

# Middle School Guide

2012-2013 School Year



**Roycemore School**

[roycemoreschool.org](http://roycemoreschool.org)

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We appreciate your interest in Roycemore and look forward to working with you as you move through the application process. Roycemore follows a rolling admissions policy, which means there is no application deadline where classes have availability. However, some classes fill quickly. We recommend that you file an application as soon as possible.

We encourage interested families to call for a personal appointment or attend an upcoming open house to become more familiar with the school. Arrangements may also be made to contact a current Roycemore parent or to attend a school event as a guest.

Admissions applications and recommendation forms are available to download at [roycemoreschool.org/apply](http://roycemoreschool.org/apply). Feel free to call **Amanda Avery** at **847-866-6055** or e-mail **[aavery@roycemoreschool.org](mailto:aavery@roycemoreschool.org)** if you have any questions or need assistance.

When the application has been completed, we will arrange a time for you and your child to visit the school. This will allow you to become more familiar with Roycemore and will provide us with an opportunity to meet the candidate in person. Applicants are reviewed by looking at current school reports, recent standardized testing, current teacher recommendations and observations from visits.

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

It is the mission of Roycemore School to inspire excellence and celebrate individuality. The school prepares students for college education and for responsible citizenship in a global society.

## **Middle School Program Philosophy & Goals**

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Within the context of Roycemore School's mission, "Inspiring Excellence, Celebrating Individuality," 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. Faculty members establish a collaborative 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: academic, personal and social growth.

### **Academic Growth**

- 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, not grades and tests scores alone
- Differentiating instruction to accommodate different learning styles and ensure that each student realizes his or her academic potential
- Promoting the development of sound study habits, organizational skills, and time management strategies

## **Personal Growth**

- Promoting the development of self-esteem based on academic growth, meaningful relationships with peers and adults, and an increased awareness of personal strengths and weaknesses
- 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 extra-curricular 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 physical activity on a daily basis to provide appropriate opportunities for early adolescent play and promote the development of a healthy lifestyle

## **Social Growth**

- Providing a safe, tolerant social environment, where all strive to resolve conflicts peacefully and individual differences are celebrated
- Building compassion for those in need and promoting the value of community and school service
- Instill the desire for students to develop positive leadership qualities by offering opportunities to learn, practice, and demonstrate leadership skills at school
- Providing parents with volunteer opportunities to collaborate in the education of their children, within the context of the unique personal and social needs of Middle School students

## **Community Building**

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Programs like Creative Arts, Olympics, Advisory, monthly social outings, and numerous athletic and other extracurricular opportunities help enlarge the peer group for Middle Schoolers. These activities involve students across Grades 5 through 8 in multi-age groupings. In the regular academic schedule, fifth and sixth graders are in mixed groups for fine arts, physical education, and Awareness. Likewise, seventh and eighth graders take fine arts, physical education, and Awareness 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, the Halloween Carnival, Winter Program, Spirit Week, and Wassail. In the spring, everyone enjoys the interaction of younger and older students at Palio, a special physical education/dance program in March, and the annual Spring Dance Show, held in May.

Middle School teachers coordinate with Lower School teachers to plan cross-grade level activities. Middle Schoolers read with Lower Schoolers or write books about them, while Lower Schoolers visit the fifth/sixth grade science fair each year and attend a number of speech and drama performances in the Middle School.

Community and school service also play an important role in establishing a positive, community spirit for Middle Schoolers.

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### **Roycemore Middle School Code of Conduct**

I will treat other people and property with respect.

I will be fair and show good sportsmanship.

I will be honest and truthful.

I will be kind and courteous.

I will be a responsible individual.

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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 twice weekly Awareness classes, which focus on numerous aspects of growth and maturity. In addition, considerable advisory time (both individual and small group) is devoted to promoting thoughtful, ethical, and mature decision-making, and exploring with students the rationale behind their decisions.

Another way the school promotes a positive attitude and personal responsibility is through the *Shield* program. *Shield* is a record of a student's personal achievement, rated quarterly by every teacher working with the student during a marking period. It includes an honest assessment of his or her:

- Caring
- Honesty
- Cooperation
- Fairness
- Respect for property and others
- Self-control
- Personal responsibility
- Preparedness
- Determination
- Openness to learning

*Shield* functions like a character report card, providing each Middle Schooler with direct feedback from his or her teachers, four times per year, regarding character development.

All members of the Middle School community strive to adhere daily to the Code of Conduct created and reviewed annually by students and teachers. 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 Middle School 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.

## Middle School Curriculum Overview

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The Middle School program builds upon the sound academic foundation established in the Lower School through small and nurturing self-contained classrooms, and is intended to prepare students for a successful transition into Roycemore's Upper School. This transition is encouraged by introducing a departmentalized course schedule, a faculty advisory program that helps students become more independent and accept greater personal responsibility for their learning, elective courses—called Creative Arts, opportunities for acceleration in mathematics for qualified students, and a more formal study of the French language than in Lower School, including the opportunity to complete a year of Upper School French.

Faculty members and administrators work closely with students to ensure that this important transition takes place in a safe, nurturing, and tolerant 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 and structure and supervision.

The pacing and scope of the Middle School curriculum at Roycemore reflects our long-standing 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.

Nearly all Middle School course periods are 40 minutes in length and meet five days per week, with some exceptions, including Fine Arts (Art for one trimester, Music for one trimester, and Speech for one trimester), which meets three to four days per week, Creative Arts electives, which meet twice per week, French, which meets two to four days per week depending on one's grade level, Awareness, which meets twice per week, and English, which meets up to seven times per week, again, depending on one's grade level. Other courses meeting less than five days per week include Organizational Skills for 5th and 6th graders, Computer Literacy for 5th and 6th graders, and Study Hall, which varies by grade level.

