



## Letter from the Head of Upper School

The Upper School curriculum has been designed to support our students as they experience tremendous academic, social, and emotional growth and development. It is a time when adolescents develop the skills necessary to succeed in high school and life.

Students in the Upper School have five core academic subjects: math, English, history, science, and a world language (Spanish or French). Latin is offered, in addition, as an elective. Students also have deep exposure to music, art, human growth and development, and athletics. The curriculum is rigorous and engaging; students are as comfortable discussing *A Midsummer Night's Dream* around the Harkness table as they are determining the density of a gas in a science lab.

The program encourages students to be critical thinkers, comfortable approaching and solving a range of problems, and provides them with the opportunity to find their voice. Through extracurricular activities like our newspaper, musical, and model rocket club, students have the opportunity to further their interests and passions.

At the heart of our curriculum is our outstanding faculty, who specialize in working with this amazing age group. Classes are small and each student is a part of a small advisory, so that academic and emotional growth can be closely followed. Students leave Green Vale as independent learners who treasure the close relationships that they have made with their teachers and peers. Our dedicated and involved alumni speak to a community that cherishes the values of their alma mater and the extraordinary talent of our teachers.

Please take your time to explore our curriculum.

Tom Marvin  
Director of Upper School (Grades 6-8)  
The Green Vale School

# UPPER SCHOOL CURRICULA

## Upper School English 6-8

### English 6

The sixth grade English curriculum emphasizes the development of effective reading and writing skills, encouraging students to make the transition from reading and thinking on a literal level to thought on a more analytical, abstract level. Literature is the core of this program, and some selections have included *Adventures of Ulysses*, *Greek Mythology*, *Crispin*, *A Midsummer Night's Dream*, and *And Then There Were None*. Through class discussions and writing assignments, students examine the elements of literature while stretching their reading comprehension skills. Vocabulary is drawn from the readings, and it is also studied in regular lessons in which words are grouped to maximize understanding. Grammar instruction takes place through students' own writing and also in concept specific lessons. Throughout the year students work on refining their written expression; they use the various steps in the writing process, from brainstorming through drafting and editing, to develop their compositions.

### English 7

The seventh grade English curriculum develops and refines skills learned in sixth grade. Appropriate and new grade level concepts are also addressed. The main focus of the course is the analytical essay. Over the course of the year, students are taught how to write the standard five paragraph analytical essay by understanding structure, format, analytical tools, and textual support. Students learn to identify and correct weak writing through concept specific exercises. Grammar instruction emphasizes a solid foundation in the understanding and application of grammatical structure to improve written expression. While there is regular vocabulary study, students are also encouraged to build their oral and written vocabulary in all assigned work. In reading, key strategies such as predicting, synthesizing, and drawing inferences are taught as a regular part of literary analysis. At the beginning of the year, students learn to apply these methods through a review of genres— short fiction, personal essays, and poetry. Later, students apply these analytical, abstract approaches to longer works like *The Pearl*, *Before We Were Free*, and *Much Ado about Nothing*; they also utilize their skills in a poetry unit. Overall, the curriculum empowers students with knowledge that will facilitate their transition to the more demanding, complex challenges of eighth grade.

## English 8

The eighth grade program is a demanding course aimed at developing the students' ability to think critically through integrating and balancing the various components of the curriculum. Emphasis is on reading, writing, speaking, and listening skills. The overriding goal is to prepare students for high school and beyond in their understanding and use of the English language. This course is designed to utilize the Harkness table and method, a discussion-based format that allows for a more student-centered classroom. Vocabulary and grammar instruction are both addressed in regular lessons and in students' oral and written expression. A variety of compositions, as well as oral presentations, are assigned, and students utilize all the steps in the writing process to develop their work. Emphasis is on careful development of thesis, topic, transitional, and concluding sentences; on paragraph development; and on the incorporation of textual evidence to support a cohesive discussion. Students study a variety of literary genres. These include short works of fiction, non-fiction, personal narrative, and poetry, as well as longer novels, *Of Mice and Men*, *To Kill a Mockingbird*, and *The Great Gatsby*, and drama/poetry, *Romeo and Juliet*. Students refine their oral expression at the Harkness table. In addition they also hone their communication skills in writing and delivering speeches in a speaking seminar conducted by professional coaches in the winter term. Speeches are recorded and available to students by Dropbox, so that students can review, critique, and improve, learning the tools and techniques to become efficient and effective communicators. Students solidify their oral skills in a speech unit in the final term, and this culminates in the Eighth Grade Speech Contest, which is a highlight of the end of the school year.

