



Middle School

GRADES 6-8

PROGRAMS
2020-21

THE HARKER SCHOOL

MIDDLE SCHOOL PROGRAMS

GRADES 6-8 • 2020-21

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Information in this brochure represents our program for the previous academic year. The year your student enrolls, there may be slight changes to the program.

INTRODUCTION

In Harker's middle school program, academic placement in small classes is tailored to optimize student success.

We invest in:

- comprehensive curriculum
- expert teachers
- small classes
- leading-edge technology
- extensive academic support
- high-quality programs

Beyond our core academic subjects, our students can also explore their interests and find their passions in a variety of extracurricular offerings, including performing and visual arts, athletics and dozens of clubs (see list below).

Harker promotes academic excellence, inspires intellectual curiosity, expects personal accountability and forever instills a genuine passion for learning.

SAMPLE SCHEDULE

ALL CLASSES INCLUDING ELECTIVES 8 a.m.-3 p.m.	CLUBS & EXTRA HELP 3-3:35 P.M.	AFTER-SCHOOL PROGRAMS 3:35-6 P.M.
<p style="text-align: center;"> Period 1 Period 2 Break Advisory Period 3 Period 4 Lunch & Activity Period 5 Period 6 Period 7 </p>	<p style="text-align: center;"> Clubs & Extra Help </p>	<p style="text-align: center;"> Dance Athletics Debate Performing Arts BASE Activities Study Hall </p>

EXTRACURRICULAR OFFERINGS (subject to change)

A wide variety of after-school programs and extracurriculars available; your child will discover new interests or develop existing ones.

CLUBS (3-3:35, Tues. and Thurs.)

Ace Club	eCybermission	Spirit Club
Badminton Club	Future Problem Solvers	Tech Theater Club
Blackford Technology Club	Junior Classical League	Drama Club
Club Japan	Math Club	Comic Book Club
Chess Club	Science Research Club	Art Club – Clay Art
Debate club	Service Club	

ATHLETICS

Baseball (boys)	Lacrosse (girls)	Track & Field
Basketball	Soccer	Volleyball
Cross Country	Softball	Water Polo
Flag Football	Swimming	
Golf	Tennis	

AFTER-SCHOOL OFFERINGS (BASE PROGRAM)

Sample Specialty Classes (additional fees apply)

Private music lessons: bass/guitar, clarinet, flute, saxophone, violin/viola

Love Food

Food Corner

Décor Art

Sample Drop-in Activities (included in tuition)

Activity Ave. (center for drop-in activities such as board and video games, bumper pool, foosball and a movie room)

Food Art

Arts & Crafts

Improv

ENGLISH

The English curriculum encompasses the four areas of grammar, vocabulary development, formal writing and literature study. Three levels of each English course are taught, with a student's placement designed to enhance strengths and develop and support weaker areas. Ongoing evaluation through the year ensures flexibility, and students are moved between levels as warranted. Grammar skills encompass learning the parts of speech and components of strong sentences, with additional focus on syntax within various types of sentence structure. Vocabulary is taught through an online program that emphasizes multiple modalities of learning and the incorporation of new words into the students' own personal lexicons. Literary concepts such as theme, conflict,

foreshadowing and metaphor are taught and analyzed, and provide a foundation for analytical writing.

Students read short stories, poetry and a variety of literature that changes from year to year. All literature is chosen to be challenging and provide rich analysis.

Expository Writing

As writing is an essential skill, students in grades 7 and 8 take this course for one semester each year, in addition to their English classes. The course is designed to encourage organizational, evaluative and critical-thinking skills. A strong emphasis is placed on coherence, support, and sentence structure.

MATHEMATICS

The curriculum allows for flexibility and a wide range of skill levels. Each student is enrolled in the course which best fits his/her needs, regardless of grade level. Flexible groupings give students the opportunity to be consistently challenged.

Please note: More advanced courses are available for students needing a math class beyond PreCalculus Honors.

