and begin to play games with more rules. Sport skills are introduced for exploration. The goal is to connect the idea between movement skills and future participation in organized sports. Students begin to choose skill levels for personal growth as opportunities to participate at individualized levels are offered.

- Performs all locomotor skills correctly using a variety of movement concepts (directions, levels, pathways, speed, force)
- Understands the purpose of rules in a game
- Participates in organized games demonstrating sportsmanship
- Performs a simple movement pattern in a rhythmic activity
- Performs a forward roll
- Learns what happens to the body when one exercises
- Demonstrates proper care of equipment

THIRD GRADE

In PE, third grade is a type of transitional year. Interest in competition and team sports begin to arise. Opportunities to explore competition in a structured environment are offered as well the opportunity to fine tune skills. A primary goal is to improve skill development while learning the concept of a healthy level of competition and sportsmanship.

- Cooperates with others in a competitive activity
- Demonstrates sportsmanship
- Resolves conflict in a socially acceptable manner during PE and recess
- Demonstrates basic rule knowledge of team sports
- Applies basic skills in game experiences
- Learns to play as a member of a team
- Understands the concepts of offense and defense

FOURTH GRADE

At this level, students begin to show some mastery of skill. Team and individual sport skills are the focus as students begin to demonstrate how individual performance affects team play. Knowledge of sport rules and beginning competency in team play are goals for fourth grade.

- Uses responsible behavior and safety procedures during physical activities
- Applies fundamental offensive and defensive strategies in game situations
- Recognizes the value of all players during a team activity
- Develops personal fitness goals
- Understands the importance of participating in an after school physical activity
- Designs a game activity/movement sequence individually and with a small group of peers



LOWER SCHOOL GUIDANCE AND RELIGION

Our chaplain and school counselor complement one another in their 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 for discussing topics, depending upon grade level, such as:

- Bullying
- Body image
- Mental health and suicide prevention
- Substance abuse prevention
- Cyber ethics
- Friendship
- Peer pressure
- Leadership
- Careers and financial literacy
- Service learning



SPANISH

Envisioning our students as future citizens of the world, ESK provides foreign language experience at a young age. Our Spanish curriculum embraces a broad spectrum of communication skills. The program offers a vision of what students should know and be able to apply in all languages. The goal of the Spanish classroom experience is to develop positive attitudes and excitement toward learning the Spanish language. Through skills of listening, speaking, reading, and writing, students are able to broaden their awareness, acceptance, and understanding of Spanish and Hispanic culture.

KINDERGARTEN

- Builds basic Spanish vocabulary by learning the Spanish alphabet and the sounds of the letters
- Integrates content learning through multimedia, singing, dancing, games, and storytelling
- Explores Hispanic culture and traditions

FIRST GRADE

- Recognizes language as a tool of communication and increases Spanish vocabulary
- Begins reading and writing in Spanish
- Refines pronunciation of the Spanish letters
- Builds knowledge of Hispanic culture and traditions
-

SECOND GRADE

- Understands and interprets written and spoken Spanish
- Expands Spanish vocabulary
- Recognizes languages as an interdisciplinary opportunity to build upon knowledge acquired in other subject areas
- Builds knowledge of Hispanic culture and traditions
-

THIRD GRADE

- Engages in conversations asks questions, expresses feelings, and exchanges opinions using Spanish vocabulary
- Relates the information studied in other subjects to Spanish
- Understands Hispanic culture and traditions
- Explores technology as a learning tool for acquisition of Spanish
-

FOURTH GRADE

- Begins to work independently and in small groups in reading, writing, and speaking the Spanish language
- Learns integrated content for social studies, math, and science to acquire Spanish in a meaningful context
- Explores Latin American culture and traditions
- Uses technology in and out of the classroom as a learning tool for acquisition of Spanish

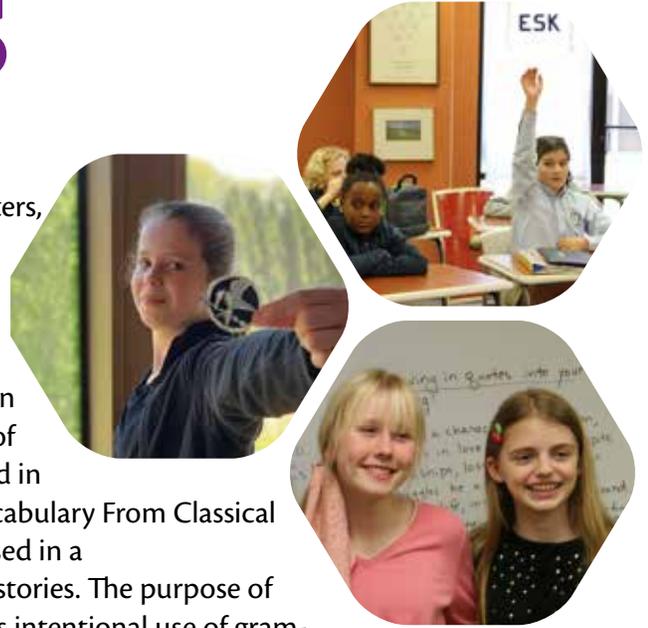


MIDDLE SCHOOL

LANGUAGE ARTS

5TH GRADE LANGUAGE ARTS

Our fifth graders focus on developing their skills as conscientious writers, readers, and thinkers. Students examine basic and advanced sentence structures, and they construct in-depth essays and stories based on what they have learned by focusing on individual sentences and their components. Exercises in the students' interactive notebooks as well as in the Daily Grammar Practice student workbook are used in the classroom to help students better understand the fundamentals of grammar and sentence structure, and those lessons are then furthered in the students' personal writings. Students use weekly lessons from Vocabulary From Classical Roots to enhance and bolster their vocabularies. Students are immersed in a "writing workshop" approach as they produce thoughtful essays and stories. The purpose of these assignments includes writing for concept and message as well as intentional use of grammar rules to ensure and enhance clarity. Students write personal narratives, fictional narratives, persuasive essays and expository essays during the course of the year. Students also maintain a writing journal in which grammar concepts can be explored, ideas can be fleshed out, and writing progress can be assessed.