**English****5 6 7 8**

**Fifth grade** English focuses on reading, writing, grammar, punctuation, vocabulary development, and spelling. Students read, discuss, and write about literature. They are introduced to the elements of fiction and begin to read critically. Genres explored include novels, short stories, drama, poetry, and non-fiction. Novels recently read are *Half Magic*, *The Witch of Blackbird Pond*, *The Winter of Red Snow*, and *The Giver*. Fifth graders also study Greek mythology and perform a Greek play. Students are introduced to the process of writing five-paragraph essays and research papers. An emphasis is placed on the writing process (prewriting, drafting, revising, editing). Students also engage in creative writing. Students prepare for weekly spelling quizzes, in addition to periodic book chats. Textbooks used include *Everyday Spelling for Grade 5* by Pearson Education (2008) and *Wordly Wise, 2nd ed.* (EPS).

**Sixth graders** read, discuss, and write about literature, focus on the writing process, and build English grammar skills and vocabulary. They are challenged to go beyond summarizing a book to discuss basic story elements, analyze character development and explain plot and theme. Students use the prescribed writing process to create original narratives, construct paragraphs, write essays, and share their works in class. Books read include *Maniac Magee*, *The Egypt Game*, *A Wrinkle in Time*, *The Phantom Tollbooth*, and *Walk Two Moons*. Textbooks used include *Sadler Oxford Vocabulary Workshop A* by Sadler Oxford (2005) and *Exercises in English* by Loyola Press (2008).

**Seventh graders** explore a variety of literary forms and genres, including biography/autobiography, science fiction/fantasy, historical fiction, poetry, and the mystery story. They also probe deeper into theme and symbolism, practice inferential thinking, and develop more sophisticated writing skills. Special emphasis is placed on further refining proofreading and editing skills, expository, descriptive, and narrative writing, and building vocabulary through weekly lists. In terms of grammar, 7th graders focus on recognizing and using verb tenses, objects, and prepositions. Special projects include the Junior Kindergarten book project, in which 7th graders interview JK students, and then write and illustrate children's stories featuring the students

interviewed as the main characters. The group media project includes making a short film, video game or comic strip based on a novel we have read. Books read include *The Pearl*, *Of Mice and Men*, *Tortilla Flat*, *Freak the Mighty* and *The Westing Game*. Textbooks used include *Sadler Oxford Vocabulary Workshop B* by Sadler Oxford (2005) and *Exercises in English* by Loyola Press (2008).

**Eighth graders** continue with further development of critical thinking skills, recognizing the connections between the arts and humanities, developing research skills, and recognizing an author's purpose in creating characters, settings, plots, and themes. Students begin to understand the value of a series of drafts, maintain journals, write in a variety of genres, and complete a formal research paper, including a formal outline, reference page, and embedded source citations. The literature focuses on American short stories and an introduction to William Shakespeare. Emphasis in grammar instruction is placed on all aspects of pronouns, using adjectives and adverbs correctly, and phrases and clauses. Bi-weekly vocabulary units emphasize synonyms and antonyms, connotations and denotations, and form and its relationship to meaning. Books read include *Romeo and Juliet*, *Across Five Aprils*, *Hiroshima*, *Roll of Thunder; Hear My Cry*, *The Pigman*, and *No Promises in the Wind*. Textbooks used include *Sadler Oxford Vocabulary Workshop C* by Sadler Oxford (2005) and *Exercises in English* by Loyola Press (2008).

## **Fine Arts**

**5 6 7 8**

All Middle Schoolers study **Art** for one trimester, **Music** for one trimester, and **Speech** for one trimester. Fifth and sixth graders study Fine Arts together, while seventh and eighth graders do the same.

Middle Schoolers explore a specific kind of art each year. Students focus for a year each on sculpture, pottery, drawing and 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, beginning to think critically about art and evaluate their own work and that of others. Each of Roycemore's Middle School students exhibit their work throughout the school and at the Young Evanston Artists' Festival in the spring.

In Music, Middle Schoolers work toward understanding music theory, music history, and reading and performing from standardized notation. During our first unit, students study theory using worksheets and computer programs. During our second unit, we study history and culture from the textbook *Music: Its Role and Importance in our Lives* by McGraw Hill-Glencoe (2006). Fifth and sixth grade courses rotate yearly between “Music as Culture” and “The Roots of Jazz,” while the seventh and eighth grade courses rotate yearly between “Medieval, Renaissance, and Baroque Music” and “Twentieth-Century Classical Music, The Classical Period, and Romantic Period.” During our third and final unit, instrumental music is covered. Playing from written notation is emphasized, as are scales, solos and playing as an ensemble. Students have studied recorder, piano, drum circles, and choir chimes. The courses are not performance oriented, but are graded and evaluated.

In Speech/Drama, students strive to understand the differences between verbal and non-verbal communication, improve verbal abilities and presentation skills, and develop the ability to listen and watch effectively. Students use research and PowerPoint skills to create persuasive speeches inspiring their audiences to think about social issues. In seventh and eighth grades, students also participate in a job hunting unit, practicing skills such as reading job descriptions, writing cover letters, completing job applications, and practicing interview skills. Periodic dramatic presentations to peers, faculty, and parents help students build self-confidence, while creative writing assignments and performances encourage the use of the imagination. Students also learn how to memorize material, work cooperatively with others, and accept and benefit from constructive criticism.