## Upper School History 6-8

### History 6

The goal of the sixth grade program is for students to begin to see the global impact of ancient history through the Renaissance--and connections to their lives today. The course includes examinations of the rise and fall of ancient Greek and Roman cultures, the medieval period of Western Europe in contrast with the Islamic world of the Byzantine Empire, the emergence of the Renaissance and the beginnings of the Age of Exploration. Specific map and globe reading skills are repeatedly addressed, as are students' understanding of broad concepts, and the value of primary and secondary sources. Students develop skills in taking accurate notes and outlining what they read and hear. African, South American, and Asian cultures are also studied, allowing students to better understand the modern world. Assessments are teacher generated; they ask for not only factual information, but also test the students' ability to analyze and manipulate that information. Later in the year, students write a research paper on a topic of their choice. They are given guidance aimed at developing productive research skills; they are led carefully through the process of gathering information, note taking, and source notation. Driven by students' questions, the process of developing a coherent discussion of a topic not covered in the course provides a solid grounding in the basics of historical inquiry.

### History 7

The seventh grade history course exposes students to the history of North America from colonial times through Reconstruction. It also includes an intensive study of the Constitution and the United States' government—how it was designed to operate and how it continues to operate today. Basic skill development is fostered in reading for information, drawing inferences, presenting ideas clearly in essays or discussions, note taking/outlining efficiently, and researching critically. The students participate in several individual and group projects throughout the year that allow them to refine their skills. Both the teacher and students use the Smart Board to enhance classroom presentations. Each student writes a detailed and carefully guided research paper on a selected topic. In May, the seventh graders travel to Boston for three days to explore many sites associated with their study of the early history of the United States.

## History 8

The eighth grade year in history is a continuation of the seventh grade course, from immigration and urbanization following the Civil War, progressing to the United States in the contemporary world. The class is heavily discussion based, with particular stress also placed on the importance of note taking and writing. Students have weekly writings assignments and construct a series of “opinion papers” in which they must defend or critique historical actions. The class follows chronologically through the Progressive Age, rise of immigration and cities, the Age of Imperialism, World War One, the Great Depression, World War Two, and the vast collection of events which defined the Cold War, from the Korean Conflict through the collapse of the Soviet Union. The course concludes with a consideration of the United States and its role in the world towards the end of the 20<sup>th</sup> century and into the 21<sup>st</sup> century. Aside from texts, supplemental materials enhance the course. Students learn much from primary and secondary source materials, as well as videos including documentaries that can bring the reality of history to them. The eighth grade takes a three-day trip to Washington, D. C., in the springtime and makes use of their tour of the country’s capital to reinforce many of the areas of 8<sup>th</sup> grade study.

## Upper School Mathematics 6-8

### Math 6

Sixth grade mathematics represents a transition year from elementary mathematics to pre-algebra and algebra. The goal of this course is to have students understand mathematics and become confident in communicating and reasoning mathematically, in applying concepts in real-world settings, and in solving problems through the study of number systems, geometry, algebra, data analysis, probability and statistics. This involves logical reasoning, number and numeration, operational skills, problem solving, measurement, patterns, functions, and graphs. *Mathematics: Applications and Connections Course 2* by Glencoe is the textbook used throughout the year.

### Math 6 Honors

This course emphasizes pre-algebra skills and concepts, such as variables, solving equations and inequalities and problem solving. Percents, ratio and proportion, coordinate geometry, perimeter, area, volume, and probability are other areas studied during the year. Upon completion of this course, in grade seven students will continue the study of pre-algebra concepts as well as transition to algebra as the grade seven progresses. The textbook used is *Pre-Algebra* by Holt.

### Math 7

Using the textbook, *Beginning Algebra* by McGraw Hill, seventh grade math emphasizes pre-algebra skills and concepts, such as variables, equations and inequalities, and problem solving. Percents, ratio and proportion, coordinate geometry, perimeter, area, volume, and probability are other areas studied during the year. The focus of this course is to have students understand the underlying principles of algebra and to become confident in communication and reasoning mathematically. Applications to real-world settings will be made whenever feasible.