6TH GRADE LANGUAGE ARTS

Sixth 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. Students study grammar elements: parts of speech, introduction to diagramming, independent and dependent clauses, types of sentences, phrases, complements, and mechanics. Writing and critical thinking are at the heart of language arts. Students write expository, narrative, persuasive, and descriptive prose. As fiction and non-fiction writers, sixth graders are able to write five paragraph essays that center on a 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 Holiday Story for a Lower School Student. Students read a collection of short fiction and non-fiction mentor texts, in addition to a monthly Scope Magazine.

7TH GRADE LANGUAGE ARTS

Seventh 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 nuances of meanings using an online program, Membean, that provides individualized vocabulary lists and multiple ways to learn each word. In Grammar Usage and Mechanics and Daily Grammar Practice, students study more complex grammar structures such as: parts of speech, diagramming of increasingly complex 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, persuasive, and descriptive prose and have a clear understanding of all the steps in the writing process. Seventh graders are masters of the five paragraph essay; they also write more in-depth analytical papers with well-crafted arguments and well-researched and logical evidence. They write informational essays, legends, analyses of literature, a comparison and contrast essay on *The Outsiders*, and an "I Search" paper. Public speaking and varied expressions of language occur through projects such as Storytelling, Grammar Movie-Making, originally-designed and produced podcasts, and *Romeo and Juliet* YouTubeing. Students practice storytelling and interviewing and also attend the Jonesborough Storytelling Festival in October.

8TH GRADE LANGUAGE ARTS

Eighth grade language arts is the culminating class in the ESK language arts curriculum. In addition to increasingly challenging work in grammar and vocabulary, students study and practice important rhetorical modes in writing such as comparison/contrast, process analysis, and persuasion. The study of persuasive writing includes a focus on identifying and avoiding logical fallacies in writing. An integral part of language arts is reading comprehension; students take weekly assessments and also read about a wide variety of subjects in The New York Times Upfront Magazine. Individualized vocabulary work occurs on an online site, Membean. Grammar is covered in two texts: Daily Grammar Practice and Grammar, Usage, and Mechanics. The highlight of the eighth grade language arts experience, the Portfolio Project (see below), focuses on all aspects of research and MLA documentation. Students learn to approach internet sources with a healthy skepticism as they look for meaningful, substantive, and reliable sources. They also learn about primary and secondary sources and conduct interviews with authorities in many disciplines. Some students go on to conduct field research. All of these lines of inquiry lead to a deep understanding that research is far more than an internet search. 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, note-taking, 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 Grimm’s Fairy Tales was a hand-stitched, hand-bound, and embossed leather book of a few of the original tales. Other students offer a demonstration as their artifact. One artifact on the topic of dressage featured a student who brought her horse and gave 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 recent project was a pop-up restaurant; a student sold tickets to a four course meal, prepared the meal and served it to a sell-out crowd, and in the process raised money for a local charity. Two other students designed, built, and installed a Little Free Library in an underserved area of our city. Another student held a successful drive to collect men’s ties; these ties went to an agency that helps men jobs training and interviewing skills. In a year-end reflection on their work, students prepare and give a brief “TED” talk to seventh grade; in addition, they write abstracts of their work and compile scrapbooks. Plutarch expressed a sentiment that has evolved somewhat over the years, “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

5TH GRADE LITERATURE

The Fifth Grade Literature curriculum is structured to continue and strengthen our students' love of reading. Throughout the year, students examine and explore literary elements in fictional narrative works through select novel studies. These books are chosen to expose students to a variety of dynamic characters and works of fiction. While reading these novels, we focus on identifying and understanding the characters, setting, conflict, and the climatic rise and fall of the narrative plot structure. A constant in our fifth grade selection of novel studies is *Blood on the River* by Elisa Carbone. The reading of this novel is paired with our social studies curriculum, and our students have the opportunity to visit the novel's setting, colonial Jamestown, during our spring class trip. In addition to our novel studies, we read and analyze short stories, nonfiction, poetry and more through Scholastic's literary magazines, *Scope* and *Storyworks*. These as well as our novels are used to develop students' reading comprehension and close reading skills such as finding explicit textual evidence, making inferences, and using context clues to determine meaning of vocabulary.

6TH GRADE LITERATURE

A goal of the Sixth Grade Literature class is to foster a love of reading by presenting well-written and age appropriate literary works. Students should become more effective readers through a series of close readings. Novels and literary selections from other genres, such as short stories, poetry, nonfiction, and drama, are included to expand students' understanding of various authors' use of literary elements and conventions as well as to explore thematic concerns. The emphasis and focus of this class is designed to improve literal and inferential comprehension skills, vocabulary development, prediction and reflection ability, and critical thinking skills through technical analysis of literary works, writing, and presentations. Students also learn to highlight, annotate, respond, and create artifacts that reflect the knowledge gained from their literary studies. The required summer reading challenges students to read a variety of genres and formats. Other novels read throughout the year include *Wolf Hollow* by Lauren Wolk and *The Wednesday Wars* by Gary D. Schmidt.

