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Mission Statement

St. John’s is an independent, co-educational day school presenting a 13-year sequence of college preparatory training. A nonprofit institution, it was founded in 1946 to provide the community with a school of exacting standards in the development of individual, spiritual, ethical, intellectual, social, and physical growth. While the means to achieve that purpose may change, it remains the basic mission of the School.

The School seeks to develop the whole person in preparation for a lifetime of personal fulfillment and contribution to society. In particular, it is dedicated to the enhancement and the expansion of future leadership for Houston and the country. The School offers talented, motivated, and energetic students a genuine challenge for academic accomplishment and for development of a sense of self-worth and of personal responsibility. The School, in turn, holds itself responsible for providing that challenge.
It is during these middle school years that students should live through a wide variety of experiences. They need to be energized about learning, forming the academic habits and honing the skills that will make them lifelong learners. They must also develop self-control to work through the inevitable social challenges that characterize these years.

With the good fortune of having a strong academic population as well as an upper school destination for our students, we have the distinct opportunity to devote significant attention to student development beyond the classroom. Surrounded by knowledgeable and caring faculty members committed to cultivating people of character, middle school students at St. John’s have a wide variety of learning opportunities.

While the Curriculum Guide focuses mostly on classroom offerings, it is important to note some of the major ways in which the School addresses student development and growth, including:

1. Teachers who are specialists in their disciplines and know that meaningful growth and confidence comes from authentic achievement.

2. A wide selection of enrichment activities to encourage participation, creativity, and a sense of shared accomplishment, and to expose students to a variety of potential interests beyond the standard curriculum. Offerings vary but typically include yearbook, student government, choral and instrumental music, dance, quiz bowl, debate, cheerleading, and numerous other teacher and student-initiated programs.

3. Required participation in a quality athletics program to complement students’ intellectual growth with physical development, promoting health and fitness and encouraging teamwork.

4. High expectations of ethical behavior through adherence to an honor code as well as focused commitment to character development through division-wide assemblies and an advisory system. Additionally, chapel services reinforce spiritual growth and promote appreciation of differences.

5. An experiential education program that supports classroom work and strengthens class cohesive-ness while fostering social skills, self-reliance, and confidence through authentic challenge. This program begins with the Class 6 trip to MO Ranch in the Texas Hill Country, continues with the Class 7 journey to southern Utah, and culminates in the week-long Class 8 camping trip to Big Bend National Park.

6. A significant commitment to community service, including projects at community centers, local parks, and homeless shelters. Involvement in such activities sharpens students’ awareness of the needs of others and helps to develop a sense of social responsibility.
# Program of Study

The guide that follows provides more of the specifics regarding each component of the St. John’s Middle School curriculum. The Middle School operates on a seven-day rotation. Please note, the School reserves the right to withdraw curricula and specific courses or alter course content without prior notice.

<table>
<thead>
<tr>
<th>Class 6 (Periods per rotation)</th>
<th>Class 8 (Periods per rotation)</th>
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<tbody>
<tr>
<td><strong>English</strong> (5)</td>
<td><strong>English</strong> (5)</td>
</tr>
<tr>
<td>Mathematics: Math 6 or Math 6 Accelerated (by placement) (5)</td>
<td>Mathematics: Algebra I, Algebra I Advanced, or Geometry &amp; Trigonometry (H) (by placement) (5)</td>
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<td>World Cultures I (5)</td>
<td>United States Civics 8 (5)</td>
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<tr>
<td>Life Science (5)</td>
<td>Physical Science (5)</td>
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<tr>
<td>World Language Carousel: French, Latin, and Spanish (5)</td>
<td>World Language: French IC, Latin IC, or Spanish IC (5)</td>
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<td>Athletics/Physical Education (5)</td>
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<tr>
<th>Class 7 (Periods per rotation)</th>
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<td>Mathematics: Math 7 or Math 7 Accelerated (by placement) (5)</td>
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<td>Earth Science (5)</td>
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<tr>
<td>World Language: This should read French IA, Latin IA, or Spanish IA. (5)</td>
</tr>
<tr>
<td>Fine Arts (one quarter each of Theatre, Dance, Music, Art or full year of Band 7 or Strings 7.) (4)</td>
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<tr>
<td>Athletics/Physical Education (5)</td>
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<tr>
<td>Study Hall (1)</td>
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**Technology** - St. John’s Middle School operates as a 1:1 school, and as such, computer skills are integrated into the curriculum across subjects. Each middle school student is assigned his or her own Chromebook to use while at school. During the course of the middle school experience, students will be exposed to a wide variety of technology skills such as word processing, data analysis using spreadsheets, Internet-based research and collaboration, and video editing.