Pre-Algebra A & Pre-Algebra B:

Pre-Algebra A and Pre-Algebra B is a two-year pre-algebra sequence that prepares students for a study of Algebra 1 topics. Key strands include algebra, simplifying/evaluating expressions, problem-solving with linear equations/inequalities, ratio and proportion, linear functions, percents, measurement, area and volume, probability, polynomials, geometric constructions, right triangle relationships, angle relationships and transformations and data analysis with TI applications.

Pre-Algebra Honors:

This course is a one-year preparation for a study of Algebra 1 topics. Key strands include algebra, simplifying/evaluating expressions, problem-solving with linear equations/inequalities, ratio and proportion, linear functions, percents, measurement, area and volume, probability, polynomials, geometric constructions, right triangle relationships, angle relationships and transformations and data analysis with TI applications.

Algebra 1 and Algebra 1 Honors:

This is a rigorous, first-year algebra course with emphasis on theory and application beyond mechanical processes. The concepts taught include solving a system of equations, factoring quadratic polynomials, solving polynomial equations, functions, word problems related to work, cost

and mixture. The course also uses the TI-84 calculator to help students visually understand graphing. Problem-solving is integral to both regular and honors level courses.

Geometry and Geometry Honors:

This course in Euclidean geometry, taken after Algebra 1 or Algebra 1 Honors, aims to present geometry to students as a problem-solving course. It also aims to help students acquire skills in making logical conclusions and developing their visual spatial skills. By the end of the course students are able to write narrative proofs and two-column proofs; solve problems related to geometry; demonstrate skills in using auxiliary figures in solving geometric problems; list properties of special geometric elements such as triangles, parallel lines, circles, quadrilaterals and platonic solids; construct geometric figures using a straight edge and compass. In addition the course uses Geometer's Sketchpad software to strengthen the understanding of concepts with visual effects.

Algebra II/Trigonometry Honors:

This is a second-year advanced algebra class, taken after Geometry. Apart from solidifying the concepts learned in Algebra 1, the course involves applications of algebraic concepts, analysis of information, making conjectures and giving convincing arguments to prove statements. Topics covered include polynomials, quadratic functions, analytic geometry, logarithms, sequences and series, and triangle trigonometry including laws of sines and cosines. There is an emphasis on extensions of ideas and concepts and on problem-solving.

Pre-Calculus Honors:

Students who have completed Algebra 2 and Geometry are eligible to take this course. The focus in the course is on analyzing information beyond what is stated. Explorations form an important part of this course where the

topics taught include exponential and logarithmic functions, analytic trigonometry, applications of trigonometry, and graphs of polar equations. Use of computer software such as Mathematica is also an integral part of the Pre-Calculus Honors class.

Grades 7-8 Math Elective:

Students are exposed to different kinds of contest problems that are challenging and exciting at the same time. They work on problems independently as well as in teams. This math course will help students better understand problem-solving that is a critical part of all

math contests. All students in this class participate in contests hosted by various organizations including the Math Olympiad for Elementary and Middle Schools, American Scholastic Mathematics Association and the California Math League. Ten students from this class will be selected to represent The Harker School in the MATHCOUNTS competition. Students are selected for this elective based on their scores on the entrance test, their interest in solving challenging problems, performance in their math classes and recommendations from math teachers.

SCIENCE

The science curriculum develops an understanding and application of the scientific method through interactive hands-on student experiences. Both regular and honors-level courses are part of the curriculum for grades 7-8.

Grade 6:

Earth Science topics include the scientific method, metrics, laboratory safety, meteorology, scale models and experimental design, geology and astronomy. An emphasis will be placed on developing research, writing and questioning skills.

Grade 7:

Chemistry and physics are two of the areas explored. Topics include general properties of matter, physical and

chemical changes, elements, compounds, atoms, the periodic table, bonding, chemical reactions, radioactivity, motion, forces, work, simple machines, heat, waves, sound and light. An emphasis will be placed on developing research, writing and questioning skills.

Grade 8:

Biology, with an emphasis on human anatomy and physiology. Topics include biochemistry, cell biology, classical and molecular genetics, evolution, and human body systems.