7TH GRADE LITERATURE

The Seventh Literature curriculum is a celebration, exploration, and journey into language and life through a rigorous and student-centered reading and writing program. Students sharpen their reading comprehension and critical thinking skills as they identify and learn elements of literature, literary devices, and vocabulary through various genres. Year long themes of "Voice, Identity, Struggle, Growing Up, and Imagination" underline the manner in which literature is both a mirror and window into learning about ourselves and others, as students gain deeper historical and cultural understandings. Major book studies include: *Paperboy* by Vince Vawter, *The Outsiders* by S.E. Hinton, *Hunger Games* by Suzanne Collins, and *Romeo and Juliet* by William Shakespeare. Classic and multicultural short stories and essays strengthen our understanding of language, literary technique, and literary history with varied possibilities such as: "Thank You Ma'am" by Langston Hughes, "Seventh Grade" by Gary Soto, "The Dangerous Game" by Richard Connell, "The Lottery" by Shirley Jackson, "All Summer in a Day" by Ray Bradbury, "Names/Nombres" by Julia Alvarez, "Raymond's Run" by Toni Cade Bambara, "The Sniper" by Liam O'Flaherty, "The Necklace" by Guy de Maupassant, and "Shooting an Elephant" by George Orwell. The required summer reading selection is *A Mango-Shaped Space* by Wendy Mass. Students learn through vehicles of discussion, analytical writing, annotations, and creative role-play. Writing supports the power of analysis and the precision of textual evidence as well as encouraging exploration through creative letters, monologues, sequels, etc. A voluntary Mock Printz Book Club that meets monthly will provide community bonding and engaging reading for passionate readers.

8TH GRADE LITERATURE

Eighth Grade Literature covers three main genres: drama, poetry, and novels. Students are required to read three novels the summer before eighth grade; one is a choice novel from the reading list, and the two required titles are *The Giver* and an additional title that changes each year. Students begin the year with a review of literary terms as exhibited in the summer reading novels. Students begin the year with a thorough study of *Scythe*. Students practice annotation skills and practice providing textual support in open-ended discussions. We intersperse longer works with a brief examination of poetry. Students are introduced to rhyme scheme and hone their skills at identifying figurative language, imagery, and symbols. Our next novel is *To Kill a Mockingbird*. Students practice close reading skills as they learn to identify motifs and common themes in the book. Our drama study centers on Shakespeare's *Julius Caesar*. Students read this in the context of historical background of both Roman and Renaissance history. Throughout the year, students have varied opportunities to respond to what they read: Students write literary analysis essays, compose poetry, write dramatic monologues, design book covers, and tackle other student-choice projects. Students also use mentor texts as they write their own odes and sonnets. Critical thinking skills, reading comprehension, literary elements and devices, vocabulary, and literary analysis are emphasized throughout the year. Students demonstrate their understanding of each author's thematic concerns within their respective historical context through the writing of literary essays.





5TH GRADE MATH

As with all middle school math classes, fifth grade math classes are leveled. That means students who need a slower pace and deeper explanations are together, students who are working on grade level are together, and students who are able to work at a faster pace with expanded concepts are together. The fifth grade math curriculum uses a Prentice Hall textbook, along with supplemental Math Mate pages to enhance and extend curriculum spiraling. In the fifth grade, students not only improve their basic computational skills, but they also explore number theory, estimations, two- and three-dimensional geometry, advanced fraction usage, probability, ratios, rates, order of operations, exponents, integers, coordinates and basic algebraic skills. The first is to continue to build students' math foundations. The second goal is to expose them to new math concepts and procedures that will at the same time challenge and reinforce their understanding of mathematics.

6TH GRADE MATH

Like other math classes in middle school, Sixth Grade Math is leveled. In Sixth Grade Math, students begin their formal study of ratios and rates, which is used to solve a variety of real-world problems. This skill will lead into the understanding of proportional relationships in seventh grade. Students use their prior knowledge of operations with whole numbers, fractions, and decimals to expand to the full system of rational numbers, which includes negative rational numbers. They will compare, order, and use absolute value of rational numbers to plot on number lines and the coordinate plane. Students explore and come to understand the use of variables with writing and solving algebraic expressions, one-step equations, and inequalities, which begin the foundation for Algebra 1. In geometry, students build on their earlier work to determine area, surface area, and volume of two-dimensional and three-dimensional shapes. Sixth grade is also when students start to formally develop their statistical thinking. Students learn to analyze and display data in a variety of ways. Students in Sixth Grade Math start to solidify their foundational math skills to learn how to problem-solve and reason through more complex math skills in middle and high school.

7TH GRADE MATH

In Seventh Grade Math, students begin the year extending their knowledge of operations to integers and the rational number system. This exposes students to everyday context to create a deeper understanding of mathematical concepts as they apply this skill to write and solve expressions, multi-step equations, and inequalities. Students expand their recognition of ratios to develop an understanding of proportions, which includes percent problems of discount, tax, tip, mark-ups, simple interest, and percent change. Students use the concepts of solving area, surface area, and volume of shapes in a real-world context. Finally, students expand their knowledge of statistics and probability that will be needed for high school math. Seventh Grade Math is the year students build a strong understanding of Algebra concepts to prepare them for high school math.

