



**THE VILLAGE SCHOOL**  
A NORD ANGLIA EDUCATION SCHOOL

# **MIDDLE SCHOOL CURRICULUM GUIDE**

# **2025-2026**

# INTRODUCTION

We are proud to offer a variety of courses to help our students develop their interests and critical thinking skills in a truly vibrant and innovative atmosphere. Our staff of dedicated professionals understands the importance of nurturing and encouraging students while inspiring them to expand their horizons. Our student body contains talented artists, athletes, scholars, and creative thinkers. The Village Middle School prepares students to be successful not only in middle school, but also in life.

The information in this catalog is designed to help you enroll in courses at Village Middle School for the next school year while keeping future course options in mind, and to inform students and parents of academic policies. Please read it carefully prior to making any decisions about course enrollment. Our faculty and staff are available to consult with course selection and planning, so please do not hesitate to speak with them.

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## THE VILLAGE SCHOOL MISSION

The Village School, an international community, is committed to developing inquisitive life-long learners prepared to think critically, to collaborate genuinely, and to give of themselves generously, as they prepare to lead the next generation into an ever-changing world.

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# ACADEMIC INFORMATION

## CORE ACADEMIC COURSES

Students at The Village Middle School take a variety of courses each year. Core academic classes required of all students each year in grades 5-8 are:

- Language Arts (LA)
- History
- Math
- Science
- World Language (GR5, GR6)\*
- Physical Education (PE) or Athletics^

\*Students who are acquiring English as a non-native language are exempt from studying a second non-native language. Students acquiring English will be placed in an English as an Additional Language (EAL) support class instead of a World Language course in grades 5 and 6. EAL support class replaces an elective choice in grades 7 and 8.

^Students who participate in sports or other athletic activities outside of school for at least 4 hours per week (not including weekends) may be eligible for a PE waiver. Students who have the waiver and do not wish to participate in PE or Athletics may instead be placed in a PE Study Hall class at the time PE/Athletics occurs during the school day. Please see **Appendix 2** for the PE waiver form.

## ELECTIVE COURSES

Elective Courses at The Village Middle School offer a variety of choices for students to explore multiple interests, gain skills in various disciplines, and become well-rounded individuals. Elective courses are designed as year-long courses; however, students are allowed to request changes to their elective(s) mid-year. Elective courses appear in a student's report card and are graded on the same grading scale as Core Academic Classes. Elective courses do not have semester or final exams.

- 5th Grade - 1 Music Elective Choice, 1 World Language Choice, required rotation classes.
- 6th Grade - 1 Music Elective Choice, 1 World Language Choice, 1 Elective Choice
- 7th Grade - 2 Elective Choices
- 8th Grade - 2 Elective Choices

*Please note the school reserves the right to cancel a class that does not meet a minimum enrollment number and to redistribute students within different sections of a course or different elective courses in order to balance section enrollments.*

## HONORS COURSES

Algebra II, Integrated Chemistry & Physics (IPC), and Language Arts 8 Honors are the only middle school courses with an 'honors' designation. While several courses within the Middle School are high school-equivalent courses, Honors courses denote the additional rigor of the course as well as the commitment of the student to succeed at a high academic level. The 'honors' designation is included on report cards.

## **HIGH SCHOOL EQUIVALENT COURSES**

The following courses offered at middle school, either on their own or in combination, are considered equivalent to a high school course within the same academic discipline:

- Algebra I
- Algebra Ia and Algebra Ib (combined)
- Geometry
- Algebra II Honors
- French Ia and French Ib (combined)
- French I
- French II
- Spanish Ia and Spanish Ib (combined)
- Spanish I
- Spanish II

## **PLACEMENT EXAMS**

All new students to The Village School are required to take placement exams in Mathematics and English (if a student is learning English as an additional language - EAL) to evaluate skills and to find the most appropriate course level. Students learning English as an additional language are given the WIDA MODEL composite of tests involving reading, listening, and writing to assess the student's level and progress. EAL students will be permitted to move courses according to their skill improvement throughout the year. Placement exams can be waived by the Director of Middle School in limited circumstances.

## **SELECTING COURSES**

At The Village School, we encourage students to challenge themselves with the most rigorous program that they realistically can manage. As students select courses for each year, they should always plan ahead for high school and beyond.

Students are given an opportunity to request a change in electives within the first two weeks of Semester 1 and in December before the start of Semester 2 in January. Please note that all electives at the Village Middle School are year-long. Changing electives mid-year will mean the student will enter the new elective midway through the course curriculum.

## COURSES FOR ADVANCEMENT IN MATH PLACEMENT

The faculty and administration at The Village School believe that the classroom environment provides the greatest potential for student learning and interaction. However, the school recognizes that some students may demonstrate a need to challenge themselves academically beyond their current level of study. The purpose of 'course advancement' in math is to offer such students the opportunity to move ahead within the mathematics progression in middle school by enrolling in online or summer school coursework or tutoring that may lead to course advancement. Placement in the next level math course will be determined by the score earned on The Village School math placement exam and/or the score earned on the final exam for The Village School course to be replaced. Completion of online/summer school courses or tutoring on its own does not guarantee a placement in a higher-level course at The Village School. Please note that online and summer courses may not be Village courses, and The Village School is not responsible for material covered (or not covered) in another institution's course. We therefore cannot guarantee that a student will earn the necessary scores on Village exam(s) by completing coursework outside of coursework offered through The Village School. Please note that only in rare circumstances will students be approved to take a summer course to replace a regular course in Algebra I.

The following guidelines must be followed before enrolling in any course for 'advancement':

- Students must have prior written consent from the Director of Middle School and the current year's math instructor for any course taken for advancement. **(See Appendix 1)**
- Middle School students may enroll in no more than one online/summer course for advancement purposes each academic year.
- The Course Advancement Form must be signed by the student, the parent, the Math Department Chair, and the Director of Middle School. **(See Appendix 1)**
- Students advancing in Algebra I (including Algebra Ia and Ib) and Geometry must take an approved course offered by The Village School. Self-study and/or tutoring will not be accepted for credit, as it is reflected on a student's high school transcript.
- Students must complete the placement test and/or the final exam for the intended Village Middle School math course before the first day of instruction for the current academic year.
- Students wanting to advance in a course during the 8th grade or the summer preceding their 9th-grade year must
  1. Complete a course offered by The Village School and
  2. Meet the course advancement policies of The Village High School.

Courses for advancement in French/Spanish are not offered except for very special circumstances as determined by the Director of Middle School.

## PASSING

Students “pass” courses in which they earn a grade of 70% or above **for the year**. Grades at 69% or below, or courses in which they receive an Incomplete (I), are considered failing grades (see “Failure”).

## FAILURE AND GRADE-LEVEL PROMOTION

A course failure may jeopardize a student’s continuation at the Village School. Students who fail the equivalent of two or more courses in one year will be subject to automatic academic probation for the following school year or dismissal. In order to meet promotion requirements, students may be required to retake math and/or world language courses in the next academic year, or seek an alternative remediation outside of the Village School over the summer with the Director’s approval. Students who fail to complete Pre-Algebra successfully by the end of Grade 8 must successfully complete course recovery over the summer before 9th grade in order to matriculate to The Village High School.

## GRADING SYSTEM AND ESSENTIAL SKILLS RUBRIC

Students and families can view the ‘live’ grade book for each class in Canvas (link below). As soon as a teacher inputs an assignment/assessment grade into Canvas, students and parents can view it. To log in to Canvas, go to: <http://thevillageschool.instructure.com>. Your Canvas Username is the email address submitted to iSAMS. To obtain a password, please click on the “forgot password” link to request a password.

All core academic and World Language courses are graded on a semester basis on a scale of 0-100. Coursework completed during the semester will count towards 90% of the overall semester grade, and the semester exam will count towards the remaining 10% for grades 6, 7 and 8. For grade 5, coursework completed for core academic classes during the semester will constitute 100% of the semester grade (there are no semester/midterm or final exam grades for grade 5 with the exception of 5<sup>th</sup> graders taking Pre-Algebra).

Coursework grades for each class are comprised of summative assessments (60%) and formative assessments (40%). Summative grades may include exams, projects, and long-term assignments used to assess that a student has reached mastery of content. Formative assessment (40%) may include classwork, homework, and minor or daily assignments used to assess how a student is progressing toward mastery of content.

Year-long electives other than World Languages do not have mid-term or final exams. The coursework completed in these classes constitutes 100% of the semester grade (60% summative assessments, 40% formative assessments).

Pass/Fail Courses: Some courses do not earn number grades and may instead earn a grade of Pass or Fail (5th grade Electives Rotation, Office Aide, and PE/Athletics courses, for example). The grades for these courses are determined by the teacher and are primarily based on the effort and attention that the student puts into the required work for the class.

Each instructor is asked to evaluate the effort the student demonstrates in the course, the essential skills of the student, utilizing the following rubric:

Criterion	ES1 Class Participation and Engagement	ES2 Attitude and Conduct	ES3 Independent Study Skills
Exceeds Expectations (EE)	<ul style="list-style-type: none"> <li>The student always follows instructions, listens, and contributes frequently and appropriately to lessons and discussions.</li> <li>The student always demonstrates a high level of effort, intellectual curiosity, and focus.</li> <li>When working with a group, the student always looks for opportunities to be helpful.</li> </ul>	<ul style="list-style-type: none"> <li>The student always shows maturity and respect towards classroom materials, classmates, and their teacher.</li> </ul>	<ul style="list-style-type: none"> <li>The student is always timely, proactive, and prepared for class tasks and assignments.</li> <li>The student's work shows that the student put forth their best effort and followed instructions when completing it.</li> </ul>
Meets Expectations (ME)	<ul style="list-style-type: none"> <li>The student almost always follows instructions, listens, and contributes frequently and appropriately to lessons and discussions.</li> <li>The student almost always demonstrates a high level of effort, intellectual curiosity, and focus.</li> <li>When working with a group, the student almost always looks for opportunities to be helpful.</li> </ul>	<ul style="list-style-type: none"> <li>The student almost always shows maturity and respect towards classroom materials, classmates, and their teacher.</li> </ul>	<ul style="list-style-type: none"> <li>The student is almost always timely, proactive, and prepared for class tasks and assignments.</li> <li>The student's work shows that the student put forth effort and followed instructions when completing it.</li> </ul>
Below Expectations (BE)	<ul style="list-style-type: none"> <li>The student inconsistently follows instructions, listens, and contributes appropriately to lessons and discussions.</li> <li>The student inconsistently demonstrates a high level of effort, intellectual curiosity, and focus.</li> <li>When working with a group, the student inconsistently looks for opportunities to be helpful.</li> </ul>	<ul style="list-style-type: none"> <li>The student inconsistently shows maturity and respect towards classroom materials, classmates, and their teacher.</li> </ul>	<ul style="list-style-type: none"> <li>The student is inconsistently timely, proactive, and prepared for class tasks and assignments.</li> <li>The student's work shows that the student put forth some effort and followed some instructions when completing it.</li> </ul>
Not Meeting Expectations (NME)	<ul style="list-style-type: none"> <li>The student rarely follows instructions, listens, or contributes appropriately to lessons and discussions.</li> <li>The student rarely demonstrates a high level of effort, intellectual curiosity, and focus.</li> <li>When working with a group, the student rarely looks for opportunities to be helpful.</li> </ul>	<ul style="list-style-type: none"> <li>The student rarely shows maturity and respect towards classroom materials, classmates, and their teacher.</li> </ul>	<ul style="list-style-type: none"> <li>The student is rarely timely, proactive, and prepared for class tasks and assignments.</li> <li>The student's work rarely shows that the student put forth effort and rarely followed instructions when completing it.</li> </ul>
No Evidence (NE)	<ul style="list-style-type: none"> <li>Not Observed</li> </ul>	<ul style="list-style-type: none"> <li>Not Observed</li> </ul>	<ul style="list-style-type: none"> <li>Not Observed</li> </ul>

## RETAKE POLICY

Only summative assignments or assessments (tests or test-grade equivalents) with a grade of 75 or below qualify to be retaken/revision. There is no retake/revision for the semester or final exams.

