STATEMENT OF PHILOSOPHY

The Derryfield School’s purpose is twofold: to guide a student’s academic growth through the acquisition of sound study habits and the development of analytical, independent thinking skills; and to foster each child’s social, emotional, and ethical growth.

We value our distinctive role as a day school, providing a robust, challenging program in academics, athletics, and the arts to children whose families want them to live at home during their middle and high school years. Dedicated to providing individual attention to every student, we strive to create an informal, yet structured environment offering challenge and support where students can develop their unique qualities of mind, body, and spirit.

We respect diverse ideas, beliefs, and cultures, and are committed to personal integrity and fairness. We value tradition as well as the willingness to institute thoughtful change. Recognizing that academic achievement without compassion and concern for others is meaningless, we are committed to purposeful involvement in the world outside our school in both the local and the global community.

THE MIDDLE SCHOOL TRAITS

As a middle school community, we actively seek to cultivate the following traits which always appear as they do below written from the perspective of our students.

As a Derryfield student, I am...

1. an engaged community member
2. an active, healthy person
3. an organized, self-directed learner
4. a curious critical reader and researcher
5. an inventive, informative writer
6. an innovative composer and designer
7. a creative experimenter and determined problem solver

THE MIDDLE SCHOOL PROGRAM

Middle School Course Requirements

The curriculum for the Middle School is designed to provide a firm background in basic discipline areas and learning skills in preparation for Upper School courses. All sixth, seventh, and eighth graders take English, mathematics, science, history, a world language, and a
physical activity. In addition, all middle school students will take drama, music, wellness, physical education, STEM X, computer science and art.

GRADE 6 – ALL COURSES REQUIRED
- English I
- Geography
- Introduction to Algebra and Geometry
- General Science: Science as Inquiry
- Latin IA
- STEM X
- Creative Arts sequence: Drama and Art
- L.E.A.D. (Leadership, Ethics, and Development): Health and Physical Education

GRADE 7 – ALL COURSES REQUIRED
- English II
- Civics
- Algebra and Statistics
- Understanding Connections between Earth, Life, and Physical Science
- Spanish IA or Latin IB (continued from Grade 6)
- Computer Science
- Music
- L.E.A.D. (Leadership, Ethics, and Development): P.E.

GRADE 8 – ALL COURSES REQUIRED
- English III
- World Justice
- Geometry
- Environmental Science: Web of Change
- Spanish IB or Latin IC (continued from Grade 7)
- Art and Drama
- L.E.A.D. (Leadership, Ethics, and Development): Health

MIDDLE SCHOOL EXPLORATION BLOCK
Middle School Exploration Block is a time dedicated each day for students to pursue their interests and passions. Each Exploration offering will occupy three days in our eight-day cycle, leaving students five days of a fifty-minute study hall (in addition to their daily extra help period). Each course will be offered on a pass/fail basis, and every student must sign up for at least one offering per term but not more than two. Middle School Chorus, Band, and Strings are offered each term (descriptions below in the Creative Arts Section) while other Exploration courses will be offered on a rotating basis. Some of the additional offerings may include mini-courses on public speaking, investment, computer programming, film study/making, life fitness, digital photography, songwriting, ecology, inventors’ workshop, lifelong athletic/wellness offerings, and philanthropy.
CREATIVE ARTS

THE PHILOSOPHY

The Creative Arts Department faculty is committed to promoting artistic excellence through self-discovery, creative expression, and collaboration. Through creative risk-taking and the application of technical skills, our program builds confidence and discipline in students. The Creative Arts program promotes empathy and an appreciation for the artistic contributions of others.

CREATIVE ARTS OBJECTIVES

In the creative arts we are a learning community that:

- Fosters creativity
- Encourages risk taking
- Demonstrates empathy
- Instills confidence
- Acquires skills
- Promotes collaboration
- Requires discipline

THE PROGRAM

Art (Grade 6)
Students are introduced to a variety of different media and techniques. We explore the invention of culture and how the original arts reflected human intelligence and civilization. We will learn about art and artists from many cultures from prehistory up to the early Middle Ages in Europe. Hands-on experiences in drawing, painting, printmaking, ceramics, and sculpture will encourage self-expression and develop creative problem-solving skills.

