Middle School Guide

Engage MORE  Achieve MORE  Become MORE
Roycemore: our diverse and intimate community, rooted in academic excellence, inspires each student to discover their passions, think without limits, find their voice, and live courageously.

Our Mission

Roycemore School will sustain our legacy of outstanding college preparatory education within our nurturing community. We remain committed to enhanced opportunities for student learning as we develop new centers of academic excellence, increase our engagement with our local community and develop long range fiscal plans to sustain our school for future generations.

Starting with Early Childhood, students are introduced to The 7 Habits of Highly Effective People through various activities and teachings. By developing a strong sense of personal accountability, good attitudes and tools for moving forward, Roycemore is establishing a solid ground of moral and intellectual responsibility.

Our Vision

Our Core Values


Health and Safety

Please note that various offerings of our Middle School programming might be affected by the COVID-19 pandemic including, but not limited to, field trips, overnight trips, performance opportunities, athletics, and more. A detailed Health and Safety plan can be found on our website and is updated regularly as the conditions of the pandemic change. For specific questions regarding Middle School, please feel free to contact the Division Head directly.
Inspired by our new vision and mission, the Middle School provides students with educational experiences that address the unique intellectual, social, personal, and physical needs of early adolescents. Dedicated and talented teachers maintain a nurturing educational setting characterized by a sense of community, generosity of spirit, and emerging independence and personal responsibility. Opportunities for student success abound. Faculty members encourage, support, and monitor the progress of each child, and possess high expectations for academic and personal growth. Teachers come to know students as individuals with many talents and abilities, while also speaking honestly about areas of challenge. An important part of doing so is establishing a collaborative and supportive relationship with parents based on an understanding of early adolescence as a challenging but important stage in human development in which academic, personal, and social growth hold equal value in preparing students for future success. With this philosophy in mind, the key goals of the Middle School program are: scholarship, citizenship, and emotional intelligence

**Scholarship**
- Challenging students intellectually and offering a thought-provoking, diverse curriculum
- Creating a non-competitive learning environment in which students support one another’s intellectual growth and in which the learning process is valued, rather than grades and test scores alone
- Differentiating instruction to accommodate different learning styles and needs and ensure that each student realizes his or her academic potential
- Promoting the development of executive functioning skills including sound study habits, organizational skills, and planning, prioritizing, and task initiation strategies

**Personal Growth**
- Promoting the development of self-esteem, meaningful relationships with peers and adults, and an increased awareness of personal strengths and challenges
- Raising awareness of ethical issues and appropriate consequences for poor choices by encouraging thoughtful decision-making through modeling, coaching, and collaborating with students
- Encouraging students to take part in co- and extracurricular opportunities including athletics, performing arts, and academics that are open to all students regardless of ability—these activities focus on participation and teamwork rather than winning at all costs
- Offering daily physical activity and a robust wellness curriculum to provide appropriate opportunities for early adolescent play and promote the development of a healthy lifestyle
- Providing courses on ____ with our school social worker
Service Learning

Community
Programs like House groups and events, monthly social outings, and numerous athletic and other extracurricular opportunities help enlarge the peer group for Middle Schoolers. These activities involve students in grades five through eight in multi-age groupings. In the regular academic schedule, Fifth and Sixth Graders, and Seventh and Eighth Graders take humanities, fine arts, physical education, and wellness together.

Roycemore strives to create a school-wide sense of belonging and community. Students from all three divisions of the school gather for an opening-of-school assembly, House sorting for new Middle School community members, the Halloween Carnival, Winter Program, and Wassail. In the spring, everyone enjoys the interaction of younger and older students at Palio (a special physical education demonstration in March). All Middle Schoolers are involved in our programs and shows; if they are not tumbling or performing, they help to build the set, design costumes, or complete other work behind the scenes for

Curriculum Overview

The Middle School program builds upon the sound academic foundation established in the Lower School through small and nurturing classrooms and prepares students for a successful transition into Roycemore's Upper School. This transition is encouraged by introducing a departmentalized course schedule, an Advisory system that helps students become more independent and accept greater personal responsibility and self-advocacy for their learning, personal passion projects (P3), and EAGLE (Empowering All Griffins to Learn Exponentially) weekly learning time for students to follow their unique passions under the support and supervision of our Middle School faculty.

