

	5th Grade	6th Grade	7th Grade	8th Grade
English Language Arts	<u>5th Grade English</u> The fifth-grade English course emphasizes the development of strong written and oral communication skills. Reading comprehension is strengthened through the study of literature, vocabulary, and grammar. Utilizing the writing process, students write for varied purposes and audiences, including literary analysis, personal narratives, and book reports. Integrated within the course are designated times for students to read and write for enjoyment. Works Studied: - Sarah Weeks and Gita Varadarajan, <i>Save Me a Seat</i> - Christopher Paul Curtis, <i>The Watsons Go to Birmingham-1963</i> - Novel by visiting author - Selected non-fiction reading passages - Selected short stories, poetry, and Greek Myths	<u>6th Grade English</u> The sixth-grade English course emphasizes vocabulary enrichment, literature appreciation, grammar usage, and writing mechanics. The course also incorporates the Six Traits of Good Writing to aid in the creation of well-written essays and developed responses. Critical thinking skills are also a year-long focus through literary analysis. Works Studied: - Gordon Korman, <i>Restart</i> - Gary Schmidt, <i>The Labors of Hercules Beal</i> - Victoria Jamieson and Omar Mohamed, <i>When Stars are Scattered</i> - Malala Yousafzai, <i>I Am Malala: Young Readers Edition</i>	<u>American Studies</u> By integrating language arts and social studies curricula, our Middle School American Studies courses highlight the connections between literature and history.	
			<u>7th Grade American Studies: Colonization to Constitution</u> The seventh-grade course focuses on early American History, from Spanish exploration and conquest through the Constitutional Era, as well as early Texas statehood. The study of these important historical periods and related novels, short stories, poems, and plays helps to create a deeper understanding of American culture. Students craft and defend academic arguments that incorporate textual evidence. They continue to develop their grammar and vocabulary skills and create products that reflect analysis and critical thinking. Works Studied: - Lois Lowry, <i>The Giver</i> - Jane Yolen, <i>Encounter</i> - John Steinbeck, <i>The Pearl</i> - Laurie Halse Anderson, <i>Chains</i> - William Shakespeare, <i>The Tragedy of Julius Caesar</i> - Teddy Roosevelt, "The Man in the Arena" excerpt from <i>Citizenship in a Republic</i> - Wisława Szymborska, "Utopia" - e.e. cummings, "to be nobody but yourself" - Walter D. Wintle, "Thinking" - Horace Miner, "Body Ritual Among the Nacirema" - Archibald MacLeish, "Conquistador" - Nathaniel Hawthorne, "The Birth-Mark" - Ray Bradbury, "All Summer in a Day" - Robert Frost, "Mending Wall" - Alberto Rios, "The Border: A Double Sonnet" - Walt Whitman, "Song of Myself" Section 34 - Various historical essays and speeches - Various poems and short stories	<u>8th Grade American Studies: Westward Expansion to Present</u> The eighth-grade course focuses on American History from westward expansion to the present. The study of these important historical periods and related novels, short stories, poems, and plays helps to create a deeper understanding of American culture. Students refine their skills in grammar, vocabulary, and evidence-based arguments, adding the crucial element of considering other points of view and making concessions where possible. They continue to create products that reflect analysis and critical thinking, and are introduced to literary analysis. Works Studied: - Jerome Lawrence and Robert E. Lee, <i>The Night Thoreau Spent in Jail</i> - Frederick Douglass, <i>Narrative of the Life of Frederick Douglass</i> (excerpts) - Edward Bellamy, <i>Looking Backward: 2000-1887</i> (excerpts) - Harper Lee, <i>To Kill a Mockingbird</i> - George Takei, <i>They Called Us Enemy</i> - William Shakespeare, <i>Romeo and Juliet</i> - John F Kennedy, "Poetry and Power" - John Gast, "American Progress" - Thomas Cole, "Course of Empire" - Harriet Jacobs, <i>Incidents in the Life of a Slave Girl</i> (exerpts) - Walt Whitman, "Passage to India" - Andrew Carnegie, "The Gospel of Wealth" - Ernest Hemingway, "Soldier's Home" - Kate Chopin, "The Story of an Hour" - Kate Chopin, "A Pair of Silk Stockings" - Ovid, "Pyramus and Thisbe" - Various additional poems, short stories, historical essays, speeches, and works of art.