Art (Grade 8)
The eighth grade arts curriculum encourages an understanding of the interaction among technology, history, and society. Emphasis is placed on self-expression through exercises in drawing, sculpture, painting, design, and printmaking. Class discussions examine the arts of other cultures and how the arts are a reflection of a society. Art historical references will explore art interpretation through modern art to the present day.

Music (Grade 7)
The focus of the 7th Grade Music class is to explore the ways music presents itself in our daily life. We do this through a series of units, each with its own comprehensive project. Students will work individually and in groups to make original commercial jingles, create podcasts about historical rock & roll and jazz musicians, film and score their own movies, and much more in an effort to discover just how big a role music plays in their everyday lives.

Performance Art (Grade 6)
Sixth Grade Performance Arts focuses on introducing the students to the many aspects of theatre and performance including improvisation, playwriting, theatre games, music, costumes,
and character development, as well as all the elements that go into creating a theatrical production. At the end of the term, the class will present a public performance of a staged-musical.

**Drama (Grade 8)**
Eighth grade Drama introduces students to various theatre games and techniques. Students will discover how drama has developed in the world as well as other aspects of theatre such as concentration and focus, ensemble work, pantomime, improvisation, stage movement, emotion, memorization, character and script interpretation will be studied.

**Middle School Musical**
Seventh and eighth graders may also choose to participate in the middle school musical in the fall. The rehearsals typically take place after school from 3:30-5:15 p.m; in 2020-21, MS Musical will also be offered as an Exploration option. All who are interested in participating will get to join in on the fun!

**Middle School Chorus**
All middle school students are welcomed and encouraged to join chorus, regardless of how much singing experience they might have. Music specifically composed for middle school voices, interests, and talents will be presented publicly at winter and spring concerts. Our goal is to nurture a lifelong love of music while teaching healthy vocal techniques. **Offered as an Exploration option.**

**Middle School Instrumental Ensemble**
All middle school students with interest and/or experience on wind, brass or percussion instruments are encouraged to join the Middle School Instrumental Ensemble, which meets on opposite days of Middle School String Ensemble. Our goal is to nurture a love of ensemble playing and musicianship. **Offered as an Exploration option.**

**String Ensemble**
All middle school students with interest and/or experience on violin, viola, cello, string bass, ukulele or guitar are encouraged to join the String Ensemble which meets opposite days from MS Band and Chorus. Our goal is to nurture a love of ensemble playing and musicianship. **Offered as an Exploration option.**

**ENGLISH**

**THE PHILOSOPHY**

The study of English in the Middle School concerns itself as much with process as with products; teachers help students develop and deepen their skills in language arts. Building on students’ earlier experiences in elementary school, middle school English teachers provide opportunities for students to explore the call of stories, discover ideas, appreciate language, and find their voices. The Upper School then builds upon this foundation through a wide variety of literature and cultivates students’ personal and intellectual growth while also deepening their appreciation of and skill with the English language.
THE PROGRAM

English I (Grade 6)
Sixth grade English students become active explorers of spoken and written language. Students investigate and analyze the basic components of a story—plot, character, conflict, setting, and theme—through works across genres via responses, reflections, and active reading strategies. Students explore these ideas further through an independent reading program in which students create and present reading projects. One aspect of the sixth grade writing curriculum is the effective composition of essays and the literary skills necessary to provide textual evidence. Students work on paragraph structure and clarity in their writing. In addition, students engage in creative writing activities, which include skits, poetry, and stories. Throughout the year, a variety of activities and lessons reinforce grammar and mechanics skills, vocabulary, and precision in language.