Faculty and administrators work closely with students to ensure that this important transition takes place in a safe, nurturing, and inclusive setting, where academic achievement is valued, where all members of the community support and assist one another, and where an appropriate balance is maintained between opportunities to demonstrate independence and sound decision-making, structure, and supervision.

The pacing and scope of the MS curriculum at Roycemore reflect our longstanding commitment to academic excellence, our knowledge of and sensitivity to the unique developmental challenges faced by Middle School-aged children, our belief that Middle Schoolers benefit from multiple opportunities for success in a variety of endeavors and fields of study, and the high expectations faculty members possess for every student. MS course periods are 48-65 minutes in length and meet four days per week. This includes all core academic courses, world languages, fine arts, and physical education.
**Humanities**

Our humanities program is designed to maximize our students’ academic and social-emotional learning. We take an individualized approach that allows us to meet our students where they are, and also enables us to help them to develop critical skills. We take advantage of our small class sizes which enables us to know our students well, both as learners and as people. Research indicates that Middle School-aged students are better able to focus on critical thinking and key concepts when content is not artificially broken into disparate chunks. By combining language arts and history, students are better able to deeply consider the content while simultaneously strengthening their reading, writing, speaking, critical thinking, observation, and interpersonal communication skills.

At a fundamental level, writing is about communication, and we take a holistic and research-based approach to ensure that our students develop both a voice and the technical writing skills that are essential to becoming effective and compelling communicators. To this end, we use a combination of mini-lessons, individualized online practice, peer-editing, personalized feedback, and teacher-student conference; we call this Writer’s Workshop. Students receive frequent short writing assignments to learn how to write in various styles. They also receive longer writing assignments such as learning how to write a research paper.

As citizens of the world, we believe an important part of our job is to help them to become knowledgeable citizens. Students have an opportunity to view student-curated news programs and read articles about current political issues. Our goals for students is to develop a well-rounded knowledge base, critical thinking skills, empathy, and to appreciate the divergent views that come with a stronger understanding of people from different backgrounds. In both language arts and social studies, we do not want our students to memorize the correct answer; rather, we want them to come up with their own answer, and then use what they know to justify and defend it.

Fifth grade will combine with the sixth grade on occasion for literature circles and field experiences to extend their learning beyond the classroom. Fifth and sixth grade students, and seventh and eighth grade students are often combined for the course. Single grade units allow us to meet the learning needs of each grade level, while multi-grade units allow the facilitation of flexible groupings of students to best meet their academic and social needs along with providing opportunities for a greater variety of perspectives. Our curriculum has been designed on a two-year cycle.

In fifth and sixth grade humanities, the students focus on world history and geography. In year one, students read Linda Sue Park’s, *A Long Walk to Water* and complete an intensive study of the global importance of water. In year two students begin by reading Linda Sue Park’s, *A Single Shard* and complete an author study using Linda Sue Park as the exemplar.
During both years, the Fifth Graders concentrate on ancient history, while Sixth Graders focus on the modern era. All fifth and sixth-grade students read fiction and informational texts, watch CNN10 Student News (a news program designed for MS that presents pressing topics and controversial issues in a neutral and developmentally appropriate platform) write informally and formally (including a research paper), work on solidifying their vocabulary, spelling, and grammar skills, and hone their research and social science skills.

In seventh and eighth grade humanities, the focus is primarily on American history. This class is conducted as a two-year sequence. In year one, students learn about different forms of government, the United States Constitution, and the Holocaust. In year two, students learn about immigration, social movements, conflict, and the Civil Rights movement. In both years, students focus on primary sources and learn how to draw their own conclusions about how our history has shaped the present, as well as how our actions can change the future. Students also focus on the diverse people who comprise America, and who make it the complex and diverse country that it is today. All students read fiction and informational texts, watch CNN10, a program geared towards MS and US students to gain an understanding about events around the country and the world, write formally and informally in structured and unstructured short journal responses and as larger research and analytical assignments, work on solidifying spelling and grammar skills, and hone research and social science skills.

**Fine Arts**

MS students have the opportunity to experience art, music, and drama each year by rotating through each class during the first three quarters of the school year. In the final quarter of the year, students will have the opportunity to select one of their fine arts classes for a deeper dive into the curriculum with opportunities for greater extension, enrichment, and personalization. Sixth through eighth grade students will rotate among drama, art, and music instruction with specialty instructors in each field.