Social Studies	<u>Global Studies: Ancient Civilizations</u> This course fosters an appreciation for the lasting contributions of ancient civilizations to the modern world. Through simulations, project-based learning, re-enactments, discussions, and history and geography skill-building, students explore what defines a civilization and apply that understanding to societies from Mesopotamia through the fall of the Roman Empire. Students examine each civilization's geography, religion, achievements, politics, economics, and social structure to better understand how these early societies shaped the world we live in today. Works Studied: - Justin Denzel, <i>Boy of the Painted Cave</i> - Marjorie Cowley, <i>The Golden Bull</i> - Will Osbourne and Mary Pope Osborne, <i>Egypt Mummies and Pyramids</i> - Gloria Whalan, <i>Homeless Bird</i> - Laurence Yep, <i>The Ghost Fox</i> <i>The Nystrom Atlas of World History</i> - Additional Picture Books read in class	<u>Global Studies: Contemporary Culture</u> Contemporary Culture is a study of people, places, and environments from a physical and cultural perspective. Through a variety of classroom activities, including multiple projects, case studies, and simulations, students gain an appreciation for and understanding of the interdependent world in which they live. Students also use skills and information learned in class, as well as an understanding and implementation of the United Nations Sustainable Development Goals, to analyze global geographic and humanitarian problems while developing potential solutions. Work Studied: - Deborah Ellis, <i>The Breadwinner</i> - Malala Yousafzai, <i>I Am Malala: Young Readers Edition</i> - Chimamanda Adiche, <i>The Danger Of A Single Story</i> (TED Talk) <i>Living On One Dollar</i> (Film Study) <i>He Named Me Malala</i> (Film Study) <i>The Breadwinner</i> (Film Study)		

	5th Grade	6th Grade	7th Grade	8th Grade
Mathematics	<u>5th Grade Mathematics</u> The fifth-grade mathematics course serves as a bridge from lower school math into the beginning concepts of Algebra and Geometry. Traditional classroom methods, in addition to games, hands-on activities, and historical research are used to help students reach mastery of more abstract topics. The students learn operational computation with: whole numbers, fractions, and decimals; divisibility and prime factorization; order of operations; how to evaluate and problem solve with algebraic expressions; and solve one-step equations, and exploring two- and three-dimensional geometry. Automaticity of basic facts, in addition, subtraction, multiplication, and division, is emphasized. <i>At the end of 5th Grade Mathematics, students are placed into either Introduction to Pre-Algebra or Pre-Algebra by the Middle School Mathematics Committee. Placement is based on placement tests, rational operations proficiency, teacher input, and grades.</i>	<u>Introduction to Pre-Algebra</u> In Introduction to Pre-Algebra, students work in depth with computation of rational numbers (fractions, decimals, and percents), integers, powers and exponents, square roots, order of operations, probability, statistics, and geometric equations. In addition, students are introduced to Pre-Algebra content, such as solving single-step and two-step equations, exploring inequalities, and solving proportions. Emphasis is placed on the application of concepts in problem-solving situations. <u>Pre-Algebra</u> In Pre-Algebra, students work with integers and rational numbers in the context of algebraic expressions and equations. Students are expected to be able to identify mathematical relationships and create solution strategies to problems. The curriculum also includes a thorough exploration of statistics, probability, linear functions, systems of equations, inequalities, monomial and polynomial expressions, and the Pythagorean Theorem. Students work with the Cartesian Plane, plotting points, performing transformations, and graphing functions. Throughout the course, students take part in rigorous application and problem-solving tasks.	<u>Pre-Algebra</u> In Pre-Algebra students strengthen their understanding of numbers, operations, and mathematical relationships while developing problem-solving and critical-thinking skills. Students work with rational numbers, algebraic expressions, equations, and inequalities, while applying mathematical properties and strategies to solve problems. Geometric concepts such as triangle classification, angle relationships, and the Pythagorean Theorem are introduced to connect algebraic thinking with spatial reasoning. In addition, students also explore proportional reasoning through ratios, rates, percents, and scale relationships, and learn to represent and analyze relationships using tables, graphs, and linear equations. Abstract concepts are introduced and explored through hands-on experiences. <u>Algebra I</u> In Algebra I, students are expected to problem solve and work with abstract concepts. Through graphic, analytical, verbal, and numerical exploration, students learn to solve multi-step linear equations, graph linear equations, solve systems of linear equations and inequalities, solve inequalities, work with polynomials, factor polynomials, solve quadratic equations, solve rational and radical expressions, and graph quadratic equations.	<u>Algebra I</u> In Algebra I, students are expected to problem solve and work with abstract concepts. Through graphic, analytical, verbal, and numerical exploration, students learn to solve multi-step linear equations, graph linear equations, solve systems of linear equations and inequalities, solve inequalities, work with polynomials, factor polynomials, solve quadratic equations, solve rational and radical expressions, and graph quadratic equations. <u>Geometry</u> Geometry integrates the concepts of plane and solid geometry with effective use of algebra. Topics covered include points, lines, planes, angles and angle relationships, constructions, parallel lines and planes, triangles, parallelograms and other quadrilaterals, similar polygons, area of polygons and circles, surface area and volume of solids, The Pythagorean Theorem, Euler's Formula, induction, deduction, and formal proof with emphasis on logical thinking. Through the course, students reason thoughtfully to apply and to connect geometric relationships.

