St Paul's

SCHOOL FOR GIRLS

MIDDLE SCHOOL CURRICULUM GUIDE

2026–2027

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MIDDLE SCHOOL ACADEMIC PHILOSOPHY

At St. Paul's School for Girls, we understand that middle school is a time of significant change and growth for adolescents. Girls are developing intellectually, physically, emotionally, and socially, and SPSG provides a joyful, supportive, and challenging environment to nurture their independence and voice.

In partnership with parents, SPSG works to help girls grow into creative and self-confident critical thinkers. Our approach to middle school focuses on the individuality of each student in order to foster her confidence and success in and out of the classroom. An experienced and dedicated faculty supports and guides students to think, create, question, and communicate. The skills of leadership and self-advocacy, critical in twenty-first century global education, are encouraged and strengthened every day. Ever mindful of best practices, SPSG's Middle School is not only a place that will provide your daughter with an innovative and relevant interdisciplinary academic program, but also SPSG is a school where unique contributions are valued and every student's voice is heard. Our Middle School educates girls through exploratory, integrated, and challenging programs that develop lifelong learners, leaders, and contributing members of their communities.

MISSION

St. Paul's School for Girls educates hearts and minds in an inclusive community that is grounded in the Episcopal values of respect, integrity, and spiritual growth. We empower voice, nurture intellectual curiosity and creativity, and inspire confident leaders who serve in the world.

DIVERSITY STATEMENT

Believing that every child is a child of God and that trust, understanding, and mutual respect lie at the heart of our community, St. Paul's School for Girls is committed to creating a supportive learning environment where all individuals are valued for their unique contributions and are able to achieve their highest potential. We strongly believe that a diverse and inclusive community is the best learning environment for our students and prepares them to live, work, and thrive in an increasingly global and multicultural community. We reject all prejudice, particularly those based on race, national and ethnic origin, religion, socioeconomic status, gender identity, sexual orientation, and physical characteristics.

PORTRAIT OF A GRADUATE

An SPSG Graduate is

1. **An innovative thinker** with the skills and knowledge to ask compelling questions, seek multiple perspectives, and create original work

2. **A lifelong learner** who demonstrates intellectual curiosity and a passion for new ideas

3. **A confident communicator**, prepared to engage in thoughtful dialogue, bring groups together to solve problems, and inspire positive action

4. **A healthy risk taker** who embraces challenges, demonstrates initiative, and is resourceful and resilient

5. **A joyful woman** who holds work and responsibility in balance with time for physical fitness, spiritual growth, personal interests, and friends and family

6. **A conscientious community member** who demonstrates empathy and integrity, respects every individual as a child of God, and acts as a steward of the earth's resources

7. **A leader with global perspective** who serves others and contributes to the betterment of society

THE ARTS

In Grades 5 and 6, middle school students have the exciting and unique opportunity to participate in all areas of study in the Visual and Performing Arts. In Grades 7 and 8, students select two art forms to study a year for more specialized experience. The middle school arts program creates a solid foundation for a comprehensive and advanced study in the fine arts at St. Paul's School for Girls.

VISUAL ART

Art 5

Art 5 provides students the opportunity to explore the historical and personal significance of art in the world around them. Multicultural and interdisciplinary lessons help students gain an appreciation for art's cultural and real-world applications. All units contain components of art history, art analysis, and skill development. Students learn how to apply the elements and principles of art to create their own meaningful pieces. They experiment with a variety of media and techniques to create 2D and 3D works which are displayed in two middle school art shows.

Art 6

This course expands upon the artistic foundations and applications learned in Art 5. Students continue to investigate art forms from different time periods as well as a variety of global influences. They work with more challenging materials as they learn the appropriate techniques for applying them. Students explore what art means to them in many different forms including sculpture, paint, fiber, ceramics, drawing, and printmaking. Artistic accomplishments are displayed across campus and featured in two middle school art shows in the Ward Center Gallery.

Art 7

This class helps students take the application and synthesis of previously learned artistic fundamentals from grades 5 and 6 to the next level as they apply them in new and personally meaningful ways. Multimedia projects let students discover how to combine and utilize all of the different elements of art and principles of design. The projects continue to have historical and cultural significance but are more open-ended; this allows students to make personal and conscious choices of media and techniques for expressive purposes. Alternative techniques and materials such as needle felting and papermaking are introduced to allow for the further development of creative problem-solving skills and as an introduction to the vast application possibilities in the art world today. The students' artistic endeavors culminate in two middle school art shows and many other opportunities to showcase their work both in the school and in surrounding communities.

Art 8

In grade 8, students continue to develop their ability to express themselves through art. They begin to delve deeper into advanced technical and stylistic studies, and they debate the purposes of art, how context can influence meaning, and how it has and will continue to influence and define many aspects of the world around them. In order to let students further explore themselves in the role of artists in society, they will continue to use emerging and traditional art techniques, and work to develop their own personal aesthetic and criteria for making reasoned art judgments.

Interdisciplinary, multicultural, and innovative multimedia projects with complex components such as bookmaking, silk screening, and stop motion animation will help students develop a world view and vision of art in a broader context and how it relates to other fields of knowledge. The students' artistic endeavors will culminate in two middle school art shows and many other opportunities to showcase their work both in the school and in surrounding communities.

DANCE

Middle school students perform in the Winter and Spring Dance Concerts in the Ward Center for the Arts each year.

Dance 5

Dancers in grade 5 are provided a fundamental introduction to classical ballet and classical jazz. Emphasis is placed on vocabulary, history, musicality, and performance, while also learning proper dance class etiquette. During this introductory course, students will begin to explore choreography by constructing and solving movement problems and patterns in order to develop coordination and creativity in dance.

Dance 6

Dancers in grade 6 continue to build on the fundamentals introduced in Dance 5. Students continue to take classical ballet and classical jazz classes, utilizing proper class etiquette, genre-specific terminology, and musicality patterns at the advanced beginner level. Students will continue their study of anatomy, focusing on the skeletal structure of the dancer, and how to use the body to display artistic intent.

Dance 7

Dancers in grade 7 move into an intermediate study of classical ballet and classical jazz. The study of dance anatomy shifts to more practical work as students focus on the specific movements of each part of the body and the muscular structure of a dancer. Students will continue their study of dance composition through improvisation lessons in order to develop their own movement style and learn to use their bodies to express artistic intent.