### Math 7 Honors

This is a course in first year algebra with emphasis on such topics as the properties of the real number system, solving first degree sentences in one variable, the fundamental operations involving polynomial and rational expressions, systems of linear equations in two variables, fractions, factoring, ratio, proportion, variation, exponents, roots, quadratic equations, problem solving and graphing on the coordinate plane. Additional topics include an introduction to the basic concepts of logic, probability, statistics and geometry (not including the formal proof). The students are also given instruction on the functions of the graphing calculator. The textbook used is *Algebra I* by Amsco.

### Math 8

This is a course in first year algebra with emphasis on such topics as the properties of the real number system, solving first degree sentences in one variable, the fundamental operations involving polynomial and rational expressions, systems of linear equations in two variables, fractions, factoring, ratio, proportion, variation, exponents, roots, quadratic

equations, problem solving and graphing on the coordinate plane. Additional topics include an introduction to the basic concepts of logic, probability, statistics and geometry (not including the formal proof). The students are also given instruction on the functions of the graphing calculator. The textbook used is *Algebra I* by Holt and *Algebra I* by Glencoe.

### Math 8 Honors

This is a second year course in algebra. After a thorough review of Algebra I, Algebra II topics covered include logarithms and exponents, the conic sections, sequences and series, probability and statistics, and an extensive development of trigonometry. The students are also given instruction on the functions of the graphing calculator. The textbook used is *Algebra II* by Holt.

## Upper School Science 6-8

### Science 6

The sixth grade curriculum includes components in physical science, earth science, and life science. We begin with a study of Newton's Laws of Motion and the relationships of motion to energy. This is followed by a consideration of the mechanical advantages of different simple machines. The physical science section is completed with a study of heat energy. Sixth grade earth science begins with a study of rocks and minerals. This is followed by an examination of the processes of weathering, erosion, and deposition. The life science component involves the study of the origins of life on earth. We dedicate part of the spring term to a collaborative engineering project where students work together to design, build, and test Remotely Operated Underwater Vehicles. The year concludes with an age-appropriate course in sex education.

### Science 7

The seventh grade curriculum involves the study of life science and basic chemistry. In the life science section, we examine cells and their processes, classification of living things, the kingdoms of life, and ecology. Basic chemistry is introduced with emphasis on atoms and elements, basic atomic structure, and the periodic table of elements. The course is designed to help students become confident and knowledgeable in scientific concepts. This is done through many hands-on experiments that place emphasis on

developing the use of the scientific method. In addition, the students take field trips to the Cold Spring Harbor DNA Learning Center, a world-class facility, where participation in various labs takes place. The students also do various online research projects that involve current topics in medicine and health.

## Science 8

The objectives of this course, Introductory Physical Science (IPS), can be summarized as the development of laboratory, reasoning, and communication skills in the context of science while gaining an understanding of how nature behaves. Students spend a considerable portion of class time doing experiments and working together in teams. Being able to read science is a valuable skill, and IPS will help students acquire it. The knowledge that students gain from IPS can easily be applied to new situations. Topics covered include the following: lab safety and skills, volume and mass, characteristic properties, solubility, separation of mixtures, compounds and elements, radioactivity and the atomic model of matter.

## Upper School World Languages 6-8

### World Languages 6

Students in grade six will choose to continue their world language study in either French or Spanish.

### French 6

The sixth grade French curriculum is designed to provide the student with those tools necessary for effective communication. Building on the foundation of basic vocabulary and grammar previously studied, the program stresses the four components of language study: speaking, listening, reading and writing. We begin work in *Discovering French: Bleu Nouveau*, a multimedia series that gives students an extensive exposure to language used in true-to-life situations. Students are motivated to communicate in authentic French. In addition, the study of culture is emphasized, giving students a broader

understanding of everyday life in Francophone countries. A variety of class activities, including songs, skits, total physical response, and games stimulate interest and active participation. Regular quizzes and tests, both oral and written, are used to measure students' progress.

### Spanish 6

This year centers on the varying cultures of Latin America and Spain and their influence on the United States. To start, students review, practice, and try to perfect the Spanish they already know. As the year progresses, the students will learn a variety of vocabulary words dealing with school, family, and time, as well as explore various grammatical structures such as the conjugation of verbs and the formation of questions. Writing assignments, group work, and songs will encourage the use of conversational as well as written Spanish both inside and outside the classroom. The textbook used is *En Español I A* by McDougal Littell.