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Middle School Curriculum 3
Course Descriptions for

CLASS 6

■ English 6
The English 6 curriculum includes the study of literature, vocabulary, grammar, and composition. Representative novels, short stories, and poems serve as an introduction to these genres in the middle grades. Students are guided to think critically, examining rich characters, exploring vocabulary, and analyzing theme, plot, and other literary elements across varied texts. Writing workshop focuses on developing writing skills with paragraph development, short narratives, and expository essays while working to refine the application of mechanics and usage. Grammar study consists of a review of the parts of speech, the parts of a sentence, and an introduction to complements, prepositional phrases, and introductory clauses.

■ Math 6
The major focus of Math 6 is threefold: first, to provide the students with a solid, basic foundation in mathematics in the areas of computation, concepts, and problem solving; second, to create a challenging and enriching atmosphere; and, finally, to help all students believe that they are capable of excelling in math. The school year begins with an investigation of our numeration system while comparing it to others (e.g. base-2 system and Roman numerals). This leads into a study of the arithmetic and applications of negative numbers, fractions, and decimals. Algebraic reasoning and the process of creating and solving elementary equations with one variable is introduced along with an in-depth study of ratios, proportions, and percents. We end the year with explorations of geometry and simple probability and statistics.

■ Math 6 Accelerated
Based on an optional placement test given in the late spring of their Class 5 year, a small group of students is given the opportunity to enroll in a more challenging course in math through Middle School. The first year of this course, Math 6 Accelerated, is a compacted and accelerated course which focuses on deeper investigation and a more conceptual understanding of mathematics. This course is for the exceptional mathematics student who has the ability and desire to learn math at a fast pace. The topics covered in the Fall Semester of this course include the numeration system, set theory, rational numbers, irrational numbers, solving equations and inequalities, and the language of algebra. The topics covered in the second semester of this course include ratios and proportions, dimensional analysis, percents, simple probability and statistics, graphing linear equations, and geometry. Students enrolled in this course will take Math 7 Accelerated in Class 7 and Geo-Trig Honors in Class 8.

■ World Cultures I
As part of a two-year continuum, the goal of the World Cultures I course is to empower students with the knowledge and critical thinking skills essential to citizens who appreciate their place in an interconnected global society. The focus of the first year is on the Classical societies of China and India, followed by an examination of Europe and the Middle East during the Post-Classical Era. Students will learn about geography, religion, art, government, and the social structure of these societies and their interactions through trade and cultural exchange. Using a comparative approach helps students to identify the similarities among cultures and the distinctive qualities and contributions of individual societies.

■ Life Science 6
Using principles of ecology and biology (microbes, plants, animals, and the human body), students learn about the characteristics and evolution of life on Earth. Throughout this course, students gain a deeper understanding of the interplay between the micro and macro levels of ecological and biological systems. Students investigate microscopy, taxonomy, and the multi-cellular organization of plant and animal kingdoms. Hands-on exploration and independent investigations enhance students learning and understanding of the curriculum.

■ World Language 6
Middle Schoolers at St. John’s will enjoy a Language Carousel of French, Latin, and Spanish in their Class 6 year. Students will spend a trimester studying each of the three languages, diving into the culture and developing language skills through basic vocabulary and grammar/syntax concepts. At the end of each trimester rotation of a language, students will participate in a culminating collaborative language celebration to further an appreciation for language study. In all areas of World Language instruction, technology is integrated into the curriculum to facilitate learning.

