

EASTMINSTER SCHOOL

EXCELLENCE IN MIND, BODY AND SOUL



CURRICULUM & GENERAL
INFORMATION GUIDE



a letter from the HEAD OF SCHOOL

Dear Parents and Students,

The academic curriculum of Eastminster School is geared to meet the ever-changing and fast-paced demands of the twenty-first century. In the personal, experiential, and nurturing environment of our Lower School, students begin their school lives with confidence and the joys of discovery. In grade five, Eastminster's Lyceum, students begin to structure their studies and begin to think of themselves as true students in an academic setting. Middle School years at Eastminster are filled with high expectations for academic growth combined with the understanding of professionals who know that middle school can be challenging for students and for parents. As students transition from their childhood into their teen years, educators lead them with skill, compassion, and appropriate demands for excellence. In our Upper School, Eastminster students are privileged to have educators with outstanding credentials and college and university experience. Scholarly opportunities abound. Graduates of Eastminster are well-prepared to meet the challenges of the colleges or universities of their choice.

This guide is a resource for you. We expect all of our students to pursue their educational experience with what we call "the six i's": involvement, interest, independence, interaction, individualization, and integration.

We think you will be impressed with our school. We invite you to learn more about what we offer.

Sincerely,

Head of School



our MISSION

Eastminster School provides motivated and disciplined students with a rigorous and balanced college preparatory curriculum. Based on traditional Judeo-Christian values, the school provides the highest quality academic education, emphasizing every student's social, physical, and spiritual well-being.

CORE VALUES *statement*

Eastminster School graduates will be first among their peers in mathematics and in science and well versed in the masterworks of Western literature such as Homer's *Odyssey*, the plays of Shakespeare, parts of the Bible, and a Dickens novel. Our students gain a command of American and British literature as well as key works from Africa, Asia, and Latin America. Eastminster students will leave the eighth grade speaking and reading a second language, appreciating the history of art, and valuing the music of our culture.

Eastminster students become familiar with the history of Western civilization from classical Greece and Rome to the American and French revolutions, the Industrial Revolution, and the World Wars; students are well versed in American history, the principles of our republic, and its great works including the Declaration of Independence, the Constitution, the Federalist papers, the Gettysburg Address, and the Letter from Birmingham Jail. Eastminster students will know the promise of American heritage for freedom around the world, the power of free markets, the wisdom of limited government, and the self evident truth that all men are created equal, endowed by God with the right to life, liberty, and the pursuit of happiness.

Finally, Eastminster students learn to be articulate and skilled in the use of technology, able to access and manipulate data, devise a thesis, and compose a lucid argument to support it. In sum, our graduates have the tools to excel in society and, through habit and model, the personal responsibility to apply them to the benefit of themselves and others.



*An opportunity to
learn in a positive,
nurturing, and safe
environment.*

OUR MISSION

The Lower School is a division of Eastminster School which offers students in kindergarten through fourth grade an opportunity to learn in a positive, nurturing, and safe environment.

The goals of our activity-based curriculum are to:

- develop confident, independent learners through a strong academic program,
- build character and develop responsible community members,
- offer students a broad exposure to our Eastminster canon which encompasses great works of art, music, film, architecture, and literature,
- encourage children to be physically fit and to help them learn how to maintain healthy lifestyles, and
- promote children's ability to be creative problem solvers.

Our students participate in small and large group instruction, receive individualized attention, and have the unique opportunity to use the School's woodlands and lake area as part of classroom instruction.

We feel that a strong partnership between home and school is essential to the development of purposeful and successful students. Parent involvement in the classroom is an integral part of our hands-on approach to teaching.

LANGUAGE ARTS

Eastminster School provides an environment that nurtures reading and writing. Our language arts program integrates the instruction of language skills throughout all subjects. The kindergarten through fourth grade reading program includes literature-based, guided reading instruction. Students are exposed to a multitude of literary genres, selected as developmentally appropriate. Students also receive a strong foundation in phonics and grammar. Each day, children hear their teacher read aloud from quality literature. They are also allowed time each day for silent reading and buddy reading to practice their acquired skills. In grades one through four, students participate in our Junior Great Books program twice a week. Junior Great Books is an interpretive discussion program that moves students toward excellence in reading comprehension, critical thinking, and writing.

Writing instruction follows the 6 + 1 Trait Writing model. The 6 + 1 Trait Writing model of Instruction & Assessment provides a common language for teachers and students to communicate about the characteristics of writing and establishes a clear vision of what good writing looks like. Students write everyday across the disciplines. Students use personal journals as a source book of ideas and observations. They have the opportunity to write narratives, informational and expository reports, persuasive pieces and response to literature commentary that will be published and displayed throughout the Lower School building. A structured spelling program begins in grade one with the Sitton Spelling program, and handwriting, following the Handwriting Without Tears program, is taught beginning in kindergarten. Language arts instruction is tailored to the needs of the individual and stimulates growth according to the readiness of each student. As a result, students experience a strong sense of success and accomplishment.