## **History**

**5 6 7 8**

**Fifth graders** study United States History and Latin America, enabling them to develop an understanding of the circumstances under which the United States was founded and developed into today’s modern nation, to begin to develop an understanding of concepts as opposed to facts, and to make students aware of the relationship between the U.S. and our neighbors to the south. Other objectives include teaching students to compare and contrast facts and ideas, to develop discussion skills in social sciences, to begin to understand the research process, to recognize cause and effect, and to integrate study skills and develop the

ability to think critically. Units of study include Native Americans, exploration, colonization, the Revolution, The Constitution, the early U.S., the Civil War, the 20th Century, Latin American history, culture, and geography, and South American history, culture and geography. The textbook used in this course is *Our Nation*, published by Macmillan/McGraw-Hill (2003).

**Sixth graders** study an introduction to world history, with units of study including the prehistoric era, Mesopotamia, Egypt, the Phoenicians and Hebrews, the Greeks, Roman societies, the development of Judaism, Christianity, and Islam, the Byzantine Empire, Feudalism, the Catholic Church and Crusades, the rise of towns and trade, the rise of monarchies, the Renaissance, and the Reformation. Key concepts include democracy, civilization, revolution, and industrialism. Emphasis is placed on historical concepts, rather than the memorization of dates and names, as well as on promoting the observation of world history as it unfolds, developing basic social science skills, encouraging critical thinking, and developing such attitudes as tolerance and respect for others. The textbook used in this course is *Human Heritage*, published by Glencoe (2001).

**Seventh graders** study Non-Western Culture, a course which focuses on the cultures of the world, including the histories, cultures, religions, and geography of Africa, South Asia, Southeast Asia, East Asia, the Middle East, Europe, and the former Soviet Union. Objectives include enabling students to record aspects of the history of the Eastern Hemisphere from the early times through the modern era, encouraging an ability to compare and contrast value systems in history and across the world today, and to enable students to understand the current events of each region and their influence on the United States. Helping students integrate study skills into their coursework, think critically, understand and use the research process, and develop tolerant and respectful attitudes for others are also important goals. Among the textbooks used in this course is *World Studies: Africa*, published by Prentice Hall (2005), and *World Studies: Asia and the Pacific*, also published by Prentice Hall (2007).

**Eighth grade** history is a survey of the United States from the time of European exploration of the New World through the present. Major units of study include Early Colonization, Creating a New Nation, the Constitution, Manifest Destiny, Civil War, Becoming a World Power, the Progressive Movement, World Wars I and II, the New Deal,

the Cold War, the Civil Rights Movement, the Vietnam Era, and Recent Domestic and Foreign Issues. Major goals of the class are: understanding the chronological evolution of the United States from discovery to today; understanding our system of government; recognizing that there are different interpretations of history, but that a simple bias which lacks research and analysis does not carry much weight. Nightly reading assignments provide the basis for daily discussions and class work. The emphasis is not on dates, although some are important. Rather the priorities are to develop better understanding of cause and effect relationships, to understand how conflicting needs and interests often lead to compromises, and to learn to think about issues—to compare, to analyze, and to evaluate. The textbook used is *Creating America: A History of the United States*, published by McDougal Littell (2007).

## **Mathematics**

**5 6 7 8**

At Roycemore, students in grades 6 through 12 work in mathematics at a level commensurate with their abilities through vertical acceleration. That is, when in the professional judgment of the faculty and administration, such acceleration is appropriate, students move up to the appropriate math class for their current level of mastery. While all 5th graders work within the same math class, the instructor seeks to challenge every student in the course through differentiated instruction.

**Fifth graders** seek to develop a basic understanding of decimals, fractions, and geometry; carry out basic mathematical operations with whole numbers, decimals, and fractions; develop skills in mental math, estimating, and problem-solving; use and generalize their math skills in other content areas; and develop an understanding of basic economic concepts. Units include operations with whole numbers and decimals, algebra, geometry, probability, measurements (standard and metric), and graphing. The addition/subtraction/multiplication of fractions are also emphasized. The textbook used in this course is *Mathematics*—Scott Foresman-Addison Wesley, published by Pearson (2008).

**Sixth grade** math seeks to develop competence in working with both decimals and fractions and with both the metric and standard systems of measurement; to further develop effective study skills, habits and attitudes; to help students achieve a greater understanding of the application of mathematics in other disciplines; and to master basic mathematical operations.

Highlights in the year include a math field trip and “edible fractions.” The textbook used in this course is *Mathematics Course 1*, Prentice Hall (2008).

**Seventh grade** math encourages students to use critical-thinking skills to organize complex problems into a systematic, logical form, and then to use that form to arrive at a satisfactory solution; to encourage understanding concept development rather than a reliance on rote memorization of rules; to encourage proficiency with computers and calculators; to develop an awareness of how mathematics can be incorporated into other areas of the curriculum. The textbook used is *Mathematics Course 2*, Prentice Hall (2004).

**Eighth grade** math is a course in Pre-Algebra, with the following objectives: to help students recognize there are often several approaches to the solution of a problem; to learn to solve equations, make statistical inferences, and compute first with integers and then with rational numbers as direct preparation for advanced work in mathematics; to learn to translate concepts learned in specific numerical exercises into broader generalizations and abstractions; and to be able to understand the transfer of word problems into math sentences or equations. Students often work cooperatively, supporting one another in the learning process. The textbook used is *Pre-Algebra*, published by Prentice Hall (2007).