Students explore a specific kind of art each year, rotating mediums such as sculpture, pottery, drawing, or painting. In this fashion, each student will have explored all four media in considerable depth. In addition to studying and discussing various artists and movements, students work closely with the art instructor to build skills and create pieces using a variety of materials within each media. They begin to think critically about art and evaluate their own work and that of others. Each of Roycemore's Middle School students exhibits their work throughout the school and at the Young Evanston Artists’ Festival.

In music, students learn to observe, critique, and analyze aspects of music in various
settings. Music theory is taught in classes, with the primary focus being on reading music. Students use this knowledge of music theory to compose their own music. Compositions are completed on music notation software, which allows students to immediately hear the music they produce. Students also learn about music history, starting in the Medieval period and moving through the modern-day. As the music room has several full-sized and touch-sensitive keyboards, students learn to play piano while working at their own pace. Other topics of study include music around the world, drumming, recording, musical theater, music in cinema and gaming, and musical psychology.

Drama is designed to help each student find their unique voice and to facilitate social-emotional and intellectual growth in students. Drama work is deeply connected to the literacy goals for each grade. Sharing student work is also a vital part of drama for MS. Students share their work with their community in age-appropriate ways. This ranges from in-class sharing to open classes to formal performances for an invited audience.

In grades five through eight, drama begins with work based on the Moth Storytelling curriculum. Moth style storytelling, along with theatre games, exercises and improvisation serves as an introduction to the tools of the theatre artist. Each storyteller will explore their own unique way of sharing an autobiographical story with an audience. The culminating events of each term are always crafted in collaboration with the students. Student work in drama may include studies of classic plays, study of Shakespeare's, “A Midsummer Night's Dream” and literature studied in the Humanities curriculum.

Mathematics
Students in grades five and above work in mathematics at a level commensurate with their abilities through vertical acceleration. That is, when the professional judgment of the faculty and administration deem such acceleration is appropriate, students move up to the appropriate math class for their current level of mastery.

Grade Five Illustrative Mathematics is the final course in the IM elementary curriculum series and is centered within our larger K-8 IM curriculum adoption. With full utilization of the K-8 IM series, our students benefit from a tight articulation of a coherent, standards-aligned, problem-based curriculum. The instructional routines of the fifth grade IM classroom create a solid conceptual understanding, mathematical fluency, and real-world application. Innovative warm-ups, cool downs, staged centers, and mid-unit quizzes provide ongoing formative assessment and intervention opportunities for the teacher to assess and intervene on a daily basis. The fifth grade IM curriculum focuses on volume, multiplying and dividing fractions, multiplication and division with multi-digit numbers, place value patterns and decimal operations, and geometry with a focus on shapes on the coordinate plane.
Math Foundations uses IM, a rigorous curriculum that allows students to learn through real-world circumstances. In this course, students learn about the following topics: area, surface area, ratios, rates, percentages, dividing fractions, arithmetic in base ten, expressions, equations, rational numbers, and data sets. Some of these topics are extensions of concepts learned in previous grades while others are introduced during this year and are revisited in subsequent years. Although students review some of the basics, they are expected to be facile in addition, subtraction, multiplication, and division upon entering sixth grade. Technology is integrated in MS math as well as a focus on the continued development of conceptual understandings and effective applications of math skills and facts.

Pre-Algebra also uses IM. Topics addressed include: scale drawings, proportions, circles, percentages, rational number arithmetic, expressions, equations, inequalities, angles, triangles, prisms, and probability. Real-world applications are provided to help students conceptualize abstract concepts and prepare them for more advanced math courses. We also use integrated technology whenever applicable.

In Algebra 1, the integration of statistics and geometry into the course helps students develop a better understanding of how different concepts relate to one another. Students are regularly asked to apply their understanding to real-world situations. They recognize, create, extend, and apply patterns, relations, and functions. Students explore linear equations, inequalities, polynomials, rational expressions, and quadratic equations. The development of both a symbolic and graphical understanding is emphasized in conjunction with learning to use technology appropriately.

Geometry is an US course appropriate for Middle Schoolers who have completed Algebra I in the seventh grade. Objectives include encouraging students to apply the skills learned in Algebra to the world of visual objects; to use previously accepted information logically to prove a particular statement; to relate verbal information with pictorial problems; and to be precise in labeling figures. Units of study include reading pictures through the use of angles and segments; supplementary and complementary angles, and parallel and perpendicular lines; congruent and similar triangles and their applications; polygons; circles; perimeter, area and volume; and coordinate geometry.