Eastminster School endeavors to identify and feature the unique characteristics of each child, providing individual attention when needed. Our teachers design activities for students to have opportunities to apply knowledge and skills from different disciplines.

Students are challenged to integrate different areas of the curriculum during the normal course of the school day. Students are expected to be engaged in reading, writing, speaking, thinking, sharing, and helping; the physical layout of the classroom, the availability of resources, and the classroom environment reflect this. Students are challenged to be involved in some activity at all times.

Teachers engage students routinely by asking questions, or by answering questions, and do so in such a way the students are routinely pressed for additional ideas or information. Students are challenged to go deeper and offer full answers through their interaction with their teachers and peers.

MATHEMATICS

The Lower School presents mathematics through meaningful problem solving activities. Our approach to math instruction is hands-on and interactive. Relationships between mathematics and other curricular areas are stressed. Math lessons emphasize hands-on exploration of materials such as attribute blocks, measurement tools, geoboards, pattern blocks, calculators, base ten blocks, graphs, interactive calendars, and interactive math bulletin boards. Mathematics instruction in the Lower School includes numeration and counting, fact operation and relations, problem-solving and mental arithmetic, data collection and analysis, critical thinking, time, money, geometry, patterns, place value, fractions, decimals, geometry, sorting, and fact memorization. Math challenges through interactive mathematic bulletin boards provide daily practice of a variety of math skills being taught so that students have an opportunity to revisit math skills taught from day one.

SCIENCE

The Lower School science program develops students' inherent curiosity about the natural and physical world. Students participate in a variety of guided and open-ended activities. Our curriculum is designed to be interdisciplinary. Students explore scientific topics as they incorporate reading, writing, research, math, and geography. Our approach is theme-based and includes investigations in the areas of life science, earth science, and physical science. Classes have the opportunity to investigate the woodland environment without leaving the confines of our school property. Every class recycles and maintains campus bird feeders and garden boxes. Each class participates in campus clean-up and beautification days. Numerous classroom field trips focus on science themes being taught throughout the grades.

SOCIAL STUDIES

The social studies curriculum at Eastminster School develops our

students' sense of themselves, their community, and their place in the world. Emphasis is placed on the development of values, citizenship, and the ability to make moral judgments. Our goal is to broaden our students' perspectives, opinions, and attitudes regarding the world and its people and to help them become aware of some of the problems as well as some of the "big ideas" that we encounter as citizens of our school, state, nation, and the world.

History concepts, geography skills, multicultural awareness, and current events concepts are included in each year's program. An interdisciplinary unit approach is used in grades K-4, with topics being tied closely to reading, writing, technology, and the arts. A social studies textbook is introduced in Grade 3.

There are many ways in which students demonstrate their understanding of social studies concepts, including research, projects, debates, and classroom presentations.

Technology applications are combined with traditional research and are an important means of broadening our students' exposure to social studies concepts. Field trips are an integral component of the Lower School social studies curriculum.

FOREIGN LANGUAGE

Spanish instruction begins in kindergarten and is taught in all grades. Students learn the sounds and concepts of a foreign language and basic communication skills. Games, songs, stories, cooking, dance, and plays are regularly used in the Lower School classroom to enhance the understanding of Spanish geography, as well as the history and the culture of Hispanic countries.

ART

For a child, art is primarily a means of self-expression. It is the language of a child's thought. Art lessons are structured to help students develop flexibility in their thinking and in their imagination. Art lessons also develop in students an awareness of their environment when

they are asked to observe in detail. When art students are asked to perform certain skills, they develop motor coordination, which in turn helps their physical growth. When students create sculptures or mobiles, they develop their awareness of space. The main objective of art in the Lower School is to develop the freedom to explore and experiment with materials and with subject matter. In the spring, a collection of each student's art pieces will be displayed in a gallery for our families and the general public to see.

MUSIC

The Eastminster Music program is an integral part of the overall school curriculum and operates on the belief that all students are innately artistic and can find meaning and joy in music.

Students in kindergarten – Grade 4 participate in music classes twice a week at Eastminster School. The music curriculum is designed to prepare children to become musical in three ways:

- “Tuneful” -to have tunes in their heads and learn to coordinate their voices to sing those tunes.

- “Beatful”-to feel the pulse of music and how that pulse is grouped in either twos or threes.
- “Artful”- to be moved by music in the many ways music can elicit an emotional response.

The curriculum focuses on eight activities/objectives designed to develop “tuneful,” “beatful,” and “artful” children.

- Pitch exploration (vocal warm-ups)
- Song fragments (echo songs, call-and-response songs)
- Simple songs
- Arioso (Child-created tunes)
- Song tales (songs sung for children, not by children)
- Movement exploration
- Movement for form and expression
- Movement with the beat

In addition to the objectives listed above, the students will begin to integrate formal “music” knowledge – reading rhythms, reading melodies, part singing, and analyzing listening pieces-- into their music repertoire.

Students will have the opportunity to perform for parents and friends in the winter and spring music programs.