Dance 8

Dancers in grade 8 continue their intermediate study of classical jazz and begin their study of modern dance, preparing them for the Upper School dance curriculum by expanding their movement vocabulary and focusing more on technical dance skills through the use of proper alignment and kinesthetic awareness. They will continue their study of dance composition both independently and collaboratively, learning a variety of choreographic devices with an emphasis on creativity and artistry.

MUSIC

Music 5

Fifth grade music provides students with the opportunity to become proficient in the fundamentals of basic musicianship. Students learn the notes of the grand staff, common musical symbols, principles of dynamics, tempo and note values. Students begin a music history timeline while learning how composition techniques, many of which are still in use today, were originally adopted as accepted practices. In chorus, students work on stylistically appropriate vowel formation, consonant articulation, intonation, understanding choral texts, and proper breathing techniques using unison and two-part canonic literature. In an effort to understand how natural surroundings can influence sound, instrumentation and more, students study music from a diverse set of cultural influences and repertoires in this ensemble setting. All students sing in two concerts during the course of the year.

Music 6

Sixth grade music begins with a review of basic musicianship skills and quickly progresses into application by studying and performing a varied, diverse repertoire. Students work on larger principles of form and theme and focus on developing a healthy vocal technique. Beginning with a simple ostinato, they learn more complex musical forms, sight singing, and applied basic compositional techniques while utilizing software such as Finale. In the choral setting, students continue to work on intonation with the introduction of stacked harmony in two parts and canonic harmony in three parts, while studying music from a diversity of cultural and stylistic influences including folk tales, oral tradition, and dance. Sixth grade students also participate in two concerts during the course of the school year.

Music 7

Seventh grade music allows students to refine their musicianship skills. Students work on becoming confident sight-singers and also learn basic rhythmic and melodic dictation. Students learn about social and international influences in the musical world and how such influences shaped the popular music of modern times. They delve into the history of popular music and learn to compose using software such as Garage Band and Finale. In chorus, students continue their study of polyphonic harmony in two-parts and progress to three-part homophonic harmony. The students enrolled in the choral portion of the course are required to perform in two concerts each school year.

Music 8

Eighth grade music students continue their study and application of sight-singing techniques as they learn the Circle of Fifths. The music history focus shifts as students explore another side of rhythm by studying drumming techniques from regions of the African diaspora and other tonal systems as they look at the Raga of India. Students demonstrate progressive confidence in their choral skills and in their knowledge of healthy, stylistically appropriate vocal technique and musicality by studying and performing four-part literature. The students who are enrolled in the choral portion of the course perform in both concerts each year. Students also learn basic keyboard and guitar skills, as well as chord progressions, as they complete analyses of popular songs and the music of diverse genres.

THEATRE

There are two Middle School productions that are coordinated between St. Paul's School and St. Paul's School for Girls. Auditions are open to students in grades 5 and then in 6, 7, and 8, depending on the production. Participation in productions is independent of Theatre classes.

Theatre 5

Theatre 5 is an introductory course to the dramatic arts. Students will explore their own artistic potential through a series of warm-ups, games, and acting exercises that focus on ensemble building, storytelling, movement, and voice. Students learn global theatre techniques including puppetry and creating their own original characters for a solo performance.

Each student will develop self-confidence, take supported risks, and stretch their active listening skills.

Theatre 6

Theatre 6 builds upon the previous year by deepening knowledge of dramatic concepts and beginning level acting and design technique. Students will explore original script writing, improvised character creation, how to apply acting technique to scripts as well as work as designers to use the elements of design to form concepts for theatre productions. Students continue to develop confidence, collaboration, concentration, and begin the exploration of making bold choices based in their own artistry.

Theatre 7

Theatre 7 deepens the basic skills of performance developed in Theatre 6 while building more advanced technique based acting and design work. Students experiment with a range of more advanced drama techniques in voice and movement. Students will gain experience creating characters from scripted text and in improvised scenes. Students learn confidence, risk-taking, and celebrating their own strengths as an artist. The semester culminates in a final performance project that students will collaborate to design and perform for a live audience.

Theatre 8

Theatre 8 is a preparation for Upper School acting and theatre through a variety of games and activities, as well as scene work, devising original theatre pieces, and rehearsal. Students will gain experience presenting their work to others and applying feedback to performance. Students explore advanced techniques while learning confidence, risk-taking, and celebrating their own strengths as an artist. Students also formulate critical responses to theatrical productions as they begin a deeper exploration of the art form. The year culminates in a final performance project that students will collaborate to direct, perform, and design for a live audience.

HUMANITIES

Believing that middle school students learn best when topics inspire their natural talent for interdisciplinary and creative thinking, SPSG's humanities program bridges common themes in history, geography, and English. In their humanities classes, students develop foundational reading, writing, research, critical thinking, and organizational skills at the same time while they practice and gain confidence in such 21st century skills as collaboration, creativity, digital literacy, and communication.

HUMANITIES

Humanities 5

This class provides students with a lively, engaging course that combines English and history through literature and project-based learning. Weaving the study of history tightly with the study of literature deepens each student's understanding and provides greater opportunities for engagement and student-centered learning. Students begin the year with an extensive unit on basic geographic skills including latitude and longitude, parts of a map, and landforms, as well as an introduction to primary sources so they may answer the question, "How do we know what happened in the past?" These skills are continually reinforced as the girls delve into the history and culture of ancient Egypt, Mesopotamia, India, and China. Their investigation into the four river valley civilizations includes reading, analyzing, and interpreting a variety of novels, myths, short stories, music, and art from corresponding time periods.

Throughout the year students have the opportunity to create multidisciplinary projects that demonstrate their understanding of history and literature. Field trips to the Walters Art Museum, guest speakers, and authentic opportunities to showcase and celebrate student work are an integral part of the program. Grammar and vocabulary development are embedded throughout the year. Fifth grade humanities classes meet twice daily in lieu of separate English and history classes.

Humanities 6

Students continue to develop a sound understanding of the interdisciplinary nature of Humanities in sixth grade, where the curriculum focuses on modern world cultures and geography. The course begins by working on global mapping skills and understanding key geography concepts, such as human geography, physical landforms, and climate systems.

Students will then focus on specific regions around the world, reading contemporary novels set in places like South America and Western Africa. Students will be immersed in multiple world cultures throughout the year, each with a coordinated, cross-curricular project to facilitate a holistic understanding of our world.

An emphasis is placed on developing creative and analytical writing while dissecting literature and cultural context. In conjunction, students learn to interpret primary sources, both as literature and a means to answer critical questions about cultures around the world. Grammar and vocabulary lessons support such endeavors, and attention to religion and the arts supplement the curriculum.