Science

The goal of the MS science program is to continue to develop an understanding of science in everyday life, build on students’ curiosity of the world around them, and develop critical thinking skills while using the process of scientific investigation.
The program develops life science, chemical, physical, and Earth science concepts.

Fifth grade science covers a variety of scientific topics including physics, chemistry, biology, while also creating a strong foundation for scientific thought and inquiry that will be built on throughout middle school. This class is aimed at giving students solid foundational knowledge of the main branches of science that will be explored further over the course of their time in science at Roycemore. Hands-on activities, labs, guest speakers and media presentations are used to supplement classroom discussions and reading material. Students regularly use the scientific method to form hypotheses, follow procedures, observe and collect data, and use analysis of data to form a conclusion in a lab setting. Students will participate in Science Fair during the third quarter and demonstrate concepts they have mastered during the year.

In sixth grade science, we introduce the students to the more abstract concepts found in chemistry and physics. Students apply the scientific inquiry process to the following units of study in chemistry: matter; mixtures and solutions; atoms, chemical bonds, acids and bases, and the periodic table. During the physics portion of the class, students again utilize the scientific inquiry process to study: forces, motion (Newton's laws), roller coasters; and various forms of energy including electricity. Both the study of chemistry and physics, include labs with hands-on activities and student design projects that reinforce learning. Students also complete a spring Science Fair project of their own design and execution.

Seventh Graders study Earth science in order to gain an understanding of the Earth's origin and formation, and to realize the effect humans have on their surroundings, both locally and globally. The units of study include: the composition of the Earth; the structure of the Earth; surface activities, such as weather and climate, and their effects; subsurface activities; the Earth's past and future; and the Earth's atmosphere. Students also learn how to effectively use and apply the knowledge they have accumulated to address problems that arise during certain types of disasters, being able to create and evaluate disaster response plans. Students will also cover topics in environmental science to recognize the importance of caring for the Earth and being cognizant of the impact that humans have on the world around us.

Eighth Graders study life science in order to gain an understanding of the shared characteristics between all living things, to comprehend the concepts of heredity and the evolution of living organisms, and to compare the levels of complexity and systems of the plant and animal kingdoms. Units of study in this course include: scientific thought, types of life from molecules to organisms, genetics and heredity, ecosystems and interactions between organisms, and evolution. Other objectives include a deeper understanding of the applications of the scientific method, developing safe laboratory techniques, and building a strong ability to interpret sources for credibility and accuracy.
Cross-curricular studies include the effect of pandemics on the history and culture of nations. This approach allows students to study and design ways to alleviate suffering in less affluent cultures and to appreciate the advantage we have in our own society. Dissection and other hands-on laboratory activities take place frequently.

**Technology**

Roycemore School believes that technology is an integral educational tool that is fundamental to the learning process. Technology, paired with teacher knowledge, facilitates transformative and innovative learning. We aim for devices to be seamlessly integrated into the learning environment. Students learn to use technology tools responsibly through in-class projects and a digital citizenship curriculum. Each Middle School student is assigned a device during the school year. This is generally a school-owned Chromebook, but students also have the option to bring their own device (BYOD). In either case, students are given freedom in their technology choices, while still allowing faculty to consistently monitor and guide those choices. We strive for all technology tools to help students and teachers create, communicate, collaborate, and think critically throughout the school year.

Students are expected to use technology for projects and learning both in and out of the classroom. The devices students use, and the technology lessons taught, help facilitate organization, communication with teachers, collaboration with peers, and access to our student information systems.

Students and teachers use Google/G Suite tools (including Drive, Classroom, and Sites), Adobe Spark and Creative Cloud, online collaboration tools (such as Padlet), video editing and screencasting tools, subject-specific software, and several other resources for learning both in and out of the classroom. In addition to the Chromebook/BYOD program, teachers have access to various other devices. Each classroom is equipped with a projection and sound system.