### World Languages 7

Students in grade 7 will continue their world language study in either French or Spanish. An additional elective course in Latin is offered beginning in the seventh grade for students who would like, and who can handle, the challenge of an extra class.

### French 7

Continuing the work of previous years, seventh grade French places an emphasis on the communicative approach. Through our continued use of the multimedia series *Discovering French*, vocabulary is taught in a situational context and used in short sentences, conversations, and narratives. The exercises encourage students to use and have fun with the target language. Grammar is presented as a means to improve students' communication skills. Topics at this level include regular and irregular verbs in the present and the passé composé, position and agreement of adjectives (descriptive, possessive and demonstrative), and negation. Through various readings and projects, students discover up-to-date, authentic information about the French-speaking world, including a study of food, the celebration of French holidays, and more.

### Spanish 7

Seventh grade Spanish continues to focus on the development and improvement of the four language skills: listening, speaking, reading, and writing. The curriculum is designed to provide students with the tools necessary for effective communication. In addition, we explore the Spanish-speaking culture found within the United States, Latin America, and Spain. The beginning of the year focuses on review, as students use and enhance the Spanish they already know. As their vocabulary increases, students learn to form more complex sentences using a variety of verbs and verbal expressions. We emphasize mastery of material previously taught while introducing many new grammatical concepts, including commands, negation, object pronouns, irregular verbs and the use of the preterit tense. Writing assignments and interviews will be assigned to the students as they are encouraged to use conversational as well as written Spanish both inside and outside the classroom. The textbook used is *En Español I B* by McDougal Littell.

## Latin 7 Elective

Latin in seventh grade is the first part of a two-year Latin 1 course, which introduces students to the Latin language, culture, history, and mythology of Ancient Rome. This course focuses on reading Latin, building a foundation of grammatical concepts, morphology, and vocabulary. While oral Latin is not the primary focus of this course, students are taught that Latin remains a communication tool that is very deeply connected to the English and Romance languages. *The Cambridge Latin Course* acts as the main text for this class; this textbook series is a leading Latin program that includes a clear presentation of grammar, vocabulary, word families, and derivatives, which are brought to life by vivid readings that weave culture and history into the fabric of Latin stories. All members of Latin classes at Green Vale compete in the National Latin Exam, and are enrolled as members of the National Junior Classical League (NJCL); members of distinction are inducted into the NJCL Honors Society.

## World Languages 8

Students in grade 8 continue their world language study in either French or Spanish. Students who began the study of Latin in 7<sup>th</sup> grade can continue with this extra class.

### French 8

The eighth grade course begins with a rapid review of basic materials in previous levels of French, and then continues with a challenging program designed to engage students in the authentic use of the target language. The use of *Discovering French* for vocabulary and grammar expansion is complemented by texts and documents that increase reading comprehension and writing proficiency. Students also watch an authentic French movie and read a short French novel by year's end. Vocabulary topics studied include holidays and typical meals, a student's daily program, expressions used at a hotel, a post office and doctor's office, talking about concerts, restaurants and movies, and the French school system. Grammar is studied in a structured manner. Topics include the use of the imparfait and passé composé, use and placement of direct and indirect object pronouns, demonstrative adjectives and pronouns, and the imperative tense. Tests and quizzes are administered regularly to measure the students' progress.

### Spanish 8

Eighth grade Spanish increases the focus on developing listening, speaking, reading and writing skills. A special emphasis is placed on using the Spanish language as a way to communicate effectively. Students are encouraged and expected to use the Spanish language to communicate during class periods. In addition, we study increasingly difficult grammar topics such as the difference between the preterit and imperfect tenses, double object pronouns, the conditional tense, the future tense, and the subjunctive moods. The class reads the book *¿Dónde Está Eduardo?* to understand grammar points learned in class that are presented in an authentic manner. They are also assigned a variety of writing assignments increasing in length throughout the year as their abilities increase. Cultural components covered include the study of Spanish speaking artists and

in-depth studies of Spanish cultures from Latin America and Spain. The textbook used is *En Español 2* by McDougal Littell.