A science research class is also available after school to interested eighth graders. Students will learn best practices as they relate to science research and will develop a research project under the guidance of a mentor.

SOCIAL STUDIES

Social Studies

During the middle school years, in addition to a deep understanding of content and the intersection between historical events and themes, a greater emphasis is placed on developing research, writing and questioning skills.

Grade 6: Ancient History

This course will expose students to early, ancient, and pre-modern history in Africa, the Middle East, Asia and Europe. Through a close examination of early civilizations, students will recognize how people evolved from hunters and gatherers to members of highly advanced civilizations. Students will understand how geography and the trade of goods, ideas and religion, and even disease, influenced the rise and fall of entire cultures and civilizations.

Grade 7: World Studies - Medieval History

In this course, students study the geographical, religious, political, social, cultural and technological changes that occurred concurrently in Europe, Africa, Asia and the Americas in the years A.D. 500-1789. Students will examine the growing economic interaction among

civilizations as well as the exchange of ideas, beliefs, technologies and commodities. Students learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.

Grade 8: United States History

This course gives students a survey of American history from earliest contact to modern times. Students obtain fundamental facts about our nation's past as well as analyze how these events have affected the course of history in the United States. Students' understanding is enhanced by visiting many of the locations studied during an annual eighth grade trip. During this trip, students study historical events at Williamsburg, Jamestown, Pamplin Park, Mount Vernon, and of course Washington, D.C.,

where they visit a variety of locations including Smithsonian museums, memorials and monuments, and Capitol Hill. Students also meet with alumni currently working in

and around Washington, D.C., affecting positive change in our society.

MODERN AND CLASSICAL LANGUAGES

Although most students keep the same language throughout middle school, the students may switch languages at the end of their grade 6 year. Students who have previous formal academic experience with a language at that point may be administered a placement test to ensure the best placement for ongoing language study. Middle school language courses are not intended for native speakers. Students with a native experience or fluency with a language may choose that language in grade 9, where they may be appropriately challenged in advanced classes.

All Harker students are required to study one world

language. Students may choose from four modern languages - French, Spanish, Mandarin or Japanese - or one classical language - Latin. We require all sixth graders to take a beginning level (level 1A) of their chosen language in order to fully understand the study of a foreign language at Harker. Students are able to develop all of the basic skills required to successfully study a foreign language, including listening, speaking, reading and writing. For the modern languages, emphasis is placed on a communicative approach, while reading and writing are the focal points of Latin. Spanish students also have the opportunity to participate in a language immersion trip to Costa Rica.

COMPUTER SCIENCE

In middle school, computer courses are designed to enhance a student's ability to solve problems while refining research and technological skills. Students also develop their ability to express an idea using a variety of media and are introduced to computer programming concepts. Our courses are not language specific. They are designed to develop problem-solving and logical reasoning skills. These skills will provide students with the foundations of programming that can be applied to any language.

Grade 6: Computer Science (required):

Students will be introduced to design theory through computer game design. Students will utilize design thinking to create games and solve problems for each other and students from the Tamagawa School in Japan. Students will learn how to publish and communicate their designs through a variety of tools such as blogs, forums, etc.

Grade 7: Computer Science (required):

This course introduces programming to the middle school student. Using free, open source software, students are exposed to programming concepts and structure in order to create their own programs. This will begin with coding, troubleshooting and creating interactive games and animations in Scratch. We will conclude with object-oriented programming by focusing on the Python language. Concepts to be covered include logical reasoning, algorithms, syntax, debugging and systems thinking.

Grade 8 Computer Science (required):

This course introduces students to systems thinking and top-down design to facilitate the concept of domain knowledge. The course introduces the fundamentals

of computer architecture and emphasizes development of analytical and logical thinking skills essential for programming. This course is not language specific; it enables the student to analyze any given question and brainstorm logical steps to reach an efficient solution that is ready for applying in any language-specific syntax. Students are introduced to online visual lessons in JavaScript to apply the problem-solving skills they have gained. Students will simultaneously participate in an online international discussion forum with students from our partner school, the World Foreign Language Middle School in Shanghai, China. Discussions will include topics on current day issues affecting youth.