ENGLISH

The English Department holds the discovery and expression of each student's voice as a primary goal of literary analysis and the writing process. Faculty invite students to develop critical thinking and writing skills, authentic self-appraisal, and respect for people and cultures.

The middle school writing program establishes the foundational skills that girls will build upon throughout their academic careers. Girls have routine opportunities to develop their voice and style as writers of both formal, drafted compositions and informal, journal-style responses. Girls learn the tools needed to create their own works of fiction and poetry. They also work to structure and develop personal and expository compositions and analytical essays. Middle school English teachers emphasize the writing process by providing frequent opportunities for brainstorming, organizing, drafting, editing, and revising. Our program highlights discussion with peers and teachers in all stages of this process as another important way to enhance voice. In eighth grade, girls are prepared to begin our Writing Workshop program, including writing assignments and carefully guided peer editing groups. Direct instruction in grammar and vocabulary is integrated into our writing program.

All middle school students select, memorize, and recite a poem for their class during Literary Week each April. One student from each English section is selected by her peers to perform her poem in front of the entire school at our annual Poetry Assembly.

ENGLISH

English 7

The themes of relationships, empathy, and personal growth are woven through the English 7 curriculum, guiding students in their transition from the Humanities classroom environments of grades 5 and 6 to an exclusively English classroom setting largely immersed in fictional literature. Throughout the year, English 7 students engage in class discussions and investigate how relationships form and change over time. Students are encouraged to make connections between their own experiences and observations, and those of the compelling characters in their readings. Students in grade 7 continue their exploration of various genres through a diverse selection of young adult novels, classic literature, poetry, and short stories. Essay writing is an essential component of English 7 as it allows students to analyze and synthesize theme and plot through supporting details and quotations from their readings. Instruction in all aspects of the writing process—prewriting, drafting, peer and teacher conferencing, revising, editing, and publishing -- scaffolds the seventh-grade learner as she begins her journey as an SPSG English student. Grammar is taught in the context of course readings, and students use the personalized vocabulary program, Membean, to bolster their writing and expand their respective vocabularies throughout the year. Students will leave English 7 with a readiness to engage in higher level critical thinking and an increased confidence in their abilities as communicators as they make the transition to 8th grade.

English 8

English 8 focuses on rites of passage and the journey through adolescence, as students read, analyze, and discuss books such as *The Poet X, A Raisin in the Sun, Speak, A Separate Peace,* and *Jane Eyre*. Students focus on developing critical thinking skills and building both vocabulary and grammar skills through work with Membean. Beyond reading comprehension, students focus on theme, characterization, stylistic elements, and literary devices. Students practice aspects of the writing process including, brainstorming, pre-writing, revising, and peer editing. Students practice the art of formulating a thesis that is proven with textual support. Faculty guide students to articulate their own analysis as they become more critical readers and writers. This course also introduces the Writing Workshop program, which helps develop writing skills in a process that involves peer review.

HISTORY

The Middle School History program is designed to develop the skills and knowledge necessary to engage in meaningful historical analysis and argumentation. Students work with a variety of primary and secondary sources and are encouraged to identify and evaluate a wide range of perspectives and points of view as they engage with historical content. Geography is included in every year of instruction, as a vital component of historical understanding. Girls engage in meaningful research and learn to use historical evidence to support an analytical thesis statement, mastering the process by taking small steps in each year at SPSG. Faculty members are committed to creating engaging and challenging classroom activities and projects, including debates, simulations, presentations, field trips, and guest speakers.

HISTORY

History 7: American History

This American history course continues the early American themes studied in sixth grade Humanities and explores the years from 1865 through the present. Major units of study include Reconstruction, the Progressive Era, the Suffrage Movement, World War I, the Great Depression, World War II, the Vietnam War, and the Civil Rights Movement. In researching the events and people that have made our nation great, students become familiar with the print and on-line resources available through SPSG's library and learn fundamental research skills. Discussion of current events is a central component of this course as students gain awareness of how today's events will be depicted in the history books of tomorrow. Students continue to develop their understanding of America's increasing role on the world stage through the use of technology, debate, and cooperative learning.

History 8: Ancient World History

In History 8, students explore the political, social, and cultural histories of the ancient world. Students experience such topics as Early Civilizations, Greece, Rome, Africa, India, China, and the Middle Ages in fresh and exciting ways as they read primary sources, create imaginative projects, observe precious works of art, and interact in discussions and debates. As an introduction to World History, students watch events unfold through a global lens. A focus of the year is also analytical and research-based writing, as students compose thesis statements, learn essay organization, and discuss the interpretation of historical facts. Such skills allow students to build a foundation for courses in the Upper School and prepare students to approach history with intellectual curiosity and appreciation.

MATHEMATICS

Research shows that students experience the greatest future success and develop healthy, confident attitudes towards mathematics when they thoroughly master the foundational skills at each level of mathematics. Such mastery is a function of development as opposed to grade placement. Thus, after Grade 5, our program incorporates flexible groupings to support and challenge each learner with rigorous content at her own level, rather than locking her into a uniform pacing. Some groups may accelerate, while others take the extra time they need to solidify their mathematical competence.

MATHEMATICS

Math 5

In this course, students will build a strong foundation in mathematical concepts and problem-solving skills. They will explore place value to understand numbers up to the millions and examine how digits relate to one another. Students will learn to write and evaluate numerical expressions using the order of operations, while developing fluency and accuracy in operations with decimals and fractions, including addition, subtraction, multiplication, and division. The course also emphasizes converting between metric and customary units and applying these skills to real-world measurement problems. Through work on the coordinate plane, students will graph points and identify patterns, strengthening their understanding of geometry and algebraic thinking. They will investigate volume by measuring and calculating the space inside three-dimensional figures and classify two-dimensional shapes based on properties such as angles and sides. By the end of the year, students will be prepared to apply these concepts to solve complex problems and deepen their mathematical reasoning.

Math 6

Our 6th grade math program is designed to help students build a strong foundation in essential mathematical concepts while developing problem-solving and critical thinking skills. Throughout the year, students will learn to write, interpret, and evaluate numerical expressions using the order of operations, and they will gain fluency in operations with fractions and decimals. They will explore ratios, rates, and percents to solve real-world problems, work with integers, and graph points on the coordinate plane. Students will also be introduced to algebraic thinking by writing and simplifying expressions and solving one-step equations and inequalities. In geometry, they will calculate the area of polygons, determine the surface areas of prisms, and find the volume of three-dimensional figures.