Students must request a retake/revision within two school days of receiving the graded summative assessment/assignment (via in-class notification or online grading system). The highest grade a student can earn for a retake/revision is a 75. Any score earned on the retake/revision between 75 and 100 will be counted as a 75 for the assessment. Any score below 75 will be counted if it is higher than the original score.

Eligibility for retake/revision is first contingent upon **the completion and submission of all work related to the assessment or summative assignment**. It is the student's responsibility to take the initiative and complete the steps necessary for a retake/revision. The teacher will require corrections, remediation, and/or other tasks to help prepare the student for the retake/revision.

Once initiated, a reassessment/revision is expected to be completed within a period agreed upon with the teacher (typically within 3 school days after the student has submitted a request). The teacher and student will collaboratively determine the best time and method for completion of the retake/revision task(s), and the teacher will notify parents of these details.

Failure to complete the prescribed corrections, remediation, and/or other tasks, or to meet the timeline established with the teacher will result in the student receiving the original grade for the summative assessment. Teachers may choose to offer additional retake/revision opportunities for formative or summative grades at their department chair's discretion.

If a summative assignment or assessment is missed due to student absences, the Village Middle School Make-up Policy applies.

## LATE WORK POLICY

At The Village School, we expect students to complete and turn their work in on time. In the event that a student does not turn in the assignment by its due date:

- The student will be given two school days to complete the assignment and turn it in to the teacher. At the end of this two-day period, if the assignment has not been turned in to the teacher, the student will receive a 0 for the the assignment.
- The student's Independent Study Skills grade will be lowered for unexcused late work.
- The highest possible grade that can be earned for late work is an 85.

Any additional days or grading considerations for late work is at the discretion of the teacher, so it is important that students communicate with their teachers about late work and the classroom expectations and procedures for late work.

Please note that NOT turning in an assignment may affect the student's ability to retake or revise a future summative assessment under the Retake Policy.

## ATTENDANCE

The Village School believes that student attendance is the most important element of student academic success and expects student to be in attendance daily.

Students with Excused Absences may make up assignments and assessments under the Make-Up policy below.

Excused Absences include, but are not limited to:

- Student's illness or injury
  - A doctor's note must be received by the school nurse for any illness/injury-related absence of 3 days or more\*.
- Family emergency or death of a family member
- Doctor or dental appointments that cannot be scheduled before or after school hours
- Religious holidays
- Required court/government appearances (including those related to passports and visas)

When a student is/will be absent, parents should always notify the school *as soon as possible* by either sending an email to [MSAttendance@thevillageschool.com](mailto:MSAttendance@thevillageschool.com), or calling the Middle School at 281.496.7900 ext. 2000.

Parents have **2 days** to contact the school to communicate the reason for an absence, or the absence will be marked Unexcused. Students may not make up assignments or assessments for unexcused absences without administrative approval. In order for students to make use of the the Make-up Policy, it is important that parents have communicated with the school concerning the reason for any absence.

For cases in which an absence has been planned or prearranged in advance, parents should alert the school via email ([MSAttendance@thevillageschool.com](mailto:MSAttendance@thevillageschool.com)) at least one week before the prearranged absence. **If the prearranged absence will affect completion of a mid-term or final exam, parents should notify the middle school at least 2 weeks before the absence.**

\*Students who demonstrate a pattern of absenteeism on test days or major assignment due dates may be asked to provide a written doctor's excuse or other written documentation for an absence of less than 3 days.

## MAKE-UP POLICY

Students must take responsibility for absences by checking Canvas and communicating with their teachers to gather information on missed assignments that need to be made up due to absence. Make-up work is the student's responsibility.

Students have the same number of days of excused absence +1 day to complete make-up work. The make-up window begins on the day they return to school. For example, if you are absent on Monday and Tuesday, then you have three days--Wednesday, Thursday and Friday--to turn in make-up work. In this example, all of your make-up work should be turned in by the end of the day Friday. Otherwise, it becomes Late Work.

Students who are absent on the day of an assessment must make up the assessment on the day they return to school unless other arrangements are made with the teacher. Students who miss a class period during which an assessment is to be given, and then return to school, may be asked to complete the assessment during another class period on the same day.

Students should talk to their teachers about make-up work and due dates to make sure they understand their teachers' expectations. If a student is absent as a result of a school-sponsored event or function (school-sponsored activities and competitions, etc.), the student will be granted an "excused absence". In these cases, students are expected to contact their teachers of the classes they will miss **before** the excused absence to arrange for completion of classwork, homework, and assessments, **in advance**.

If there are extenuating circumstances related to a student's absence and make-up work, please contact the Middle School.

## HIGH HONOR ROLL AND HONOR ROLL

Students who meet the requirements of High Honor Roll and Honor Roll are recognized at the end of each semester.

High Honor Roll Standard:

- All semester course grades are greater than or equal to 90 in all graded classes.
- Passing (P) in any pass/fail course.
- No rating of “Approaching Expectations” (AE) or lower in any Essential Skills area for any class.

Honor Roll Standard:

- Semester course grades are greater than or equal to 90 in all graded classes, with no more than two course grades between 80-89.
- Passing (P) in any pass/fail course,

No more than two “Approaching Expectations” (AE) ratings in any Essential Skills area across all courses. Any one Essential Skills area with a rating below AE disqualifies the student from Honor Roll.

## FINALS EXEMPTION - 8TH GRADE

8th-grade students are eligible to earn an exemption from final exams (end of Semester 2) for individual courses by meeting the following criteria:

- An overall Semester 2 grade of 92 for the course.
- No grade below ME (Meeting Expectations) in Semester 2 in any Essential Skills category for the course.
- No more than 5 unexcused tardies during Semester 2 for the course.
- The Director or Assistant Director of the Middle School may revoke the exemption should a student's behavior become an issue during Semester 2.

*The Middle School Director reserves the option to revoke exemption from Semester 2 Final Exams if a student displays chronic and/or serious behavior issues during Semester 2 or during the 8th Grade Class Trip, even if the student has met all three requirements.*

## SUMMER READING

It is the expectation that students complete the required reading assignment(s) for Language Arts (LA) over the summer. Each student should receive information regarding the summer reading requirements for their grade level from their current Village teacher or through new parent communications sent to recently enrolled parents. Summer reading assignments are posted on the school website within the “Middle School Portal” under “Parent Essentials” and in ParentSquare.

## **21st CENTURY SKILLS**

At The Village School, middle school students have access to school-supplied hardware devices in grades 5-8. Students are empowered through technology as a tool for goal setting, digital portfolios, and peer feedback. They construct knowledge when evaluating online information and utilizing personal digital organizational skills. The principles of design are applied regularly during classroom lessons through creative work, and students are introduced to different technology applications being used in the professional market today. Innovation and exploration are encouraged through the design thinking process that emphasizes finding solutions to real-world problems, the ability to think abstractly and procedurally, and comfort with ambiguity. Finally, Village students are global communicators as they are given opportunities to collaborate with online communities through Nord Anglia's Global Campus and leverage the power of online platforms to empower others, address societal inequalities, and promote good.

## **LEARNING SUPPORT**

### **M9490 – Learning Support Grades 5-8**

The goal of the Middle School Learning Support program is to provide instruction that allows students with learning profiles to perform at a grade-appropriate level in core content classes. The Learning Support curriculum is built on the basics of differentiation and accommodations for instruction, per individual learning profiles. This extended time creates space for students to dig deeper into the content areas of their classes.

Learning support class time takes the place of an academic world language in grades 5 and 6. Parents of 5<sup>th</sup> and 6<sup>th</sup>-graders who already qualify for Learning Support can request that their student also forgo the required music class to extend time spent with the Learning Support Specialist.

In grades 7 and 8, the Learning Support class takes the place of an elective.

## **EAL SUPPORT**

### **M9490E – EAL Student Support Grades 5-8**

EAL Student Support takes the place of an academic world language in grades 5 and 6, and an elective in grades 7 and 8. An alternative EAL English Development course is also offered (see course description in the Language Arts section). The EAL classroom is built on the basics of English grammar and vocabulary through sheltered instruction for students gives students time to work on English acquisition. There is emphasis on vocabulary, reading comprehension, and academic writing.

In grades 5-8, students are identified as EAL through the admissions process and parental recommendation. EAL students are then assessed with a WIDA MODEL language proficiency test at the onset of their admission at Village. Every Middle School EAL student is then assessed at the end of each school year for continuation or exit from the EAL program.

Parents of 5<sup>th</sup> and 6<sup>th</sup> graders who already qualify for EAL Student Support can request that their student also forgo the required music class in order to extend time spent with the EAL Support Specialist.