Grade 6: Innovation Lab

Using the create process called design thinking, students will develop solutions to unique problems or challenges. Students will design, problem-solve and learn through curiosity and play. Projects completed by students may involve one or more of the following workstations within the lab: 3-D printing, textile crafts, electronics, programming or multimedia.

Grade 7-8: Engineering and App Design

This beginning course in electronics will cover the basic laws of electron flow and their application to technical devices. At the heart of their projects, students will use Arduino boards and Raspberry Pi boards to program the device. The course will provide an introduction into the basic principles of electricity and electronics theory with an emphasis on industrial applications. Students will be exposed to various schematics, wiring diagrams and symbols as they are used in practical settings, as well as

electronic components like resistors, capacitors and transistors to create their own circuitry. Students will produce electronic solutions in the form of projects that they can take home to show off to family members.

Grade 7-8: Java Programming

This is an elective course grade 8 students can take in addition to the require course listed above. This course

offers an advanced level of programming to the middle school student. Using Java and free, open source software, students will implement solutions to problems by developing designs, writing code and debugging programs. This will entail coding and troubleshooting using BlueJ, a free Java editor and compiler. Concepts to be covered include objects, classes, methods, data types and data structures.

PHYSICAL EDUCATION AND HEALTH

The physical education program offers opportunities for students to participate in a wide range of physical activities, learn the fundamentals of team and individual sports, learn personal fitness skills, interact within their social world and develop healthy lifetime habits and interests. Health topics, including mental as well as physical health, maturation and drug education are a part of the physical education curriculum.

Grade 6:

The focus of grade 6 physical education is on learning skills through cooperation. Specific skills include underhand and sidearm throwing and catching, striking with body parts and objects, circus skills, creating new games, fitness testing and dance. The health education curriculum is based on the nine content areas of health: community health, environmental health, personal health, family health, nutrition, disease prevention, injury prevention, substance abuse, and growth and development. The objective of the curriculum is to provide the students with basic health knowledge, life skills and healthful behaviors.

Grade 7:

The grade 7 physical education curriculum comprises units including tumbling and body management, racket sports, track and field, fitness testing, dance, court games and base games. The health education curriculum is based on the health triangle and provides the students with information on mental, physical and social health issues as well as substance abuse skills and prevention. The objective of the curriculum is to provide students with healthy life skills and refusal skills for substance abuse.

Grade 8:

The grade 8 physical education curriculum comprises units including invasion team sports, team net sports, team field sports, fitness testing and dance. The health education curriculum provides education in three main areas: health education, first aid and injury prevention and sex education. The objective of the curriculum is to provide the students with healthy attitudes and values toward relationships, and knowledge and life skills for healthy living.

ELECTIVES

All grade 6 electives meet three days a week for one semester. Sixth graders choose two electives, one for each semester.

All grade 7-8 electives meet five days a week for one se-

mester. Seventh and eighth graders choose one elective for the year. All students are required to take expository writing for the opposite semester. Please note that all grade 7-8 students must fulfill a fine arts or performing arts requirement during grade 7 or 8.

Visual Arts

It is important that students continue to experience and explore the artistic aspects of life in middle school, to complement their academic experiences. In addition to a year of music in grade 6, students may also select from a variety of electives to complete an additional experience in the fine or performing arts. Students may choose to broaden their knowledge in a current area of interest or explore and develop new passions.

Grade 6: Visual Arts

Students experience a variety of art media in both two and three dimensions. The lessons explore the art elements and principles of design. Lessons presented focus on engaging the students' imaginations, enhancing critical thinking skills and developing technical and perceptual abilities. Students are also introduced to artists and art movements from history with follow-up assignments that give them the opportunity to interpret style and

theme using their own imagery. Materials explored include all varieties of graphite, paints, pastels, wood, clay, wire, plaster and mixed-media collage. The curriculum is articulated with the California Standards for Visual Arts.