PHYSICAL EDUCATION

Eastminster School's physical education program is an essential part of the total educational experience. Physical education allows each student the opportunity to grow in the affective, cognitive, and psychomotor areas of development. The program is built around the National Association for Sport and Physical Education (NASPE) guidelines, with an occasional sidebar which builds upon particular students' interests. Focus is placed on the teaching of skills, the acquisition of knowledge, a positive attitude towards self and others, and the benefits of physical fitness for life. This program emphasizes good sportsmanship at all times, while allowing each student to progress at his or her own pace. The basis for all lessons is to encourage each student to achieve his or her personal best and to find joy in being physically active.

Students engage in recess on days they don't attend P.E. to

ensure that our students have a wide exposure to physical activity throughout the week. In order to meet the curriculum standards, activities include the following:

- Movement education
- Free play
- Physical fitness testing
- Running games
- Low organization games
- Gymnastics-related activities
- Body awareness
- Locomotor activities—skipping, galloping, sliding, hopping, and jumping
- Spatial awareness
- Manipulative activities—ropes, hoops, paddles, balls, scooters, small rackets, bean bags, and scoops
- Walking Club
- Jump Rope Club

Lead-up games include building skills towards the following:

- Basketball
- Tennis
- Soccer
- Football
- Volleyball

Extracurricular activities may include the following:

- Swimming
- Soccer

In May, "Owlympics" occurs for all Lower School students (kindergarten through Grade 4). The day consists of individual and team events, and medals are presented to all. Traditional activities include javelin throw, sack race, chariot races, water balloon toss, three legged race, tug-of-war, and much more. All of the events provide fun and enjoyment for each student as a culminating event for the year.

Each spring, the fourth grade students participate in a kickball game against the faculty, which is another great way to demonstrate sportsmanship and camaraderie.

Eastminster's Lyceum, dedicated to the progression of learning and thought, fosters developmentally sound programs promoting active learning engagement through knowledgeable lectures, dramatic engagements, class instruction, and debates. Lyceum actively encourages the development of academic acumen, promotes the acquisition of societal decorum, and advances positive lifelong learning ideologies. Lyceum students incorporate habits of the mind, maintain an atmosphere of mutual respect, and participate in a variety of rigorous academic endeavors.

Students read texts from a variety of genres. As readers, they encounter new ideas, vocabulary, and content. The curriculum includes analyzing the elements of setting, characterization, theme, and conflict in plot. Students make judgments and learn to draw inferences; they also analyze the author's purpose, use of dialect, and style. Students classify elements of figurative language (personification, metaphor, simile, hyperbole) and sound (alliteration, onomatopoeia, and rhyme scheme). Students are led into a variety of quality works of literature, cooperative activities, and book discussions.

Writing instruction focuses on the writing process – ideas, organization, voice, word choice, sentence fluency, conventions, editing, and revision. Students maintain a writing binder complete with writing information, pieces under construction, and finished copies. Instructors use rubrics to evaluate a wide variety of stories, expository essays, and persuasive essays.

Students maintain fluency, develop new concepts, and maintain a mindful language of learning through practice, cooperative groups, and games in mathematics. Skills taught in mathematics become more complex and demand advanced reasoning skills.

Students become familiar with how the United States of America grew as a nation and how its past affects them today. They read about what it was like to live during important historical events, some of the people who took part in those events, and about the place where each event happened. Students read assigned pages, respond to questions with supportive details, participate in discussions and debates, complete projects, prepare for tests, and

enjoy other learning activities.

Science includes interactive learning opportunities, reading, research, discovery, note-taking skills, and test-taking strategies. Students need to be prepared, study independently, analyze data, and utilize the scientific method. Students need to incorporate safety habits and build knowledge regarding the uses of scientific equipment.

Lyceum students participate in a variety of extracurricular activities, including soccer, cheerleading, basketball, tennis, and golf. Beginning band and participation in the spring musical give students experience with a variety of music, different styles of music, note reading, theatrical terminology, and production demands. It gives students an opportunity to demonstrate individual strengths and creativity.

Fifth grade students are afforded numerous opportunities to become equipped with the academic, social, and emotional tools necessary to take the next step in their educational and personal growth.



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OVERVIEW

Grades 5-8 at Eastminster provide an atmosphere that is both academic and encouraging. Students in the middle school years experience the growth that comes as they transition from children to young adults. Experienced, outstanding educators who specialize in middle school education provide Eastminster students academic challenge as well as nurture.

ENGLISH

In Grade 6, curriculum seeks to build writing skills, an appreciation of literature, and an increased understanding of spoken and written language.

Students read a variety of classic and contemporary novels, essays, speeches, short fiction, informational texts, nonfiction, folktales, myths, and poetry. Students are asked to identify plot, analyze character, recognize theme, and develop their interpretive skills. The question “What makes a hero?” is a recurrent topic of discussion; throughout the year students are encouraged to identify and appreciate the heroic qualities in literary characters as well as within themselves and their contemporaries.

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Writing instruction focuses on the writing process—ideas, organization, voice, word choice, sentence fluency, conventions, editing, and revision. Students write a wide variety of stories, expository paragraphs and essays, literary responses, personal essays, and poetry. Students reinforce spelling and grammar skills and build vocabulary both in the context of their own reading and writing as well as through classroom instruction.