At the end of Class 6, students will choose one of the three languages (French, Latin, or Spanish) to continue studying in Classes 7 and 8. The completion of language study in Class 7 (IA) and Class 8 (IB) will be the equivalent of an upper school Level I course. In Class 9, students have the option of continuing with their middle school language at Level II or beginning Level I of a new language. If they change languages, they will be required to study the new language through Class 11.

■ Fine Arts 6
As detailed below, Class 6 students will have a trimester rotation of Digital Art, Music, and Theatre/Dance.

- Digital Art 6
Students work on developing their understanding of the elements and principles of design. A wide variety
of two- and three-dimensional media are introduced in a way that asks students to demonstrate their understanding of concepts and techniques yet stresses creativity and original thought.

• **Theatre/Dance 6**
  In Theatre/Dance 6, students are introduced to improvisation, music pantomime, dramatic structure, along with scene and character development. The process of creative thinking is stressed above and beyond performance. Students also are introduced to basic anatomical principles, fundamentals of movement, and beginning dance terminology. Students learn techniques of breath control, relaxation, stretching, and strengthening. They learn how to sequentially connect simple movements and phrases of specific dance combinations. Self-expression and an appreciation of the individual’s uniqueness are highly nurtured in this course.

• **Music 6**
  Music 6 focuses on developing musicianship skills while playing choir chimes. (Choir chimes are similar to English hand bells.) This instrument is a tool for focusing on staff reading skills, hand-eye coordination, and working as a classroom ensemble. Proper vocal technique and choral singing are also activities that are explored throughout the course.

**CLASS 6 MUSIC**

• **Staff Reading**
  Time signatures, rhythms, note names, the grand staff, accidentals and expressive terminology are just some of the building block staff-reading concepts covered during the trimester. Technology is an integral part of the curriculum as students use Ipad apps to perform rhythmic dictation exercises as well as practice their recognition of note names on the musical staff, or their ability to input specified notes on the staff themselves. The students start with basic exercises and eventually work their way up to performing full-blown pieces composed of bells that reflect the concepts taught in the class.

• **Intro to Band**
  Trimester Band 6 is a pre-band music class that brings students together to experience both the joy and fundamentals of performing instrumental wind music. At the start of the trimester, each student will be carefully matched with the woodwind or brass instrument that best fits their unique personality, physical traits, and sound preference. By the end of the course, students will learn excellent habits of musicianship, focusing on how to hold the instrument correctly, develop a proper air stream, and learn how to produce and distinguish a beautiful sound, culminating with the class being able to perform several short, familiar tunes with recorded accompaniment.

• **Intro to Strings**
  This graded trimester long class will offer Class 6 students who have never played a bowed string instrument an opportunity to explore either violin or cello. Instruction will start from the beginning and cover the foundations of correct instrument position and bow hold, basic techniques such as pizzicato and arco, how to produce a pleasing tone, and note reading as it applies to the instrument. Instruments will be provided by the school.

*For Fine Arts Co-Curricular Activities see page 10.*
Course Descriptions for

CLASS 7

■ English 7
English 7 is an integrated study of literature, composition, grammar, and vocabulary. Literary genres covered include novels, poetry, short stories, plays, and non-fiction. Journaling and discussion serve as catalysts for analytical as well as creative writing. Students compose personal narratives, poetry, and analysis essays. Specific revision and editing strategies emphasized in English 7 include sentence combining, paragraph organization, content elaboration, word choice, and precise language use. Grammar instruction includes the review of parts of speech, parts of the sentence, phrases, clauses, and usage issues. Vocabulary study is incorporated through the study of literature. Individual and group presentations focus on development of public speaking skills.

■ Math 7
The core of Math 7 includes a sound development of the real number system, an introduction to probability, a survey of basic geometric concepts, and the consideration of area and volume of simple geometric figures. Algebraic topics are introduced, and the foundation is established for future work with open sentences, relations, and functions. Students are introduced to the use of the TI-84Plus graphing calculator.