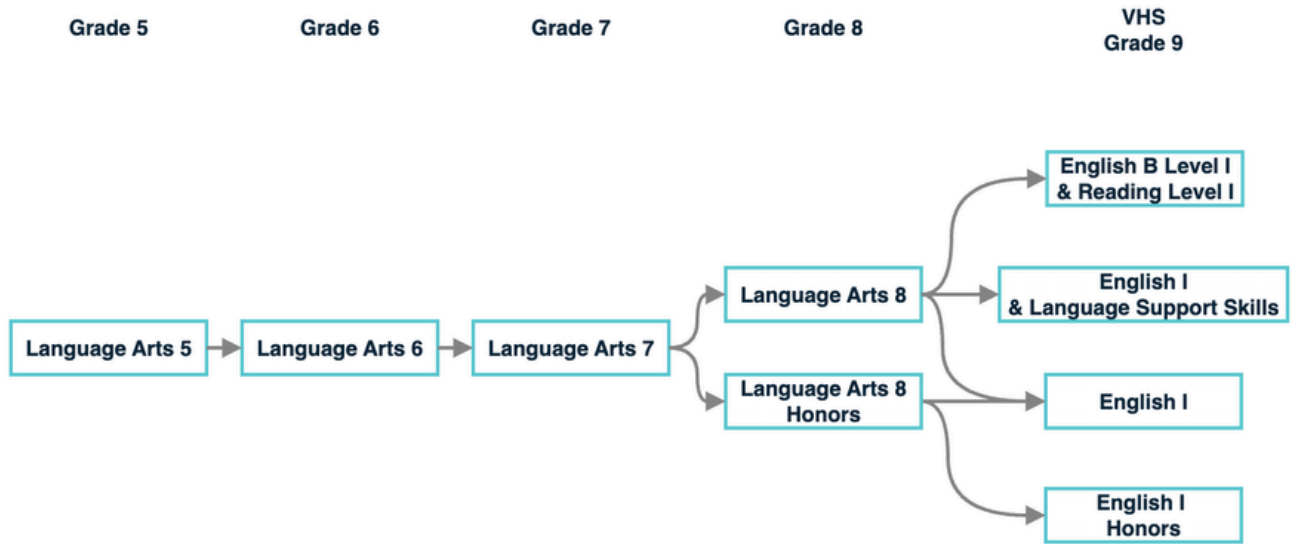


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**LANGUAGE**

**ARTS**

Our Middle School Literacy program uses a workshop model to maximize opportunities for practicing skills independently and in differentiated, skill-based groups. Skills are directly taught in mini-lessons during the workshop. Speaking and listening are woven throughout the learning process.



### M5001 – Language Arts 5

Fifth-grade students continue building their proficiency in comprehending and analyzing complex texts across genres and forms, including memoirs, articles, short stories, novels, drama, and poetry. Students summarize, discuss, and critique texts, identify main ideas and essential details, draw inferences, support opinions from the text, and infer meaning from context. At times, literary selections are thematically integrated with studies across the disciplines.

Students improve the sophistication of their writing through the writer's workshop, which includes clarity of thought, grammar, and incorporation of text evidence. Students focus on connecting well-written paragraphs and explanatory forms of essay writing. They frequently complete research, written analysis, and presentations. Classes utilize the Google G-Suite/Microsoft 365 as well as other online tools.

**M6001 – Language Arts 6**

Sixth grade English Language Arts is a year when students connect literary texts and personal experiences to the real world. Using a variety of genres, students will use their inferential and critical thinking skills to read for understanding and pleasure. Students actively use the writing process, including grammar acquisition, to create a variety of pieces, including narratives, literary analysis, persuasion and exposition. As twenty-first-century learners, students use technology, such as Google/ Microsoft Tools and Apps for Education, to enhance literacy. Numerous opportunities are offered to collaborate and create presentations using project-based learning strategies and methods to help students continue to develop critical thinking, presentation, collaboration, and listening skills.

In the first semester, students will read narrative essays, learn and incorporate conventions of standard English into their writing, and write their own personal narratives; read *The Giver*, study literary elements, and write analytically. Students are encouraged to write creatively and enter various writing contests. Vocabulary lists will be created by each class and will include a study of Greek and Latin root words.

During the second semester students will read a whole-class historical fiction novel as well as read other historical fiction and non-fiction in book clubs; write a researched, informative essay focusing on parenthetical citations and a Works Cited page; reflect on their 6th grade year by contributing to their writing portfolios and constructing a Language Arts section in their Personal Learning Plans.

**M7001 – Language Arts 7**

Seventh grade begins with an exploration of the literary genres. Students are challenged to read independently from a variety of genres throughout the year. Students reflect on their summer reading through varied assignments. For the required summer read, *The Outsiders*, students are introduced to the concept of literary analysis and writing constructed responses. Next, students focus on the Hero's Journey archetype. Students track the journey of their hero, study vocabulary of their choice, analyze the author's craft, and share their own reactions and opinions. Students focus on standard grammar and punctuation and author's craft through mini-lessons and the students' own writing, conferencing, and revisions. Students are encouraged to write pieces of their choice in a variety of genres to be submitted to the Scholastic Art and Writing Awards contest, where our students have historically earned regional and national recognition. The second semester begins with a collaboration with Early American History's Westward Expansion unit. Students build important background information on Westward Expansion and address informational text standards. Students research historical topics from the era, make connections among multiple texts, study vocabulary of their choice, analyze the author's craft, and share their own reactions and opinions. The class studies poetic structure and devices in preparation for writing their own poems. The students also review persuasive appeals and techniques as they analyze articles, speeches, and advertisements.

At various points in the year, students are asked to write reflectively as they create the Language Arts section of their Viking of Excellence Portfolio. They are also given many opportunities to engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) over a variety of texts and issues. In addition, they are expected to integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. Students are given time in class to read books of their choice as they work on their Wild Reading 25 Book Challenge and complete written reflections on their progress and books.

**M8001 – Language Arts 8****M8000 – Language Arts 8 Honors**

Eighth-grade students begin the year by reflecting on their three summer reading titles in a variety of written and spoken assignments. In the first semester, students will read published essays, learn rhetorical devices, and write their own essays; read a classic novel, study literary elements, and write analytically. They will also write creatively in genres of their choice in anticipation of entering writing contests. In each written piece, students will incorporate the steps of the writing process as well as convention correctness.

In the second semester, students will read a drama and memoirs written about experiences during historical time periods; write a researched essay using MLA standards for parenthetical citations and a Works Cited page; reflect on their 8th grade year by contributing to their writing portfolios and constructing a Language Arts section in their Personal Learning Plans. Students also read books, articles, essays, speeches, etc. that teachers assign. Throughout the year, our students are also given time in class for reading books of their choice in a variety of genres.

Students will be given many opportunities to engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their ideas clearly. They will also be expected to integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Honors - Students scoring within the top 10% of Village 7th grade students on the Spring administration of the MAP Reading Comprehension and Language Usage tests are considered for placement in Language Arts 8 Honors. Previous academic grades, Essential Skills ratings, and teacher recommendations together determine placement in the Honors course. Language Arts 8 Honors demands a higher level of rigor, commitment, initiative and effort on the part of students while they engage in the same curriculum of Language Arts 8.

**M9499 – English Language Development**

The English Language Development (ELD) course is best suited for students who are learning English as an additional language. Students are placed in the course based on WIDA MODEL assessment results and teacher recommendations.

Focused instruction is differentiated to meet the student's language skills in speaking, listening, writing, and reading. Emphasis is placed on vocabulary building, sentence structure, pronunciation, and comprehension. Integration of functional English is emphasized throughout each class period, including conversations, classroom discussions. Students also use multimedia to enhance communication skills. Specialized lessons targeting students' academic language development for specific content classes, such as mathematics, history, and science, are frequent. A final exam is administered as a performance-based assessment to measure the student's overall language skills. The ELD course replaces the student's Language Arts class, and may be added to a student's schedule along with an EAL Student Support class.



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# WORLD LANGUAGES

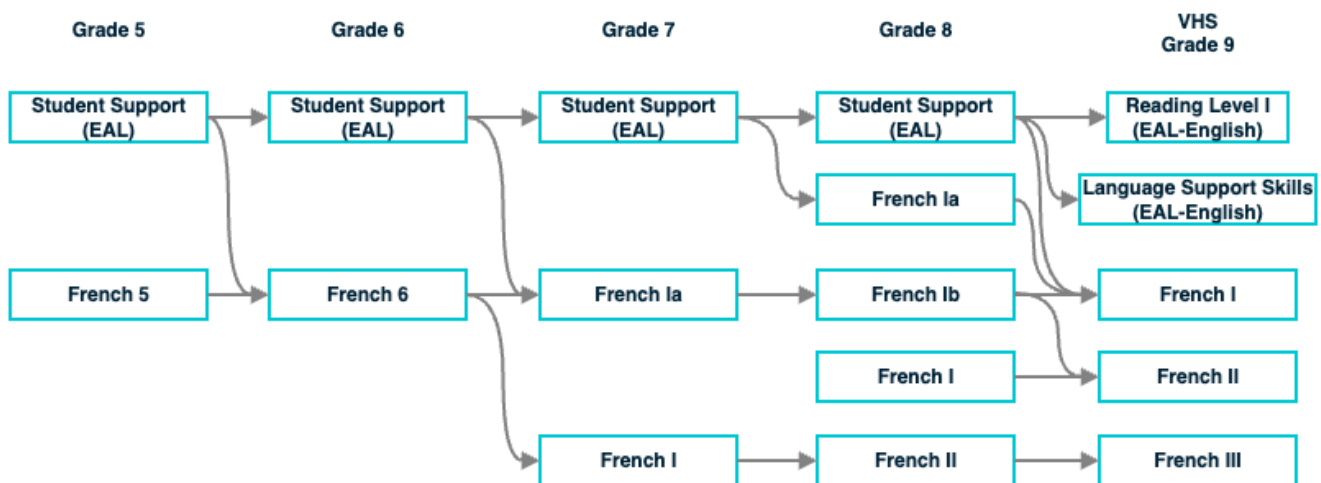
The fifth and sixth grade years are an introduction to the student-selected language with emphasis on language acquisition and production. World language is a required course in grades 5 and 6, and an elective course in grades 7 and 8.

World Language courses Ia (Grade 7) and Ib (Grade 8) together are the first year of high school Spanish or French, divided across two years to allow students to delve deeply into learning the language. World Language Levels I and II are reserved for students who demonstrate high achievement in a language and can successfully meet the challenge of high-school-level academic courses within a single academic year and require teacher approval.

Please note that students are required to take the same World Language in both 7th and 8th grades, should they choose to take a World Language.

Students must successfully complete both Ia and Ib courses to receive credit for Spanish I/French I at The Village High School.

## FRENCH



### M5410 – French 5

Fifth graders learn and practice vocabulary, writing, conversation and pronunciation. In this introductory course, students learn to speak about their daily life. Topics covered include greetings, birthdays, calendar, numbers, colors, school supplies and schedule, family, animals, and body parts, all of which serve to develop linguistic awareness. Cultural topics covered will include the Francophone world, some holiday customs, and some regional traditions and food. Instruction includes projects to reinforce their learning and paired or group speaking activities using authentic language, and everyday expressions. Activities such as games, hands-on projects and songs are also part of the curriculum, making French acquisition a fun, positive experience. Active participation is encouraged during a lesson to develop oral skills in the language. A student-driven digital portfolio is used in class so that the students can document their learning and progress over the year and reflect. This digital portfolio will continue in the 6th, 7th and 8th grade, allowing the students to see their progress over time.

**M6410 – French 6**

The communicative approach to second language acquisition reinforces the students' writing, listening, reading and speaking skills. Topics covered in Sixth Grade include cities, directions, professions, countries/nationalities, clothing, house and sports and activities. Students continue to build on basic vocabulary, grammar skills and cultural understanding of the Francophone world. Cultural immersion and project-based learning activities are embedded in the curriculum to help develop written and oral skills. Active participation is important to help develop the students' speaking proficiency. A student-driven digital portfolio is used in class so that the students can document their learning and progress over the year and reflect. This digital portfolio (started in 5th grade) will continue in 7th and 8th grade, allowing the students to see their progress over time.