Texts include: Glencoe’s *Literature Course 1*, Fred Gipson’s *Old Yeller*, J. R. R. Tolkien’s *The Hobbit*, E.L. Konigsburg’s *The View From Saturday*, William Blake’s *Songs of Innocence and Experience*, Marjorie Kinnan Rawlings’ *The Yearling*, Mildred Taylor’s *Roll of Thunder, Hear My Cry*, and Mark Twain’s *Tom Sawyer*. Students are required to read two books from the approved summer reading list prior to sixth grade.

In Grade 7, the English curriculum is designed to teach students to read with pleasure and insight and to help students become more accurate and thoughtful readers and writers.

Assigned reading materials include classic and contemporary novels, short fiction, nonfiction, poetry, and an introduction to Shakespeare with *A Midsummer Night’s Dream*. The reading program focuses on strengthening inference and analysis skills, which include the ability to identify and understand literary elements.

Students use writing journals to write about topics of personal interest, to note their observations, to respond to

literature, to imagine, to wonder, and to connect new information with things they already know. Students produce a polished essay in the following areas of writing: descriptive, narrative, expository, and persuasive.

Grammar and vocabulary development are fostered through instructional lessons as well as through the students’ own reading and writing. During grammar instruction, students will review the parts of speech, agreement, sentence structure, diagramming, capitalization, punctuation, and sentence combining.

Texts include: Glencoe’s *Writer’s Choice Grammar and Composition, Grade 7*, Lois Lowry’s *The Giver*, H.G. Wells’ *The Time Machine*, John Steinbeck’s *The Pearl*, Anne Frank’s *Diary of a Young Girl*, Richard Adams’ *Watership Down*, William Shakespeare’s *A Midsummer Night’s Dream*, Scott Card’s *Ender’s Game*, Twain’s *The Adventures of Huckleberry Finn*, and The Great Books Foundation’s Roundtable Level Two. Students are required to read two books from the approved summer reading list prior to seventh grade.

In Grade 8, the English curriculum continues the aims of the preceding year—to preserve the students' pleasure in reading and writing and to increase the students' ability to write with clarity and confidence.

Writing instruction focuses on thesis-driven writing and creative writing. Students learn how to develop a thesis statement, structure and organize a paper, and support an argument by using properly cited quotations. Students also have the opportunity to employ their writing skills in a number of creative activities, and time is often taken to share creative work in class. Eighth grade instruction in grammar, language conventions, and vocabulary development will occur within the context of reading, writing, and speaking.

As students complete their middle school years, their literary experience reflects more adult concepts and issues. Types of literature studied at this level include classic and contemporary novels, short stories, fables, nonfiction, poetry, drama, and a foundation in Greek and Roman mythology. Students continue developing their interpretive

skills and continue their study of literary elements, with a strong emphasis on theme and characterization.

Texts include: Glencoe's *Literature Course 3*, Edith Hamilton's *Mythology*, Jules Verne's *Around the World in Eighty Days*, Keyes' *Flowers for Algernon*, J. Gaines' *The Autobiography of Miss Jane Pittman*, S. Buck's *The Good Earth*, E. Hinton's *The Outsiders*, Draper's *Tears of a Tiger*, William Shakespeare's *Romeo and Juliet*. Students are required to read two books from the approved summer reading list prior to eighth grade.

MATHEMATICS

Grade 6

In this course, students review topics from arithmetic and then are introduced to a variety of new topics. The year begins with the concepts of decimal and fraction operations, metric measurement, patterns and number theory. Next, the students are introduced to the new concepts of ratio, proportion, percent, and probability. Periodically throughout the course, both geometric and algebraic concepts are presented

as students build a base for future mathematics courses.

PRE-ALGEBRA

Grade 7

In preparation for Algebra 1, students study the order of operations, integer operations, variables, and equations. Introduction of variables and equations helps promote the transition from concrete to abstract thought. Analytical thinking is encouraged through the extensive and ongoing interpretation of various graphic representations, such as bar graphs, line graphs, pie charts, and scatter plots.

ALGEBRA I

Grade 8

This course introduces the fundamental principles of algebra. Students learn to solve linear equations, graph linear functions, and investigate the use of exponents and the arithmetic of polynomials, systems and quadratic equations.

Students who demonstrate extraordinary ability may be moved into more advanced classes at the discretion of the instructor.

ENVIRONMENTAL SCIENCE

Grade 6

In Environmental Science, students learn about nature and ecological systems. From studying the smallest habitat to a consideration of a major rainforest, the science of the environment is critical to understanding how human populations interact with the natural world.

EARTH SCIENCE

Grade 7

This seventh grade course provides an opportunity to answer questions that occur to all of us: How was the Earth formed? Why do earthquakes occur? Why does it rain? What makes the ocean blue or gray or green? Why is the dirt around Atlanta red clay? This class begins with those questions and delves into the Earth's mysteries and its systems of change and renewal.