English II (Grade 7)
Seventh grade students learn how to communicate effectively, think creatively, and express themselves with clarity. Through a wide variety of literature, students use active reading strategies to investigate each author’s style of writing, as well as the significance of stories in their lives and how those stories reflect the world in which they were written. Students continue to discover new authors and genres through the independent reading program as well, creating and presenting reading projects. The seventh grade writing curriculum focuses on both analytical and creative writing. Students hone their essay-writing skills while also finding their voices through the writing of reflections, responses, short stories, and poems. The study of language is incorporated into all aspects of seventh-grade English, including instruction on the fundamentals of grammar, vocabulary, and literary devices.

English III (Grade 8)
The thematic focus in eighth grade English centers on the concepts of individual and collective identity. Students look closely at what factors help to shape a person’s identity and hence perspective. Throughout the year, students explore this theme and continue to build upon the skills they learned in sixth and seventh grades through a variety of reading experiences, writing assignments, and short and long term projects. As readers, students review and practice using close reading strategies learned during the past two years and focus on more complex ways to analyze and reflect on books and visual media. Students also explore a variety of genres through class texts and work to increase their reading fluency through independent book choices. As writers, students write personal reflections, poetry, analysis, fiction, short answers, and personal responses, incorporating traditional text and multimodal writing styles. While grammar is taught through direct instruction, it is practiced and reinforced through written work and supplemented by an on-line IXL program, with particular attention given to comma rules affecting complex sentence structure. Additionally, students continue to build their vocabulary bank through the study of vocabulary words drawn from Wordly Wise.
HISTORY

THE PHILOSOPHY

The middle school history curriculum seeks to begin a journey that will enable young people to be informed and responsible citizens. Beginning with an exploration of the physical world in the sixth grade, the program then moves to the American political system, and then to a global examination of justice. The progression acknowledges a sixth grader’s more concrete view of the world (Geography), a seventh grader’s emerging understanding of the abstract concepts of government (Civics), and an eighth grader’s increasingly sophisticated view of justice (World Justice). The sequence gives students not only an appreciation of the world around them, but also an awareness of civic responsibility, and the moral responsibilities associated with justice in a free society. These courses challenge students to think creatively, become fully involved in their own learning, and explore the world around them. Lastly, each middle school history course has an integrated service learning opportunity embedded in its curriculum.

THE PROGRAM

Geography (Grade 6)
As their first experience in the Derryfield History Department, students in Geography gain an understanding of and an appreciation for the significance of an individual’s relationship to his or her physical and cultural world while also developing the basic skills of organization, reading, writing, and research. The focus is on North America with the first unit studying the familiar (New Hampshire). We then move to the United States before studying Canada, and then in the spring Mexico. Following March break, students participate in a project called the Cultural Cafe that connects them with new adult immigrants to Manchester. This program is coordinated by Southern New Hampshire Services and is a high point of the year. At the end of the year, we study fresh water along with their science classes. It is a year that lays the foundation in both skills and content for further historical studies.

Civics (Grade 7)
In Civics, seventh graders examine how the three branches of the US government work, as well as how citizens can play an active role in our communities. Particular emphasis is placed on discussion and research about how the government tackles a range of issues from national security to landmark Supreme Court cases. Students continue to build skills in effective reading, note taking from reading, research, test-taking, structured and clear writing, and civil discourse. Class activities include general and structured discussions, research projects, and presentations. During the year, students are encouraged to remember that although they cannot yet vote, they can still be active citizens in their communities. They end the year by developing a “Community Action Plan,” which identifies a problem in their local community or in New Hampshire and offers a solution to that problem.
World Justice (Grade 8)
In World Justice, eighth graders explore the complexities of justice and how the concept has been applied in the last century across different cultures. Units include Human Rights, Model United Nations, the Little Rock Nine, US Immigration Policy, Human Rights and North Korea, and the Holocaust. They also choose their own justice topic to explore in a formal research essay. Students continue to work on the skills from earlier years but with more challenging texts and more demanding writing standards. These skills include analyzing documents, determining the bias of different sources, writing analytical paragraphs and essays, discussing "hot topics" using civil discourse, and developing the ability to see multiple perspectives.