	5th Grade	6th Grade	7th Grade	8th Grade
Science	<u>5th Grade Science</u> The fifth-grade science course reinforces scientific thinking and laboratory skills. With a balance of life science and physical science, students regularly engage in hands-on exploration and experiments using microscopes, building simple machines, designing electric motors, creating terrariums, constructing electrical circuits, extracting DNA, and examining photosynthesis. The periodic table of elements is covered throughout the year regularly to develop familiarity.	<u>Life Science</u> Students study living organisms through observation, data collection, the scientific process, and analysis. The year progresses from an introduction of biology and principles of ecology to cell types and processes followed by the six kingdoms of life with an emphasis on invertebrates in the animal kingdom. Students study foundational plant biology and conduct a field investigation of the TVS pocket prairie to examine ecosystem services through structured observation and analysis. Students conduct independent labs and dissections to reinforce skills, inquiry, and anatomy.	<u>Earth Science</u> Through the investigation of the Geosphere (land), Hydrosphere (water), and Atmosphere (air), Earth Science students learn to make connections between all Earth Systems and how they work together to support life on this great planet. Students are challenged to continue to develop an organized approach to scientific investigation and to solve problems and communicate results through application-based labs spanning five branches of Earth/Space Science, including Astronomy, Geology, Oceanography, Meteorology, and Environmental Science. By understanding the past of planet Earth, where the Earth is now, and how human actions shape its future, students continue to grow in their practice of conservation and sustainability.	<u>Integrated Physics and Chemistry</u> Integrated Physics and Chemistry is a lab-based course that develops an understanding of how matter and energy interact in the physical world. Through hands-on investigations, students design experiments, analyze data, interpret graphs, and apply scientific reasoning to explain physical and chemical phenomena. Students develop an understanding of data analysis, uncertainty, and experimental error as essential components of scientific practice. Core topics include motion and forces, energy and machines, light and electricity, properties and structure of matter, atomic theory, acids and bases, and chemical bonding. Particle motion and the Kinetic Molecular Theory serve as unifying frameworks throughout the course, with Energy as a throughline. Emphasis is placed on strong conceptual understanding, evidence-based reasoning, and building the foundational skills needed for upper-level science courses.