Additionally, students will analyze data using measures of central tendency, including mean, median, mode, and range. The course emphasizes making connections between math and everyday life, preparing students for success in advanced math courses.

Pre-Algebra

After a review of foundational arithmetic skills, students begin the transition to more formal mathematical reasoning and are introduced to abstract concepts as they study the topics of pre-algebra. Class discussion, modeling, and individual explorations help students master a variety of new ideas using properties, operations with integers, equations and inequalities, data analysis and statistics, ratios, proportions, percentages, probability, and topics from geometry.

Introduction to Algebra

In this course, students reinforce their number theory skills while using a more sophisticated approach that incorporates algebraic thinking and problem-solving techniques. More advanced applications of mathematics are included, and computational fluency is enhanced. Students will learn and practice more algebraic and geometric skills in this course. Students who successfully complete this course will be ready to undertake a full Algebra I program in Upper School.

*This course is open to 8th graders who have completed Pre-Algebra and would benefit from the opportunity to achieve solid mastery of fundamental mathematics skills before beginning a full Algebra I program.

Algebra I

Students who have thoroughly mastered the Pre-Algebra content are ready for this rigorous and complete Algebra I course. Topics include the Real Number system and its properties, linear equations and problem-solving methods, relations and functions, inequalities, systems of linear equations, polynomials and factoring, and quadratic equations. The appropriate use of the TI-84Plus Graphing Calculator is incorporated into the course to enhance students' problem-solving abilities and to facilitate an understanding of complex concepts.

Geometry

Geometry is unique when compared to other math classes. In this high school level course, students will begin by learning the language of geometry, terms that will be used and spoken throughout the course. Next, students will write and identify logic statements, and begin using theorems and properties to organize and complete two column proofs. Following logic, students will identify pairs of angles formed by sets of parallel lines. This will support the transition into studying triangles, proving them congruent, then polygons, similar figures, right triangles, and trigonometry. The course will conclude by studying circles and 3D figures. By the end of the course, students should have a stronger awareness of math surrounding them either in their routines, projects, or out their window in nature.

PHYSICAL EDUCATION

The Physical Education Program in the Middle School provides a sequence of courses designed to improve the skill-related fitness components of agility, balance, speed, power, coordination, and reaction time while students simultaneously focus on overall fitness, including cardiovascular endurance, muscular strength and endurance, body composition, and flexibility. There is also an emphasis on collaboration, teamwork, and individual success.

PHYSICAL EDUCATION

Physical Education 5 and 6

Students in grade 5 and 6 physical education classes meet three days each week for a class lasting 45 minutes. Because all students are new to SPSG in Grade 5, we spend extra time evaluating each student to best meet her where she is in the development of her physical skills and fitness levels. Primary emphasis in this course centers on the assessment of and then the subsequent improvement of the skill related fitness components of agility, balance, speed, power, coordination, and reaction time. The health-related fitness components of cardiovascular endurance, muscular strength and endurance, body composition, and flexibility are also assessed followed by efforts devoted to the improvement of these components. The course is divided into units throughout the year where students are introduced to various team and individual sports, including those that are part of the SPSG athletic program, while combinations of the skill related components are used in modified game-like situations that involve increasingly complex movements and strategies based on the skill level of the students.

Physical Education 7 and 8

The curriculum for grades 7 and 8 builds on the students' skills and knowledge from grade 6 and begins the introduction to "Lifetime Fitness and Wellness." Faculty spend extra time evaluating each student to best meet her where she is in the development of her physical skills and fitness levels. Similar to the fifth and sixth grade physical education courses, this course places significant emphasis on the assessment of and then the subsequent improvement of the skill-related fitness components of agility, balance, speed, power, coordination, and reaction time. The health-related fitness components of cardiovascular endurance, muscular strength and endurance, body composition, and flexibility are also assessed and followed by efforts devoted to the improvement of these components. Through class discussions and activities, seventh grade students will begin to connect the value of the health-related fitness components to the concept of "Lifetime Fitness and Wellness". The eighth grade will be able to explain and apply concepts in their own fitness and wellness routines, and also learn how to use the fitness and cardio rooms. The course is divided into a variety of units throughout the year where students continue to experience various team sports, individual sports, and lifetime activities.

RELIGIOUS STUDIES

The Religious Studies program occupies a unique space within the middle school program. Study of sacred texts offers students the opportunity for self-reflection and spiritual exploration. In their religious studies classes, students engage in meaningful dialogue, collaborative assignments, and individual reflection. Looking at religious interpretation from different viewpoints and traditions exposes students to a variety of perspectives and ideas while allowing them to understand the role of religion in life and society in history and today.

RELIGIOUS STUDIES

Religious Studies 5

Fifth grade Religious Studies is a discussion-based class that provides an introduction to cultural literacy and the five major world religions: Hinduism, Judaism, Buddhism, Christianity, and Islam. Throughout the year, students develop an understanding of and appreciation for the basic beliefs, customs, symbols, history, art, and sacred texts of each religious tradition.

Religious Studies 6

Sixth grade Religious Studies class interweaves important markers in a person's life with seasons of the year. Through projects, activities, and readings, we will look at liturgical seasons of the Episcopal calendar as well as holy days in different traditions as well. The goal of this class is to help students gain a greater sense of autonomy for their life as they move through the challenging years of middle school.

Religious Studies 7

Introduction to the Bible: The seventh grade religious studies course introduces students to the structure and the content of the Bible. They learn the books of the Old Testament, how to read, write, and find references correctly, and how to use the resources in the Bible, such as maps, articles, and timelines. The course then turns toward the study of Creation and other significant events and figures, such as Abraham, Sarah and Moses, throughout the Hebrew Scripture. Students also explore the Wisdom literature, particularly the book of Psalms, as well as the writings of the Major and Minor Prophets.

Religious Studies 8

Ethics and the Bible: The eighth grade religious studies course focuses on the New Testament and the role of religion in western civilization. Students build on the foundation laid in seventh grade and use their understanding to explore the roots and evolution of Christianity. In conjunction, the course seeks to develop leadership skills and enhance students' understanding of community, civility, social justice, and the value of multiple perspectives through related discussions and activities. The Student Bible and The Bible and its Influence, provide a springboard for discussion as students analyze and discuss the passages and ethics. Current events, works of art, and other multimedia resources supplement the texts and enrich the course.