**Algebra I** seeks to help students become proficient in transferring applications into the language of algebra; to relate integers to the entire realm of real numbers; to compare equations to their graphs, looking for patterns; to think at a higher level of abstraction, working with an unknown instead of a specific number; to be able to relate rules consistently to these unknowns and recognize patterns that develop; to use algebra as a skill to solve real world problems; and to use a scientific calculator appropriately. Units of study include the simplification of expressions, the solution of equations and inequalities, coordinate graphing, and word problems. The textbook used is *Algebra I*, published by Glencoe/McGraw-Hill (2008). A section of Middle School Algebra I is offered for Middle Schoolers ready for work in this field, with students who excel moving on to Geometry during their 9th grade year. Students in MS Algebra I use the *University of Chicago School Mathematics Project Algebra*, McGraw Hill (2008).

**Geometry** is an Upper School course appropriate for Middle Schoolers who have completed Algebra I in the

7th 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; coordinate geometry; and loci. The text used in this course is *Geometry for Enjoyment and Challenge*, Revised Edition, by Rhoad, McDougal & Littell (2004).

## Science

5 6 7 8

**Fifth graders** seek to develop an understanding of basic scientific concepts. Units of study, include: classification of living things (domains and kingdoms); cells and their structure; viruses and bacteria; protista, fungi, plants; animals (vertebrates and invertebrates); and the human body. Objectives also include recognizing that scientific thought changes constantly as new discoveries are made, learning to use equipment in the Middle School Science Laboratory appropriately and safely, and applying the scientific inquiry process. Students also complete a spring Science Fair project. The textbook used in this course is *Science-Diamond Edition*, by Pearson (2010).

**Sixth grade** Science builds upon the foundation established in the 5th grade course. Students apply the scientific inquiry process to study the following units of study: matter; mixtures and solutions; chemistry (atoms, chemical bonds, acids and bases, periodic table); genetics (recessive and dominant genes and traits, DNA); forces, motion (Newton's laws), roller coasters; and various forms of energy including electricity. Students also complete a spring science fair project. The textbook used in this course is *Science-Scott Foresman* by Pearson (2010).

**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 solar system and the universe; the composition of the Earth; the structure of the Earth; surface activities, such as weather and climate, and their effects; subsurface activities, such as earthquakes, volcanoes and plate tectonics; the Earth's past; the Earth's future; and the Earth's atmosphere. Other objectives include teaching students to interpret local weather conditions and to

calculate their effects on local climate and topography, and to identify and interpret various types of maps. The textbook used in this course is *Earth Science* published by Glencoe (2008). A variety of hands-on projects and lab exercises are assigned in this course.

**Eighth graders** study Life Science in order to gain an understanding of the basic physiology of the human body, comprehend the concepts of heredity and the evolution of living organisms, and compare the levels of complexity and systems of the plant and animal kingdoms. Units of study in this course include: science and living things, use of the microscope; animals; plants; simple organisms; human life; heredity and change; and nature and human influence. Other objectives include developing a deeper understanding of the applications of the scientific method, to develop skills in safe laboratory techniques and the usage of equipment, and to understand the methods of classifying living organisms. Dissection and other hands-on laboratory activities take place frequently. The textbook used in this course is *Life Science*, published by Glencoe (2008).

## Supplemental Curriculum

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### Computer Literacy

5 6

Fifth and sixth grade students take computer literacy once every other week throughout the year. The course is designed to increase students' computer skills so that they may use the computer as a tool for learning in their other courses. Important outcomes include ensuring that students are confident and informed about the use of computer hardware and software, that all develop word processing skills applicable to other academic settings, and that students begin to develop the ability to navigate the Internet efficiently and safely, and distinguish between reliable and unreliable sources.

Year one includes keyboarding, school computing policies, hardware basics, web safety, Internet research, Excel spreadsheets and graphs, digital photography and photo editing software, programming using Scratch and HTML, and concept maps with Inspiration. Year two includes keyboarding, school computing policies, Internet research, web site evaluation, word processing with Microsoft Word, Excel spreadsheets and graphs,

digital photography, digital storytelling, web page design, slide shows using Microsoft PowerPoint, and global communication via email, blogs, and wikis.

Technology is also integrated into the classroom curriculum in other courses. Equipment available to students and teachers includes a computer lab, laptop computers, digital cameras, projectors, printers, and scanners. Middle School students use computers, both in the computer lab and in classrooms, to complete activities that support their curriculum. These include web research, word processing, multimedia projects, and subject-specific software and web sites.

## **Creative Arts**

**5 6 7 8**

Twice a week, all Middle Schoolers pursue the study of Creative Arts through elective courses offered by Middle School faculty, and occasionally parent volunteers. With students selecting one unique course per trimester, they are able to participate in the formation of their own curriculum, while also gaining exposure to a variety of fields of study and leisure activities, important considerations during early adolescence. Recent offerings have included Illustrating *The Hobbit*, Spring Dance Show Rehearsal, Creative Writing, Cooking, Bead-Art Jewelry, Softball, Guitar, The Adventures of Lewis & Clark, Community Service, Flag Football, and Board Games from Around the World, among others.

## **French**

**5 6 7 8**

**Fifth graders** become familiar with foreign language study skills that develop proficiency in listening, speaking, reading, and writing. Emphasis is on helping students develop a familiarity with the sounds of French and teaching them to respond to French language. Units of study include the Francophone world, French-English cognates, vocabulary including: greetings, alphabet, numbers, colors, days of week, months, clothing, colors, adjectives, likes and dislikes, and pastime activities. Students utilize an exploratory textbook entitled *Bon Voyage* by Heinle & Heinle (1994). Fifth grade French is an ungraded course, although progress is documented on grade reports.