	5th Grade	6th Grade	7th Grade	8th Grade
World Languages	<u>Exploring Languages</u> Students study Spanish and Chinese for a semester each as they explore the fundamentals of language and culture. In Chinese, students learn Mandarin through fun videos, songs, language games, and interactive activities. Students practice speaking Chinese together and demonstrate their learning through projects and assessments. They also explore Chinese culture through music, videos, and hands-on experiences. By the end of the school year, students are expected to be familiar with the Pinyin system, recognize and write basic Chinese characters, and carry on simple conversations in Mandarin. In Spanish, students build on foundational skills developed in lower school through daily warm-ups, conversational door questions, and targeted vocabulary-building activities. They study cognates and essential classroom vocabulary, then expand their proficiency by working with numbers to 1,000 and applying new language in structured speaking and writing tasks. As the year progresses, students learn clothing vocabulary with the verb <i>llevar</i>, practice expressing preferences using <i>gustar</i>, and explore food and basic restaurant language. The course culminates in a Spanish-speaking country project that integrates cultural understanding with developing communication skills, with an emphasis on simple, confident communication in a supportive, non-corrective environment.	<i>Students chose either Spanish or Chinese to study for the remaining three years of Middle School. At the end of three years of study, students may enter Chinese II or Spanish II in Upper School.</i> <u>6th Grade Chinese</u> Students learn how to use the Chinese alphabet system "Pinyin" to pronounce Chinese characters. They also learn to write Chinese characters in the proper order. Chinese listening and speaking will be practiced on a daily basis with exposure to grammar, vocabulary, and Chinese culture. <u>6th Grade Spanish</u> Sixth-grade students continue to acquire the Spanish language through the use of creative storylines, visual aids, images, short videos, interactive games, and novellas. Students learn high-frequency words and phrases while focusing primarily on proficiencies surrounding reading and listening. Cultural practices and customs in Central and South America are also explored.	<u>7th Grade Chinese</u> Students develop their Chinese language proficiency through the four core skills—listening, speaking, reading, and writing—and the three communicative modes: interpretive, interpersonal, and presentational. Throughout the year, they explore a range of topics using textbook materials, class activities, creative projects, songs, and other authentic resources. Instruction also incorporates Chinese food, culture, art, and literacy to deepen students' understanding and engagement with the language. <u>7th Grade Spanish</u> Students continue to build on high-frequency phrases and vocabulary of sixth grade, adding new phrases and also introducing students to several ways of communicating in the past tense. Students engage in the language by using Total Physical Response (TPR) in order to better understand new concepts. Proficiencies for the seventh grade are still focused on reading and listening; however, students have more opportunities to express themselves in writing and speaking. Cultural practices of Mexico are studied as well.	<u>8th Grade Chinese</u> Students continue developing their listening, speaking, reading, and writing skills through the three communicative modes—interpretive, interpersonal, and presentational—to support meaningful Chinese language acquisition. Throughout the year, they explore a range of topics using textbook content, class activities, creative projects, songs, and other authentic materials. Chinese culture, food, poetry, and music are woven into instruction to deepen cultural understanding. During Lunar New Year week, students participate in a Chinese supermarket and restaurant field trip to enrich their language practice and cultural immersion. <u>8th Grade Spanish</u> In order to strengthen reading, writing, listening, and speaking abilities, class is taught primarily in Spanish using a variety of methods, including the Teaching Proficiency through Reading and Storytelling (TPRS) and Comprehensible Input (CI) philosophies. Additionally, cultural products, practices, and perspectives are interwoven in the curriculum using authentic resources, novels, photos, short videos, and Spanish-language shows. <i>In addition to the continuation of their Chinese or Spanish studies, all 8th grade students take Latin I.</i> <u>Latin I</u> Latin I focuses on the strong influence of Latin on the English and Romance languages as well as the rich influence of the Roman world on Western Civilization and beyond. Through the reading of Latin texts, students learn to recognize, isolate, and study various grammatical forms and their associated meanings. The language is taught through a variety of methods, including comprehensible input, grammar-translation, total physical response, and the reading approach.