Ceramics:

This semester-long course focuses on theme-based lessons exploring the medium of clay. In addition, students will use the semester to practice and develop their skill using the pottery wheel with an emphasis on creating functional ceramics. Each lesson theme will engage the student's imagination and introduce a central idea which they will express. There is emphasis on the design process of ideation with two-dimensional visualization and composition explored for each project. The designs are fully developed on paper and then transferred into three-dimensional expression in clay. Sequential lessons build student skill levels from basic to more challenging experiences in the handling of clay. There is also strong emphasis on building a foundation and understanding of the elements and principles of art and design.

Grades 7-8: Visual Arts

Grade 7-8 students must participate in at least one fine arts opportunity during their seventh or eighth grade year. Students can fulfill this requirement by taking any performing arts elective, one of the fine arts electives listed below, or participating in other fine arts opportunities. These opportunities include after-school dance, working on the middle school musical scenery after school or on a weekend, crewing the middle school play, participating in the middle school musical or Dance Jamz, and taking part in an independent after-school study in the fine arts.

Art I:

Art I is designed for grade 7-8 students taking art for the first time. Students experience a variety of art media in a progressive sequence exploring the visual art elements. Art from different historical periods, cultures, art movements and artists introduce each lesson to promote art appreciation and comprehension. Lessons are taught within a theme that links the purpose and skills to each project. Students work in a wide variety of media: clay, glass, wood, drawing, paint, found objects, collage, photography and some computer graphic work as well.

This course continues with Art II where these foundation skills are further developed.

Art II: (Prerequisite: Art I)

Art II is a continuation of the work begun in Art I. In Art I the focus is on the individual art elements. In Art II the focus is on how the art elements are organized in composition and design. Art II students learn how to compose, design and develop their own personal expression exploring the principles of design. Materials used include clay, glass, wood, drawing, paint, found objects, collage, photography, and a minimal integration of computer graphics. Students

carry their ideas through from ideation to completion, demonstrating an increasingly complex sense of aesthetics in both concept and art-making strategies. Art class is dedicated to the creative spirit and it's a place to relax and explore ideas. Students participate in a shared art project with a sister school in France and in an online art gallery with students from a sister school in Australia.

This course emphasizes development of individual skills and practices to prepare the student for articulation into the upper school's visual arts program.

Sculpture:

This course is devoted to building a foundation in additive and subtractive sculptural techniques through an exploration of the elements and principles of art and design. Lessons presented focus on engaging the students' imagination, enhancing their critical thinking skills and developing technical and kinesthetic skills by handling a variety of materials. Art from different historical periods, cultures, art movements and artists introduce each lesson to promote art appreciation and comprehension. Lessons are taught within a theme that links the purpose and skills together within a project. The semester is divided into three basic sections by media and style.

- Clay: wheel throwing, hand building
- Wood: relief sculpture, free-standing sculpture
- Mixed Media: culminating project of kinetic sculpture, stabiles and standing mobiles

Ceramics:

Students will work extensively in the medium of clay interpreting themes and completing assigned projects. Each theme is designed to challenge the student's imagina

tion, explore ideas and promote conceptualization skills. Students will experience the process of creativity through the workings of the design cycle: ideation, planning and execution. In some instances, students will draw their ideas two-dimensionally and deconstruct them in order to determine how to make them out of clay before they handle the actual material. In many cases they will make smaller models before embarking on a large-scale form. Students will learn in all methods of clay construction with a focus on designing within the nature and character of clay itself. In addition, students will have ample opportunity to use the potter's wheel and develop this unique skill. This course solidifies students' skills and abilities in self-expression through the aesthetics of clay and prepares them for specialization in upper school. Ceramics from different historical periods, cultures, art movements and artists will be studied in order to promote art appreciation and understanding. There is also strong emphasis on building a foundation and understanding of the elements and principles of art and design.

Advanced ceramics and advanced sculpture classes are

also available to eighth graders who took ceramics and

sculpture in grade 7.