**World Languages**

It is a basic tenet of the educational philosophy of Roycemore that students must be prepared to accept and effectively discharge their duties as citizens and live full, rewarding lives. Advances in technology bring with them political, social, economic, and cultural problems of great magnitude and complexity. The solutions to such problems demand international cooperation, which, in turn, requires communication among the nations of the world. It is imperative that we learn to communicate more effectively with other nations, to understand them, and get along with them, for without communication there can be no understanding. Without understanding, there can be no civilized living. World language study is assuming, today, a new role of utmost importance. It becomes a gateway to new avenues of communication and prepares the student for world citizenship.
Fifth and sixth grade students take French as part of Roycemore’s commitment to French beginning in preschool. The course is designed to be an immersive experience for students with instruction given mainly in French. The outcome of the course is for students to develop a strong foundation in the four areas of language acquisition: listening, speaking, reading, and writing in the target language. Using a wide variety of techniques with a focus on project-based learning, students will engage with the language in a relevant and meaningful way. The arts, geography, and culture of francophone countries play an integral role in the learning experience.

Beginning in seventh grade, students can choose their world language study. Whether French or Spanish, the primary focus is to be able to communicate effectively; i.e. to be able to speak and write in the target language in a comprehensible manner with the goal of understanding the language well enough to progress into an intermediate-level language course in the Upper School. Middle School students take the equivalent of one year of Upper School French or Spanish spread out over two years. They will complete French IA or Spanish IA in seventh grade and proceed to French IB or Spanish IB in eighth grade.

**Signature Programs**

**Personal Passion Project (P3)**

Roycemore's P3 program provides an opportunity for students to engage in learning designed by them! Each week students have time in the schedule where they work with a teacher/coach and an expert mentor on a focus entirely chosen by the student. Students are supported by a teacher/coach, and they use a design thinking approach to define and develop their Passion Project. During the first several weeks of school, we ground the students in design thinking through participation in various activities that teach them this process. Since design thinking is, at its core, a problem-solving process, students will be encouraged to think of a P3 topic that includes solving some sort of problem. We will engage them in thinking about some of the problems (in their home, school, community, or world) that they would like to help improve to lead them toward a chosen project. P3 is designed to marry students' passions with a solution-oriented, design-thinking focus.

During Experience Week, students have an extended period of time to pursue their passion project in-depth. This week may include field research experiences locally or further away, internships or shadow days, test marketing of a new product, performance opportunities, and more.

An important part of the P3 program is mentorship. Students are matched with outside experts who serve as mentors to support the student’s passion project.
The mentor could be a Roycemore alumnus, parent, US student, or another member of the Roycemore community. The key is that the P3 experience is personalized by each student with guidance and support from their coach and/or mentor. Students’ projects culminate in a P3 Expo, where students showcase their projects with a variety of school constituents, including parents and mentors.

**Physical Education & Wellness**

All students participate in physical education four days a week for 48-65 minutes in each session. Additionally, all MS students physically benefit from morning gym access during Zone time between 7:30 am - 8:15 am, and 20 minutes of outdoor recess daily. Objectives for all grade levels in physical education include: to aid students in gaining skills; to teach proper sports safety through exercising, conditioning, and warm-ups; to encourage lifelong physical fitness; to provide opportunities to develop leadership skills; to help students practice self-respect and respect for others; to aid students in recognizing their own personal development and improvement; and to introduce students to a variety of athletic endeavors, some of which they pursue competitively or for leisure for years to come.

Units of study include volleyball, basketball, floor hockey, badminton, creative movement, tumbling, floor hockey, soccer, cross country and track skills, softball, flag football, and lacrosse. As a result of our belief that these crucial years of development must provide for a balance in social, emotional, physical, and academic growth, all Middle Schoolers also participate in wellness classes. One of the goals of this course is to empower our students to use the life lessons learned in sports as tools to stand against social cruelty, bullying, and injustice through the concepts of respect, dignity, and solidarity.

Along with the study of what it means to be a part of the local and greater community, students learn about health issues such as diseases, body systems, stages of the life cycle, male and female development, human sexuality, alcohol, drugs, tobacco, and other topics. The fifth and sixth-grade curriculum seeks to help students gain a better understanding of self in terms of physical, mental, and social health; to encourage the practice of proper health care; and to help students acquire first-aid and safety knowledge at an appropriate level. The seventh and eighth-grade curriculum places a greater emphasis on the process of making sound, mature decisions and encouraging students to consider, clarify, and articulate their personal values at appropriate levels for seventh and eighth graders.
**Learning Assistance**

A Learning Assistance program is available to provide one-to-one support for a small number of Middle Schoolers who have a professionally diagnosed learning difference or could benefit from additional learning support. These students are scheduled to meet individually with the Middle School's Learning Specialist, whose primary role is to work closely with students to help teach long-term strategies to compensate for learning differences, while also communicating with classroom teachers about each child's learning style. The school maintains high expectations for all students, and while appropriate accommodations are made—examples include extended time on tests, and written copies of notes or lectures, when available—the curriculum and requirements are the same for all students, regardless of these differences.