MATHEMATICS

THE PHILOSOPHY

The Middle School Mathematics program is designed to help students grow to be skilled, confident and curious problem solvers. We incorporate a balance of skill building and creative exploration while ultimately focusing on the process of learning. In addition to focused individual study, students will take part in cooperative learning tasks, problem-solving activities, design-thinking projects and computer explorations.

Advanced Math Portfolio
Throughout the year, students in each grade-level class who demonstrate a high level of mastery and understanding of the course material will have the opportunity to explore advanced material that will push their understanding beyond the standard curriculum. As they progress, they will build an advanced math portfolio that may include topics such as business, finance and investing; number theory; complex numbers; limits, sequences and series; trigonometry; statistics; and engineering.

Math Support
All students are encouraged to utilize group extra help sessions with their math teacher. These sessions are designed to help students most effectively use their resources and to get extra practice to deepen their understanding. Additionally, teachers work with private tutors to help support students’ learning when needed.

THE PROGRAM

Introduction to Algebra and Geometry (Grade 6)
The sixth grade curriculum is designed to build students’ number sense and facility with problem solving while encouraging curiosity and exploration of new ideas. Students will study topics in algebra, including writing, interpreting, solving and using variable expressions and equations to model scenarios. In addition, they will deepen and expand their conceptual understanding of integers, fractions and decimals while exploring exponents, ratio, rate, proportion and percent. The building blocks of geometry are studied as a way to describe and understand the physical world.
Algebra and Statistics (Grade 7)
The seventh-grade curriculum develops and extends the study of algebra and geometry and introduces topics in statistics and probability. Students apply proportional reasoning to a variety of topics including probability, percent, scale, and linear functions. Fluency with integers, exponents, decimals and fractions is expected as students simplify and solve multi-step algebraic equations, write and graph equations and inequalities for linear models, and gain information and draw inferences from statistical data. Interwoven throughout all topics is an examination of patterns and the challenge of problem solving.

Geometry (Grade 8)
The Geometry course is designed to support the students’ transition from concrete to abstract reasoning. Students review the building blocks of geometry and develop an ability to apply geometric and algebraic properties through hands-on, inquiry-based, and proof-based activities. Students master properties of two and three-dimensional figures through study of advanced measurement, construction, and comparison. Students practice their reasoning skills as they solve problems involving spatial relationships, area, volume, and coordinate geometry. They extend their study of similarity, proportion, exponents, and irrational numbers as they deepen their understanding of the Pythagorean Theorem, discover the special triangles, and explore right triangle trigonometry.

SCIENCE

THE PHILOSOPHY

The middle school science program focuses on science process skills while introducing students to science concepts. Scientific skills are presented and practiced throughout the entire middle school curriculum. The curriculum is presented through a project and inquiry-based approach and is appropriate to the developmental level of the middle school student. The goal of the curriculum is to encourage and develop an appreciation of science and an enjoyment for learning. The skills and knowledge gained throughout the middle school years will allow students to be successful in their future scientific endeavors.

THE OBJECTIVES

The middle school science curriculum will:
• give students an understanding of major scientific ideas that will lead to scientific literacy;
• allow students to develop and practice study skills such as organization, writing, critical thinking, and time management;
• develop the students’ scientific process skills as they work both independently and cooperatively with others to solve problems;
• encourage ethical and moral thinking by understanding the connections between science and human activity.
THE PROGRAM

**General Science: Science as Inquiry** (Grade 6)
Scientific inquiry approaches learning science as an active process. Learning science is something that students do, not something that is done to the student. In this course, students explore a variety of topics in an inquiry-based study of science. Some of the topics students investigate are: motion and energy, density, fluid dynamics, flight, genetics, simple machines, and water. Students learn safe laboratory procedures and utilize the steps of the scientific process to solve problems as they actively engage in scientific investigations. Students participate in this hands-on classroom as they are asked to become the “scientists.”

**Understanding Connections in Earth, Life and Physical Science** (Grade 7)
Students are asked to think insightfully as they make connections between topics involving the three main branches of science: Earth, Life, and Physical Science. We investigate topics such as geologic time, classification, biodiversity, evolution, ecology, chemistry, and physics. Students conduct and design experiments to understand that, using both logic and imagination, scientific ideas are understandable.