Performing Arts

It is important that students continue to experience and explore the artistic aspects of life in middle school, to complement their academic experiences. In addition to a year of music and drama in grade 6 and dance embedded in their physical education classes, students may also select from a variety of electives to complete an additional experience in the performing arts. Students may choose to broaden their knowledge in a current area of interest or explore and develop new passions.

GRADE 6 PERFORMING ARTS

Grade 6 Music and Drama (required):

All students take a course in music and drama during one semester of their grade 6 year. Students explore the joys of music through the element of vocal techniques, musicianship and basic theory and note reading. A history of the development of music explores a wide variety of genres. In drama, students will use various techniques to build a character, use their bodies and voices in interesting ways, and create effective stage movement and design. They begin to explore leadership skills leading warm-ups, teaching theater games and participating in improvisation. At the conclusion of each semester, students showcase what they have learned with a performance. These performances aim to enhance confidence and poise.

Physical Education Dance:

Three weeks out of the school year all grade 6 students attend a dance class with a Harker dance instructor. The dance class enhances students' coordination and flexibility, allows them to focus on moving their bodies and limbs with agility, strength and fluidity. It teaches students to use momentum and control as they dance and gives them the opportunity to explore moving to the rhythm and tempo of music. This program provides basic dance skills in jazz, modern and ballet. Students build on these skills from grade level to grade level. A creative dance component allows students to explore creating their own movements in small groups and alone.

GRADE 6 PERFORMING ARTS ELECTIVES

Dynamics:

Dynamics is designed for the student who loves high-energy choir performing. Students sing, learn choreography and participate in a number of public and school performances. Proper vocal production techniques, including support, breathing, stance, harmony and vocal projection, will be emphasized. Participation in Dynamics is a year-long commitment. Students use their elective period

in semester 1 for Dynamics and then in semester 2, students participate in Dynamics during a practice period that takes place within the school day.

Drama:

The drama elective is an introduction to the vocabulary and practice of theater and the dramatic arts.

Through acting exercises, projects, improvisation games and playwriting, students explore various elements of drama and performance. Students practice what they learn in large group activities as well as individual and partner scenes. This course is equally suitable for those students new to theater or those who have already discovered a passion for it.

Orchestra:

This ensemble explores a range of chamber and orchestral repertoire. Providing a rich musical environment, students have opportunities to work with professional musicians in master classes and at outside music festivals. Students participate in a variety of activities focused on learning a variety of repertoire, sight reading, technique, notating, and composing and analyzing music.

Introduction to Technical Theater:

Students learn the fundamentals of theatrical design from concept through presentation in this semester-long course. Using sketches, drawings, models, samples and live demonstrations, students create working designs for every aspect of theater, including lighting, sound, scenery, props, costumes and special effects. Specialty workshops, such as scenic painting, special effects makeup and costuming, add a practical, hands-on element to the class.

GRADES 7-8 PERFORMING ARTS

Grade 7-8 students must participate in at least one fine arts opportunity during their seventh or eighth grade year. Students can fulfill this requirement by taking any performing arts elective, one of the fine arts electives listed below, or participating in other fine arts opportunities. These opportunities include after-school dance, working on the middle school musical scenery after school or on a weekend, crewing the middle school play, participating in the middle school musical or Dance Jamz, and taking part in an independent after-school study in the fine arts.

Concert Choir:

Concert Choir is designed for grade 7-8 students who love high-energy choir performing. Students sing the high-

est quality of music written for choir, from Renaissance masters to composers of the 21st century, learn choreography and participate in a number of public and school performances. Proper vocal production techniques, including support, breathing, stance, harmony and vocal theme using their own imagery. Materials explored include all varieties of graphite, paints, pastels, wood, clay,

wire, plaster and mixed-media collage. The curriculum is articulated with the California Standards for Visual Arts. projection will be emphasized. Participating in Concert Choir is a year-long commitment. Students use their elective period in semester 1 for Concert Choir and then in semester 2, students participate in Concert Choir during a practice period that takes place during the school day. Concert Choir is a requirement for both Vivace and Harmonics; students who are in either group are concurrently enrolled in Concert Choir.