**M9410A – French Ia Grade 7**

*High School Core Course: 0.5 Credit*

French Ia is the first part of High School French level 1. In French Ia, language study progresses to include describing ourselves and others, such as family members and friends, expressing feelings, places and activities around town, school subjects and schedule, everyday activities, calendar and dates, occupations, food and beverages, interrogative words, and numbers to 100. The present tense and near future tenses and are part of the grammar at this level. Presentations and conversations are an integral part of assessments. Cultural immersion (on French identity and diversity, Francophone world, French school life, families in France and leisure activities and café life in France) and project-based learning activities are embedded in the curriculum to help develop written and oral skills. A student-driven digital portfolio is used in class so that the students can document their learning and progress over the year and reflect.

NOTE: In some cases, 8th-grade students may enroll in French Ia but will not receive high school credit for French I, and will need to complete the entirety of French I in high school.

**M9410B – French Ib Grade 8**

*High School Core Course: 0.5 Credit*

French Ib is the second part of French level 1 in high school. It builds on the foundation established in French Ia. Advanced grammar, vocabulary, language comprehension and written instruction are part of studying the target language in French Ib. Active participation, practice and repetition are necessary to achieve a high degree of proficiency in listening, speaking, reading and writing skills in a second language acquisition. Topics at this level include leisure activities, weather and seasons, parties and celebrations, clothing, travel and transportation, vacation activities, hotel and accommodations and house, furniture and household chores. The stem-changing verbs, irregular verbs, direct and indirect objects, and past tense are part of the grammar at this level. Proficiency in written and speaking skills is accelerated as instruction is almost entirely in the target language at this level. Students create presentations and tutorials and present skits to demonstrate their knowledge.

Cultural immersion and project-based learning activities are embedded in the curriculum to help develop written and oral skills. A student-driven digital portfolio is used in class so that the students can document their learning and progress over the year and reflect. At the end of this level, successful students have a solid foundation to continue language study at the high school level. Our goal for this year is for the students to actively communicate in French, using more advanced grammar and vocabulary. At the end of this level, successful students have a solid foundation to continue language study at the high school level. Online tools include Google Apps for Education, online textbooks and language apps.

**M9410 – French I**

*High School Course: 1 Credit*

French I is for students whose development and knowledge of French has shown they can complete high-school level French I (French Ia and Ib) within a single academic year. Students who complete this course successfully are prepared to enter French II. Students must be approved to register for this course, and at least six students with approval for the class to be added to the master schedule.

**M9411 – French II**

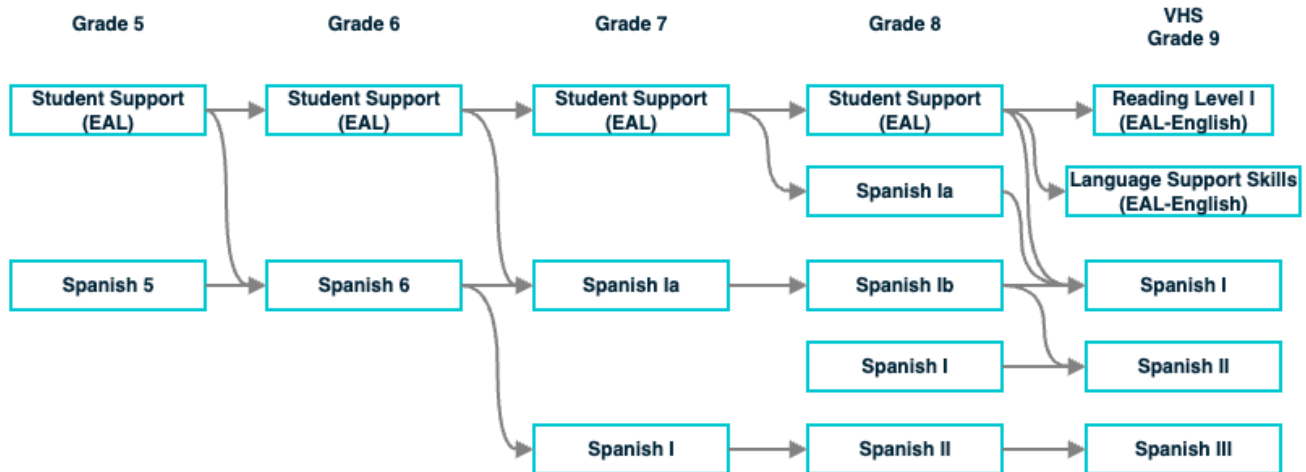
*High School Core Course: 1 Credit*

**Prerequisite: French Ia with a final grade of 90 and Instructor Recommendation or Permission**

This course is designed for students who have successfully completed French I or for new students who qualify through a placement exam. In this course, students continue to develop their existing knowledge of the language. They consolidate the vocabulary and grammar concepts from the previous year and learn more in-depth about how to talk about themselves and their surroundings.

The course covers a variety of topics including clothing, family, travel, food, restaurant and recipes, computer and technology, to express their pastime and free-time activities, health and accidents, life in the city and the country, driving and directions, professions and applying for jobs. The verb tenses allow students to talk about present, past, and future projects, to give commands (imperative), to express an obligation, a possibility, a doubt, a hypothesis, and a probability (conditional & subjunctive). Students further explore the culture of France and Francophone countries.

## SPANISH



### M5400– Spanish 5

5th Graders learn and practice vocabulary, writing, conversation and pronunciation. In this introductory course, students learn to speak about their daily life, numbers to 10 and to express likes and dislikes. Instruction includes projects to reinforce their learning and paired or group speaking activities using authentic language, and everyday expressions. Activities such as games, hands-on projects and songs are also part of the curriculum, making Spanish acquisition a fun, positive experience. Active participation is encouraged during a lesson to develop oral skills in the language.

### M6400– Spanish 6

The communicative approach to second language acquisition reinforces the students' writing, listening, reading and speaking skills. Topics covered in 6th Grade include activities in the community, school, time, numbers to 100, animals and traditions in some Hispanic countries, among others. Students continue to build on basic vocabulary, grammar skills and cultural understanding of the Spanish world. Cultural immersion and project-based learning activities are embedded in the curriculum to help develop written and oral skills. Active participation is important to help develop the students' speaking proficiency. Projects may include learning traditional dances, and preparing and tasting foods from certain Spanish-speaking countries.

### M9400A – Spanish Ia Grade 7

*High School Core Course: 0.5 Credit*

Spanish Ia is the first part of Spanish level 1 in high school. In Spanish Ia, language study progresses to include after-school activities, describing ourselves and others such as family members and friends, expressing feelings, clothing, shopping, places around the city, school subjects, classroom activities, adverbs of frequency, food and beverages, interrogative words, names of the months, and numbers 200 – 1 million. Proficiency in written and speaking skills is accelerated as instruction is almost entirely in the target language at this level. The present tense and stem-changing verbs are part of the grammar at this level. Presentations and conversations are an integral part of assessments. Students create presentations using Google Slides, create videos and prepare skits to demonstrate their knowledge.

NOTE: In some cases, 8th-grade students may enroll in Spanish Ia but will not receive high school credit for Spanish I, and will need to complete the entirety of Spanish I in high school.

**M9400B – Spanish Ib Grade 8***High School Core Course: 0.5 Credit***Prerequisite: Spanish Ia**

Spanish Ib is the first part of Spanish level 1 in high school. It builds on the foundation established in Spanish Ia. Advanced grammar, vocabulary, language comprehension and written instruction are part of studying the target language in Spanish Ib. Active participation, practice and repetition are necessary to achieve a high degree of proficiency in listening, speaking, reading and writing skills in a second language acquisition.

These skills are greatly emphasized at this level of the Spanish I course. Topics at this level include the home, parties, sports, health, technology, daily routine and vacation activities. Students create presentations using Google Slides and create tutorials and present skits to demonstrate their knowledge. We also create games such as Kahoot to acquire vocabulary as part of our project-based learning. At the end of this level, successful students have a solid foundation to continue language study at the high school level.

**M9400 – Spanish I Grade 8***High School Core Course: 1 Credit*

Spanish I is for students whose development and knowledge of Spanish has shown that they can complete high-school level Spanish I (Spanish Ia and Ib) within a single academic year. Students who complete this course successfully are prepared to enter Spanish II. Students must be approved to register for this course, and at least six students with approval for the class to be added to the master schedule.

**M9401 – Spanish II***High School Core Course: 1 Credit***Prerequisite: Spanish Ia with a final grade of 90 and Instructor Recommendation or Permission**

This course is designed for students who have successfully completed Spanish I or for new students who qualify through a placement exam. In this level II class, students continue to develop their existing knowledge of the Spanish language. They consolidate the topics from the previous year and learn in detail how to talk about themselves and their surroundings. There is an increased focus on communication skills, grammar, and sentence structure. Students further explore the culture of Spain and Latin America.

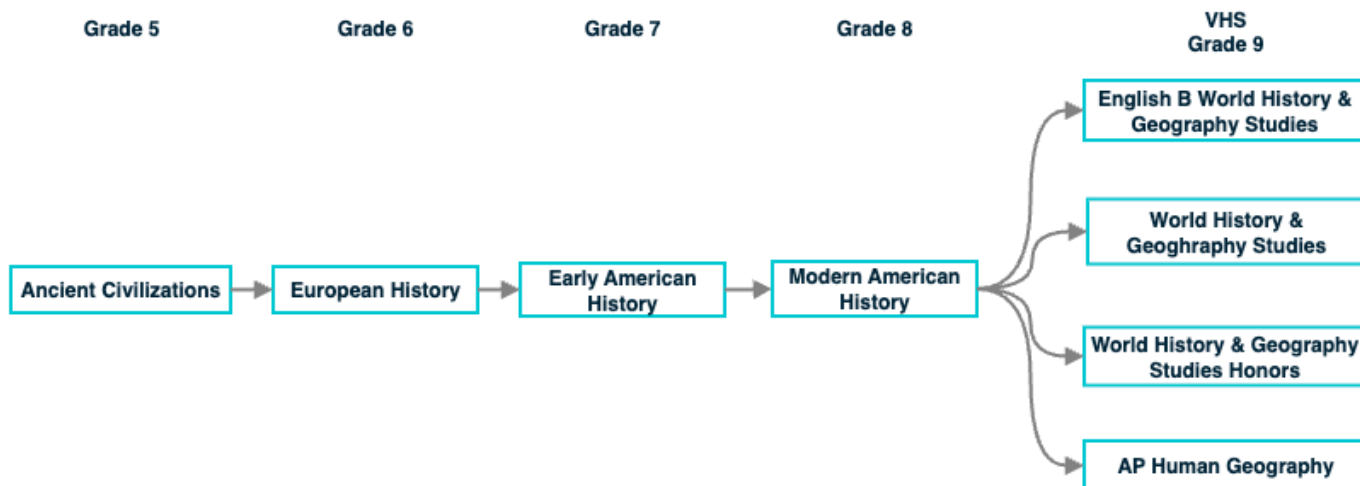
**M9570 – World Language Independent Study****Prerequisite: Director/Assistant Director Permission**

In special cases and for various reasons, a 7<sup>th</sup> or 8<sup>th</sup>-grade student may pursue a language not offered at the Middle School. Parents must make arrangements for coursework from outside service providers. The student will be scheduled with a teacher for World Language Independent Student as an elective, and will be given time to complete the outside coursework during the class period within the student's timetable. In most cases, the student plans to return to the country of origin to complete secondary/post-secondary education in the country's official or dominant language, and may need to provide evidence of official/dominant language instruction and proficiency. Parents are responsible for ensuring that the service provider and coursework meet the requirements for their intended purposes. Parents will also need to provide evidence from the service provider that the student has successfully completed the course(s) at the end of each semester for a grade to be entered for the class on the Village School report card. Any credit for World Language at the Village High School can only be approved by the appropriate administrator at VHS.