7TH GRADE MATH ACCELERATED

In Seventh Grade Math, students extend their knowledge of operations to integers and the rational number system. This exposes students to everyday context to create a deeper understanding of mathematical concepts as they apply this skill to write and solve expressions, multi-step equations, and inequalities. Students expand their recognition of ratios to develop an understanding of proportions, which includes percent problems of discount, tax, tip, mark-ups, simple interest, and percent change. Students use the concepts of solving area, surface area, and volume of shapes in a real-world context. Students also expand their knowledge of statistics and probability that will be needed for high school math. In addition, students apply algebraic concepts while working with angles, triangles and transversals. They explore square roots, use the Pythagorean Theorem and simplify square roots. Finally, they explore the rules of exponents and scientific notation.

8TH GRADE PRE ALGEBRA

In Eighth Grade Pre Algebra, students begin the year reviewing their knowledge of order of operations, integers, multi-step equations and inequalities. Students then move on to a preview of Algebra 1 including graphs and functions, linear equations properties and graphs, systems of equations and inequalities, exponents and their properties as well as addition, subtraction and multiplication of polynomials.

8TH GRADE ALGEBRA I

In Eighth Grade Algebra 1 students first review the skills of multi-step equation and inequality solving. Students then study graphs and functions, linear equation properties and graphs, systems of equations and inequalities, exponents and their properties, polynomials and factoring of polynomials as well as various other ways of solving quadratic equations. Successful completion of this course prepares students for the high school placement tests that can earn students placement in geometry/ Algebra 2.

SCIENCE

5TH GRADE SCIENCE

Science students in the fifth grade are active learners in what they study. That means science is not simply read about or studied from a distance. Our fifth graders learn science with numerous hands-on activities, in-class experiments, outdoor activities and a science fair project in which they formulate a question, hypothesis and testing procedure. Using Houghton Mifflin Harcourt's Science Dimensions materials and curriculum, students study the following units: Earth, Moon, and Sun; Exploring Space; Solar System; Stars, Galaxies and the Universe; Fresh Water; The Oceans; The Atmosphere; Weather; and Climate and Climate Change. To supplement the curriculum, the students also study physics, light, color, optics and the electromagnetic spectrum.



6TH GRADE SCIENCE

Sixth grade students explore two different components in Earth Science. We begin the first half of the year by diving into the Scientific Method and the Engineering Design Process. Students discover how the two processes are similar and different through experimentation and following case studies involving our natural resources and environmental studies. The second half of the year focuses on Earth's structure and Earth's surface. The students explore the earth's layers, rocks and minerals, soil conservation, investigate multiple types of erosion and deposition in addition to weathering, plate tectonics, and the geologic time scale. These studies culminate with an exploration of the campus and documentation of the weathering and erosion we find in our own backyard. Students also create their own campus map through orienteering and using the mapping and technology skills we cover in class.



7TH GRADE SCIENCE

Seventh grade students investigate the relationships and interactions of living things, cells and heredity, and the diversity of life. During our cell unit students create 3D models of the cell organelles using the technology in our innovation lab. During our study of bacteria and viruses, students research a common disease that is caused by a bacteria and how to combat it. Once we dive into genetics and understand the basic principles of DNA and Mendelian genetics, students select a genetic disorder to research, interview an expert, and then report back to the class what they have learned. Seventh graders end the year by designing a large invertebrate animal 3D model; they are asked to construct an invertebrate animal of their choosing and explain the similarities across invertebrate phylums.

8TH GRADE SCIENCE

Eighth Grade Science focuses on the physical world around us by introducing the principles of chemistry and physics. During the first half of the year, students investigate chemical and physical properties of matter as well as elements, compounds, and mixtures. Over the second semester, students focus on forces, motion, and energy transformations. Emphasis is placed on the scientific method and engineering design process by learning through the process of inquiry. Students are not only asked about the scientific processes, but they are also asked to synthesize and apply information obtained during laboratory activities through the construction of lab reports.

GUIDANCE

In a world where emotional intelligence is critical for lifelong happiness, successful careers, and healthier relationships, social-emotional learning (SEL) is the process through which children and adults can better understand, manage, and express emotions and empathy, develop positive relationships, and make responsible decisions. SEL curricula teach children techniques that help them gain confidence, set and achieve positive goals, collaborate well, and navigate the world more effectively—adding a highly valuable dimension to education in the classroom. (CASEL, “What is SEL?”)

True to its mission statement, the Episcopal School of Knoxville “enriches our students’ intellectual, physical, cultural and spiritual growth” by including weekly Guidance classes for a semester each year. Using the highly respected, research based SEL curriculum from Second Step, as well as other appropriate and timely resources, students learn the emotional skills they need to maximize their “potential as children of God and citizens of the world.”

5TH GRADE GUIDANCE

Students learn bullying prevention skills through Second Step’s Bullying Prevention Unit. Students also learn conflict resolution skills, goal setting, and the value of responsibility. In addition, fifth graders learn how to take care of their own mental health and how to regulate emotions. Students learn important personal safety skills, including boundaries, trusted adults, and assertive communication.

6TH-8TH GRADE GUIDANCE

Developmentally appropriate social and emotional skills are taught primarily through Second Step. Themes of lessons at each grade level are: academic success, bullying and harassment, decision making, growth mindset, helping others, perspective taking, planning ahead, relationships, resilience, starting right, staying calm, thoughts and emotions, and values. In addition to Second Step lessons, students learn from community professionals who teach about mental illness and mental health, drug and alcohol abuse prevention, and personal safety.