**Environmental Science: The Web of Change** (Grade 8)
In the 8th grade science curriculum, students learn about the dynamic Earth through the cause and effect of many systems. During the first half of the year students will examine processes and topics relating to the lithosphere, hydrosphere, atmosphere, and biosphere. During the second half of the year students will use the knowledge gained in these areas to investigate and make informed decisions on current environmental topics such as acid rain, climate change, ozone depletion, and pollution (land, air, and water). Principles of biology, ecology, earth science, and chemistry will be taught and used during lab experiments.

**STEM X**

**THE PHILOSOPHY**

Our STEM X department introduces students to interdisciplinary approaches to problem solving that leverage Science, Technology, Engineering and Mathematics (“STEM”) to solve for X by tackling the unknown variable in a situation, or “X.” Ultimately, the goal is to help students develop their capacity to discover interesting problems, experiment with novel creative solutions, document their work and share their findings. In a STEM X course or activity, students are encouraged to adopt an innovator’s mindset when they problem solve, whether it’s designing software, building a 3D printed prototype or pitching their ideas like entrepreneurs. By challenging students to explore the unknown, we aim to ignite student creativity. In the words of astrophysicist Neil deGrasse Tyson, speaking about space exploration, “Once the impossible becomes possible, that opens up the floodgates of human imagination.”
THE PROGRAM

**STEM X (Grade 6)**
This introductory course is part of the STEM X program at The Derryfield School, which teaches students how to solve for the unknown “X” by discovering interesting problems, applying STEM (Science, Technology, Engineering and Mathematics) skills to experiment with novel solutions, documenting their work and sharing their findings. The course is structured around a series of individual and team design challenges that allow students to explore a variety of problem solving techniques and tools, all the while encouraging them to develop the research skills, analytical rigor, creative thinking and entrepreneurial attitudes needed to investigate and tackle real world problems. The topics covered will include the engineering design process, 3D printing, app building, robotics coding and pitching business startups.

**CODER X (Grade 7)**
This course will introduce students to programming using two applications: The Swift Playground App using the Learn to Code lessons by Apple and the micro:bit App. The course will begin using the Swift Playground lessons which highlight key coding concepts while demonstrating how coding is a way of thinking that can be applied to other subjects and everyday life. Students will write real code using Swift, a powerful and intuitive programming language; develop computational thinking skills; and learn programming constructs. Students will be introduced to variables, types, commands, loops, functions, arrays and other concepts aligned with the Computer Science Teachers Association’s (CSTA) Computer Science Standards for Level 2. Along with developing programming skills, students will engage in project-based coding using the micro:bit microcontroller board in the MakeCode coding environment. This part of the course uses a project-based curriculum, with a maker philosophy, that provides a context for learning coding and computer science concepts through the act of making a project.

**WORLD LANGUAGE**

**THE PHILOSOPHY**

The purpose of the World Language Department is to teach students the necessary skills to communicate and interact effectively and empathetically in an increasingly interconnected world. The study of language develops the student’s ability to compare and connect his or her own way of life to the global community. We encourage our language students to use their linguistic skills and cultural knowledge beyond the classroom. The World Language Department believes that the study of other languages and cultures is a vital part of a student’s secondary-school education. All middle school students will take Latin in the sixth grade. In the seventh grade, students may either continue in Latin or study Spanish.

**THE PROGRAM**

**Latin I A (Grade 6)**
This introductory course acquaints students with the basic elements of the Latin language. Students begin reading Latin stories immediately and through these stories learn about the
Roman family, house, and daily life. Small projects and an historical film enhance the students’ understanding of ancient Rome. Students learn a variety of skills for acquiring most languages. The skills taught will include vocabulary acquisition, subject-verb agreement, and the concept of conjugation. Through the discussion of derivatives, the influence of the Latin language on English and the Romance languages will be explored.