**Sixth graders** continue to build proficiency in the language, with units in vocabulary, conversation, culture, and reading/writing. The vocabulary focus is on telling time, the rooms of the house, furniture, family, daily routines, places in a neighborhood, giving directions,

foods, classroom vocabulary, weather, shopping, and money. Famous French people, French manners, customs, and geography are also emphasized. More time is devoted to building reading and writing skills than in 5th grade French, continuing in the textbook, *Bon Voyage*. Sixth grade French is an ungraded course, although progress is documented on grade reports.

**Seventh graders** study the French language as a core academic subject emphasizing reading, writing and speaking proficiency, utilizing the textbook *Discovering French–Première Partie*, by Holt-McDougall (2001). Objectives include teaching the structure of the language, promoting oral and aural competency in order to reach novice level proficiency, and promoting an appreciation of French culture.

**Eighth graders** completing French I build upon the reading, writing and speaking lessons in seventh grade French, in preparation for French II as ninth graders. Eighth grade students complete the second half of French I utilizing the textbook *Discovering French–Duxième Partie* by Holt-McDougall (2001). Eighth graders not yet prepared for a high-school level foreign language course take FLEX (Foreign Language Explorations), a survey course in the study of foreign languages and cultures with the text *Invitation to Languages* by Glencoe (2007).

### **Information Literacy**

5

Fifth graders participate in an Information Literacy course taught by the Middle-Upper School Librarian, focusing on teaching students how to use library resources independently and efficiently to satisfy academic needs and to encourage life-long learning. Among the topics addressed is utilizing the Dewey Decimal Classification System, searching online databases and searching the digital library catalog. Information Literacy is an ungraded course.

While sixth, seventh and eighth graders do not take a formal course of study in Library Skills, the Librarian does provide these students with a refresher course throughout the school year as needed.

### **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 disability or developmental lag. These students are

scheduled to meet individually with the Middle School's learning disabilities specialist, whose primary role is to work closely with students to help remediate specific deficits (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, preferential seating, and written copies of notes or lectures, when available—the curriculum and requirements are the same for all students, regardless of these differences.

### **Organizational Skills**

**5 6**

Fifth and sixth graders study Organizational Skills with the following objectives: enable students to internalize the strategies that will help them learn how to learn; teach all how to organize themselves and their day in order to use their time more efficiently; improve consistency in completing homework assignments on time; help students develop solid test-taking skills; encourage the ability to listen more carefully and follow directions; develop a method of extracting information from textbooks, highlighting and taking notes (from lectures and textbooks); and develop memory techniques to aid in study for quizzes and exams. Research techniques, mapping/webbing, sequencing, and active listening are also emphasized.

### **Overnight Trips**

**5/6 7/8**

Fifth and sixth graders participate in an annual overnight outing to Camp MacLean in Wisconsin, sleeping in cabins and conducting a two-day scientific study of the natural environment. It provides an excellent opportunity early in the school year as an ice-breaking activity, as well as for team-building and a hands-on environmental science lesson. Seventh and eighth graders take an annual overnight in September, alternating between a trip to Springfield, Illinois and St. Louis, Missouri one year, and another destination in the Midwest in the other (recent destinations have included Indianapolis, Indiana and southern Wisconsin). The itinerary includes visits to historic sites, museums, zoos or aquariums, dramatic, musical or other performances, swimming and supervised social time in an area hotel. Students have an opportunity to learn from the scientific, cultural, and historic sites offered by each destination. Supervision on both trips is provided by members of the Middle School faculty and the Division Head.

## Physical Education & Awareness 5 6 7 8

All Middle Schoolers participate in physical education five days a week. Objectives for all grade levels include: to aid students in gaining skills; to teach proper sports safety through exercising, conditioning and warm-ups; to encourage life-long 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, dance rhythmic and creative movement, tumbling, floor hockey, soccer, track and field skills, the President's Physical Fitness test, softball, flag football, and wrestling.

All Middle Schoolers participate in Awareness classes twice a week. 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; to help students acquire first-aid and safety knowledge; and to encourage students to understand and accept individual differences. Units of study include systems of the body; non-communicable versus communicable diseases; nutrition; conflict resolution; smoking; drinking; drugs; human reproduction; divorce; adoption; environmental care; and self-esteem. Textbooks—*Health, Skills for Wellness*, by Prentice Hall, and *Developing Responsible Relationships*, by Glencoe (1996)—help lend structure to frequent small group discussions and class projects.

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. Units of study include making decisions; valuing; the generation gap; use of drugs, tobacco and alcohol; prejudices; careers and goals; love and relationships; human reproduction; personality; conflict resolution; family life; relationships; stress management; exercise and nutrition; aging, death and dying; venereal disease; and mental, social, and physical health. Among the textbooks used in this course is *Totally Awesome Health*, published by Glencoe (1999).

## Performance Opportunities

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Incorporated into the Middle School 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 a long-standing Roycemore tradition, with three shows a year: Winter Program, Palio, and Spring Show. Students of all skill levels are encouraged to participate in these performances, which bring together the entire Roycemore community. Practices for each show are held during PE classes, after school, and on the occasional weekend.

Middle School Chorus is an elective course that meets once a week. This group sings three-part music and performs two to three times per year (typically at Grandparents' Day, Winter Program, and at area nursing homes in the spring).

Each fifth and sixth grader participates in a brief dramatic production for friends, family, and peers during their Drama trimester. Seventh and eighth graders, in addition to creating the set for the fifth/sixth production, direct and act in student-created films as part of their Drama curriculum.