### Latin 8 Elective

Latin in eighth grade focuses on mastery of basic grammatical concepts, morphology and vocabulary introduced in seventh grade. Students delve deeper into the world of Ancient Rome by researching the influence of the Olympian gods, religious beliefs, and secular mores of the Roman Empire; they consider how these aspects have affected the development of Western Civilization. *Wheelock's Latin* is used as a supplemental reference; however, *The Cambridge Latin Course* continues to remain the main text for this course. All members of Latin classes at Green Vale compete in the National Latin Exam, and are enrolled as members of the National Junior Classical League (NJCL); members of distinction are inducted into the NJCL Honors Society.

# **ADDITIONAL UPPER SCHOOL PROGRAMS**

## **Upper School Academic Resource Center (ARC)**

The purpose of the Academic Resource Center (ARC) is to enhance students' academic skills and attitudes based upon individual learning style differences and specific needs, as determined by clinical evaluative procedures. ARC provides strategic instruction with the ultimate goal of increased academic success and independence. Each Green Vale student is observed and assessed throughout their academic career. When an administrator, teacher, or parent determines that there are issues that need to be addressed, the case is brought to the Child Study Team (CST) for discussion. In the Upper School, the CST consists of the Upper School Director, ARC Director, school psychologist, and Grade Deans meets weekly in order to discuss students of concern. The CST makes recommendations and develops a plan of action that may include a referral for testing. Evaluations are undertaken through the public school district, or privately, and the results are shared with the ARC Director in order to develop the appropriate intervention plan. The ARC staff consists of learning specialists, speech/language pathologists, and an occupational therapist, all of whom are contracted independently. They provide the appropriate support services, individually or in small groups, during the school's day at optimally scheduled times. The ARC Director and the ARC staff are in regular communication with school personnel working with the child, as well as with parents, to insure that the student's needs are being met.

## **Upper School Art 6-8**

Sixth graders learn about the four general styles of art: expressionism, realism, fantasy, and abstraction. Many of their projects are coordinated with the history curriculum focusing on ancient Greek pottery, Roman mosaics, medieval art, and the Renaissance. Students explore one-point perspective and observe its use in artworks and photography. The highlight of the seventh grade art program is the making of Claymation I-movies. Students work in groups of three to create the storyline, scenery, music, and clay characters. They are also introduced to different drawing tools that are used in their exploration of value and shading. In conjunction with their history curriculum, students research and select a piece of art from the Americas, appropriating it into a carved linoleum block print. Students continue their study of three-dimensional construction techniques and design projects through recycled art and ceramics in both seventh and eighth grades. Eighth grade students work with a variety of pens and markers; they explore linear shading through the stippling, hatching, and cross-hatching techniques and experiment with new ways of showing perspective. Projects are also coordinated with the history program focusing on the post-Civil War era. Continuing with a long time tradition, all students design and create a ceramic graduation tile that is displayed in the hallways of the Iselin Center.

## **Upper School Crafts 6-8**

In the sixth grade, students use the craft skills acquired over the past several years to build a lamp of their own design. After designing the lamp and making an accurate scale drawing, students create a cutting list of all the pieces they will need to build their lamp. Students are also taught a bit about electricity as it relates to the wiring of a lamp, and they use pliers and wire strippers to assemble the electrical parts to complete a working lamp. In the seventh grade crafts program students build mirror frames. Within certain constraints, they create their own design and then build the frame using doveled joints. In this project students have a choice of hardwoods to use, which provides new elements of color and grain patterns to incorporate into their design. As always, accuracy is important, with careful attention to detail. Tools are used to cut, shape, and carve the frames, calling upon the skills developed over the last several years.

The theme of crafts in eighth grade is self-discovery. After an introduction to the totem poles of the Northwest Native Americans (a group they have studied in history), students create a list of their important personal characteristics, interests and events in family history. They then design a totem pole incorporating symbols of some of these and make a scale drawing. After practicing the basics of woodcarving and learning to use the tools safely, students transfer their design to a block of basswood and proceed to carve it. They finish by painting their personal totem poles.

## **Upper School Health and Wellness 6-8**

This comprehensive and exciting course provides adolescents and young teens with the confidence and skills necessary to successfully handle challenging situations. The curriculum is based upon a research-validated substance abuse prevention program proven to reduce the risks of alcohol, tobacco, drug abuse, and violence. The curriculum targets the major social and psychological factors that promote the initiation of substance use and other risky behaviors. Students learn personal self-management, including social and drug resistance skills. Healthy alternatives to unsafe behavior are promoted through activities designed to teach students the necessary skills to resist social (peer) pressures, develop greater self-esteem, deal with anxiety, become aware of consequences of substance abuse, and enhance competency to avoid or prevent unhealthy behaviors.