	5th Grade	6th Grade	7th Grade	8th Grade
Fine Arts	<i>5th Grade students rotate between Music and Art every cycle.</i> 5th Grade Art Studio art instruction includes contour line drawing, still-life drawing with an emphasis on value, exploration of color theory through painting projects, digital art integrated with STEAM concepts, printmaking processes, pinch pot and coiling techniques in ceramics, and weaving in fiber arts. Throughout the course, students learn about various artists and art history and collaborate with other core subject areas. Daily sketchbook activities include drawing exercises, written observations of artwork, and the application of art-specific vocabulary. Student work is celebrated, and freedom of expression is encouraged. 5th Grade Music In fifth-grade music, students learn rhythmic concepts, along with staff note names for instrumentalists and solfege for vocal sight-reading. Techniques for playing Orff instruments, recorders, and ukuleles are part of the curriculum. Folk songs and dances from different cultures are taught, and students engage in games requiring movement.	<i>6th Grade students rotate between Music and Art every cycle.</i> 6th Grade Art Formal elements and principles of design are reviewed and incorporated into the creation of drawings, paintings, printmaking, and three-dimensional works in ceramics and fiber arts. Throughout the course, students learn about various artists and periods of art history while reflecting on and critiquing their own work. Daily sketchbook activities include drawing exercises, written observations of artwork, and the application of art-specific vocabulary. Students dive into creative exploration, experimenting freely and learning from mistakes as they develop their artistic voice. 6th Grade Music In sixth-grade music, students learn more complex rhythmic concepts, such as sixteenth notes and triplets, along with staff note names for instrumentalists and solfege for vocal sight-reading. Students play a more advanced repertoire on Orff instruments, recorders, and ukuleles. Two-part singing is developed as written harmonies, in addition to simple canons or rounds. Folk dancing and line dancing are practiced. Technology supports the creation of music videos.	<i>Seventh- and eighth-grade students elect to study between choir, drama, orchestra, and visual art. Seventh-grade students choose three courses, completing two-thirds of a semester in each course over the academic year. Eighth-grade students choose two courses and complete one semester in each over the academic year.</i>	
			Choir Seventh-grade choir is designed to provide experience in and appreciation of music through singing. The course covers vocal development, ear training, and performance preparation. There are two performance opportunities each semester via group karaoke performances and a class performance in Middle School Assembly. Eighth-grade choir focuses on building strong performance skills through voice study, ear training, and sight-reading. Students take on new challenges such as singing in multiple parts, navigating newly changing voices, and performing for broader audiences at events like football games and concerts. Drama Seventh-grade drama students engage in theatre as an art form as well as a skill. Through the course, students learn about the rich history of performing arts from the standpoint of multiple cultural origins, develop their understanding of the collaborative nature of theatre, and hone their public speaking and performance skills. Students work together to improve their confidence on stage as well as their understanding of the work needed to stage a production. Basic principles of the class include creative expression in acting and theater production, as well as exposure to the historical and cultural heritage that theater offers. Eighth-grade drama students take part in a comprehensive, hands-on production process. Working collaboratively, they select a one-act play, audition for roles, and take responsibility for all elements of the production. Throughout the rotation, students rehearse daily while also creating and gathering the technical components needed to bring their show to life. The class culminates in a live performance for their peers, giving students real-world experience with both the artistic and practical demands of theatre production.	Orchestra Seventh- and eighth-grade orchestra builds essential performance skills through instrumental technique, ear training, and music reading. Students will take on new challenges such as performing music in multiple parts, learning instrumental techniques, and exploring harmony and ensemble collaboration through orchestral projects. Emphasis is placed on teamwork, musical expression, and preparing for public performances. In seventh grade, students are separated based on previous orchestra experience. Visual Art Seventh-grade visual art encompasses creative expression, criticism through artistic judgments based on critical thinking skills, and an extensive approach to technical processes. Studio work includes an array of art techniques, including drawing and painting both digitally and with hands-on materials, as well as printmaking. Students curate a digital portfolio of their work throughout the year. Eighth-grade visual art encourages students to develop a deeper understanding of purpose and content in their creations. The course focuses on and provides opportunities for students to practice techniques of the arts by investigating the principles and elements of art and design, while curating a digital portfolio of their work. Academic credit is earned on an effort and discipline basis rather than on native artistic ability.

	5th Grade	6th Grade	7th Grade	8th Grade
Cultivating Lifelong Learners	<u>Skills for Tomorrow</u> Skills for Tomorrow is a weekly course that fosters key 21st-century skills, including flexibility and adaptability, self-discipline and mindfulness, information management, digital citizenship, communication strategies, collaboration, and creative problem-solving. Students encounter novel, multimodal problems that require them to take risks, work together, and propose solutions. 5th Grade Major Projects: • Rotations on Problem-Solving, Communication, Organization, and Empathy • Designing, planning logistics for, and hosting a “Pre-K Day” of educational, interactive activities for the youngest students on campus. • Reflect on important things to understand about the 5th grade. Brainstorm and plan for an informative, interactive introduction to Middle School for our rising 5th graders. Host a cross-divisional event to welcome and inform our newest middle schoolers. 6th Grade Major Projects: • Rotations on Problem-Solving, Consensus, Creativity, and Communication • Hand-washing stations, tent name badges, and Selectives designs for the Sixth-grade TOE trip • Research and meet with three local non-profit organizations, then work together in small groups to reach a consensus on which organization will receive their group’s donation as part of a grant from the Once Upon A Time Foundation.		<u>Selectives</u> The Seventh- and Eighth-grade Selectives program was born out of Trinity Valley School’s mission to help students “develop wide constructive interests.” With up to 20 unique offerings each semester, these ungraded courses remain a favorite among students and teachers alike. The classes are designed to capitalize on teachers’ passions and skill sets while engaging students in authentic endeavors that foster collaboration, innovation, creativity, and resilience through trial and error.	