## **Community Service**

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Middle Schoolers at Roycemore have the opportunity to become involved in a variety of school and community service projects. They maintain the school's recycling program, sponsor a winter canned food drive to benefit the Niles Township Food Pantry, visit area nursing homes throughout the year and establish cross-generational friendships with residents, help clean the Roycemore campus three times per year through our Respect for Roycemore cleanups, and volunteer for Meals at Home. Other service projects are initiated by students and teachers throughout the year, and have most recently included a student-organized bake sale to support Polar Bear Habitat Preservation, toy collection for Chicago Children's Hospital, and coordination with the Upper School Community Service Club to support breast cancer research.

## **Middle School Olympics**

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The Olympic program helps provide students with a variety of fun activities within the context of the regular school day, with the goal of assisting all with the development of important life skills such as fair play, teamwork, cooperation, and leadership. The program also helps to build school spirit. Some events, like the annual Spelling Bee, provide academic enrichment opportunities, as well. Olympic events are sponsored by faculty members and, occasionally, parent volunteers. All Middle Schoolers are assigned to Olympic teams at the beginning of a school year, including a faculty sponsor and 8th grade captain for each team. Every Middle Schooler participates in at least two individual events, plus all team events. At the conclusion of the year, students gather with faculty for an ice cream social, with the first place team first in line, the second place team second in line, and so on. Recent events have included the Team Water Bucket Relay Race, the Chocolate Cream Pie Eating Contest, the Team Volleyball Tournament, a Harry Potter Trivia Contest, the Team Free Throw Contest, a Bubble-Gum Blowing Contest, Home Run Derby, and others.

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## Interscholastic Athletic Teams

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Middle School students enjoy the opportunity to play competitive interscholastic sports at Roycemore. Sports offered include basketball and soccer (boys), and basketball and volleyball (girls). There are typically two Middle School teams for each sport, one for 5th and 6th graders, and another for 7th and 8th graders. Parent and faculty attendance means a great deal to the school's student-athletes and coaches. Your support can also help build positive school spirit that could carry over into all aspects of school life.

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## Outings, Clubs & Other Activities

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Since positive social interaction is so important to the self-esteem and overall development of early adolescents, the school sponsors regular after school social outings in conjunction with the Student Activities Committee—fun after-school activities each month that are off-campus and open to all Middle Schoolers. Typical outings include dinner and an Imax film at Navy Pier, an evening of skiing in Wisconsin, a day at Six Flags Great America, a spring dance party, trips to Enchanted Castle, arcades, ice skating at Millennium Park, and more.

Students with a fondness and aptitude for spelling may volunteer to participate in the Middle School's annual *Chicago Tribune* National Spelling Bee, with the winner moving along to represent Roycemore at the suburban independent school contest, and the city-wide competition thereafter.

In addition, every spring, at the conclusion of the year's interscholastic athletic seasons, teachers, parents and administrators offer a one-month after school activities program for Middle Schoolers designed to introduce students to new leisure activities, as well as opportunities for further social development based on existing student interests. Recent Spring Activities Program offerings have included softball; bocce ball; yoga; open gym; dance program rehearsal; soccer; acting; and computer games.

A wide variety of activities help ensure that every Middle School student has the opportunity to become an active participant in school life with his/her peers.

## Special School Events

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Roycemore hosts a number of traditional annual events that involve students, parents and faculty in all three Divisions of the school. They present wonderful opportunities for students in different divisions to come together to acknowledge their common stake in the success of the community, to assist one another in the growth process, and to celebrate the school's mission.

Included among these traditions is the fall Carnival, in which Upper School students prepare a carnival of games, food and fun for students in the Lower and Middle Schools; Palio, a celebration of the physical skills of students at all grade levels rooted in a traditional celebration in Siena, Italy; the Celebration of Dedication and Excellence, at which the community gathers to acknowledge and thank faculty members who have reached milestones in their careers at the school; the spring Yearbook Dedication Assembly (followed by free time for yearbook signing); and the end-of-year Middle-Upper School Awards Assembly, which precedes the 8th Grade Commencement ceremony.

## Parent Ambassadors

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The Parent Ambassador program was established to encourage and facilitate parent involvement at Roycemore, to build a network of knowledge about the parent community, and to help ease the workload for teachers and administrators. Coordinated by the Division Heads, at least one parent is identified every year for each grade level. Parent Ambassadors make and maintain contact with each family in their class. They assume responsibility for recruiting volunteers when requested by teachers and Heads. They also help other parents understand the pathways to becoming involved on a larger scale.

## Supporting Roycemore

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Roycemore is a community of caring families, students and staff who demonstrate their commitment through involvement in the life of their school. Roycemore families are active participants in the educational process. Their positive effort, cooperation and understanding allow the school to be effective in our mission. Teachers are inspired to even greater efforts as they observe parent involvement and feel their support in the educational process.

We encourage parent participation in all facets of school life. Your involvement in your child's education and school activities demonstrates to them the importance of education. Opportunities for parental involvement at school include helping with after-school clubs, accompanying teachers on field trips, sharing family traditions in class, and bringing food for receptions at school events and bake sales.

Equally important, your charitable giving to Roycemore is critical to make up the difference between the income provided by tuition and fees and the actual costs of maintaining the school's unique blend of small class size, differentiated instruction, individual attention, diverse student body, and wide range of educational opportunities. The Annual Fund is the fund raising effort that provides the charitable gifts that are necessary to assure the school's Margin of Excellence. The school strives for 100% participation from its parents, alumni and friends.