SOCIAL STUDIES

5TH GRADE SOCIAL STUDIES

In fifth grade, the Social Studies curriculum expands upon the fourth grade emphasis on Tennessee state history into a broader national study of American history. Spanning from the earliest times of the American Indians throughout the American Revolutionary War and consequential creation of the Constitution into Western Expansion in the 1800s, the course is designed to educate students as to the formation of the United States. The study employs the four core Social Studies disciplines of civics, economics, geography, and history, providing a solid platform for students to discover facts through place-based methods, collaborative presentations, analytical writing, verbal discussions, processing activities, debating, and dramatic reenactments of historical events. Cultural sensitivity and social consciousness are fostered through the study of historical injustices, such as the mistreatment of American Indians, African slaves, and indentured servants. Global awareness and international connections are realized from the land bridge that American Indians crossed from Asia to the early European immigrants ushered in by the Age of Exploration to the triangular intercontinental slave trade to alliances and conflicts with other nations that determined the outcome of the American Revolution and ultimately led to American sovereignty. The fifth grade curriculum serves as an introduction to America's relatively new place in an already established world, which equips students with knowledge to investigate the content of the sixth grade study of ancient civilizations. Having studied the origins of their own country, they are prepared to study those of the world.

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. Studies of China and India and the Middle East launch us into an examination 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. By using the "This Day in History" model to explore different historical events, the students are able to broaden the scope of the class through their group discussions. The students will work on a few major projects throughout the year that take what they have learned through our studies and apply them in a different way. 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

In Seventh Grade Social Studies, students build upon their understanding of sixth grade ancient and medieval world history as they embark on a survey of contemporary global issues. A synthesis of human and physical geography, civics, history, economics, culture, and current events informs a study of the modern world by regions, including Europe and Russia, Africa, Asia, Latin America, and North America. In the beginning of the year, countries are studied in terms of statistics relevant to research that students conduct for collaboratively creating a written resolution that they present and defend through formal debate at an annual Model United Nations Conference, held in Murfreesboro each November. Public speaking, writing, reading, and analytical skills are developed and strengthened through presentations, classroom discussion, project-based learning, place-based education, interactive electronic simulations, documentary studies, response groups, and debate. Major thematic concerns included in the study are human rights, spatial inequality, environmental issues, globalization, comparative government analysis, and determinants of developing/developed nations. After increasing global awareness and preparing students to fulfill our mission statement's goal of "realizing their potential as citizens of the world," the course concludes with a Civics lesson on immigration in America and the responsibilities of U.S. citizenship as defined by the Constitution, which grounds students with a brief review of the stopping point for their fifth grade American History curriculum before resuming their eighth grade study beginning with the pre-Civil War era.

8TH GRADE SOCIAL STUDIES

Eighth Grade Social Studies is a modern survey and discussion-based course of United States history from the Pre-Civil War period of the mid-19th century through the Post-Vietnam era and into modern day U.S. history. Major areas of study include the events leading up to and including the Civil War, Reconstruction, World War I, the Great Depression-New Deal, World War II, Cold War, Vietnam, and post 9-11 American eras. Along the way students explore several themes such as migration patterns, industrialization, civil liberties, political, social, and economic policies, as well as domestic and foreign policy. The year culminates with a multi-curricular project focusing on the Vietnam War and the Civil Rights Movement of the 1960's. Students have the opportunity to conduct a qualitative interview with Vietnam veterans and Civil Rights activists, as well as other individuals who lived during this

WORLD LANGUAGES

MANDARIN CHINESE

5TH GRADE MANDARIN CHINESE

Students in Fifth Grade Chinese will complete a 12-week rotation in which they are introduced to the Chinese language and culture. They start with Pinyin, which is the Romanization of the Chinese characters based on their pronunciation. The students will learn them systematically each day and do different activities to reinforce their knowledge of Pinyin. The students will also learn vocabulary associated with Pinyin daily and use technology to strengthen their vocabulary acquisition. Conversational simple Chinese phrases and sentences are taught through daily routine, songs, stories and videos. Students will also learn about major holidays in China. They will begin to examine the culture of China in comparison to American culture.

6TH GRADE MANDARIN CHINESE

Sixth Grade Mandarin Chinese will introduce Mandarin Chinese to students who have very little or no 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 on basic face-to-face conversations, and 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.

7TH GRADE MANDARIN CHINESE

Seventh Grade Mandarin Chinese is a continuation course designed for students who already have taken 6th Grade Chinese. 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, and clothing. The Chinese culture and current events are also integrated throughout the course.

8TH GRADE MANDARIN CHINESE

Eighth Grade Mandarin Chinese is a course which builds on language skills developed in sixth and seventh Grade Chinese. 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 skills in reading and writing Chinese. Students will learn to express their 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 physical features, sports, shopping, weather, and daily routines. They will achieve a basic level of reading competence, and write short compositions in Chinese. The Chinese culture and current events are integrated throughout the course.

Students can move up to Chinese 2 in high school when they complete sixth through eighth grade Chinese at ESK.



SPANISH

5TH GRADE SPANISH

Students in Fifth Grade Spanish will complete a 12-week rotation in which they are introduced to the basic vocabulary and grammar of a Spanish 1 course. Students will learn thematic vocabulary related to body parts, numbers, days of the week, months of the year, and weather expressions. In order to help students master these vocabulary topics, along with basic conversational greetings, students will interact with authentic resources created for native Spanish-speakers, including videos, commercials, newspaper, and magazine articles.

Students will also frequently use technology to practice what they have been learning, and to learn more about the cultures of Spanish-speaking countries. Instruction will focus on different styles of learning, and will challenge students to read, speak, listen, and write in the target language.