			<u>7th Grade Mind Makers</u> Mind Makers is a yearlong course that provides an intentional way for students to strengthen their abilities as independent learners and thinkers while also providing direct instruction in metacognition and executive functioning skills with built-in opportunities to share ideas publicly and fluently. The cornerstones of the curriculum include strong communication skills developed through student vlogs, podcasts, and presentations; problem-solving through STEAM projects such as animatronics and 3-D modeling and printing; successful student habit building grounded in Learning Scientists principles, note-taking strategies, and organization; and growth-mindset development through work with productive struggle, metacognition, and SMART goal setting. Mind Makers emphasizes the process of learning—goal setting, reflection, and clear communication. Students strengthen executive functioning skills and engage in authentic opportunities to share their thinking with fluency. Through STEAM-based projects connected to their coursework, students experience how academic success, critical thinking, and real-world application rely on a constellation of learnable, transferable skills.	<u>8th Grade Upper School 101</u> Each spring, eighth-grade students participate in Upper School 101, a program designed to help them transition smoothly into the TVS Upper School. Through advisory sessions and special events, students learn about upcoming changes, expectations, and opportunities. • <u>Advisory Program:</u> Students meet with Upper School administrators, ask questions about the culture of Upper School, and begin the process of selecting their freshman courses. • <u>Full-Day US101 Event:</u> Students spend a day experiencing Upper School life firsthand. They attend classes, hear presentations about programs, and connect with faculty and current students. • <u>Parent Evening:</u> Parents are invited to an evening session with Upper School administrators to learn more about graduation requirements, community service opportunities, and the college counseling program.

	5th Grade	6th Grade	7th Grade	8th Grade
STEAM	TVS Middle School employs a dedicated STEAM instructor who collaborates across all grade levels to implement projects integrated into the core curriculum. The following list outlines the typical projects completed at each grade level, along with the corresponding course in which they are taught.			
	• Order of Operations and Ozobots - Mathematics • Paper Circuitry - English • Ada Lovelace Coding Project - Mathematics • “Makey Makeys “ Musical Instrument Project - Music • 3D Printed Historical Artifact - Global Studies: Ancient Civilizations • Digital Art with Scratch Code - Art	• Investigations into Sound: Laser light Visualizer and Chladni Plates - Music • Ozobot Refugee Project - Mathematics and Global Studies: Contemporary Cultures • Drawing Machines - Art • Code Your Own Integer Calculator - Mathematics • Shoebox Cell - Science • Build Lanterns/Build Your Own Sinks - Skills for Tomorrow	• Constellations with Animatronic Astronomer “Astronomatronics” - Science and MindMakers • Laser Cutting Turtle Art Coding - Art • Digital Pixel Art with Solving Equations - Mathematics • 3D Scale Models - Mathematics • P5js Coding Lessons - Mathematics • Laser Cut Ornaments - MindMakers, Chinese • Aviation - Selectives • Soldering - Selectives	• Water Bottle Rockets - Integrated Physics and Chemistry • 3D Printed and Laser Cut Room Design - Art • Soldering Circuits - Science • Amusement Park Models - Science • Laser Cut Ornaments - Chinese • Aviation - Selectives • Soldering - Selectives
Athletics	<u>5th Grade Physical Education</u> The fifth-grade physical education course offers a developmentally appropriate introduction to many sports offered at TVS. Students concentrate on skills, rules of the game, team concepts, and sportsmanship. Students also focus on flexibility, core strength, and cardiovascular endurance.	<u>6th Grade Pre-Athletics</u> Pre-Athletics provides students with the chance to explore select sports they may be interested in playing Athletics. The program focuses on developing fundamental skills and knowledge in each sport, laying the foundation for personal growth, team success, and a positive experience as we approach competitive athletics. Students spend three days per week of sport-specific skill development and two days per week of performance training, including strength, conditioning, flexibility, mobility, and balance work - all tailored to be developmentally appropriate for our 6th grade students.	<u>Athletics</u> Seventh- and Eighth-grade Athletics emphasizes participation, teaches fundamental skills, and introduces game strategies. Students receive playing time in practice and in every game, at the coach's discretion. Students are introduced to and develop fundamental skills and game strategies while teaching unity, a strong work ethic, and pride. TVS believes that grouping students by ability levels will help each child further develop their talents and skills by being consistently challenged in all practice and game settings. • <i>Fall Sports:</i> Cheerleading (F), Cross Country (M/F), Field Hockey (F), Football (M), Volleyball (M/F) • <i>Winter Sports:</i> Basketball (M/F), Soccer (M/F), Swimming (M/F), Wrestling (M/F) • <i>Spring Sports:</i> Baseball (M), Golf (M/F), Lacrosse (M), Softball (F), Tennis (M/F), Track and Field (M/F) <u>Trojan Performance</u> As an alternative to participation in a team sport, physical education is offered with a concentration on conditioning exercises and physical fitness.	