SCIENCE

The Middle School science department introduces students to engineering, physical science, life science, earth science, and environmental science in an effort to establish a foundation for continuing science education in the Upper School. The curriculum in each grade is based on the acquisition of scientific knowledge and science processes that are appropriate for the level of the student. Students learn to be observant as they increase awareness of the world around them, hone critical thinking skills, and work together in problem-solving activities. Classes inspire students to express themselves not only in their written work but also in their voiced opinions. They are encouraged to demonstrate their understanding with models, experiments, and demonstrations that they have designed.

SCIENCE

Science 5

Investigations in Science: This introductory science course gives students the chance to explore a wide range of science topics in engineering, physics, chemistry, biology, environmental science, and earth science. Hands-on activities and project-based learning will allow students to develop a strong foundation of science skills including collaboration, measurement and graphing, following the design process, observation, data collection and analysis, and scientific writing.

Science 6

Life Science: During this course, students will have the opportunity to hone their lab skills while exploring topics such as the kingdoms of life, biodiversity, ecosystems, and biomes. Hands-on experiments and activities allow students to actively engage with the content and develop a deeper understanding. By the end of this course, students will have a better understanding of the complexity of life on this planet. Students will be able to make observations of the world around them and recognize how even small factors, living or non-living, have an important impact on the ecosystem.

During this course students will participate in a year-long community service project of the 6th grade, growing flowers and herbs from seed using the SPSG greenhouse. In the spring, students partner with a non-profit organization to deliver the fruits of their labor to Baltimore City residents.

Science 7

Earth Science: This course examines our dynamic Earth, its composition, its resources, and its place in the solar system. Students will begin their exploration of Earth by discovering how our planet fits into the greater universe. They will then learn about atmospheric phenomena, the movement of water on Earth, and the relationship between land and water. Students will end their journey by digging deep into the layers of the Earth and plate tectonics. Activities include collaborative investigations, critical thinking, and modeling while building on the science skills students have developed in years past.

Science 8

Environmental Science and Society: This course will take a close look at how humans impact the natural world and how the responding environment affects us in return. Students will examine how different forms of pollution (water, air, land) can impact human health, survey the different types of resources that the Earth provides (soil, water, biodiversity, land), and explore the causes and impacts of global climate change. Through numerous investigations, students will use scientific principles, concepts, skills, and methodologies to recognize how society and the environment work as an interrelated system.

TECHNOLOGY

Over the course of their middle school years, students develop fluency with digital technologies, computational thinking, and digital citizenship. Classes for grades 5 and 6 integrate technology usage that is scaffolded throughout all curricula, and technology-based opportunities such as robotics allow students to gain confidence in using technology to be creative communicators, global collaborators, innovative designers, and digitally empowered learners. In grades 5–8, faculty integrate student-centered technology usage in the classroom and students gain familiarity and comfort as they develop work on school-owned MacBooks or PCs. Recognizing that safe and effective use of technology are critical skills for students in the twenty-first century, SPSG emphasizes and models internet safety and digital literacy throughout its academic and advisory programs.

TECHNOLOGY AND INNOVATION (TECHNOVATION)

Students in grades 5 and 6 spend approximately one day each week in TechnoVation class. Equipped with MacBook Pros, iPads, PCs, and other digital tools, this course is dedicated to fostering the development of digital literacy, creativity, research, communication, and problem-solving skills in middle school girls. Projects in this class are developed in coordination with the subject-area teachers and advisors and encourage girls to make interdisciplinary connections as they explore topics in greater depth. Student projects include skill building in online research, engineering, coding, web and digital design and publishing, 3D printing, robotics, and digital citizenship (with an emphasis on safe online habits and combating cyber-bullying).

MAKERSPACE

Our makerspace, called the Spark Studio, is a place where students can explore their passions, think creatively, and practice innovation by applying science, technology, engineering, art, and mathematics in a framework that bridges the gap between our school, the community, professional careers, and the global economy. It is a place that values hands-on learning and projects where students set out to solve real world problems individually or collaboratively using cutting edge programs such as SketchUp Pro, 360, Tinkercad, Scratch, Flipgrid, the Adobe Suite, and many more! Using our LEGO Spike Prime Robots, 3D printers, laser cutters, vinyl cutter, and wood shop, the possibilities for creation are endless!

TECHNOLOGY IN THE CLASSROOM

Faculty incorporate technology at all levels to provide a robust and relevant classroom environment, to facilitate project-based and collaborative learning, to introduce global perspectives, and to promote interdisciplinary thinking. Students use technology to take ownership of their learning by comparing perspectives, drawing connections, articulating the relevance of their studies, and developing creative solutions to authentic problems. Examples of essential skills integrated into middle school classes include collaborative tools to revise and reflect on writing, audio and visual communication tools for speaking and listening skills in modern language classes, evaluating and using digital non-fiction sources in science, and producing original digital works of art and engineering using 3D printing, laser cutting, and 3D modeling. The 1:1 laptop program in the Middle School brings increased opportunities for exploration, collaboration, and long-term technology-based projects.

LEARNING MANAGEMENT SYSTEM

A Learning Management system is a tool to help 21st century learners stay organized and efficient by providing students, parents, and teachers a digital space for resources, collaboration and feedback tools, organization of due dates, assignment submission, and daily gradebook. All middle and upper school classes across The St. Paul's campus use faculty designed pages on the LMS to extend learning beyond the classroom.

WORLD LANGUAGES

Students in the middle school can choose to take Japanese or Spanish in Grades 5–8. French is also offered in grades 6-8 depending on interest. All middle school world language courses develop students' language skills and foster students' awareness of their own culture and the cultures of French, Japanese, or Spanish speaking countries.

FRENCH

French 6

French 6 is an introductory course; no prior knowledge of French is required. Students learn vocabulary related to greetings, homes, family members, school, food, and clothing. The class is conducted primarily in French. Students participate through a variety of activities to develop language skills such as games, dialogues, and skits. In addition, students have the opportunity to explore the Francophone world. The course covers cultural understanding, speaking, and writing skills as well as reading and listening comprehension.

French 7

This early intermediate course reinforces and builds the students' ability to communicate in French, developing the acquisition of essential vocabulary and grammatical structures needed to function in a variety of situations. Students explore topics such as daily routines, movies, health, computers, traveling, and cooking. Students engage in debates and skits, as well as conversations and discussions that they can truly understand and that could occur in real life. Students interact in the target language using authentic resources such as videos, audio recordings, and songs. Reading materials such as short narratives, literature, letters, and newspaper articles inform students about Francophone peoples and cultures from around the world. Representative topics may include cultural and historical sites, medical services and driving in France, health in Africa, cuisine in Morocco, and phone access in various francophone countries. Assessments cover speaking, reading, and writing as well as cultural understanding and take the form of group or individual projects, skits, presentations, quizzes, and tests.