REALIDADES A (SPANISH 1A) - 6TH GRADE

Realidades A first introduces basic communication skills needed for the classroom. Topics include the weather, time, classroom objects, parts of the body, seasons, days of the week, and months of the year. Then, students begin to write and speak about what they like to do, and about their personalities. Other thematic topics include school subjects, places in their school community, food and mealtimes, locations around a city, and the hobbies. Level 1A grammar encompasses articles, subject pronouns, present tense, conjugations of regular and select irregular verbs, noun/adjective agreement, and sentence structure. Students compare and contrast the target culture with their own culture, with the final goal being perspective-taking and cross-cultural understanding. One example of cultural incorporation into the curriculum is the food unit. Students research a traditional dish from a Spanish-speaking country, translate the ingredients, and prepare the recipe to share for a fiesta. Students also frequently use technology in class for project-based learning, grammar review, and vocabulary practice. Through role plays, pair work, and whole class activities, 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 Spanish 1B.

REALIDADES B (SPANISH 1B) - 7TH GRADE

Realidades B is designed to complete the basic material covered in Spanish 1. 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 challenging grammatical topics that include possessive adjectives, stem-changing verbs, commands, direct object pronouns, and simple past tense conjugations. Students are given opportunities to use the target language in real-life situations, such as ordering at a restaurant, talking about families, describing clothing they like, and planning a vacation. Students practice their oral proficiency through role plays, pair work, and whole class speaking activities. Cultural topics are closely related to the thematic units studies. For example, students compare and contrast a restaurant menu and experience in the target culture with their own dining experiences. Students are also in close contact with the target culture through authentic resources such as newspapers, magazine articles, video clips of commercials, websites, music videos, and short films, which are used to enforce vocabulary and to practice grammar in a contextualized format. During the winter months, students complete a service-learning project with lower school Spanish students and often share their learning with younger students to make it more meaningful.

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, deepening their understanding of vocabulary and grammar. Communication, both written and spoken, is emphasized in this course through group presentations, role plays, and in-class speaking activities. Technology is frequently incorporated as well to allow students to complete independent listening, to record their speaking, to practice vocabulary, and to increase their interaction with the target culture. Vocabulary lists are more thorough, and grammar is often presented with the exceptions that accompany the rules. Reading comprehension in the target language is also a focus, with students reading a short novel at the beginning of the year to help them review their first two years of Spanish. Students are constantly in contact with the target culture through comparisons and authentic resources such as music, video clips of commercials, and newspaper and magazine articles. In the spring, students will also participate in the National Spanish Exam.

LATIN

5TH GRADE LATIN

Fifth Grade Latin consists of a one term rotation of Latin, when students will explore the language, culture, and history of the Romans. Students will be introduced to thematic vocabulary and draw connections to English vocabulary. They will become familiar with Latin word order and the case inflections. In addition to the introduction of the language, they will be introduced to the history and mythology of the Roman people.

6TH GRADE LATIN

In Sixth Grade Latin, students begin using the Cambridge Latin Course Unit 1. The Cambridge Latin Course offers a cohesive story, and Unit 1 leads students through the city of Pompeii and lifestyles of Roman citizens. Sixth Grade Latin emphasizes vocabulary and their derivatives as well as recognition of the ways verbs and nouns are formed. This course also begins to stress reading comprehension. In the spring, students take the National Latin Exam.

7TH GRADE LATIN

In Seventh Grade Latin, students begin Unit 2 of the Cambridge Latin Course. In this text, the characters from Pompeii make their way to Alexandria and Britannia. Students continue to learn how Latin syntax works in addition to learning about clauses and pronoun usage. They also continue to work with vocabulary and derivatives. By the end of this year in Latin, students have had the equivalent of a year 1 curriculum at any high school using the Cambridge Latin Course.

8TH GRADE LATIN

Since there are many textbooks with different approaches and curricula, students switch to a different textbook in the Eighth Grade Latin course at ESK. The textbook, Latin for the New Millennium (LNM), 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. Eighth Grade Latin students review the material from the previous two years and add new grammatical study. The LNM text uses adapted passages from Latin literature, allowing for the opportunity to discuss real Roman authors as well as their subjects of study. Students add a focus on Latin composition to understand the new (and some old) grammatical concepts.



WORLD LANGUAGES TRAVEL PROGRAM

ESK Middle School students develop their understanding of global awareness with experiences that involve multiculturalism through the arts, a cross-curricular focus on global themes within their subject area classes. An optional capstone experience for our eighth graders is an 8-9 day Discovery Week trip to one of three international destinations. Our travel program's main purpose is to allow the students to apply knowledge and bring to life the world languages curriculum.

RELIGION

The goal of the religion curriculum is to inform and equip the middle schoolers for engagement in a diverse world. Knowing that they will encounter various faiths, ethical systems, and ideologies, these classes seek to provide a basic grounding in the historical significance and spiritual impact of numerous faiths around the world. The curriculum relies heavily on study of the Bible, but this does not indicate preference of faith nor reflect proselytization in the classroom. It recognizes the significance of the Bible in diverse ways, both religious and not, in our current cultural setting and in recognition of the Episcopal School of Knoxville's identity. The grade breakdown is as follows: Fifth grade studies the Hebrew Bible; Sixth grade studies the New Testament; Seventh grade studies world religions; and Eighth grade studies ethics and value systems.

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.

In Middle School, service is homework for every student. The reasons are threefold.