■ Math 7 Accelerated
Middle School students who placed into Math 6 Accelerated prior to their Class 6 year will continue with Math 7 Accelerated in Class 7. This accelerated path of study is a fast-paced mathematics course with a focus on Algebra I concepts along with the additional exploration of matrices, inverse functions, exponential and logarithmic equations, basic trigonometric functions, and conics. Extensive use of the TI-84 calculator is an integral part of this course.

■ World Cultures II
In the second year of the World Cultures course, Class 7 students continue to develop the knowledge and critical thinking skills essential to citizens who are aware of their place in a global society. The focus of the course is on the geography, religion, art, government, economics, and the social structure of societies of Oceania, Africa, and the Americas. Students continue to refine the historical context necessary for understanding current world issues. Using a comparative approach helps students to identify the similarities among cultures and the distinctive qualities of each society.

■ Earth Science 7
Science 7 is an introduction to Earth Science and includes an array of sciences dealing directly with the study of the earth and its formation. Students investigate concepts related to the fields of geology, meteorology, oceanography, and astronomy as they build an overall understanding of how the earth affects their daily lives and how they, in turn, affect the earth. Throughout the course students will not only gain a basic understanding of these concepts but will also strengthen a variety of skills such as observation, data collection, experimentation, and interpretation. The Class 7 trip to Utah further enhances aspects of the geology studied in the Earth Science curriculum.

■ World Language 7
In Class 7, students begin a two-year focused study on the world language they chose at the end of the Class 6 Carousel.

• French IA
The goals of communication, connections, culture, and community continue to be enhanced during this second year of introductory French language. Students continue to acquire more basic vocabulary and grammar/syntax concepts to build their communicative skills. Besides thematic culture knowledge, students also acquire knowledge of Paris through a cultural project on various important historical landmarks of the city. Technology is used to enhance the interpersonal learning of the target language through media from the Francophone world and to assist students with their research on culture and language.

• Latin IA
Latin IA is a reading program based on cumulative grammar, syntax, and vocabulary knowledge. The story of characters with whom the students are already familiar from Latin IA serves as a vehicle for the new linguistic content as well as exploration of further parts of the Roman Empire in Britain and Egypt. Word study chapters and occasional workbook activities aim to strengthen English vocabulary skills through the study of derivatives and cognates. In addition, students learn the history of the Early and Middle Roman Republic.

• Spanish IA
Spanish IA is the second year of introductory Spanish offered in the Middle School. The communicative approach to second language acquisition reinforces the students’ writing, listening, reading, and speaking skills. Spanish IB builds on basic vocabulary and grammar skills introduced in Spanish IA. Students are exposed to cultural, historical, and literary aspects of the Spanish-speaking world through the use of two readers in the target language. The study of Spanish-speaking cultures continues to be integrated into their studies.

■ Fine Arts 7
As detailed below, Class 7 students choose either a rotation of art/dance/music/theatre (each for a quarter) or a year-long instrumental music class.
• **Art 7**  
The aim of Art 7 is to teach basic techniques of composition such as line, value, texture, and color. This teaching is accomplished by presenting the student with projects that must be solved using the above elements. A variety of media are explored. The result of the study is that students gain greater control and confidence, increased appreciation and understanding of the arts, and the ability to express themselves visually and verbally on the topic of art.

• **Dance 7**  
Dance 7 builds on the basics introduced in Dance 6. Technique is refined, movement vocabulary is expanded, and elements of dance are further explored. Students acquire an overall perspective of dance history, establishing a timeline leading to present day dance. Elements of choreography are introduced, and students gain movement design skills through group effort and collaboration projects.

• **Music 7**  
In Music 7 students will review fundamentals of music theory taught in Class 6 and move into intermediate levels of music theory. In addition, students will preserve musical ideas through simple compositions and arrangements and explore simple improvisation.

• **Theatre 7**  
The purpose of Theatre 7 is to explore the presentational side of this performing art. Public speaking, collaborative adaptation of a script, and character analysis provide the students with experiences for experimenting with their distinctive talents. The spoken word, with its subtle nuances, and the body, with its complex possibilities, are utilized to communicate meaningfully.