Physical Education Dance:

Three weeks out of the school year, all grade 7-8 students attend a dance class with a Harker dance instructor as part of their physical education class. The dance class enhances students' coordination and flexibility, allows them to focus on moving their bodies and limbs with agility, strength and fluidity. It teaches students to use momentum and control as they dance and gives them the opportunity to explore moving to the rhythm and tempo of music.

GRADE 7-8 PERFORMING ARTS ELECTIVES

Acting/Scene Study:

This course is ideal for students who want to develop their acting skills, improve their oral communication skills or overcome stage fright. Through games and trust-building exercises, the students work with a variety of partners to build the foundations of a collaborative learning environment. They learn basic performance skills, namely improvisation, pantomime and use of the body and voice to convey ideas and emotions. Students discover how to develop characters through improvisation exercises and informal scene work. The course culminates in more advanced acting projects, such as formal partner scenes, a short documentary-style film or a one-act play.

Theater Production and Design:

Students learn the fundamentals of theatrical design from concept through presentation. Using sketches, drawings, models, samples and live demonstrations, students create working designs for every aspect of theater, including lighting, sound, scenery, props, costumes and special effects. Students gain hands-on experience by working on projects for major productions held on the middle school campus.

Harmonics:

Harmonics is a highly skilled by-audition choir for students who love to sing, act and dance. Students study jazz, musical theater and standard choral repertoire; music theory, acting and dance; and present dynamic performances at various Harker campuses throughout the year and on their annual tour. Harmonics members are also part of the cast of the annual spring musical.

Orchestra:

This course is designed to prepare young musicians for more challenging work as ensemble members and overall musicians. The program feeds directly into the curriculum of the upper school orchestra program. Students receive a diverse musical education ranging from techniques in listening, rhythm and music theory and music history and are introduced to advanced repertoire. The orchestra also has various performances throughout the year including the winter and spring concerts. It is required that students have had one year of music lessons. Some auditions for selected instruments may be required. This course is a yearlong commitment.

Jazz Band:

Jazz Band is a yearlong course designed for instrumentalists interested in jazz performance. Following the National Standards for Arts Education, students will engage in a curriculum that prioritizes creativity, musicianship, playing technique and jazz history. Course objectives include: 1) learning repertoire by ear, 2) improvising in a variety of tonalities, meters and styles, 3) reading selected repertoire, 4) composing/arranging, and 5) transcribing and analyzing selected improvisations. Throughout the school year, students will perform in both small (combo) and large (big band) ensemble formats. Auditions for selected instruments may be required. This course is a yearlong commitment.

Vivace:

Vivace is a traditional mixed choir of female and male voices that is chosen by audition only in the spring, and meets for the entire year. Singers learn harmonies, techniques for correct vocal production and various musical styles. Vivace performs throughout the year both on and off campus .

AFTER-SCHOOL PERFORMING ARTS

Grade 6 after-school performing arts opportunities Dance:

Grade 6 dance is offered every day after school. Students are offered a variety of styles including ballet, hip hop, jazz, modern and tap. The dance classes consist of a center floor warm-up, across-the-floor programming and learning combinations and routines. Flexibility and

technique are the focus of the dance classes. Students who take Session II dance classes learn a routine for Dance Jamz, the middle school dance show. Students must take Sessions I and II to perform in Dance Jamz, whereas Session III is optional.

Dance Fusion:

Dance Fusion is an audition group comprising grade 4-6 boys and girls. The high-energy routines feature the styles of jazz, hip-hop and Latin, as well as partnering skills. Students selected are those who demonstrate good technique, stage presence, energy and commitment to dance. They need to maintain good academic and citizenship standing. Auditions are held the first week of school, and rehearsals are every Friday evening with monthly weekend rehearsals.

Grade 6 Play:

Students wishing to participate in the fall play audition in September for a November production. Rehearsals are after school.