- First, the homework format provides the flexibility for each student to find the nexus between her unique interests and the needs of the community.
- Second, students learn the lessons of service on a fundamental level when they invest their own time.
- Third, it encourages a student to take personal responsibility for doing good.

Each middle school student is responsible each academic year for serving the number of hours that corresponds with that student's grade level.

8th Grade - 8 hours

7th Grade - 7 hours

6th Grade - 6 hours

5th Grade - 5 hours

Service is defined as doing something to help someone else without getting paid. We encourage students to give at least half of their hours off-campus, out in the community. During the academic year, each grade class will take three service field trips throughout the year.

Over the years, our students have served Beck Cultural Center, FISH Pantry, KARM, Mobile Meals, VMC, Second Harvest Food Bank, Random Acts of Flowers, and Beardsley Farm. Fifth grade students visit the VMC and serve lunch once a month in groups of three in addition to participating in middle school service days.





STUDIO ART

In Middle School Art, students will create work using a variety of techniques and materials, while developing abilities to combine craftsmanship with their concept. The study of art history, aesthetics, and criticism will be included in daily activities. Students are encouraged to draw upon personal interests and histories for each project to develop art that is relevant and meaningful and that reflects personal growth. A wide array of topics will be explored to build skills, including: Bookmaking, Drawing, Collage, Painting, Mixed Media, Printmaking, Ceramics, Sculpture, Photography, Design, and Fibers. This class accommodates and fosters all skill levels, and prepares students for further exploration and studies in Art.

MUSICAL ARTS

INTRODUCTION TO MUSIC FOR 5TH GRADE

Students in fifth grade rotate through all three musical offerings of chorus, band, and string band. This exposure helps them choose a focus for their music education for the remainder of their time in middle school.

CHORUS

Chorus provides students the opportunity to succeed at levels consistent with their individual talents as outlined in the National Standards for Music Education. Chorus is a performance-based curriculum, offering students experience singing in front of an audience. Chorus students learn to refine personal and ensemble performances with expression, appropriate interpretation, and technical accuracy. In addition to performance criteria, ESK's Middle School Choral Program provides students a place to learn about many aspects of music. In the classroom, students compose and improvise rhythms and melodies, evaluate musical ideas through critical listening, practice sight-reading skills, and learn about music cultures from around the world.

SAINTLY SINGERS A CAPPELLA

Saintly Singers is an extracurricular singing experience for middle school students, which meets three times a week during the school day. It is comprised of boys and girls, fifth through eighth grades. A cappella is a popular style of ensemble singing without instrumental accompaniment. Saintly Singers is ESK's premier singing group. They perform at both school and community functions, such as UT athletic events and assisted living facilities.

BEGINNING BAND FOR 6TH GRADE

Beginning Band is offered to students three days per week. Students 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. Sixth grade band members will also have the opportunity to participate in solo and ensemble events held by the East Tennessee Band and Orchestra Association.

CONCERT BAND FOR 7TH AND 8TH GRADE

Band is offered to students three days per week. Students 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 gain an understanding and appreciation of music and its cultural values, as well as gain proficiency in musical performance and reading musical notation. Seventh and eighth grade band members also have the opportunity to participate in junior clinic and solo and ensemble events held by the East Tennessee Band and Orchestra Association.

STRING BAND

String Band is a social approach to a lifetime of musical enjoyment with guitar, mandolin, or banjo. Students learn to play melody lines from tablature notation and gain proficiency with chords in five 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 Sixth 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 Seventh 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.

TECHNOLOGY

DESIGN TECHNOLOGY AND INNOVATION

Technology is rapidly evolving, and it is critical for students to have the knowledge and ability to use a variety of digital tools. Adapt, collaborate, innovate: These three concepts are the foundation for instructional technology at ESK. As students develop skills for using technology to empower learning, they begin to share ideas and strategies with the greater community. Combining conceptual knowledge and idea sharing, students are well-prepared to use technology in creative and innovative ways to demonstrate learning, ingenuity and problem-solving skills. Middle School uses Google Drive for an interactive, collaborative platform. Teachers share assignments using Google Drive and Google Classroom. Students in middle school use our state of the art STEM lab which is a well-equipped makerspace for students to experiment with 3D printers, Trotec Laser Cutters, and a variety of other tools. Coding is first introduced in fifth grade with Swift Playgrounds. In sixth through eighth grade, students continue to build this coding knowledge and engage in more advanced coding. Students are also exposed to design thinking, collaborative learning, problem solving, and team building situations to help better prepare them for real world experiences. Students also learn the importance of internet safety, proper netiquette, and how to address cyber bullying. They work to build keyboarding accuracy and speed. By eighth grade, students should have a solid foundation in design thinking, innovation, and collaboration.

INFORMATION LITERACY

Information literacy skills are integrated into the curriculum beginning with the required fifth grade Study Skills elective. Students are introduced to the Google suite of tools, including Gmail, Google Docs, Google Spreadsheets, etc. and taught how to create and share their work. Students build on their knowledge and use of the ESK, Knox County Public Library, and Tennessee Electronic Library resources introduced in the lower school curriculum including the online library catalog, online encyclopedias, almanacs, magazine databases and other specialized databases. Students learn how to apply The Big 6 Information Literacy framework (1. Task Definition, 2. Information Seeking Strategies, 3. Location and Access, 4. Use of Information, 5. Synthesis, and 6. Evaluation) to assigned research projects as well as to independent learning activities. Students learn to properly evaluate their sources of information, cite sources, avoid plagiarism, and communicate their newfound knowledge and understanding in a variety of formats. Students are also continually reminded to practice responsible and respectful use of social media. These skills continue to be developed for the remaining years of middle school.