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# HISTORY



## **M5100 – Ancient Civilizations, Grade 5**

When fifth graders begin their social studies education at the Village School, the focus is on igniting their curiosity and inquiry in history. This is accomplished primarily with hands-on learning, research-based questions, and building confidence in their public speaking abilities. The content focus for this year is ancient civilizations, which include Mesopotamia, Egypt, Greece and Rome. Within each unit, students will explore the foundations and evolution of each civilization, factors that influenced their growth and decline, and make connections to their impact on life today.

This course strives to bring history alive to students and give them authentic experiences that add relevance to the content. From trying to solve the murder of who killed King Tut, to mummifying an actual chicken, students will get a real sense of the past. The highlight of the year is during the second semester, when, during their Greek unit, students will create a living museum to demonstrate elements of Greek culture and history to an audience of parents and other students. Students will make speeches, demonstrate art, or show off some battlefield moves. By the end of this year, students will have the foundational skills necessary to be successful in their future history classes.

## **M6100 – European History, Grade 6**

European History spans from the fall of the Western Roman Empire, through the Middle Ages, the Renaissance and the Protestant Reformation, and up to the Age of European Exploration and Colonization of the Americas. The course focuses on the political, economic and social development of Western civilization and is centered on European history and its impact. Some of our project work includes debates on important events and their impact, trading cards of historical figures, creating a newspaper of the fall of Rome, and a Renaissance festival with costumes, games, food, and entertainment. Students use online textbooks, Google Apps for Education, Microsoft 365 Apps, Canvas, and a variety of Web 2.0 tools to research, collaborate, design, and present what they've learned on our topics of study.

**M7100 – Early American History, Grade 7**

This course covers American History from the pre-colonial era to the Civil War. Through the course of the seventh-grade curriculum, we work to develop strong critical thinking skills through application, analysis, and synthesis of information. A key focus is promoting deeper examination of events through discussing perspective, firsthand accounts, and relevance to life today.

To achieve mastery, students engage in several project-based learning and collaboration opportunities, such as writing, recording and editing videos that reflect life in the colonies and creating a “How To” guide summarizing the events of the Revolutionary War. In the second semester, all seventh-grade students will participate in Frontier Day. This day is the culmination of weeks of researching, reading, writing, planning and creating in both their History and Language Arts classes. Among the activities for Frontier Day, students will decorate classrooms to replicate an aspect of westward expansion. They will also recite narrative poems that they wrote in their Language Arts classes.

The last activity of the year for our seventh graders is a class trip to the Black Hills, where the students will have an opportunity to relive and experience what westward expansion entailed. They will also have many science experiences on the trip.

**M8100 – Modern American History, Grade 8**

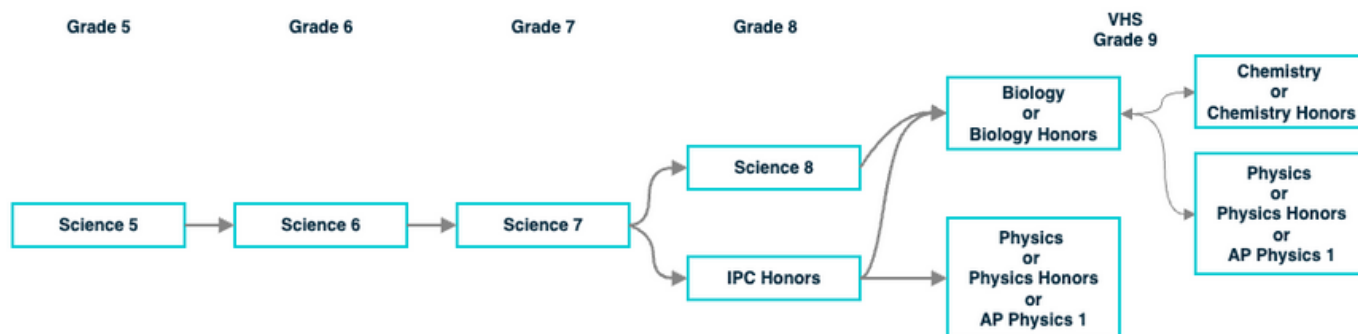
Our 8th-grade curriculum builds upon the foundational skills established in 7th grade. Through thematic units, thorough examination of primary and secondary sources, and research-based inquiry, students will learn how to examine people, places and events and think critically about them, connect with them, and creatively interpret them. Our content spans from the Reconstruction Era through modern 20th-century American History. We focus our thematic units on the lines of the Preamble, each one representing an idea that threads through American History. In doing so, we will go through this period 6 times, each time analyzing the information through a unique lens. The goal is to foster an understanding of perspective and connections throughout time.

Beyond the rigorous curriculum, students in 8th grade will also participate in two extensive American History projects, both culminating at the end of year. Decades Day is an all-day event where students present an array of information that reflects different aspects of the 20th century. This includes participating in activities unique to a specific era, creating a mini museum that showcases different technological and scientific achievements and even performing an era-unique dance. Following Decades Day, students will travel to Washington, D.C. During this time, students have an opportunity to see monuments that immortalize the events we learned about, as well as visit the epicenter of our government.



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# SCIENCE



### M5301 – Science 5

The 5th grade science curriculum is grounded in the Next Generation Science Standards (NGSS) and designed to bring science to life through engaging, hands-on investigations and experiences. Students continue to develop inquiry skills and apply scientific processes to understand the world around them. As young scientists, they draw and build models, participate in controlled experiments while keeping records in a lab journal, and utilize technology for collaboration, research, and communication. The curriculum strengthens their scientific vocabulary and covers key topics in Life, Earth, and Physical sciences, including weather, the solar system, energy, ecosystems, forces, and motion. A year-end class trip serves as a capstone experience, connecting the concepts covered throughout the year.

### M6301 – Science 6

6th-grade science is grounded in the Next Generation Science Standards (NGSS) and focuses on life science topics. Students begin by exploring the scientific method, which provides a foundation for understanding scientific concepts throughout the year. The first unit introduces the structures and functions of life, covering classification, cell structure and function, and genetics. Subsequent units dive into the increasing complexity of organisms, from bacteria to plants, and animal diversity. The year concludes with a study of the interactions between living organisms and their environment. Throughout the year, students engage in experiments, modeling, dissections, and the use of scientific lab tools. Additionally, students are introduced to Nord Anglia Education resources, including the MIT Challenge and NAE Global Campus, fostering creativity and merging scientific principles with innovative ideas.

### M7301 – Science 7

Seventh-grade science is grounded in the Next Generation Science Standards (NGSS) and is a multidisciplinary course that includes scientific investigation skills, Earth science, and astronomy. Students develop scientific literacy, practice metric measurement, and apply mathematical concepts to analyze science content. Earth science topics include plate tectonic theory, the rock cycle, geologic time, and fossils, while astronomy covers the Sun-Earth-Moon system and our solar system. The course emphasizes problem-solving, critical thinking, and collaboration through exploration station labs. Students also engage with Nord Anglia Education resources like the MIT Challenge and NAE Global Campus, which encourage creative thinking alongside scientific learning.

**M8302 – Science 8**

8th-grade science follows the Next Generation Science Standards (NGSS) to explore fundamental concepts used to study the natural world. Topics include scientific investigation, classification of matter, properties of atoms and elements, the periodic table, bonding and reactions, solutions, motion, forces, work, energy, electricity, magnetism, sound, light, and waves. Students investigate the natural world through real-world projects and laboratory experiments that reinforce key concepts. The course also integrates current scientific articles into classroom discussions and emphasizes the development of presentation and communication skills. Students acquire the foundational knowledge needed to transition to higher-level academic challenges. In addition, students utilize Nord Anglia Education resources like the MIT Challenge and NAE Global Campus, which encourage merging creative ideas with scientific principles.

**M8301 – Integrated Physics and Chemistry (IPC)**

**Prerequisites: Completion of Algebra I (or both Algebra Ia and Ib), minimum average of 85 in 7<sup>th</sup> grade academic core classes, and teacher recommendation**

Integrated Physics and Chemistry (IPC) follows the Next Generation Science Standards (NGSS) to explore the principles of physics and chemistry. Topics covered in physics include motion, forces and Newton's Laws, work and energy, electricity and magnetism, light, sound, and electromagnetic waves.

In chemistry, students study the states and classification of matter, the periodic table and its historical development, properties of atoms and elements, chemical bonding and reactions, solutions, and acids, bases, and salts.

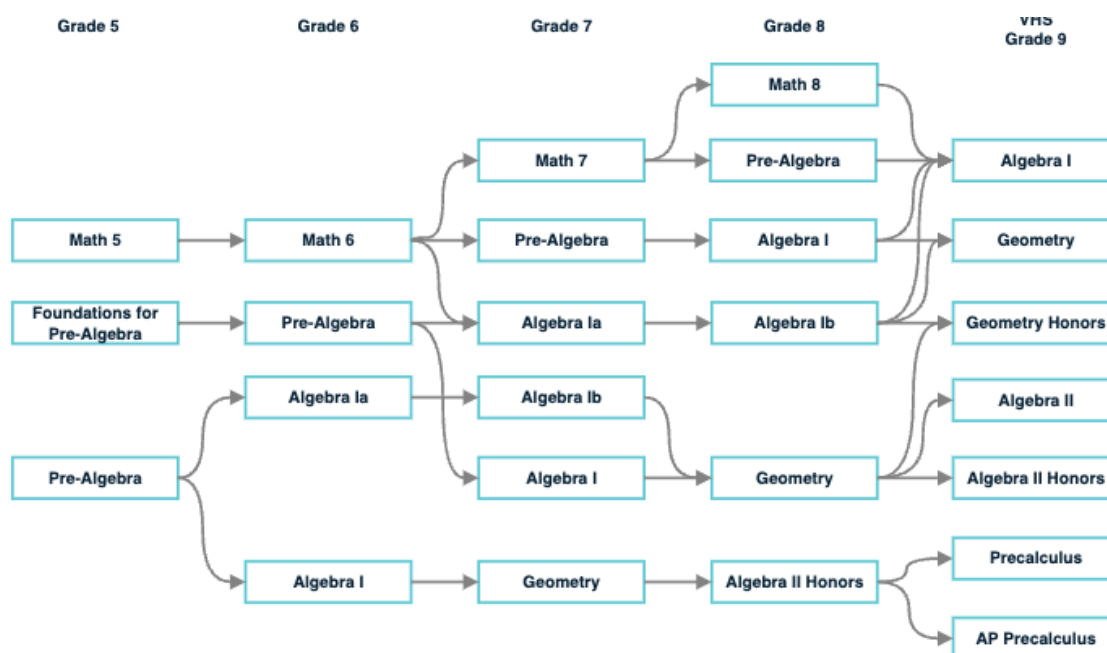
Lab investigations provide hands-on reinforcement of concepts, and problem-solving is emphasized throughout the course. Current scientific articles are integrated into classroom discussions, and students engage with Nord Anglia Education resources, such as the MIT Challenge, which encourage the blending of creativity with scientific principles.