INTRODUCTION TO PHYSICAL SCIENCE

Grade 8

Introductory Physical Science focuses on the properties of matter. The course begins by exploring larger concepts of matter such as mass and volume;

from there, the focus becomes more and more specific, looking at the characteristic properties of different substances and how these can be used to separate mixtures and identify unknown substances. Students learn the basics about compounds and elements, which prepares them for Upper School science studies.

GEOGRAPHY

Middle School students at Eastminster study geography. Unlike the "geography" that previous generations may have studied, current students of geography must go far beyond the landscape and geographic structures of our planet.

Contemporary society is in a rapid state of social, technological and economic evolution. Astonishing advances in transportation and information technologies, commensurate declines in the cost of those technologies, worldwide reformation of international trade barriers, and increasingly rapid climate change constitute only the most influential representatives in a catalogue of historic trends. Because these trends are continually remaking the modern landscape of physical and human

geography, the ability to perceive and react to rapid developments will continue to characterize successful global citizens and institutions for the foreseeable future. The self-evident reality of globalization's profound influence compels educators to affirm the absolute necessity of geographic instruction that conveys the most recent and comprehensive models of spatial processes and activities. Effective education will cultivate within the student a multicultural and holistic comprehension of the rapidly developing forces of global integration.

GEORGIA & THE SOUTHERN U.S.

Eastminster students study Georgia history in a greater context. In addition to the traditional historical studies, this course explores the state of Georgia from its beginnings to its current role in the Southeast region of the United States. History is complemented with studies in sociology, geography, and politics. In the fourth quarter, local and state government are examined, providing students with the foundation for becoming informed citizens of their state.

FOREIGN LANGUAGE

Spanish

The Middle School curriculum for Spanish is broken into beginning, intermediate and advanced levels. Students in each level of Middle School Spanish learn extensive vocabulary through units tailored to fit their age and interests. Each level also learns specific matters of culture related to Spanish-speaking countries and Spanish-speaking people in the United States. Grammar units extend from basic to advanced during the middle school years.

The beginning level introduces students to verb conjugation in the present tense, noun and adjective agreement, articles, possessive adjectives, and other structures specific to the Spanish language. The intermediate level students learn the irregular present tense verb conjugations, stem-changing verbs, reflexive verbs, contractions, and other more advanced sentence structures. Advanced students begin study of past-tense verbs, as well as the present-progressive tense, more irregular present tense, indirect and direct object pronouns, and negatives.

After this material has been covered, students are well-prepared for the advanced study of Upper School material, which includes literature and art.

Latin

Beginning in Grade six, students learn the basic things about Latin grammar and syntax in comparison to the English, and they also begin the study of Latin vocabulary. In addition, the aim of the beginning Latin courses is to teach young students the essential aspects of Roman history, culture, art, and mythology, and their importance for Western civilization. Studies include movies inspired by classical mythology and games which help students learn the Latin language and culture. If they wish, they will be able to take the Medusa Mythology Exam or the National Latin Exam (Introduction to Latin); the teacher will prepare them for either of them. After finishing middle school Latin, students will be ready to start the Upper School courses, in which they take up the study of classical civilization and the great books of Latin literature.

PHYSICAL EDUCATION

Physical education classes

continue to be integrated into every student's curriculum in grades five through eight. Skills and activities appropriate developmentally are incorporated into the classes. In addition, athletic opportunities for students in Middle School include cross country running, soccer, basketball, cheerleading, swimming, equestrianism, tennis, and golf.

Benefits of P.E.:

- Enhances the function of the central nervous system.
- Aids in cognitive development.
- Improves physical fitness.
- Promotes a positive attitude toward physical activity.
- Enhances self-concept & self-esteem.
- Creates a major force in socializing.
- Effectively alleviates mental stress.

National Standards:

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Apply movement concepts and principles to the learning and development of motor skills.
- Exhibit a physically active lifestyle.

- Achieve and maintain a health-enhancing level of physical fitness.
- Demonstrate responsible personal and social behavior in physical activity settings.
- Exhibit responsible personal and social behavior that respects self and others in physical activity settings.
- Value physical activity for health, enjoyment, challenge, self-expression, and social interaction.

ART

Eastminster's art history curriculum covers artistic accomplishments from early human records to present day artists. The focus is primarily on Western artworks, artists, and art movements, but includes regular exposure to African, Asian, and South American art traditions. Eastminster has formed an art history canon of approximately 250 masterpieces and an architecture canon of approximately 100 structures. This canon serves as a guide to ensure that students experience a broad spectrum of classic examples of fine art. The artworks are shared with students through digital slide presentations and accompanying age-appropriate

lectures. Students also examine contemporary notions of conceptual art, installations, environmental art, and performance art. They debate art ethics issues, including art definitions, art ownership, art reproduction, copyright laws, art sampling, art sales, government funding for the arts, public works, art criticism, and street art/vandalism.

Each year a new curriculum is designed based on the students' previous studies, cross-curricular opportunities, current events, and traveling exhibits which may inform their education. The annual curriculum is centered on a theme, which is used to organize the massive amount of information available. Some themes selected in years past include "Artists A through Z," "Art around the World," and "Art through the Ages." Field trips are organized and guest artists are invited for visits.