French 8

In grade 8, students will continue to develop their communication skills and cultural knowledge of the French language. Students will continue to work on mastering new concepts by participating in various listening, speaking, reading, and writing activities. Students interact in the target language using authentic resources such as videos, audio recordings, and songs. Reading materials such as short narratives, literature, letters, and newspaper articles inform students about Francophone peoples and cultures from around the world. By the end of the year, students will be able to talk about their free time, the different celebrations across French speaking countries, travels, and home. Students will learn how to express opinion and emotion. They will be able to do so in the past, the present, and the future.

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JAPANESE

Japanese 5

Middle school Japanese students focus on the exploration of the language and culture. During the fifth grade year, the class welcomes new students and focuses on basic characters called Hiragana and Katakana. Students also learn simple self-introduction, greetings, and classroom expressions. They develop their listening, speaking, reading, and writing skills through the use of text, songs, games, and other methods that enhance their learning.

Japanese 6

The sixth grade Japanese course builds on the fifth grade curriculum and welcomes new students. Students practice the two basic Japanese alphabets and master basic vocabulary words and grammar in order to communicate successfully in Japanese. Students develop their reading, writing, speaking, and listening skills in a program geared to a variety of learners using authentic materials and projects. At the end of sixth grade, students are able to introduce their family and describe each family member's characteristics, including age, appearance, occupation, habits, likes and dislikes, and skills.

Students also learn how to type Japanese on the computer. Technology and arts enrich students' understanding of the language.

Japanese 7

In seventh grade, students continue to study Japanese language and culture in greater depth. Students are encouraged to communicate only in Japanese in class, as they develop interpersonal, interpretive, and presentation skills. The third Japanese alphabet, Kanji, is introduced in grade 7 as they further expand their vocabulary. Students are also introduced to some special features of the Japanese language and learn to interact with each other to express their needs and desires. Technology and arts enrich students' understanding of the language, as the girls communicate with SPSG's sister school in Japan and use calligraphy to articulate their understanding of cultural elements such as holidays.

Japanese 8

In eighth grade, students continue to hone their communication skills as well as expand their cultural knowledge as they develop insight into their own language and culture and make connections with the global community; the importance of cultural and global awareness continues to be stressed. All classes are taught in the target language, more Kanji characters are introduced, and projects and cooperative learning activities continue. By the end of the year, students are able to communicate informally, describe symptoms related to illness, ask for permission, and make requests. More special features of the Japanese language, such as giving and receiving verbs, are introduced, and additional technology and arts enrich students' understanding of the language.

SPANISH

Spanish 5

In fifth grade Spanish, students learn written and oral communication regarding topics such as family, school, activities, numbers, time, and descriptions. This course helps students to put together sentences into basic conversations.

Additionally, students are introduced to the Spanish language and Hispanic culture through research and projects that they turn into skits and presentations.

Spanish 6

The sixth grade Spanish course builds upon the fifth grade Spanish course while welcoming new students. Students increase their ability to put together sentences with a focus on holding basic conversations. Vocabulary topics include weather, the house, food, discussing where things are, clothes, and animals. Projects bring the culture of the Spanish speaking world to life as students look deeper into specific countries and traditions within those countries.

Spanish 7

The seventh grade Spanish course explores the Spanish language and Hispanic culture in more depth. An online platform that is used in both the remainder of middle school as well as the upper school is introduced and serves as the avenue for the written, oral, and video exercises that reinforce the topics covered in class. More complicated grammar is explained, allowing students to use these concepts to imagine and build conversations and stories. There is an equal emphasis on written and oral communication. Specific vocabulary topics include the classroom and school life, the family, favorite pastimes, and vacationing.

Spanish 8

Eighth grade Spanish is instructed mainly in Spanish. Students achieve superior understanding of grammatical topics as well as deepen their ability to communicate through reading, speaking, and listening. Specific countries are studied in depth. Students gain real world experience through visiting a local Hispanic market. Specific vocabulary topics include the daily routine, food, and stages of life. Students learn how to communicate in the past tense to tell stories and future tense to discuss plans. The ability to express opinion and emotion is emphasized.

SEMINAR

Part of our real-world education program, the middle school seminar program provides mini-units for students on topics that engage their thinking around how what they are learning in the classroom translates to the real world.

Some seminar topics are included on the following page.

FINANCIAL LITERACY

Students explore how money works and participate in frequent peer discussions about the skills needed to make appropriate financial decisions in their teens and young adulthood. Distinguishing between financial "needs and wants" and learning that there is an opportunity cost involved in financial decisions are just few of the topics that students debate and discuss. Digital simulations provide opportunities to managing a fictional household and provide students with budgeting experience. Guest speakers share insights about the importance making informed financial decisions.

DIGITAL AND AI LITERACY

This unit of seminar empowers middle school students to navigate an increasingly complex digital world with confidence and integrity. Students build foundational knowledge to think critically, collaborate effectively, and lead with empathy in an evolving technological landscape. Through hands-on experience with digital tools and AI, they become innovative problem solvers who apply technology to real-world challenges. By examining topics such as data privacy, algorithmic bias, and digital footprints, students grow into ethical decision-makers. Collaborative digital projects strengthen their communication and presentation skills, preparing them to be thoughtful digital citizens and lifelong learners who can adapt to emerging technologies.

SOCIAL ETHICS

Throughout this seminar students will engage in a deeper understanding of social justice. Students will study the four interrelated principles of social justice: equity, participation, access, and rights. In addition, students will learn about influential adolescents who have worked towards a more just society in their respective field and how social media has been used to advance social movements and bring about positive change in society.

BROADCAST JOURNALISM

There are three broadcast journalism outlets at St. Paul's: SPSN (the St. Paul's Sports Network), SP Radio (our student-run radio station), and the SP Voice (our online newspaper). The Broadcast Journalism seminar experience will give students a chance to work in a professional setting by being a staff member at any or all of our broadcast journalism outlets, and to learn the skills involved by doing real work that will be seen and heard by others. There will be an opportunity to have one's own sports-themed show on SPSN or SP Radio, write news stories about events happening in the SP community, and to go off-campus to explore stories of interest in the Baltimore area.