**INSTRUMENTAL MUSIC 7**

• **Band 7**  
This graded year-long fine arts course is open to Class 7 woodwind, brass, and percussion students who have taken Beginning Band or have studied privately for at least one year. Middle school band students perform several times throughout the school year. Students provide their own instruments.

• **Class 7 Strings**  
This graded year-long fine arts course is a string ensemble open to all Class 7 string players who have a comfortable knowledge of their instruments. Students should have at least one year of instruction and read music. Class will focus on building skills and addressing the range of students’ technique levels. Appropriate repertoire will be selected to address the range of individual skills in the class. Students provide their own instruments.

*For Fine Arts Co-Curricular Activities see page 10.*
Course Descriptions for

CLASS 8

■ English 8
English 8 balances the study of literature, writing, vocabulary, and grammar. The curriculum reinforces and enhances the recognition and effects of the literary elements. Students have ample opportunity to articulate analytical observations in response to literature through class discussions and writing. Students develop critical literacy skills by examining assigned literature, including novels, drama, poetry, and short stories, which serve as both mirrors and windows to our world. Students explore writing through a variety of modes including analytical, descriptive, narrative, and poetic. In addition, students learn to distinguish and use various elements of language, according to their writing purpose. Vocabulary study centers around terms related to the literature and the literature itself.

■ Algebra I
The mathematics course for Class 8 students is Algebra I. Topics considered include open sentences with one variable, linear functions, solving and graphing systems of linear equations and inequalities, exponents and polynomials, factoring, simplifying rational expressions, solving rational equations, solving and graphing quadratic equations, and radical expressions and equations. Students use the TI-84 Plus graphing calculator and explore problem-solving strategies.

■ Algebra I Advanced
Students in Class 8 have the option of taking an advanced version of Algebra I. Algebra I (Adv) does not have a prerequisite nor is it a prerequisite for any Upper School honors classes. The advanced course is for highly motivated math students, and it is taught at a fast pace. The advanced course covers the topics taught in Algebra I plus matrices, inverse functions, exponential and logarithmic equations, basic trigonometric functions, and basic probability and statistics binomial expansion using Pascal’s Triangle, and a brief introduction to symbolic logic. Extensive use of the TI-84 Plus graphing calculator and Desmos software is integrated throughout the course.

■ Geometry-Trigonometry (H)
Students who have taken an accelerated course of math study in Classes 6 and 7 enroll in Geometry-Trigonometry Honors in Class 8. This course is synonymous with the Class 9 Geo-Trig Honors class. In addition to traditional geometry topics, the course includes the study of vectors in a plane and their application, laws of sines and cosines, coordinate geometry with conic sections, and advanced topics in trigonometry.

■ United States Civics 8
Class 8 history is a course in United States Civics, designed to create empathetic students who question and continue to clarify their own perspective on civic issues. Students will explore the distribution, exercise, and limits of power under our system of government. Students will also investigate the role of citizens, the media, political parties, and interest groups as they create, shape, and influence public policy. The course highlights the rights and responsibilities of citizenship through practical engagement with public policy issues. Throughout this course, students are encouraged to participate in federal, state, and local civic life.

■ Physical Science 8
Class 8 science focuses on physical science and is composed of one semester each of introductory physics and chemistry. Students start the year with a review of foundational science skills, including measurement, experimental design, data collection and analysis, and drawing conclusions. Students perform an independent scientific investigation on the topic of their choosing and write a full-length lab report to communicate their results. Physics topics include motion, forces, and work and machines. A study of heat and thermodynamics bridges the transition into the chemistry portion of the course. Topics studied in chemistry include properties of matter, phase changes, atomic theory, the periodic table, chemical bonding and reactions, and acids and bases. Physical science is closely integrated with the middle school math curriculum. Throughout the year, students perform multiple experiments and labs emphasizing hands-on application of the concepts.