In the art studio, students explore a variety of materials and media, including graphite, crayon, color pencil, pastels, ink, watercolor, tempera, acrylic, clay, glass, collage, paper mache, mosaic, printmaking, photography, fabric art, foil, wire, and mixed media.

Students have opportunities to draw and paint preliminary sketches, still lifes, landscapes, and portraits, as well as abstract and non-objective imagery. They learn both additive and subtractive drawing and sculpting techniques. Students work with a variety of cutting and carving tools. They collage, decoupage, and glue with several types of adhesives. They may also assemble wooden or metal forms with simple carpenter's tools. Students form ceramic tiles, pottery, and figures. They learn basic sewing skills, weave fibers, and embroider tapestries. Students emboss metal foils, mold soft metal structures, and may construct stable and mobile structures. Students also explore photography as well as digital art design.

The curriculum is differentiated within the classroom for students who work at different paces, have unique interests, and have different art ambitions. Free art activities, independent study programs, and extracurricular art opportunities are provided for students who seek them. Free art activities, independent study programs, and extracurricular art opportunities are provided for students who seek them.

Students who wish to pursue art as a course of study beyond high school graduation will construct a diverse and in-depth portfolio, which may be submitted for AP studio art credit or along with college applications into college studio art programs. This portfolio will contain an extensive sampling of their studio art explorations as well as a focused series. The series they create will demonstrate a unique style and express a meaningful message, which they personally cultivate. These advanced students will document their creations in a manner befitting a professional artist, organize a solo art exhibit in a public space, and finally publish an official artist's statement, which expresses their personal aesthetic philosophy.

MUSIC PROGRAM

Band

The Eastminster band program is an integral part of the overall middle school curriculum and operates on the belief that all students are innately artistic and can find meaning and joy in music. There are two middle school band classes, Beginning Band and Concert Band.

The Beginning Band class is composed of all 5th, 6th, 7th, and 8th grade students with no band experience and affords them an opportunity to learn a band instrument. Instrument choices are: Flute, Oboe, Clarinet, Alto Saxophone, Trumpet, Horn, Trombone, Euphonium, Tuba and Percussion. Students will learn the fundamentals of playing their instrument of choice. Music reading, rhythm, technique, and performance are taught during this first introductory year. Beginning Band students will perform one formal concert as well as possible additional performances as deemed appropriate.

The Concert Band class of all 5th, 6th, 7th and 8th grade students with one or more years of prior band experience. More advanced techniques in music reading, rhythm, tone quality, scale patterns and musical effect are taught. Concert Band students will perform two formal concerts during the year, as well as possible additional performances as deemed appropriate. Concert band students may also participate in the District Solo & Ensemble Festival as well as other state and local honor ensembles.

Choral Music Program

Middle School students participate in music class once a week at Eastminster School. The fall semester classes develop the skills learned in the lower grades. Students focus on reading choral music and improving their vocal skills. More emphasis is placed on singing in two-part and three-part harmonies. Students continue to develop their skills in reading rhythm, melody, and text.

Middle school students perform at the winter concert in December. They also stage a musical theater production in the spring. Every student is given the opportunity to audition for a speaking/singing role, but may also choose to be in the ensemble. The students have the opportunity to rehearse and perform in a theater with lights, sound, set, scenery, props and costumes.



Our Upper School offers the challenges of the best college-preparatory program in the region.

OVERVIEW

Our Upper School offers the challenges of the best college-preparatory program in the region. Our distinguished faculty includes three instructors with PhDs and college and university experience.

When students enter Grade 9, they become aware that academic demands have increased and that scholarly opportunities abound. The pace continues throughout their Upper School years. However, faculty at Eastminster recognize that students need balance and time for other activities in their lives. The relationships between students and faculty allow for flexibility in scheduling and deadlines to allow for appropriate academic pressure to coexist with healthy lifestyles for adolescents, including time with family and friends.

Students who qualify may opt for Honors or AP courses in a variety of courses in the Upper School, including History, English, Spanish, Biology, Chemistry, selected courses in mathematics, and Art. qualities in literary characters as well as within themselves and their contemporaries.

ENGLISH

The English sequence, under the direction of Dr. Evelyn Sweet-Hurd, offers literary studies and development of expository writing. Every grade level in the Upper School has a weekly two-hour Writing Lab as part of the English program.

In grade nine, students examine themes and characters in some of the world's great works, including *A Separate Peace*, *To Kill a Mockingbird*, *Julius Caesar* (or another play by Shakespeare), *I Know Why the Caged Bird Sings*, and others. In grade ten, literary analysis continues with more great books, including *Black Boy*, *Macbeth*, *The Crucible*, *Ragtime*, and others. As juniors and seniors, students continue to explore excellent books of greater complexity. Honors and AP level courses are offered to qualified students. It is the philosophy of the English department that students should read primary works, not excerpts in textbooks. Shorter works such as short stories, essays, and poetry are read as well, either in *Great Conversations* or other books in the *Great Books Foundation* series. In addition, films that correlate with the literature are

viewed and analyzed. And each year, students attend events in Atlanta that enhance their curriculum. In the fall of 2011, they will attend the production of *Macbeth* at the New American Shakespeare Tavern.