	5th Grade	6th Grade	7th Grade	8th Grade
Library	The Middle School/Upper School Library maintains a diverse and inclusive collection of over 11,000 captivating, popular fiction titles, as well as award-winning nonfiction and reference books for students in grades 5-12. Students have access to over 40 databases from school and home, including encyclopedias, newspapers, ebooks, magazines, history and science resources, and literary topics. Library patrons work with librarians to hone their information literacy skills and become adept at finding, evaluating, interpreting, and integrating information. Shared space is available for group work, in an environment that supports academic pursuits. Our librarians share their love of reading for pleasure with book programs, author visits, and book recommendations and suggestions for all readers.			
	• Introduction to the library space and policies • Provide research and citation lessons for end of year history artifact projects including guided use of databases, approved online websites, and library books	• Introduction to library space and policies • Guided lesson on library catalog use and digital student library accounts	• Multiple lessons on research using databases and citation tools to support Mind Makers animatronic project • Lead seventh-grade advisory delegates in developing reading list for the second semester Advisory Book Club • Research lesson to reintroduce research using databases and library print sources to support American Studies Epigraph research project	• Instruct students on the process to post book reviews to the library online catalog
Counseling	The Middle School Counseling Program is designed to support the social, emotional, and academic development of all students. The school counselor provides proactive interventions, preventive programming, and individualized support services. Through these efforts, students are guided to overcome challenges, build confidence, and develop the skills needed to succeed both in the classroom and in their personal growth, with an emphasis on essential life skills and socio-emotional competencies.			
	• Meet the Counselor • Kindness • Emotional Regulation • Abuse Prevention • Drug and Alcohol Prevention (Peer Pressure Focused) • Puberty	• Meet the Counselor (New Students) • Coping Skills • Conflict Resolution • Abuse Prevention • Drug and Alcohol Prevention (Peer Pressure Focused)	• Meet the Counselor (New Students) • Negativity Bias • Abuse Prevention • Drug and Alcohol Prevention • Suicide Prevention	• Meet the Counselor (New Students) • Self-Care (TOE) • Abuse Prevention • Drug and Alcohol Prevention • Suicide Prevention

	5th Grade	6th Grade	7th Grade	8th Grade
Trojan Outdoor Experience (TOE)	Students spend three days and two nights at Camp El Tesoro. The goals of this trip include practicing outdoor safety, learning Leave No Trace principles, and building foundational outdoor skills. Students also engage in activities that emphasize communication and follow a challenge-by-choice approach. Activities include the rock wall and zip line, kayaking, fishing, hiking, fire building, team building, and an introduction to wilderness first aid.	Students spend four days and three nights at Buttermilk Creek Ranch near Salado, TX. During this trip, they are introduced to outdoor cooking, Texas bushcraft, and ancient tool making. They also go kayaking, take part in team-building activities, and make a stop at the Waco Mammoth National Monument. In addition, students learn about Texas wildlife—including snakes—and have the opportunity to handle them safely. The goals of the trip include strengthening outdoor skills, fostering class culture, and providing an introduction to archaeology and ancient peoples.	Students spend five days on the road in a two-part trip that includes 2.5 days of Texas history travel/study throughout Austin, San Antonio, and Fredericksburg. During this portion, they stay in hotels and tour museums, the state capital, and other historical locations that tie into their current American Studies curriculum. The second portion includes three days and two nights at Enchanted Rock State Natural Area. Here they tent camp, navigate with GPS/compass, rock climb and rappel, and learn more advanced cooking skills. Goals of this program include obtaining a better understanding of our Texas history, front country tent camping, topographical map reading with GPS navigation skills, and improving at more technical and complex rock-climbing skills.	