## **Middle School Faculty & Staff**

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### **Headmaster - Joseph A. Becker**

42 years at Roycemore; 34 years as Headmaster.  
BS - Northwestern University

### **Middle School Division Head - Sara Dreiling**

10 years at Roycemore. BA - University of Wisconsin at Madison; MA - National Louis University

### **Art - Ruth Hecht**

9 years at Roycemore. BFA - Washington University;  
MA - University of Illinois at Champaign-Urbana

### **English and Speech - Patricia Borges**

14 years at Roycemore. BA - Northeastern Illinois University; MEd - DePaul University

### **English, Mathematics and Science - Susan Balmes**

7 years at Roycemore. BA - Southern Illinois University; advanced study at DePaul University

### **English, Mathematics and FLEX - Fraser Coffeen**

2 years prior experience in Chicago. BA - Northwestern University; MA - National Louis University

### **French - Trina Burek**

13 years at Roycemore. BA - University of Chicago

### **History and Mathematics - Andrew Montgomery**

12 years at Roycemore. BA - University of Illinois; MA - University of Missouri

### **Learning Assistance - Wendy Griffin**

5 years at Roycemore. BA - Northwestern University; MA - Northeastern Illinois University

**Media Center Director - Denise Wirth**

3 years at Roycemore. BA - Purdue University;  
MA - Dominican University

**Music - Matthew Hunter**

1 year at Roycemore. BMed - Michigan State University

**Physical Education and Boys Soccer and Basketball  
Coach - Robert Linkhart**

35 years at Roycemore. BS - Indiana University;  
MA - Northwestern University

**Physical Education - Jessica Wunder**

37 years at Roycemore. BA - Purdue University

**Physical Education - Ilan Ben Sira**

3 years at Roycemore. BEd - Zinman College at Wingate  
Institute, Israel

**Science and Mathematics - Lynne Greene**

10 years at Roycemore. BA - Smith College;  
MS - Howard University

**Technology Coordinator and Mathematics - Beth Shutters**

5 years at Roycemore. BS - University of Illinois at  
Champaign-Urbana; MEd - National Louis University

**Consulting Psychologist - Jay Einhorn**

14 years at Roycemore. BA - Goddard College;  
MS - Southern Connecticut State College; PhD - Illinois  
Institute of Technology

## **Tuition & Fees 2012-2013**

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<b><u>Grade</u></b>	<b><u>Tuition &amp; Fees*</u></b>
Grades 5 & 6	\$21,275
Grades 7 & 8	\$23,125

\* Annual mandatory fees are for the hot lunch program, supplies, general field trips, activities, and classroom materials. Additional fees for some classes will be added.

### **School Bus**

Rate depends on distance from the school. One way ranges from \$2,605 to \$3,880 per year; round trip ranges from \$4,740 to \$7,160 per year.

### **Special Testing and Tutoring**

Individual Learning Assistance - \$105 per clock hour  
Small Group Learning Assistance - \$88 per clock hour

### **Financial Assistance**

Limited financial assistance is available. Please request an application from the Admissions Office.

### **Alternative Payment Plans**

Annual, semi-annual and 9-month plans are available.

## **Summer Enrichment - Discovery Unlimited**

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Discovery Unlimited is Roycemore's enrichment program for students in Pre-K through Grade 9 who are gifted, talented or highly motivated. Roycemore teachers provide hands-on learning experiences in small classes. The program runs for 3-6 weeks during the summer, mornings only.

In addition, Roycemore's recreational summer day camp is for boys and girls between the ages of 3 and 12. Activities are supervised in a professionally created environment where children can make safe, interesting and independent choices. Students may attend for a week at a time or all nine weeks. Swimming instruction is provided at Evanston's McGaw YMCA twice a week for eight weeks (during the afternoon sessions only).

## **Lunch Program**

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A hot lunch is prepared at school by ARAMARK Food Service and is provided to all students with the cost included in the annual fees. Middle School students participate in a cafeteria style lunch where they may choose from at least two entrees, salad bar, sandwiches, soup, milk or water and fruit or dessert.

## **Tuition Assistance**

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Families interested in applying for financial assistance should inform the Director of Admissions, who will provide an application form. Information is kept strictly confidential. Financial status and application for tuition assistance are not factors in the admission decision.

Financial aid is awarded to families on the basis of need, as determined by the School and Student Service For Financial Aid (SSS) and supplemented by information from each family's Federal Income Tax Return (Form 1040). SSS, a service owned by the National Association of Independent Schools, provides schools only with information and guidelines. These are used by Roycemore's Financial Aid Committee to make financial awards fairly and equitably.

A family must reapply for financial aid each year. The grant will usually be renewed, providing that the student remains in good standing at Roycemore. A significant change in a family's financial profile may result in a different aid decision.

Contact the Admissions Office at 847-866-6055 if you have questions regarding Financial Assistance.

## Getting to Roycemore

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Middle Schoolers arrive at Roycemore each day in a variety of ways, including via public transportation for those considered ready by their parents. The opportunity to purchase student ID cards is available at the beginning of the year for students who wish to obtain a CTA student discount.

### **CTA**

On the Red/Purple Line, the Davis Street “L” station is located on Davis and Benson in downtown Evanston, 2-1/2 blocks east of Roycemore School at Davis and Ridge. CTA bus #201 runs on Ridge Avenue with a stop in front of the school.

### **Metra**

On the Union Pacific North line to Kenosha, the Davis Metra station is located at Davis and Benson Streets in downtown Evanston, 2-1/2 blocks east of Roycemore School at Davis and Ridge.

### **Pace Bus**

The #250 bus westbound to O’Hare airport stops in front of the school on Ridge; the #250 east bound to the Davis Street station stops at Davis and Oak, one block east of the school.