Research skills are incorporated into the English program throughout Upper School. Every student has an iPad, and students learn to use them effectively for research purposes and for Writing Lab instruction from the Purdue University Online Writing Lab site. In Fall of 2011, students are researching and writing a paper on a major work in modern art to provide background for their field trip to the High Museum to view those pieces in the exhibit, "Picasso to Warhol."

Students who study English at Eastminster are well equipped to enter any university program.

GEOMETRY

Grade 9

This course is about shape, dimension, patterns, and measurement. Students study the classic geometric figures – polygons and circles – as well as the meaning of parallelism, congruence, and similarity, and develop connections between

these geometric concepts and algebra. Students also learn to develop logical persuasive arguments – proofs – about the figures they study. Successful completion of this course, along with Algebra 2, prepares a student for Precalculus, Calculus, and Statistics.

ALGEBRA 2

Grade 10

Algebra 2 is a course designed to prepare students for advanced mathematics. The main focus of Algebra 2 is to familiarize students with elementary functions, their graphs, and their applications. Students master the study of functions including linear, exponential, logarithmic, quadratic, radical, polynomial, rational, and trigonometric functions. Students also learn to apply solutions to systems of equations, compute elementary matrix operations, and explore the complex number system. Successful completion of this course prepares a student for Precalculus.

PRECALCULUS

Grade 11

Prerequisite: Algebra 2 and Geometry

This course prepares students for calculus. The first part of the

course is a detailed study of linear, quadratic, polynomial, rational, exponential, and logarithmic functions. The functions are studied analytically, graphically, and algebraically. Applications of these functions are studied in depth. The second part of the course consists of a detailed study of trigonometry. Topics include triangle geometry, including the Law of Sines and the Law of Cosines and their applications, radian measure, arc length, area of sector, trigonometric addition formulas, and trigonometric equations. Polar coordinates are also introduced. Students will convert rectangular coordinates to polar, graph polar coordinates, and use polar coordinates to find roots of complex numbers. The conic sections are also studied.

CALCULUS

Prerequisite: Precalculus

This college-level course is a preparation for the Calculus Advanced Placement Exam taken in May. This course is an introduction to the concepts of differential and integral calculus. Students will examine limits, derivatives, and basic integrals and their meaning, along with related problems. Students enrolled in this course must take

the AP exam at the conclusion of the course. Because of the volume of material that must be covered to adequately prepare for the AP exam, students may also be required to attend seminars over and beyond regular class time.

SCIENCE

Under the direction of Dr. Neal Beeman, students in the Upper School study Biology, Chemistry, Physics, and Environmental Science. Honors and AP levels of study are available to qualified students. Dr. Beeman's recent work in gene therapy research at Emory University offers our students a unique opportunity to learn from a scientist with university research skills and knowledge. Access to the Morehead College of Medicine laboratory provides extraordinary experiences for young students of science.

HISTORY

Upper School students at Eastminster study *The World and the West* in ninth and tenth grades, U.S History in their junior year, and American government in their senior year. College preparatory, honors, and Advanced Placement courses are available to qualified students.

The capacity for historical wisdom to advise and instruct validates the claims of proponents that the historical perspective retains relevance in a world of increasingly rapid change. Continual worldwide technological, economic, and social development affords both individuals and nations unprecedented multiplicities of choice with regards to personal and collective destiny, and no evidence currently suggests these trends abating anytime soon. With revolutions and transitions occurring every few years instead of every few decades, the current paradigm actually supplements the case for history as a cache of relevant wisdom informing the present. Historians can credibly claim the historical perspective as a sort of efficiency-maximization apparatus in the 21st century, guiding the decision-making while minimizing error. This perspective implies that, holding other variables equal, historically literate individuals will accomplish more than their contemporaries due to simple avoidance of past mistakes. Considering the potential quantity of human miscalculation within a swiftly globalizing world, the rationale for rigorous historical education emerges.

The study of history at Eastminster School must, therefore, endeavor to focus not only upon the gradual, evolutionary processes by which human society has advanced, but also upon those dramatic, tumultuous paradigm shifts of history that Eastminster students will reference for the purposes of future decision-making.

FOREIGN LANGUAGE

A.P. Spanish

A student who has completed the Lower School and Middle School Spanish curriculum at Eastminster will be very well prepared for the more demanding curriculum of Advanced Placement Spanish at the Upper School level.

Upon graduation, these students will be familiar with regular and irregular verbs in the present, preterite and imperfect, future and conditional, subjunctive, and perfect tenses. They will be able to use basic to advanced grammar structures in both spoken and written form. They will also have an understanding and appreciation for the rich culture of Spanish-speaking countries, be able to discuss the geography and history of the Spanish-speaking

world, identify and describe artwork, and discuss important pieces of Spanish literature.

Students will be prepared for advanced Spanish at the college level, traveling or studying abroad, or working in the Spanish-speaking community.