Students travel by airplane to the Washington, D.C. area for a two-part trip to study American history. The first three days are spent exploring museums, monuments, the Capital, and the city to complement their Humanities curriculum. During this segment, the students stay in hotels and travel by coach bus. In the second half of the event, students live in cabins at Manidokan Retreat Center in Maryland. From this location, they canoe, raft, and hike in the Shenandoah Valley. The goals of this trip include learning about our nation's history through traditional means and also through exploration by watercraft and foot in the mountains where this history unfolded. Basic survival craft, paddling, and Class III rafting are taught during this course in Maryland, Virginia, and West Virginia. <i>There is an extra fee of approximately \$2,000 for this trip.</i>
	TOE Beyond are optional trips anywhere in the continental US and are not a part of school tuition. The annual offerings are open to rising 6th-8th graders and typically explore our nation's national parks. Activities can include hiking, camping, rafting, climbing, and canyoneering. Previous locations include: Bryce, Yellowstone, Glacier, Grand Teton, and Zion National Parks. The goal of these trips includes giving the student a taste of what our national park system has to offer, with the hope that it will foster an attitude of respect, enjoyment, and passion that they continue to share with friends and family for a lifetime. Science and history components tie in with the annual academic curriculum, and the students have studied through hands-on experiences in the field.			
Advisory	The Middle School advisory program nurtures self-advocacy, community-mindedness, and adaptability in all of our fifth- through eighth-grade students. Our advisors provide students with strong personal connections that balance guidance and independence while emphasizing the importance of dignity and empathy in interactions with others. Advisors offer the blend of academic and social support that students need during this critical developmental period. Advisors also serve as an important communication link between families and the School with conversations beginning even before students step on campus each August. Our advisors are guided by an intentional curriculum that builds with each grade level and offers engaging activities that focus on character values, digital citizenship, collaboration, organization, personal responsibility, community interaction, and awareness of others. Advisory groups develop a spirit of camaraderie, trust, and encouragement.			

	5th Grade	6th Grade	7th Grade	8th Grade
Committees	TVS Middle School Student Committees are designed to foster leadership and creativity. Each committee provides authentic opportunities for our fifth- through eighth-grade students to have a significant influence on the overall Middle School program and many day-to-day activities. Students are selected anonymously by their peers from application submissions that include written responses expressing interest and articulating ideas for change in the Middle School. Current Committees: • <u>Assembly Committee (Grades 6-8)</u> ◦ The Assembly Committee works with faculty representatives to plan and lead all Middle School assemblies. These students alternate as the emcee for assemblies. • <u>Caring Committee (Grades 5-6)</u> ◦ Students work together on the Caring Committee to promote kindness and compassion. The committee members look for opportunities to connect with the TVS community in positive and encouraging ways. • <u>Community Impact Committee (Grades 7-8)</u> ◦ Students on the Community Impact Committee want to make a difference in the Middle School by planning division-wide events, dances, and service activities. Members choose dance themes, decorate the MSAH for the dances, organize Buddy Day and Day 6 Community Impact activities, run the Middle School Community Service Drive, and find creative ways to support and connect students. • <u>Gardening Committee (Grades 5-6)</u> ◦ The Gardening Committee helps maintain the TVS Garden while enjoying the fresh harvest. Students plant, maintain, and harvest the garden throughout the school year. • <u>HOST Committee (Grades 5-8)</u> ◦ Members of the HOST Committee work with the Admissions Department by hosting visiting students throughout the school year and supporting various admissions events as greeters and tour guides. • <u>Technology Committee (Grades 5-8)</u> ◦ The Technology Committee provides feedback to the TVS technology team and tests new technology for implementation in the middle school. In addition, committee members create how-to guides or videos for students and teachers, work on technology projects, and serve as a helpdesk support to their peers.			