LEARNING LAB

The Learning Lab offers service for students in fifth through eighth grade. This service allows students to receive extra support in their academic classes. It includes pre-teaching, re-teaching, 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. Students are taught skills to advocate for themselves, to seek assistance as needed, and to use the tools they have to become an independent and successful learner.

PHYSICAL EDUCATION

The focus of the co-ed Middle School Physical Education Program is to help students establish active habits and to identify preferred individual recreational pursuits for a lifetime of healthy living. Areas of fitness and sport and of rhythm and coordination are introduced to grade levels fifth through eighth. A progression of instruction based on age group strength, flexibility and cardiovascular capacity and also on skill complexity insure safe physical development. Activities supporting each unit emphasize fair play, sportsmanship and teamwork. 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.

5TH GRADE PHYSICAL EDUCATION

Fifth grade students build base level fitness and skills through creative whole group games, station work, and basic drills. The curriculum provides a variety of sports and activities to try; these provide an opportunity for students to find an athletic pursuit they might want to continue on a team at school. Students also practice solving physical challenges as they work together cooperatively.

6TH GRADE PHYSICAL EDUCATION

Sixth Grade Physical education continues to draw on creative creative games to advance fitness. The activities also include more full game play, and the students begin to learn the technique of self-refereeing.

7TH & 8TH GRADE PHYSICAL EDUCATION

Students in seventh and eighth grades expand on their exploration of a variety of individual and team sports. They are given more responsibility for knowing the rules of games, and they become more adept at refereeing themselves as they play. They take on roles in officiating as well. In addition, eighth grade students take on a leadership role in helping run Lower School Field Day each spring.

WELLNESS

6TH GRADE WELLNESS

Sixth Grade Wellness lessons begin with an understanding that the concept of Wellness which describes efforts to keep seven various areas of our lives in balance and harmony. From there, students focus on one of those areas: physical health. The remainder of the year is spent studying three out of five components of fitness.

7TH GRADE WELLNESS

In first term Seventh Grade Wellness, the remaining two components of fitness, flexibility, and body composition are learned and tested through methods established by the Y's Way to Physical Health fitness standards. Second term Wellness classes begin a study of nutrition. Students develop an understanding of the science of nutrition and its origins, as well as the meaning and functions of macro and micro nutrients.

8TH GRADE WELLNESS

Eighth Grade Wellness classes put learning to practice. Students research nutrition problems throughout the world and work on projects to come up with solutions. Students present their projects in class. As a continuation of sixth grade cardiovascular knowledge, CPR protocol is learned in class with goals of obtaining CPR certifications. Students end their course studies with lessons in basic first aid training.

AFTER SCHOOL ATHLETICS

After-school club and competitive sports are an important part of our students' lives at ESK. In fact, over 90% of our eighth graders will have participated in after-school athletics before they graduate. ESK Athletics has a dual mission of inclusion and competitiveness and supports a variety of sports which meet either or both criteria. Middle School students may choose from offerings such as flag football, tennis, girls' volleyball, soccer, basketball, swimming, dance team, cross country, bowling, track & field, golf, and girls' softball. All teams are celebrated in our weekly newsletter, at pep rallies, and at the annual Athletic Achievement Night. ESK Athletics thrives on multi-sport athletes. Students who participate in three or more athletic teams in one year are recognized on our Triple Threat Athlete banner hung in Siler Gymnasium. In addition, championship teams mark their successes with banners on the gymnasium wall.



ELECTIVES

Each term there are a variety of elective classes offered to each grade level. Below is a sampling of the electives that students can take. Students choose three 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.

APPLIED TECHNOLOGY

Students will explore a variety of topics in applied technology. The first trimester session will focus exclusively on preparation for the FIRST Lego League robotics competition in the fall. Students will program Lego Mindstorm kits to perform a series of challenges and prepare a long-term research presentation. Second and third trimesters will delve into other applications of technology including microcontrollers, 3D design/manufacturing, remote controlled and autonomous vehicles, and digital media. Students will work hands-on with their peers and faculty to learn design, programming, and problem-solving skills.

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.

SCIENCE FAIR ELECTIVE

Students receive extra help with the scientific method and processes of science fair. Students will complete science fair research, data analysis, and graph construction under the guidance of the science faculty. With this extra time devoted to science fair, many students benefit from this added instruction and support and are able to move on to the next level at the Southern Appalachian Science and Engineering Fair at the University of Tennessee.

MODEL UNITED NATIONS ELECTIVE FOR EIGHTH GRADERS

During the first term, students in this eighth grade elective will form a Model UN delegation consisting of 3-4 individuals to research a UN member nation for which they will create a written resolution addressing a particular current issue requiring assistance from the UN. The resolution will be submitted to the Y.M.C.A.'s Center for Civic Engagement Model UN. The students will attend the Model UN Conference in Murfreesboro, Tennessee, in November along with the seventh grade students to present their resolutions and to interact with those from other schools around the state within committees and on the floor of the General Assembly (There is a field trip fee that includes admission, bus travel, and lunch expenses). Students prepare for the conference by answering rounds of technical questions regarding their researched resolution and by engaging in the process of formal debate. Eighth grade students may or may not choose Model UN to satisfy some required components of their Portfolio Project. The written resolution may be used as their Portfolio artifact, and they may write a researched Position Paper on their country's issue to meet the research paper requirement. Students may independently arrange for an interview and for service relative to their Model United Nations country in order to meet the remaining Portfolio Project requirements.



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