IPC is a fast-paced course designed for more developed and motivated students. It offers an experience similar to a high school-level class, diving deeply into the mathematical foundations of physics and chemistry. Critical thinking and problem-solving are key components, and students are expected to develop self-sufficiency by independently learning some material. Success in IPC is strongly correlated with organizational skills, attention to detail, independent learning, and a proactive approach to seeking help when needed.



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# MATHEMATICS



## M5205 – Math 5

**Prerequisite: Placement test, MAP score, and elementary teacher recommendation**

Math 5 develops number sense, problem-solving, and critical thinking through operations with whole numbers, decimals, and fractions, including multiplication and division with fractions. Students explore volume, graph ordered pairs on coordinate grids, and apply reasoning to solve multi-step problems. Daily math notebooks help organize thinking and justify solutions, while digital tools enhance learning. Collaboration and communication are key as students connect math to real-world situations.

## M5202 – Foundations for Pre-Algebra (FPA)

**Prerequisite: Placement test, Math MAP score, and elementary teacher recommendation**

The Foundations for Pre-Algebra course strengthens computation skills through operations with whole numbers, decimals, and fractions, with a focus on ratios, rates, and fraction division. Students explore area, surface area, and the coordinate plane, and apply reasoning to solve problems involving algebraic expressions and properties of operations. Emphasis is placed on problem-solving, critical thinking, and justifying solutions. Digital tools are used for support as needed, while collaboration helps students connect concepts to real-world applications.

## M6205 – Math 6

**Prerequisite: Math 5**

In the Math 6 curriculum, students draw from their knowledge of whole-number multiplication and division as they begin their study of ratios and rates. They extend their work with fraction operations to dividing fractions and mixed numbers. They expand their study of numbers to include all rational numbers, including negative integers. They determine the locations of points on all four quadrants of the coordinate plane. They begin their study of algebraic expressions and one-step equations. Additional topics include measurements using both metric and customary units, polygons and angles, and surface area.

## **M7205 – Math 7**

**Prerequisite: Math 6**

Math 7 builds on the foundation set in Math 6 and introduces concepts with an intense coverage of negative integers, expressions, equations, inequalities, real number system, operations with fractions, and ratios and proportions.

## **M8205 – Math 8**

**Prerequisite: Math 7**

Math 8 builds on the concepts taught in Math 7 and introduces percents, linear functions, probability, measurement, area and volume.

## **M5201 – Pre-Algebra 5**

## **M6201 – Pre-Algebra 6**

## **M9201 – Pre-Algebra 7/8**

**Prerequisite: Math 6, Foundations of Pre-Algebra (FPA), or Instructor Permission**

In Pre-Algebra, students are introduced to operations with negative integers. They simplify expressions and are introduced to constructing and solving one, two, and multi-step equations. Properties of exponents, operations with rational numbers, unit rates, writing and solving proportions, and solving percent problems are also explored.

## **M9210 – Algebra Ia**

*High School Core Course: 0.5 Credit*

**Prerequisite: Pre-Algebra or Instructor Permission**

Algebra Ia introduces algebraic concepts with an intense coverage of rational numbers, equations and linear functions, systems of equations and inequalities, exponents and polynomials. Basic two and three-dimensional geometric concepts are practiced and linked to algebra. Graphing calculators are used to reinforce manual graphing skills. Emphasis is placed on critical thinking and problem solving.

## **M9211 – Algebra Ib**

*High School Core Course: 0.5 Credit*

**Prerequisite: Algebra Ia**

Algebra Ib builds on the foundation established in Algebra Ia and integrates exponents, factoring, quadratics, radicals, rational expressions, as well as probability and data analysis. Graphing calculators are used to reinforce manual graphing skills. Critical thinking and problem solving are presented at an advanced level.

## **M9220 – Algebra I**

*High School Core Course: 1 Credit*

**Prerequisite: Pre-Algebra**

Algebra I introduces students to variables, algebraic expressions, equations, inequalities, functions, and all their multiple representations. In this class, students will develop the ability to explore and solve real-world application problems, demonstrate the appropriate use of graphing calculators, and communicate mathematical ideas. This course lays the foundation for mathematical literacy that will help students be successful in every subsequent mathematics course.

## **M9230 – Geometry**

*High School Core Course: 1 Credit*

**Prerequisite: Algebra I**

Geometry provides students with experiences that deepen their understanding of two and three-dimensional objects and their properties. Students will use deductive and inductive reasoning to conclude the properties and relationships of geometric objects. Topics include points, lines, angles and planes, parallel and perpendicular line relationships, properties of triangles, quadrilaterals, and circles, right triangle trigonometry, perimeter and area of two-dimensional objects, and surface area and volume of three-dimensional objects. An understanding of proof and logic is developed. Additional topics may include analytic representation of Euclidean transformations and introduction to non-Euclidean geometries. The use of the graphing calculator is also incorporated.

## **M8250 – Algebra II Honors**

*High School Core Course: 1 Credit*

**Prerequisite: Geometry**

Algebra II Honors is an intensive course that draws on the knowledge learned in Algebra I and applies that knowledge in more depth and complexity. Students will work with linear equations, systems of equations and inequalities, quadratics, polynomials, radicals, logarithms, rational expressions, matrices, trigonometry, and probability and statistics. Problem solving and the development of higher-order critical thinking skills are key components of the course.



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# **ELECTIVES FOR GRADE 6 - 8**

*Elective classes with fewer than 10 students enrolled may be collapsed into a single class, or students may be placed into another elective class based on their course selection preferences.*

## **WORLD LANGUAGES (Grades 7, 8)**

\*See World Language Section

### **DEBATE**

#### **M9683 – Debate (non-competition)**

Debate is a class for students who are new to debate. You will learn argumentation and advocacy skills that you can use in a variety of experiences throughout your academic classes and build a foundation for effective argumentation and advocacy. Special emphasis will be placed on critical thinking and listening skills. This class is ultimately for students who want to explore debate in a non-competitive environment.

#### **M9686 – Competition Debate**

##### **Prerequisite: Instructor Permission**

Students will learn about and participate in competitive debates. You will learn winning techniques, facts about the world around you, and how to present your point of view in an effective manner. Students will learn the basic skills of argumentation, as well as the Lincoln/Douglas, Public Forum, Congressional Debate and World Schools formats. You will be offered the chance to participate in multiple debate tournaments across the Houston region, the state of Texas, and at the national level. The competition year culminates in the Speech and Debate Tournament of Champions and the National Speech and Debate Association National Tournament. Students must participate in at least one competitive debate tournament per semester. Certain fees may apply. Local travel and commutes outside of school hours are required.

#### **M9674 – Model United Nations**

Model United Nations allows students to assume the roles of UN delegates from countries around the world to tackle the world's biggest problems. Students will research the UN and its functions, as well as their assigned country and its policies, and then carry out debates to come up with solutions to problems such as global poverty, climate change, and armed conflict. Our most diligent students have the opportunity to attend the Global Classrooms Middle School Model UN Conference in New York City in the spring, where they can debate and interact with hundreds of students from all over the world.

### **ENGLISH**

#### **M9684 – Creative Writing**

This elective is for students who enjoy writing and want to hone their creative writing skills. By participating in a writer's workshop, students will be given the opportunity to get peer and teacher feedback as they work through the writing process. Students will have great autonomy in what they write and will be provided with a variety of publishing opportunities. These opportunities include entry in local, state and national competitions, including the Scholastic Art & Writing Awards.

## **FINE ARTS**

### **Bands**

#### **M9600 – Band**

The 6th Grade Band program is available to any interested sixth-grader at The Village Middle School. The Village Band Program offers instruction on their chosen instrument (flute, oboe, clarinet, bass clarinet, bassoon, saxophone, trumpet, horn, euphonium, tuba, and percussion), as well as universal musical concepts and skills. The program stresses the collaborative cooperation and teamwork necessary for group success. This program is the gateway to the Concert and Jazz band programs at Village High School.

#### **M9601 – Intermediate Band**

**Prerequisite: 6th Grade Band or the equivalent, Instructor Permission**

Intermediate Band is a performance-based course that requires student participation in day and evening performances. Band students will learn accountability and commitment to a team. During their ensemble class experience, the students will be exposed to intermediate-level music theory, articulation patterns, rhythmic patterns, and various musical styles. Students will continue their quest to improve tone, breath support, blend, balance, and intonation. Listening and critical-thinking skills will be enhanced as students analyze their individual and group performances.

#### **M9603 – Concert Band**

**Prerequisite: 3+ years of experience on woodwind, brass, and percussion instruments**

In this course, the student will develop further individual technical skills as well as ensemble skills. This performance-based group offers many diverse opportunities to display learned works, such as competitions on both individual and ensemble levels, community performances, and travel performances. This course also builds on world music and knowledge of music theory.

#### **M9604 – Jazz Band**

**Prerequisite: 2+ years of experience on the current instrument**

Jazz Ensemble welcomes all instrumentalists, including guitar, bass, and strings! Jazz Ensemble is a performance-based class. Through listening to recordings, critiquing, analyzing, discussion and application, students will learn a variety of jazz styles found within this genre. Students must be able to provide their own instruments.

## **Choirs**

### **M9614 – Choir**

Students in choir continue to build on their foundation of music, exploring more complex musical elements such as melody, harmony, texture, and form. Choir not only promotes the skill of singing, but also the learning of all elements of music in a participatory manner. Using this approach, students incorporate speech exercises, movement, and written music theory work. Students are introduced to ensemble singing in the 4th grade and expand on this experience. Students learn the importance of singing with one, unified sound. Choir class combines high expectations with a safe and fun learning environment for all students to grow as musicians.

### **M9615 – Musical Theater**

This class is all about musical theater. First-semester students will explore choreography and musical-style singing. Students will also prepare and perform solos, duets and small group songs. In the second semester, students will prepare and perform a kids' or junior's version of a musical. Character priority will be given to students who take both semesters. This class will have approximately 1 after-school performance per semester, but may collaborate with the HS musical theater class throughout the year.