College Prep Spanish

College Prep Spanish students will also have the opportunity to learn both basic and advanced verb tenses, as well as other grammar structures including pronouns, adjectives, comparatives and superlatives, the passive voice, and commands. They will also study the culture and history of a few key places in the Spanish-speaking world, how to get around in those places, and important historical figures in the history of Spain and Latin America.

College Prep Spanish students will leave Eastminster ready for college level Spanish and an easy transition to more advanced studies.

Latin

After finishing the Introduction to Latin in Middle School, students will start learning Latin grammar and vocabulary, as well as the

most important facts about Roman history, culture, art, and mythology. They will learn about the importance of Rome for Western civilization, and how today everywhere in the Western world we find various aspects of its influence. They will understand why so many people continue to study Latin language and literature. They will examine pictures of Roman statues, mosaics, glass, and pottery, watch movies about Latin history and culture, and go on field trips to museums of Western art, where they will see classical art and examples of its influence on later Western art. Students will have a chance to prepare for the National Latin Exam in the fall semester and take it in the spring semester. They will also be invited to become members of the Eastminster Latin Club. After finishing four years of Latin, they will be ready to take up the study of Classics at the college or university level, if they choose to pursue it.

PHYSICAL EDUCATION

Physical education classes are offered to Upper School students as electives. These electives take the form that students and instructors choose. These

electives take the form that students and instructors choose. For Fall, 2011, students are taking P90X, a program recognized nationally.

In addition, athletic opportunities for students in Upper School include cross country running, soccer, basketball, cheerleading, swimming, equestrianism, tennis, and golf.

Benefits of P.E.:

- Enhances the function of the central nervous system.
- Aids in cognitive development.
- Improves physical fitness.
- Promotes a positive attitude toward physical activity.
- Enhances self-concept & self-esteem.
- Creates a major force in socializing.
- Effectively alleviates mental stress.

National Standards:

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Apply movement concepts and principles to the learning and development of motor skills.
- Exhibit a physically active lifestyle.

- Achieve and maintain a health-enhancing level of physical fitness.
- Demonstrate responsible personal and social behavior in physical activity settings.
- Exhibit responsible personal and social behavior that respects self and others in physical activity settings.
- Value physical activity for health, enjoyment, challenge, self-expression, and social interaction.

ART

Eastminster's art history curriculum covers artistic accomplishments from early human records to present day artists. The focus is primarily on Western artworks, artists, and art movements, but includes regular exposure to African, Asian, and South American art traditions. Eastminster has formed an art history canon of approximately 250 masterpieces and an architecture canon of approximately 100 structures. This canon serves as a guide to ensure students experience a broad spectrum of classic examples of fine art. The artworks are shared with students through digital slide presentations and

accompanying age-appropriate lectures. Students also examine contemporary notions of conceptual art, installations, environmental art, and performance art. They debate art ethics issues, including art definitions, art ownership, art reproduction, copyright laws, art sampling, art sales, government funding for the arts, public works, art criticism, and street art/vandalism.

Each year a new curriculum is designed based on the students' previous studies, cross-curricular opportunities, current events, and traveling exhibits which may inform their education. The annual curriculum is centered on a theme, which is used to organize the massive amount of information available. Some themes selected in years past include "Artists A through Z," "Art around the World," and "Art through the Ages." Field trips are organized and guest artists are invited for visits.

In the art studio, students explore a variety of materials and media including graphite, crayon, color pencil, pastels, ink, watercolor, tempera, acrylic, clay, glass, collage, paper mache, mosaic,

printmaking, photography, fabric art, foil, wire, and mixed media. Students have opportunities to draw and paint preliminary sketches, still lifes, landscapes, and portraits, as well as abstract and non-objective imagery. They learn both additive and subtractive drawing and sculpting techniques. Students work with a variety of cutting and carving tools. They collage, decoupage, and glue with several types of adhesives. They may also assemble wooden or metal forms with simple carpenter's tools. Students form ceramic tiles, pottery, and figures. They learn basic sewing skills, weave fibers, and embroider tapestries. Students emboss metal foils, mold soft metal structures, and may construct stable and mobile structures. Students also explore photography as well as digital art design.

The curriculum is differentiated within the classroom for students who work at different paces, have unique interests, and have different art ambitions. Free art activities, independent study programs, and extracurricular art opportunities are provided for students who seek them. Students who wish to pursue art as a

course of study beyond high school graduation will construct a diverse and in-depth portfolio, which may be submitted for AP studio art credit or along with college applications into college studio art programs. This portfolio will contain an extensive sampling of their studio art explorations as well as a focused series. The series they create will demonstrate a unique style and express a meaningful message, which they personally cultivate. These advanced students will document their creations in a manner befitting a professional artist, organize a solo art exhibit in a public space, and finally publish an official artist's statement, which expresses their personal aesthetic philosophy.

MUSIC

Music offerings in the Upper School are determined by student interest. An elective selected for Fall, 2011, is Introduction and Intermediate Keyboard Music. Students may also take further instruction on a band instrument, or suggest other classes and electives. Upper School students also assist the Middle School students in their spring musical theater production.