Grade 7-8 after-school performing arts opportunities Dance:

Grade 7-8 dance is offered every day after school. Students are offered a variety of styles including ballet, hip hop, jazz, modern and tap. The dance classes consist of a center floor warm-up, across-the-floor programming and learning combinations and routines. Flexibility and technique are the focus of the dance classes. Students who take Session II dance classes learn a routine for Dance Jamz, the middle school dance show. Students must take Sessions I and II to perform in Dance Jamz, whereas Session III is optional.

Showstoppers & High Voltage:

Showstoppers is a grade 7-8 girls audition dance group and High Voltage is the grade 7-8 boys audition dance group. The focus of this select group of dancers is dance technique, stage presence and teamwork. Students need to maintain good academic and citizenship standings.

Drama:

Students wishing to participate in the fall play audition in September for a November production. Rehearsals are after school. There is also a spring musical which grade 7-8 students may audition for; rehearsals for that production take place after school.

Speech & Debate

Grade 6: Introduction to Speech and Debate

Students are introduced to the basics of public speaking, debate and argumentation. Students learn presentation, research, organization and critical thinking skills. They practice delivering extemporaneous and prepared speeches. Students will also learn the core argumentation and refutation skills that are common to all of the competitive debate formats. Students will have the opportunity to participate in competitive events outside of school as part of the middle school speech and debate team. This course is a prerequisite for the Debate 1 or Speech 1 class students may choose to take in grade 7 or 8.

Grades 7-8: Introduction to Speech and Debate

Students will be introduced to the basics of public speaking, debate and argumentation. Students will learn presentation, research, organization and critical thinking skills. They will practice delivering extemporaneous and prepared speeches. Students will also learn the core argumentation and refutation skills that are common to all of the competitive debate formats. Students will have the opportunity to participate in competitive events outside of school as part of the middle school speech and debate team. This course is a prerequisite for the Debate 1 or Speech 1 class.

Debate 1: Public Forum, Policy and Lincoln-Douglas Debate

Debate 1 will teach students more advanced debate skills. Students will focus on preparing for competition in public forum, Lincoln-Douglas or policy debate. The class focuses on topic analysis, case writing, research and presenting a persuasive case. Students will engage in practice debates and will have the opportunity to participate in competitive events outside of school as part of the middle school speech and debate team.

Debate 2: Public Forum, Policy and Lincoln Douglas Debate

Students who have already taken Debate 1 may take this course to prepare for competition in public forum, Lincoln-Douglas or policy debate. Students will improve their case writing skills and utilize each of the advanced skills learned in Debate 1. Students will present practice speeches, participate in practice debates and learn to receive and provide peer critiques. Students will also work to improve their research skills through finding evidence in school databases, think tanks, books and news to support their arguments. Students will have the opportunity to participate in competitive events outside of school as part of the middle school speech and debate team.

Speech 1: Individual Events and Congress

Speech 1 will engage students in competitive genres of public speaking and congressional debate. After a brief review of public speaking basics, students will delve into exploring the aspects of extemporaneous speaking, persuasive speaking, the interpretation of literature and congressional debate. They will have the opportunity to apply their skills through various in-class speeches, drills and exercises. Students present in class and peer review their classmate's speeches. Students will have the opportunity to participate in competitive events outside of school as part of the middle school speech and debate team.

Speech 2: Individual Events and Congress

Students who have taken Speech 1 may take this course to prepare competitive speeches and further develop skills in congressional debate. Students will expand and improve their presentation, research and speech-writing skills, and will present practice speeches and learn to receive and provide peer critiques. Students will work to improve their skills through drills and exercises tailored for each style of speech. Students will have the opportunity to participate in competitive events outside of school as part of the middle school speech and debate team. This course is for students who have already taken Introduction to Speech and Debate and Speech 1.

STUDY HALL

Grade 6-8: Study Hall:

This course provides an opportunity for students to work independently on their studying and their homework,

under the supervision and guidance of a teacher.



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