8TH GRADE CAPSTONE

Eighth grade students engage in a capstone project for their 4th quarter seminar. Each student chooses a topic of personal interest to them. Throughout the quarter, students research their topic, write detailed reports, and share their projects in oral presentations to their peers. The topics chosen typically cover a wide range of interests. Some past examples include: radiology, professional women's basketball, alexithymia, UV radiation, social media, and mental health.

ACADEMIC SUPPORT AND HOMEWORK PHILOSOPHY

ACADEMIC SUPPORT: MIDDLE SCHOOL LEARNING SERVICES

The Middle School Learning Services team provides a range of assistance to the entire community. In addition to meeting with individual students to provide support and to analyze current learning skills, the Learning Specialists collaborate with teachers either as a consultant, as a team teacher, or to provide professional development when needed.

Where needed, the Learning Specialist will provide a Learning Lab class. The purpose of this class is to provide additional support for reading, writing, math, and executive functions. This class will take the place of a student's World Language class.

The learning specialist will often push into classes to provide direct services to students. In addition, the Learning Specialists will give individual support through scheduled meetings and appointments.

The learning support staff is committed to providing direct and timely assistance to both teachers and students to ensure that our students are being both stretched and supported in the ways that are best for each individual.

HOMEWORK PHILOSOPHY

Homework in the SPSG Middle School is a natural extension of daily instruction. It serves as an opportunity to reinforce and apply knowledge and skills that are introduced in the classroom. Because we feel that each girl should learn to identify her own strengths as well as formulate questions with regard to her understanding of subject matter, homework should also allow for student reflection. As teachers assign homework, they are looking to reinforce skills in the following areas:

- Mastery of content
- Organization
- Time management
- Critical thinking
- Responsibility
- Synthesis of information from multiple sources
- Ownership of individual learning

Homework will be assigned in most courses on most days. Quantifying the amount of time that should be spent on homework is difficult as it is largely dependent on the individual's learning style. On average, students in fifth and sixth grade should have no more than 60–70 minutes of homework per day, while seventh and eighth graders should have no more than 80 – 90 minutes of homework per day. There will be evenings when this will be exceeded for the final completion of projects or in preparation for assessments. Teachers will take into account special school and calendar events in the scheduling of homework.

MIDDLE SCHOOL PARALLELL PROGRAMS

Middle School is a time for growth, exploration of interests, and pursuit of passions. As such, our co-curricular or parallel program provides opportunities for students to challenge themselves, take healthy risks, and engage in meaningful discussions as they develop confidence and a sense of self outside of the classroom.

ADVISORY

Supportive student-teacher relationships are the cornerstone of our community. Through such relationships, our advisory program cultivates the development of confident, joyful, and healthy young women. Each advisor establishes a spirit of respect and collaboration, while fostering voice and community.

Our advisors know and cheer for their students in the classroom. They are role models, coaches, and mentors. Advisors guide students in setting and achieving goals that lead to personal growth. They are advocates for their students while actively teaching students to advocate for themselves.

Middle school students begin most days with their advisors as they sit together at morning Prayers and Chapel and advisories meet as a small group for extended discussion at least once a week. Within this framework, advisors and students celebrate milestones and successes, plan strategies to overcome challenges, and pause for reflection.

Advisors support students' academic progress and achievement, encourage participation in extracurricular activities, and promote a healthy balance between schoolwork and activities.

Additionally, advisors work as a grade-level team to plan age-appropriate activities and conversations focused on SPSG's core values of respect, integrity, spiritual growth, and creativity. The advisory curriculum includes lessons related to digital citizenship, diversity, and SPSG's value themes of the month. Annual service projects and off-campus experiences further the goals of the advisory program.

Middle school advisors serve as a first point of contact with families, fostering healthy communication and dialogue between school and home. Through a Hopes and Dreams Conference at the start of the year, and annual fall and spring conferences, advisors partner with parents in supporting the academic, social, and emotional growth of each student.

HEALTH AND WELLNESS

A comprehensive and developmentally appropriate health and wellness curriculum is taught through advisory activities, assemblies, Peer Education, Life Skills classes, and science units. Topics include puberty and adolescent development, body image, respect for all, safety in relationships, drug and alcohol prevention, and social networking.

6th Grade Peer Education Program

The Christopher O'Neil Peer Education Program promotes healthy decision-making and leadership skills. Each year, about 20 upper school students are trained to teach sixth grade students lessons about communication skills, stress, body image, friendship, responsible use of the Internet and cell phones, and decision-making. They also discuss challenges that may arise in upper school and how to effectively make life decisions. The program provides meaningful and age-appropriate opportunities for honest conversations and mentoring between middle school students and upper school role models.

Life Skills

Life Skills is an interactive semester-long course offered to grades 5-7. It is designed to increase student knowledge and abilities in skills necessary for everyday living as a healthy adolescent. Students build personal and social competency skills through individual and group activities as well as guided class discussions. Topics addressed include body image, understanding self and others, friendships, internet safety, communication skills, media literacy, and healthy decision-making. The course is taught by the school counselor and is graded pass/fail.

8th grade students take part in special Life Skills programming throughout the year focusing specifically on sexual education. The 8th grade students participate in a total of 5 classes focusing on relationships and boundaries, consent and the law, the male and female reproductive systems, sexually transmitted infections, contraception, pregnancy, and abstinence.

Counseling and Health Support Services

Our staff includes a licensed clinical professional counselor, a chaplain, and a registered school nurse. Short-term counseling and pastoral care are available to all students. Students can self-refer or be referred by an advisor, teacher, or parent. Support is offered for friendship issues, stress, loss and change, and peer conflict, as well as other adolescent concerns. The SPSG Health and Wellness Departments uses a solution-focused approach, and the counselor or chaplain communicates with the parent as appropriate. The counselor may refer students to resources outside of school in order to meet her psychological, emotional, or social needs.

Parent Education Program

SPSG strives to provide meaningful programming for middle school parents throughout their child's development. While it is our mission to provide educational opportunities for our students, it is equally important that the adults in our students' lives continue to grow and seek understanding during their child's adolescent years. Thus, to foster conversation about a topic of specific importance to the middle years, SPSG requires participation by middle school parents in one program annually.

DIVERSITY CURRICULUM

Believing that every child is a child of God and that trust, understanding, and mutual respect lie at the heart of our community, St. Paul's School for Girls is committed to creating a supportive learning environment where all individuals are valued for their unique contributions and can achieve their highest potential. We strongly believe that a diverse and inclusive environment is the best learning environment for our girls and prepares them to live, work, and thrive in an increasingly global and multicultural community. We reject all prejudice, particularly those based on race, national and ethnic origin, religion, socioeconomic status, gender identity, sexual orientation, and physical characteristics.