## **Dance**

### **M9534 – Dance**

An entry-level course for 7<sup>th</sup> and 8<sup>th</sup> graders who would like to experience artistic forms of dance. The course is a high-energy class with an emphasis on developing body awareness, strength, flexibility, coordination, and musicality as well as an exploration of the choreographic process. The style of the class focuses on Jazz Dance, Modern, Ballet, and Tap techniques. No experience required. This course may be taken to fulfill the Fine Arts requirement OR the Physical Education requirement. (This course is not a Physical Education course.)

### **M9535 – Advanced Dance**

**Prerequisite: Dance, PE Dance, or Teacher Approval**

This fun and diverse curriculum introduces students to a variety of dance styles. Throughout the year, students will learn dance theory, history and an incredible repertoire of steps, and will create and perform. Exposing the students to a variety of dance styles makes them more well-rounded dancers, allowing them to perform all dance styles. Students will find which genres they like best and the ones they are most passionate about! The course is fun, interactive and creative. (This course is not a Physical Education/Athletics course.)

## Orchestras

### **M9621– Orchestra**

Village Orchestra is designed for students with 2 or fewer years of experience on their instrument. Students will learn proper playing technique on violin, viola, cello, or double bass, as well as music reading. Additionally, the class will all join together at the beginning string orchestra repertoire. Students must be able to provide their own instruments.

### **M9622 – Advanced Orchestra**

#### **Prerequisite: Instructor Permission**

This class allows students to play great, classic repertoire in an ensemble of strings (violin, viola, cello, double bass). Class time is used primarily for full ensemble rehearsals and sectionals. This class will also, at times, join with members of the band to play works for a full symphony orchestra. Significant prior experience on one's instrument is required. Students must audition to get into the class. In addition to strings, there may be limited positions for other instruments—piano, harp, etc. Students must be able to provide their own instruments.

## Theatre

### **M9536– Drama**

This course focuses on creativity and self-expression while maintaining an understanding of general acting techniques. Scripted and improvisational exercises, along with devised performances and ensemble-building activities, provide students with a safe arena to explore their craft. Students explore the techniques and skills required to raise a performance on stage, both from an acting and directing perspective. This course develops self-confidence and presentation skills. Students will explore building a character, analyzing text, working in an ensemble and discovering a character's objectives, subtext, and physicality.

### **M9570– Advanced Drama**

The Advanced Drama course is a year-long course focused on creativity and self-expression, while maintaining an understanding of general acting techniques. The class involves scripted and improvisational exercises, devised performances and ensemble-building activities. Emotional memory, character, movement, vocal and facial expression, body language, use of stage space, and plotting scenes. Script reading, monologues and duologues and more, provide students with a safe arena to hone and explore their craft.

## MATH and SCIENCE

### Computer Science

#### **M9541 – Computer Science Foundations I**

Computer Science I is designed as an introductory course for students in grades 6 through 8, providing a friendly entry point into computer science. This course covers basic programming concepts such as variables, loops, and conditionals in an engaging and hands-on manner. Students will explore problem-solving techniques through interactive projects and coding exercises. The curriculum emphasizes logical thinking, creativity, and teamwork, setting a strong foundation for future studies in technology.

\*Robotics prerequisite may be waived pending teacher approval.

#### **M9542 – Computer Science Foundations II**

**Prerequisite: Computer Science Foundations I and Instructor Instructor Permission**

In this course, students will complete a series of lessons designed to teach the basic syntax, structure, and process of writing programs in Python. The projects assigned will build the students' core concepts of programming, teaching topics like data types, variables, conditionals, loops, lists, indexing, events, string manipulation, algorithms, program design and debugging. This course will be the foundation for the advanced level of Python programming.

#### **M9543 – Computer Science Foundations III**

**Prerequisite: Computer Science Foundations II and Instructor Permission**

This course will introduce students to Python with GUI (Graphical User Interface) programming and computer science best practices, such as variables, looping, and conditional statements, that can be applied to other programming languages. The students will also explore procedural, functional and object-oriented approaches to problem solving that serve as an introduction to higher-level computer science. Students have the opportunity to earn a Python Coding Apprentice Certification.

### Design Thinking

#### **M9687 – Design Thinking 6**

In this introductory, project-based course, 6th grade students explore the fundamentals of the engineering design process by tackling creative challenges that emphasize hands-on building and clear communication. They learn essential prototyping techniques using materials like cardboard and hot glue, develop foundational 3D design and printing skills, and investigate forces and motion through classic activities such as the egg drop challenge or Rube Goldberg machines. Throughout the course, students practice presenting their ideas and learn how to iterate and improve their designs.

#### **M9688 – Design Thinking 7/8**

In this advanced design thinking course, 7th and 8th grade students build on their foundational design skills by exploring stable structures, prototyping simple electrical circuits, and refining their work in 3D design and printing. They then apply these skills to larger, more complex projects like the MIT Challenge, Global Campus initiatives, or the Future City competition. Throughout the course, students learn to tackle real-world problems with creativity and critical thinking, collaborating on ambitious solutions they can proudly showcase.

## **M9689 – Greenhouse**

This course introduces students to botany, sustainable gardening, and environmental stewardship through hands-on experiences with hydroponics, raised-bed gardening, and plant propagation. Students will explore topics such as soil health, plant nutrients, germination, pollination, and ecological relationships, applying their knowledge through experiments, research, and creative projects. Whether caring for plants, designing garden structures, or investigating ecosystems, students will develop practical skills in gardening, sustainability, and scientific inquiry. By the end of the course, they will have a deeper appreciation for plant life and a greater understanding of how to grow and sustain healthy environments.

## **Robotics**

### **M9620 – Robotics I**

This beginner robotics course aims to familiarize students with robotics using LEGO MINDSTORMS EV3 robots. In the first semester, the focus is on block-based programming, where students will engage in hands-on activities and utilize an engineering notebook to document their data. They will learn the basics of robotics, programming, and problem-solving by constructing and controlling their robots. In the second semester, students will transition to Python programming to code their EV3 robots, further enhancing their coding skills and understanding of programming languages in the context of robotics.

### **M9622 – Robotics II**

**Prerequisite: Computer Science I or Robotics I and Instructor Permission, Grades 7 and 8**

This intermediate robotics course provides students with hands-on learning experiences to improve their coding, engineering, and problem-solving abilities. Semester 1 involves working with Spike Prime robots and Block-based programming to create autonomous behaviors and address challenges methodically. Students will document their project plans, justify design choices, and establish a solid robotics foundation. In Semester 2, students will progress to Python programming, delving into computer science concepts and advancing their coding skills. Furthermore, students will participate in the Green Room Project, focusing on sustainable energy in robotics by setting up a solar panel, conducting research, and applying renewable energy concepts to their projects.

### **M9624 – Robotics III**

**Prerequisite: Comp. Sci. II with Python Certification or Robotics II and Instructor Permission, Grade 8**

In this engaging course, 8th graders will explore the exciting world of robotics through hands-on experience with REV robots. Students will learn the fundamentals of programming, engineering design, and teamwork as they build and operate their own robots. By participating in challenges and competitions, learners will develop critical thinking and problem-solving skills while fostering creativity and innovation. This course aims to inspire the next generation of engineers and technologists through interactive learning and collaboration. Students will have the option to join the FTC competition. However, those who choose to participate must commit to competitions held off-campus and outside of school hours.

## **M9623 – Competition Robotics**

**Prerequisite: Computer Science I or Robotics I and Instructor Permission**

In this competitive robotics course, students will participate in the First Lego League competition using Lego Spikes robots. Throughout the course, students will engage in designing, building, and coding their robots to successfully tackle the challenges presented in this year's competition. They will work collaboratively in teams to strategize, problem-solve, and optimize their robot's performance to compete effectively in the First Lego League. This course offers a dynamic learning experience that combines technical skills with teamwork, creativity, and critical thinking, preparing students for exciting challenges in the world of competitive robotics. Students must commit to competition held off-campus and outside of school hours. (This course is limited to Grades 6 and 7 due to competition rules concerning student age/grade level.

## **M9667 – TMSCA (Competition Math and Science Team)**

**Prerequisite: Pre-Algebra (Grades 6 and 7), Algebra I (Grade 8)**

The course is designed to teach contest strategies and skills for the TMSCA (Texas Math and Science Coaches Association) competitions in preparation to qualify for the TMSCA State Meet in San Antonio, Texas, each spring. The tests are Number Sense, Calculator, Mathematics and Science. Students who enjoy challenges in math and science, along with great competitions, will benefit from this class. If the students are not able to attend meets on Saturdays, they would still benefit from the skills discussed and practiced in the class. Students must participate in at least one TMSCA meet per semester (which occurs on Saturdays). Certain fees may apply. Local travel and commitments outside of school hours are required.

# **SPEECH**

## **M9685 – Speech**

If you are interested in participating in speech tournaments, this is the class for you. Whether you are a future lawyer wanting to hone your speaking skills or an actor or actress hoping for a performance on Broadway, this team will give you a chance to speak, act, mime and practice the art of persuasion. Throughout the course, you will learn how to prepare a variety of speech tournament events (traditional platform speeches, acting performances, improvisations, etc.) in hopes of competing at local and state-level competitions.

## **M9571 – Public Speaking**

There are three reasons people may choose to present a speech in public: to inform, to persuade, and to entertain. In this course, we will focus on each of these areas by presenting demonstration speeches, original orations, historical perspective speeches, limited preparation, improvisations and more!

## **M9573 – Competition Speech**

**Prerequisite: Instructor Permission**

Students in this course study such principles of oral interpretation of literature as selection and analysis of literature, performance techniques, and criteria for evaluation. They participate in presentations in the classroom and will participate as members of the VMS Speech Team and compete at local, area, and even national level competitions.

## **STUDENT AIDE**

### **M9561 – Library Aide**

**Prerequisite: Instructor Approval, Grade 8 Only**

Library aides learn to shelve materials, keep materials in order, and maintain organization in the library. They learn how to process new books, create displays and help students find books. Aides may also be assigned work on special projects (such as book fairs, reading challenges, author visits, etc.).

### **M9560 – Office Aide**

**Prerequisite: Instructor Approval, Grades 7 & 8 Only**

Office aides assist school administrators and office staff in many ways. Students will learn how to operate some office equipment independently. Tasks include, but are not limited to, delivering messages, packages, and other items within the middle school as well as to high school and elementary school, assisting with various tasks that involve check lists, verifying information across two or more sources, helping visitors to their destination within the school, assisting teachers, and decorating or creating displays. Students use downtime to study and complete assignments. Office aides must be self-starters and self-directed students who use their time wisely.

## **VISUAL ART**

### **M6531 – Art 6**

This general art class is a continuation of the study on proportion, scale, elements of art and principles of design, and color relationships. Students will explore drawing, painting, and 3D mediums. In addition, students begin to self-express personal connections in their artwork using creative imagery. Students will create a digital art portfolio to document the mediums and artists they have explored in art. At the end of the year, art students showcase their artwork in the Middle School Spring Art Gallery!