**Latin I B** (Grade 7)
In this next stage of the Latin program, students master more grammar and syntax and continue to acquire new vocabulary by reading Latin stories. In addition to these topics, students will learn about Latin word order through English to Latin composition and analysis of the stories. Students will concentrate on Greco-Roman myths, the Roman city, and the expansion of Roman civilization. The students’ experience continues to be enhanced by film and small projects.

**Latin I C** (Grade 8)
After a thorough review of foundational concepts, students explore more complex grammar and syntax. Students will continue to work with root words and morphology, further allowing them to relate to English and other Romance languages. They examine the role of gods, games, and baths in Roman life and begin to delve more deeply into the history and legends of Rome.

**Spanish I A** (Grade 7)
The objectives of this course are to familiarize the learner with the basic communicative patterns and skills of Spanish and to expose students to Latin American and Spanish culture. Vocabulary and grammar are presented and reinforced in thematic units to include: greetings, school, family, describing oneself and others, clothing, vacations, and personal interests. Culture is presented in every chapter to explore the countries and customs of Latin America and Spain through a colorful text, films, and music. Speaking is highlighted within such formats as pair dialogues, group conversations, skits, making short videos as well as speaking about the contents of leveled chapter readers that target the current vocabulary, verb tenses, and cultural themes. Students are encouraged to practice the language for their level through writing, reading, speaking in class, and listening in Spanish. Students will be able to transition to Spanish level I B in their eighth grade year.

**Spanish I B** (Grade 8)
This is an introductory level class that assumes that you have taken Spanish IA and have formed the foundations of the language. This year, you will further develop skills in listening, speaking, reading and writing. The standards of World Language, which are Communication, Cultures, Connections, Comparisons and Communities, are deeply embedded within this program. Our text and its accompanying online resources will guide you along your journey into learning the Spanish language and its many wonderful and varied cultures. These resources include many different avenues to explore and provide ample practice and detailed feedback as you progress in your Spanish language studies. The thematic units in this course include: a review of concepts covered in IA, food is culture, life is a carnival, and the world in which we live. Students will develop a novice high level of proficiency according to the ACTFL scale by the end of this course. Students are encouraged to practice the language for their level across all three modes of communication (listening, speaking and reading). Students will transition to Spanish level II in the Upper School.
LEADERSHIP, ETHICS, AND DEVELOPMENT (L.E.A.D.)

THE PHILOSOPHY

The Leadership, Ethics, and Development program (L.E.A.D.) is designed to foster each student’s social, emotional, physical, and ethical growth. Through intentional and age-appropriate curricula, students develop skills to confidently navigate adolescence and prepare them to be purposeful citizens in any community. Active experiences and intellectual opportunities will empower students to engage in character development, personal and peer leadership, and support a healthy school and community culture. L.E.A.D. classes are designed to address the developmental needs of each of our students as they navigate their path through adolescence. Subtopics explored in age-appropriate ways each year include self-awareness, relationships, effective communication, feedback, decision making, coping strategies, ethical engagement, team building, and self-care. In the Middle School, L.E.A.D. curricula is delivered through Health & Wellness and Physical Education classes, advisory, and community meeting times.

THE PROGRAM

Sixth Grade: Breaking the Ice

In the sixth grade, students pursue the L.E.A.D. curriculum through two classes, Physical Education and Health and Wellness, where they explore the theme of “breaking the ice” as students transition into middle school and The Derryfield School community. These classes incorporate health and physical education instruction along with small group advisory meetings and larger grade-level or division-level groupings. At the beginning of the year, the focus will be on understanding the norms and expectations of Derryfield, and developing positive relationships with peers and adults in the community. Ongoing skill development will include study skills, appropriate use of technology, respect for self and others, enjoyment of learning, challenge, and self-expression.

- **Physical Education**: The focus of this course is on acquiring movement skills through cooperation. As they participate in experiential activities, students will build on personal and peer leadership skill development by utilizing the low ropes course, as well as team building and character building activities. The activities become the means through which the students can practice, refine, and develop competence in the skills, and build confidence. Appropriate social and personal behavior, respect for others, enjoyment, challenge, and self-expression in a physical setting are emphasized.