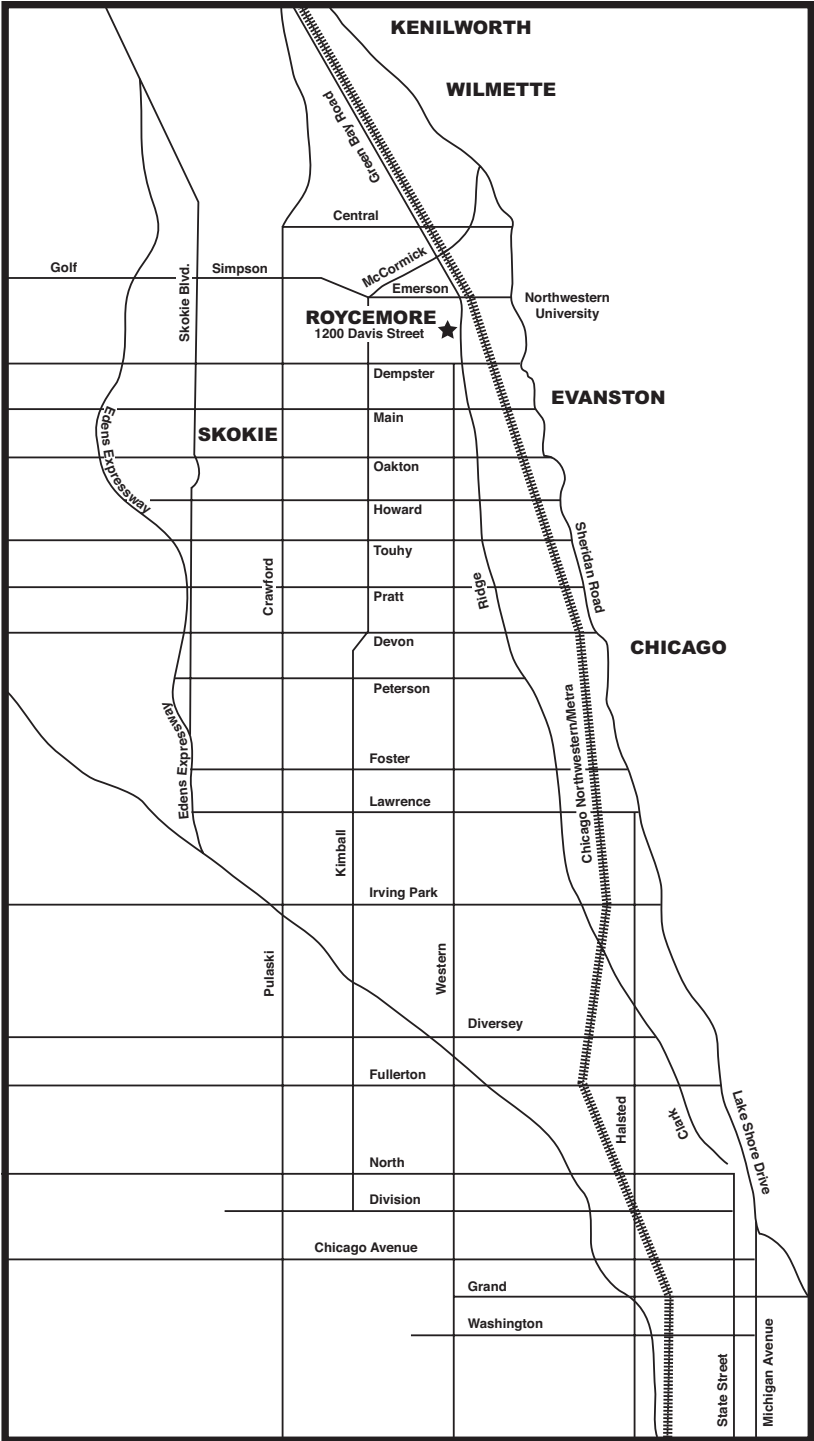
### **Driving**

The school’s parking lot must be entered off Davis Street, which is one way headed west at that point. Suggested access is via Ridge, either north or south of Davis.

## Bus Service

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Roycemore has its own fleet of school buses and licensed drivers to offer students door-to-door bus service throughout most of the Chicago metropolitan and north suburban areas. Bus service availability and cost is determined by location.



## **Preliminary School Calendar 2012-2013**

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August 28	First day of classes - <b>2012-13 school year</b>
September 3	NO SCHOOL - Labor Day
September 17	NO SCHOOL - Rosh Hashanah
September 26	NO SCHOOL - Yom Kippur
October 8	NO SCHOOL - Columbus Day
November 21-23	Thanksgiving Break
Dec. 24-Jan. 4	Winter Break
January 21	NO SCHOOL - Martin Luther King Day observed
March 28-April 5	Spring Break
May 27	NO SCHOOL - Memorial Day
June 4	Last day for Lower School
June 6	Awards & Eighth Grade Commencement
June 7	Twelfth Grade Commencement

## **Spring 2012 Admissions Open House Dates**

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Tuesday, April 17                      8:30-10:00 a.m.

Tuesday, May 15                        8:30-10:00 a.m.

**Questions? Contact Director of Admissions Amanda Avery at 847-866-6055, or via e-mail at [aavery@roycemoreschool.org](mailto:aavery@roycemoreschool.org).**



**Roycemore School**

Inspiring Excellence – Celebrating Individuality

1200 Davis Street - Evanston, Illinois 60201  
847-866-6055 - 847-866-6545 fax - [roycemoreschool.org](http://roycemoreschool.org)