### **M7531 – Art 7**

This course is medium-specific. Seventh graders can choose one medium to study and explore during a fall or spring semester. A study of color theory, painting techniques, printmaking processes, or drawing mediums is investigated through process documentation, creative self-expression, and problem-solving. Students will create a digital art portfolio to document artists, mediums, and step-by-step art-making processes. Students can also submit their artwork to the Scholastic Art and Writing Competition. At the end of the year, art students showcase their artwork in the Middle School Spring Art Gallery!

### **M8531 – Art 8**

This course is medium-specific. Eighth graders can choose one medium to study and explore during a fall or spring semester. An accelerated study of color theory, painting techniques, printmaking processes, or drawing mediums is investigated through process documentation, creative self-expression, and problem-solving. Students will create a digital art portfolio to document artists, mediums, and step-by-step art-making processes. Students can also submit their artwork to the Scholastic Art and Writing Competition. At the end of the year, art students showcase their artwork in the Middle School Spring Art Gallery!

## **M9532 – Art Car**

Students will work as a cooperative team on sculptures, decorations, and props for The Village Middle School Art Car, which is entered annually into the Houston Art Car Parade in April. Students must think creatively and practically about media, function, durability, and novelty in their designs, applications, and constructions. Students also attend the parade and represent the Village School in front of 200,000+ live spectators!

## **M9545 – Photography**

### **Prerequisite: Instructor Approval, Grades 7 and 8 Only**

Move beyond basic, boring selfies and learn to take photographs that are powerful, artistic, and technically interesting. Students will explore the science and history of photography, the artistic fundamentals of composition, lighting, storytelling, the importance of planning a photo shoot, and how to digitally edit photos. Using student cameras and DSLRs, we will research techniques for everything from macro to landscape to night photography. We will learn to tell a story with photos, document sports, and make ads for products we use every day! Producing amazing photos is not only cool, but it is also a useful skill in school and beyond. Get ready to unleash your inner artist in a creative and supportive environment.



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# **ELECTIVES FOR GRADE 5**

*All 5th graders will be enrolled in “Elective Rotation” as an elective class. In this class, students move through Speech, Art, Digital Citizenship & Technology, and Geometry Preview (one class per trimester).*

## **M5503R - Speech 5 and Art 5**

Speech 5 - Whether you are a future lawyer wanting to hone your speaking skills or an actor or actress hoping for a performance on Broadway, this class will give you a chance to speak, act, mime and practice the art of persuasion. Throughout the course, you will learn how to prepare a variety of speeches (traditional platform speeches, acting performances, improvisations, etc.).

Art 5 - Students will try multiple art processes including drawing, watercolor, collage, sculpture, and ink. Assignments are project-oriented and completed in class. Content is geared toward incorporating and expanding their history, language arts, and science content. Students work on problem-solving skills, develop patience, and further creative attitudes through the art-making process.

## **M5500R - Digital Citizenship & Technology 5**

Students learn about Internet etiquette and how to stay safe on the Internet. Students explore the potential effects of their digital footprints, how to protect information from online risks, and the implications of cyberbullying. Additionally, students explore the foundations of computer programming with Scratch by coding their own games and animations. Students also learn to use Google Apps for Education/Office 360, and work to increase their typing speed and accuracy.

## **M5501R - Geometry Preview 5**

5th-grade students gain or refresh knowledge of basic geometry concepts and processes that are foundational skills for Pre-Algebra and Algebra. The 5th-grade geometry course focuses on terminology and concepts involving geometric shapes and measurements. Area and volume of shapes (ie, squares, circles, triangles, prisms) are explored through models and formulas. Using tools such as rulers and protractors, students practice measuring shapes and angles. Students also explore the coordinate plane and graphing in all quadrants.

## **5th Grade Choice Electives**

*5th graders choose one of the following four classes to continue pursuit of their interest in a Fine Arts program:*

### **M5600 - Band 5**

The Village Band Program offers instruction on their chosen instrument (flute, oboe, clarinet, bass clarinet, bassoon, saxophone, trumpet, horn, euphonium, tuba, and percussion), as well as universal musical concepts and skills. The program stresses the collaborative cooperation and teamwork necessary for group success. This program is the gateway to the Concert and Jazz band programs at Village High School.

### **M5610 - Choir 5**

Students in 5th 5th-grade choir build on the foundation of music and explore more complex musical elements such as melody, harmony, texture, and form. Choir not only promotes the skill of singing, but also the learning of all elements of music in a participatory manner. Using this approach, the students incorporate group collaboration, movement, and music notation games. Students are introduced to ensemble singing in 5th 5th-grade choir, and learn the importance of singing with one, unified sound. Singers will learn to sing simple unison and two-part music through partner songs and beginning-level choral repertoire. Choir class combines high expectations with a safe and fun learning environment for all students to grow as musicians.

### **M5620 - Orchestra 5**

This class is a short (4-week) introduction to the instruments of the string orchestra. Students will get a chance to choose an instrument (violin, viola, cello, bass) and learn the basics of instrumental technique and music reading.



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# PHYSICAL EDUCATION

This course is designed to give students the opportunity to learn through a comprehensive, sequentially planned Physical Education program aligned with the National Standards for Physical Education. Students will be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Emphasis is placed on students developing a personalized fitness program for a healthy lifestyle. Units of instruction include Physical education with personal fitness emphasis, fitness concepts and techniques, cardiorespiratory endurance training, individual activities, weightlifting, and team sports.

## **M5700 – Physical Education Grade 5 M6700 – Physical Education Grade 6**

The 5th and 6th grade General Physical Education (GPE) focuses on the development of athletic skills, building character, learning and promoting healthy exercise, and learning how to operate and navigate team sports. It includes two classes of general athletic development and two classes of sport-specific developmental drills.

Trimester sports schedule:

**Fall:** Flag Football, Volleyball, Cross Country

**Winter:** Basketball, Soccer, Swim

**Spring:** Tennis, Track & Field, Lacrosse

5th & 6th Grade Athletes can participate in specialized PE classes during the general PE period: Dance and Swim

### **M5700/24, M6700/14 – Dance**

Focus on properly stretching, technical skills such as turns, leaps, tricks, and choreography in the styles of hip-hop, Latin, contemporary dance and more. This class would be beneficial to all students interested in any style of dance.

### **M5700/25, M6700/15 – Swim**

Students must be able to pass a swim test that includes the ability to swim in any manner across the pool independently without touching the bottom and the ability to tread water for 30 seconds. Not all students who request Swim can participate. Class number is capped at a certain number of participants based on the availability of coaching staff.

## **M9700 – Physical Education Grades 7/8**

Grades 7 and 8 will proceed with general physical education classes or one of the following specialized classes: Strength & Conditioning, Tennis, Swim, PE Study Hall (**See Appendix 2**).

## **M9700/84 - Strength & Conditioning**

Maximum of 25 student athletes. Students must participate or plan to participate in a Village team for a fall, winter, or spring sports. Non-Village Sports can be accommodated. The course will improve performance and lay the groundwork for sports expectations. A high level of commitment and focus is required to participate; students must consistently attend and actively participate in class.

## **M9700/85 – Tennis**

PE Tennis is designed to aid student-athletes in their development in tennis. Students must be able to meet the physical demands of the class. Not all students who request Tennis can participate. Class number is capped at a certain number of participants based on the availability of coaching staff.

## **M9700/86 – Swim**

PE Swim is designed to aid student-athletes in their development in swimming. Students must be able to pass a swim test that includes the ability to swim in any manner across the pool independently without touching the bottom and the ability to tread water for 30 seconds. Not all students who request Swim can participate. Class number is capped at a certain number of participants based on availability of coaching staff.

## **M9703 - PE Study Hall**

Students must obtain and submit a completed waiver form and accompanying documentation to the PE Department Chair. Upon approval of the requirements for waiver, the student will be assigned a study hall teacher and location. Students are expected to use this time to complete assignments and classwork quietly. **(Please see Appendix 2 for the waiver form.)**

Students will have the opportunity to participate in specific sports teams during their scheduled PE time. Practices begin before school, in most cases at 7:20 AM, and continue through the regular PE class period. Students who do not participate in a sport during a specific trimester return to the general PE class.

Trimester sports schedule:

**Fall:** Football, Volleyball, Cross Country

**Winter:** Basketball, Soccer, Swim

**Spring:** Tennis, Track & Field, Lacrosse

Course Advancement Form for Middle School 2025-2026

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ Current Grade: \_\_\_\_\_

Course to be replaced: \_\_\_\_\_

Name of Institution/Tutor you will be using to complete the course:  
 \_\_\_\_\_

Placement in the next level course will be determined by the final grade earned on the online/summer course, or tutoring, and the grade earned on the placement exam/Village course final exam for the course to be replaced at The Village School.

Students must meet the following criteria to enroll in and receive credit for a course taken for advancement purposes:

- The course must receive prior approval from the math teacher and middle school director.
- The course must be equivalent to a full course in the subject area.
- Students must earn a minimum final grade of 85%, or equivalent, in the course.
- Students must earn a minimum grade of 85%, or equivalent, on The Village School placement test for the course to be replaced.
- Students must present verification of online/tutoring course completion (transcript or completion notice) on the day of the placement test/Village course final exam at The Village School.
- Students must complete The Village School placement test by August 8th, 2025.

Note: Completion of a course does not guarantee a placement in a higher-level course at The Village School. Placement is also contingent upon available class space and course availability.

Student and Parent/Guardian Acknowledgment:

I understand I/my child must meet all the criteria above to be eligible to advance within the math progression.

\_\_\_\_\_  
 Student's Signature

\_\_\_\_\_  
 Parents' Signature

\_\_\_\_\_  
 Village Math Dept. Chair's Signature

\_\_\_\_\_  
 Village MS Director's Signature

**For School Office Only – To be filled upon completion of online / summer course:**

Date form received:	Date reviewed by MS Director:
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Course completion certificate/transcript received: YES   NO	Online/summer course final grade:	Placement test grade:
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**PE Waiver Form****APPLICATION FOR PE CREDIT BASED ON ACTIVITIES OUTSIDE OF VILLAGE MIDDLE SCHOOL****Instructions to Student:**

1. Complete this form and submit it to the PE Department Chair prior to enrolling in the activity.  
**[beth.rodriguez@thevillageschool.com](mailto:beth.rodriguez@thevillageschool.com)**.
2. Participation in the activity must be for at least 4 hours per week in order to qualify for PE credit.
3. Participation must occur during the school week – no credit will be awarded for weekend activities.
4. A schedule of practices/games must be attached to this form and sent to  
**[beth.rodriguez@thevillageschool.com](mailto:beth.rodriguez@thevillageschool.com)**.
5. This form must be submitted within two weeks of the start of the trimester.

**Name of Organization:** \_\_\_\_\_**Coach's Name & email:** \_\_\_\_\_**Activity:** \_\_\_\_\_

Student Name Printed \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

PE Dept Chair Signature \_\_\_\_\_ Date \_\_\_\_\_



# THE VILLAGE SCHOOL

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