- **Health**: In this course, students will work with the framework, The Wellness Wheel, which will serve as a holistic model for personal leadership and the health and well-being of the total person. The Wellness Wheel consists of the following dimensions: physical, emotional, intellectual, vocational, social, and spiritual.
**Seventh Grade: Self-Advocacy**

In the seventh grade, students pursue the L.E.A.D. curriculum through Physical Education, where they explore the theme of “self advocacy”. Students find their strengths in our community and identify ways in which they can support others and be supported. These classes will help students build their resilience and grit when facing challenges in order to manage feelings of anxiety. Ethical decision-making skills will also be taught in conjunction with the Computer Science class.

- **Physical Education**: Through experiential activities, students will build on personal and peer leadership skills by utilizing the high ropes course and rock wall, working to trust their peers, and collaborate to define and accomplish group goals. Personal reflection, personal integrity, and character development are important in all learning lessons.

**Eighth Grade: Embracing Community**

In the eighth grade, students pursue the L.E.A.D. curriculum in Health, where they explore the theme of “embracing community”. Students expand their influence in our community while also looking ahead to the transition to high school. Ongoing skill development will include communication, decision-making, appropriate use of technology, respect for self and others, and leadership within the middle school community.

- **Health**: The goals of the program are to provide students with accurate information on the physical and psychological effects of health-related decisions; to enhance the development of the student’s sense of personal and social responsibility; to help students see the relationship between choices and well-being; and to teach interpersonal and physical skills which will encourage and assist students in making health-enhancing decisions throughout their lives.

**LEAD: PHYSICAL EDUCATION IN GRADES 6 and 7**

**Grade 6**

In the “Acquiring Movement Skills through Cooperation” curriculum, the focus is on student performance outcomes, not the activities themselves. The activities now become the means through which the students can practice, refine, and develop competence in the skills, and build confidence. Appropriate social and personal behavior, respect for others, enjoyment, challenge, and self-expression in a physical setting are emphasized. LEAD (PE6) is taken every other day throughout the year.

**Grade 7**

This course is an activity-based approach with the theme of “Taking Acceptable Risks through Problem Solving.” In this adventure education unit, students will participate in cooperative and trust-building activities in preparation for challenging themselves on our high ropes course and rock climbing wall. LEAD (PE7) is a trimester long class.

**LEAD: HEALTH & WELLNESS IN GRADES 6 AND 8**
ATHLETICS

THE PHILOSOPHY

In the Middle School, each seventh and eighth grade student is required to participate in two seasons of physical activity each year. Only one independent activity per school year is permitted. Sixth grade students will not participate in interscholastic competition on teams with seventh and eighth grade students. Sixth grade students are involved in a year long daily physical education/health program using a skill-based curriculum.

THE PROGRAM

The middle school sports program offers the following competitive and non-competitive sports options:

**Fall**—competitive boys’ and girls’ cross-country running, boys’ and girls’ soccer, and field hockey for girls.

**Winter**—competitive basketball teams for boys and girls, an introduction to strength training class, alpine skiing, and nordic skiing.

**Spring**—competitive boys’ and girls’ lacrosse, boys’ baseball, and a non-competitive introduction to tennis.

*B teams are created when rosters sizes reach a level that dictates their need.

**All athletic options listed above are based on student interest and enrollment and may fluctuate year to year.

For eighth graders interested in upper school sports, there is the possibility of playing for an upper school team. Participation at the upper school level is dependent on a number of factors, primarily if there are not enough upper school students to sustain the program. Also required is the permission of the middle school faculty, the coach, and NHIAA approval. Interested students should present a letter of request to the Head of the Middle School at least one month prior to the start of the season. Seventh graders may also be able to participate in upper school sports, based on numbers and if there are not enough eighth graders to make the required number for the high school team.

Athletic credits can also be earned by participating in independent physical activities for opportunities that are not offered at Derryfield as well opportunities on campus to help manage teams. Students can apply directly for permission with the Athletic Director and Head of the Middle School.