## **Upper School Library 6-8**

The library program at the Green Vale School is housed in two facilities, the Payson and Coash Libraries, with two state certified librarians to oversee daily functions and classes. Each library maintains a collection of traditional media such as books, periodicals, and newspapers as well as banks of Chromebooks and iPads to access online databases, the Internet, and to support collaborative learning groups. The Coash Library services grades three through eight via fixed and flexible scheduling implementing a program designed to meet Standards for the 21st Century Learner set forth by the American Association of School Librarians. Students who have transitioned into the Coash Library draw upon skills learned in the earlier grades and engage in classroom generated research and project-based learning to develop critical thinking. An “Info” model, collaboration between Technology and Library, has proved successful for students in integrating all aspects of research and information gathering especially the use of technology to present new learning to the group. As always, reading is a key component to the library program and students are presented with a variety of activities to engage in reading for pleasure. Through story times, independent selection, and optional book discussions students are exposed to newly released titles and classics alike.

## **Upper School Music 6-8**

### **Chorus 6-8**

The chorus curriculum seeks to develop skills in the following four areas: individual singing technique (e.g., proper breathing, healthy use of the voice), ensemble skills (e.g., singing in unison and harmony), rehearsal skills, and reading of music. The students are exposed to a wide variety of repertoire, often singing in languages other than English, and they perform two concerts a year. All students in grade six participate in chorus. In grades seven and eight, chorus is an elective course. Participating students are divided into a men’s chorus and a women’s chorus; these perform independently as well as together throughout the school year. The choruses perform at the winter and spring concerts.

### **Instrumental Music 6-8**

All students in sixth grade participate in instrumental music; students can elect to continue in seventh through ninth grades. Instrumental co-curricular activities in grades six through eight include both the concert band and string orchestra. Ensemble rehearsals are scheduled twice a week. Students also receive a weekly group lesson. Standard repertoire and original arrangements of diverse material provide an outlet for both creativity and expression. The techniques of ensemble performance are constantly

stressed during each rehearsal and lesson. Students perform repertoire with more advanced rhythms and increased technical challenges as their skills develop. Ensembles perform in both the winter and spring concerts. Participation in the program is consistently strong, and performances are well attended by the community.

## Upper School Physical Education 6-8

The [grade six](#) physical education/athletic program is similar to that of the grade five program in that both grades are combined to form interscholastic teams in various seasons. Team activities during the fall include soccer and field hockey for girls and soccer and flag football for boys. During the winter months, basketball teams are formed for girls and boys. The sixth graders can also choose fitness, hockey, or squash and paddle tennis (depending on space). The spring offerings include lacrosse and softball for girls and baseball and lacrosse for boys. Conditioning and active participation are common themes throughout both years, and lessons in fitness and safety are integrated into the programs. Students in sixth grade are called upon to play greater roles on sports teams and to work to develop their leadership skills. Lessons and experiences learned in the prior two years of participation in physical education/athletics have set the ground work for greater involvement and a wider range of sport opportunities for the students in grade seven. Expanded schedules with other schools and increased focus on advanced team skills and strategies are major goals during the year. Many of the sports will field both “A” and “B” teams to allow for a range of skill levels and provide for greater opportunities for all the participants.

The physical education/athletic program for [grades seven and eight](#) continues to build on the skills acquired in previous years. The competition level increases and students are asked to commit their efforts to the development of advanced skills, strategies, and improved fitness levels in order to play with greater intensity. An emphasis on strength, endurance, agility, and coordination continues as students refine their playing skills.

## Upper School Technology 6-8

Technology efforts in grades 6-8 include both technology and information classes. In grade 6, students have a dedicated technology class where both programming and practical computer skills are developed. Students explore programs and applications of interest and develop skills in the use of spreadsheets and web-design tools. We also have an Information class where students participate in collaborative learning exercises while developing necessary research skills and good digital citizenship practices. In the 7th and 8th grade, students may choose a technology class as an elective. The 7th grade technology class develops both photo and video editing skills. The 8th grade options include a technology or yearbook class. In the technology class, students develop applications and produce them into an entrepreneurial experience. In yearbook class, students learn page layout design through the development and publication of the school yearbook.