**Student Life**

**Middle School Advisory and Homeroom**

Middle and Upper School students are each assigned to a homeroom with an advisory to support their social and emotional growth and build communication skills, self-awareness, and community.

HR/Advisory meets daily from 8:20 am - 8:40 am and is the home base and communal daily launch pad for all Roycemore MS students. Homeroom includes time for students to be personally greeted, receive important news for the day ahead, share what's happening in their lives and/or share their opinions or preferences on various topics, and engage in a fun activity to build a stronger community of learners among them. Each homeroom is guided by a team of two faculty advisors who serve as the primary point of contact between parents and the school. Age-appropriate topics are discussed in HR/Advisory including social-emotional topics, character education, study skills, DEI (diversity, equity, and inclusion), and academic enhancement activities.

Weekly, all Middle School students meet in groups of 3-5 with their personal Advisor. HR/Advisory enables each student to have adult advocates in the school, who have a thorough knowledge of that student’s strengths, weaknesses, needs, and personal growth and can champion the advisee’s cause in student-teacher, student-administrator, and student-student interactions. The advisor is a direct point of contact for parents and serves as the student's cohost during the November and March student-led conferences.

In addition to the group format, the advisors also serve as the primary supportive adult for each advisee and will provide a vital link between school and home for MS families. Students may meet with their advisor one-on-one to discuss academic, personal, or social concerns and advisors will regularly check in with their advisees on these topics. We ask that parents first communicate directly with their child’s advisor for any issues that need to be addressed regarding their child.
The House Program
Each MS student is assigned to a House which is comprised of students from all four grades and designed to further opportunities for the development of relationships through fun academic, service, and creative activities that encourage cross-age interaction. Students and faculty members in MS are sorted into one of four houses with competitions and other events based upon House membership. A student remains in the assigned House group throughout their years in the MS program. Two eighth-grade students each year are selected by the House sponsors to serve as captains for their House. The collective group of House Captains is provided the agency and voice to collaboratively plan and organize various House challenges and events throughout the year. This is an honor that carries the responsibility of role model, supporter, and mentor to the other students in the House group. Recent events have included a team scavenger hunt, a marshmallow golf contest, the team volleyball tournament, a snowball distance throw, a team spirit days tally, and a ‘Guess The Eighth-Grader’ baby photo contest. Each event provides the House groups with the opportunity to earn points and the House with the highest number of points at the end of the school year receives the House Cup, revealed at 8th-grade graduation.

Overnight Trips & Team Building
Students from fifth through eighth grade participate in exciting ice-breaking and team-building activities early in the school year. The entire MS participates in a two-day outing where leadership and community-building activities are built into an off-campus ecological experience. Experience Week, the third week of January, is an exciting time for our MS students where they spend the entire week working on their P3 work. The week will look different for each student as they take their project to new heights, whether that be a new creation or performance, research that requires travel, or local field experiences. The idea is that it is a week for students to live, or EXPERIENCE their project on a new level. Additional overnight trip opportunities and field experiences are built into the program each year to either support social engagement or supplement the academic curriculum.

Service Learning
Students have the opportunity to become involved in a variety of school and community service projects. The Junior National Honor Society sponsors a winter canned food drive to benefit a local food pantry, and the Chorus visits area nursing homes throughout the year and establishes cross-generational friendships with residents. Other service projects are initiated by students and teachers throughout the year, and have included a student-organized bake sale to support the Wounded Warriors Project and a spare change collection for Pennies for Leukemia.
Performance Opportunities
Incorporated into the MS program are multiple co-curricular and extra-curricular performance opportunities. These performance opportunities serve to build self esteem, encourage teamwork, promote positive leadership, and build school spirit, all within a safe and supportive environment. Students are encouraged to develop new skills and to build on existing talents.