The Middle School Diversity Curriculum is implemented through the advisory program, life skills classes, and core academics classes. Lessons lay the groundwork for developing a common language about diversity and creating an atmosphere conducive to dialogue. Students:

- Learn and practice the ground rules for open communication
- Learn the vocabulary of diversity
- Identify their families' cultural backgrounds
- Learn about the cultural backgrounds of their classmates
- Understand that diversity refers to many ways that groups of people are unique
- Learn that everyone has advantages and disadvantages
- Learn how to be an ally
- Learn how to interrupt teasing and bullying
- Learn the basics of respecting and valuing cultures and beliefs that differ from their own

ATHLETICS

At SPSG, athletics help students build camaraderie, develop strategies for competition, and learn valuable lessons about achieving goals. St. Paul's School for Girls focuses on providing athletes with a positive athletic experience as we seek to build character, forge leaders, and promote citizenship and sportsmanship through participation and competition. Middle school teams include cross country, field hockey, soccer, and volleyball in the fall; basketball and winter soccer in the winter; and softball and lacrosse in the spring. Middle school teams emphasize participation, skill building, collaboration, and team spirit, and our many faculty-coaches create an environment where girls feel supported and are encouraged to take healthy risks, cheer for their classmates, and give competition their all.

SERVICE AND COMMUNITY OUTREACH

Founded in the Episcopal tradition, St. Paul's School for Girls embraces service and outreach as a major component of its program. Our yearlong service projects provide a depth of understanding about local and global issues. We encourage the students to think outside of themselves and empower them to fuse creativity, empathy, and leadership skills to affect change.

THE PENNY B. EVINS LEARNING COMMONS

Students use the library to research questions, expand knowledge, and explore interests. Under the guidance of the librarian and faculty members, students discover that research includes defining a question for exploration, locating materials, using text and electronic features to become oriented within a source, and strategically pre-reading material. They learn that information is available in multiple formats and should be evaluated to determine its quality and usefulness for exploring the question at hand. Students are encouraged to be mindful that information should be used and shared accurately, creatively, and ethically.

Library Skills: Grade 5

SPSG's fifth graders learns to restate topics to identify the need for additional knowledge. Students practice using text and site features that provide direction within sources, as they become oriented to the library as a physical and digital space and familiar with the services provided. Students use the library software to search for, locate, and check out materials.

They explore commonly used reference source types. They discuss the concept that sources of all kinds must be evaluated for quality and relevance, and they are taught to define some terms related to the ethical use of information, citation (using MLA Style at a "starter" level in NoodleTools), and the basics of saving work on a computer. Fifth graders expand on their sense that pleasure reading has value and leads to finding and sharing materials that are personally fulfilling.

Library Skills: Grade 6

The sixth grade learns to formulate research questions and engages in a pre-research process involving effective information gathering. Students connect with the library's digital collections, using databases to search for specific content types and to generate citations. Students integrate multiple sources into note taking and writing for research projects, while gathering basic bibliographic information about sources to cite and credit them appropriately. Students discuss specific criteria for evaluating online sources and actively avoid sources that do not meet standards. The girls negotiate the transition to a more complex array of reading choices with assistance from library staff. They clarify their understanding of a variety of genres and explore both nonfiction and fiction in various formats for recreational reading.

Library Skills: Grade 7

A SPSG seventh grader approaches assignments with a clear idea of how the research process works, reflecting critically and changing course, if needed, between pre-research and deeper reading. Students seek multiple perspectives when gathering information, detect biases in some content, and locate reliable information sources. Seventh graders use ethical note-taking practices that include recording, summarizing, and analyzing. They demonstrate an understanding of intellectual property, avoid plagiarism and cite using MLA Style at the "Junior" level in NoodleTools. Students consider both digital and physical library resources when seeking information and they understand that not all sources are available on the open Internet. Seventh grade girls are encouraged to read based on personal interest and acknowledge that taste in books and formats may change over time and may differ from their peers'.

Library Skills: Grade 8

The eighth grade has the expectation that the research process involves critical thinking throughout and that source information must be recorded along the way to prepare for appropriate citation. Students begin to use in-text citations when requested. Eighth graders are taught that there are multiple citation styles and use MLA Style at the "Junior" level in NoodleTools. They use notecard functions in NoodleTools to take and organize their research notes. Students assess the probable credibility of sources by determining their comprehensiveness, currency, and authority. They also show an understanding of ethical responsibilities related to copyright, intellectual property, and the conservation of resources when printing or using power and understand the need to be prepared for and engaged in class by planning to use technology and time efficiently. Reading for pleasure and a willingness to explore a variety of genres, authors, and formats widens curiosity and provides a frame of reference for understanding the world.

SIGNATURE TRIPS

Fifth Grade

The fifth grade begins its middle school adventure by spending a day whitewater rafting near historic Harper's Ferry, West Virginia. The afternoon on the Shenandoah River allows students to bond through a shared experience and sets them up for a successful eight-year journey together at SPSG. Later in the fall, fifth graders spend a day immersed in activities that enrich their Humanities classes. Students spend the day building upon their study of ancient Egypt at the Walters Art Gallery. Their learning comes alive while they tour the Egypt galleries with an Egyptologist.

Sixth Grade

Sixth graders spend a day engaged in team-building activities in Genesee Valley, where adventures on the ropes course and small group challenges build trust, confidence, and community among the girls while they learn to be supportive friends and helpful community members. Some years the enrichment is extended another half day when students take their talents and teamwork to the community and engage in service-learning projects at local parks or urban farms.

Seventh Grade

Each fall the seventh grade class travels to Echo Hill Outdoor School in Worton, Maryland, for four days of experiential learning and environmental studies. Zip lining and other physical challenges build self-confidence and trust in one another. Students also visit various historical landmarks and learn about the Chesapeake Bay ecosystem as they expand their understanding of the role they each play in protecting and advocating for the watershed. The grade also participates in an off-campus day of service with their peers from St. Paul's School.

Eighth Grade

The eighth grade embarks on a three-day, two-night adventure program at Calleva located in Poolesville, Maryland. In an effort to create class bonds and individual challenges, students will take part in structured activities such as challenge courses, horseback riding, rock climbing, hiking, canoeing, and whitewater rafting. Night activities include hikes, stargazing, campfire games, and storytelling. Calleva leaders teach students to set up their tents (provided by Calleva) to camp comfortably. Meals are healthy and delicious with the produce harvested directly from the Calleva farm.