Dance and tumbling are long-standing Roycemore traditions that bring together the entire Roycemore community. Students of all skill levels are encouraged to participate in these performances. Practices for the shows are held during Program Period, after school, and on the occasional week during PE. MS Chorus is an elective course that meets once a week. This group sings two and three-part music and performs several times a year, which includes the Grandparents' Day concert, Winter Program, and Graduation. In addition, they sing at retirement homes in both the fall and the spring.

Middle Schoolers also have the opportunity to perform in the US fall musical. Recognizing the value in the creative process, sharing student work is a vital part of the drama program for MS students. Students share their work with their community in age-appropriate ways. This ranges from in-class sharing to open classes to formal performances for an invited audience.

Interscholastic Athletic Teams
As part of our Athletic philosophy that sports present an opportunity to engage in and develop positive lifestyles, MS students enjoy the opportunity to play competitive interscholastic sports including Soccer (all-gender), Basketball (girls and boys), Volleyball (girls and boys), and Coed Cross Country. We are excited to continue the expansion of our scope of athletics to support up-and-coming sports such as Fencing and Flag Football. Parent and faculty attendance mean a great deal to the school’s student-athletes and coaches. Bringing the community together through our Roycemore athletic teams helps build a positive school spirit that carries over into all aspects of school life.

Outings, Clubs & Other Activities
There are a variety of clubs and activities offered before school, during lunch/recess, or after school, both in-person and via Zoom. Participation introduces students to new leisure activities, as well as provides opportunities for further social development based on existing student interests. Clubs vary from year to year, depending on interest and sponsor availability. Clubs are sponsored by teachers or parents, and others are offered for a fee through outside organizations. Students may participate in the video and board game club, fencing, chess club, Odyssey of the Mind, GSA, D & D club, Junior National Honor Society (must meet eligibility requirements), robotics, coding, multicultural club, art club and more.
The school sponsors regular after school social outings each month that are off-campus and open to all Middle Schoolers. Typical outings include rollerblading at Maggie Daley park, an evening of skiing in Wisconsin, a day at Six Flags Great America, a spring dance party, trips to Dave and Busters, the Water Works, and more. A wide variety of activities help ensure that every MS student has the opportunity to become an active participant in school life with his/her peers.

**Character Development**

We view positive character development as an important aspect of growth as students encounter the physical, cognitive, and emotional challenges and uncertainties of early adolescence. We address this need in a number of ways, including Advisory sessions, House Group meetings, and weekly Wellness classes, which focus on numerous aspects of growth and maturity. In addition, time is devoted to promoting thoughtful, ethical, and mature decision-making, and exploring the rationale behind their decisions.

Students are encouraged to practice Stephen Covey's, *The 7 Habits of Highly Effective Teens*. The language of the habits empowers our students on many levels, providing a great school-to-home bridge for growth. The 7 Habits are guiding principles that can reach people of all different kinds of backgrounds, helping students to find their own voices, strengths, and leadership abilities. The House Program includes several team-building activities which are opportunities to practice the habits. In addition, the Advisory Program includes several activities which encourage students to become more proactive in their school lives, to think win-win, and to try to find balance by prioritizing important things to do and limiting distractions.

The development of strong character is also encouraged by teachers each day through modeling ethical conduct and tolerance for others, through countless informal teachable moments that arise throughout each week, and through participation and cooperation by students in interscholastic sports and a wide variety of extracurricular activities. Finally, by keeping MS parents informed of important developmental issues being addressed at school on a weekly basis, Roycemore is able to work in close partnership with parents to ensure that character development remains a focal point throughout early adolescence.
Come for a Visit or Tour
Register online for an upcoming Admissions Morning or Open House at roycemoreschool.org/campustour.

Ask Questions
If you have any questions about the admissions process or tuition assistance through our Sliding Scale Program, our Director of Admissions and Financial Aid, Angela Peters Murphy, is happy to help. Angela can be reached at 847-866-6055 or via email at amurphy@roycemoreschool.org.

Start an Online Application
Visit roycemoreschool.org/createanaccount to begin the online application process. Log in to your account and select Create A New Student Application for your child. You will have the flexibility to log in and out of your account and access your open application as you complete it.

Roycemore School seeks to enroll students who have the ability and desire to prepare for successful performance in college. We do not discriminate on the basis of gender, race, color, creed, gender preference or national or ethnic origin in the administration of our admissions, financial aid and educational policies.