■ World Language 8
In Class 8, students complete the three-year continuum of world language study with Level IC of the program of study. By the end of Class 8, students are typically ready for Level II world language study if they choose to continue with the language they studied in middle school. Students may also complete their middle school program of world language and then change to a Level I program of a different language offered in Class 9.

• French IC
In this third year of introductory French, students continue to enhance their learning in the three modes of communication: interpersonal, interpretive, and presentational. Building upon the cumulative grammar, syntax, vocabulary, and culture knowledge acquired throughout the previous two years, students enhance their aural and oral skills in the target language. In this class students design a major project on various regions of France introducing students to cultural facts that are closely related to the introductory French literature and history in Upper School’s curriculum.
• **Latin IC**  
Latin IC continues from IB as a reading program based on cumulative grammar, syntax, and vocabulary knowledge. The text provides a series of Latin passages dealing with fictional characters in ancient Rome and Britain and integrates several authentic Roman civilization topics such as dress, housing, meals, travel, city hazards, and chariot racing. Word Study chapters and occasional workbook activities aim to strengthen English vocabulary skills through the study of derivatives and cognates.

• **Spanish IC**  
Spanish IC is the third year of introductory Spanish offered in the Middle School. By the end of the course, most students are ready for Spanish II in Class 9. As with the first two years of study, writing, reading, listening, and oral skills are emphasized. Students learn cultural, historical, and literary aspects of the Spanish-speaking world through the use of readings and an ancillary reader.

### Fine Arts 8

In Class 8, students can choose a two semester or a full year fine arts program of study from the offerings explained below. Classes meet four times each rotation.

**DANCE**

• **Impulse 8**  
This dance ensemble is offered to all Class 8 students as a **year-long** graded fine arts course. As a performing ensemble, Impulse builds on the rehearsal, performance, and dance skills from Dance 7 and the Impulse 7 ensemble. Choreographic skills are also explored, and participation in certain after-school rehearsals and performances is mandatory. Class size may be limited.

• **Dance 8**  
This **semester-long** dance course is designed to develop dance and performance skills, especially for those students who are interested in auditioning for musical theatre or pursuing dance in Upper School. Basic dance technique will be taught as a jumping-off point for in-class creative projects. Small group improvisations and movement studies will provide opportunities for exploring dance technique as well as the dance-making process.

**INSTRUMENTAL MUSIC**

• **Band 8**  
This graded **year-long** fine arts course is open to woodwind, brass, and percussion students in Classes 7 and 8 who have taken Beginning Band or have studied privately for at least one year. There is a performance requirement for this course. Students provide their own instruments.

• **Class 8 Strings**  
This graded **year-long** fine arts course is a string ensemble open to all Class 8 string players who have a comfortable knowledge of their instruments. Students should have at least one year of instruction and read music. Class will focus on building skills and addressing the range of students’ technique levels. Appropriate repertoire will be selected to address the range of individual skills in the class. Students provide their own instruments.

• **Music 8**  
The Music 8 Finale Composition Class is a **semester-long** class for Class 8 students. During this course students will learn notation entry techniques in the composition software Finale. Students will complete transcription assignments in order to gain accuracy and speed in the program. A final project will involve each student creating an original composition, which will be shared with the class.

**DRAMATIC ART**

• **Theatre 8**  
Theatre 8 is a performance-based, **semester-long** class focusing on developing physical and vocal technique, moving through the stage space, efforts of character movement, and basic script analysis. Elementary stage combat and musical theatre dance will be introduced. Students should expect two to three small public performances.

• **Storytelling**  
Students create their digital history in this **semester-long** course. Taught by a team of teachers from History, Technology, and the Fine Arts, students develop a personal digital narrative. This is a paperless class. All projects will be performance and technology-based.

**VISUAL ART**

• **Concepts and Techniques in Art**  
This **semester-long** art course focuses on skill building techniques, the development of imagination, and the creative process. Lessons utilize aesthetic perception to explore design elements and principles, creative expression to incorporate artistic skills in two and three dimensions, and visual arts heritage to recognize varying cultural themes. Art media may include drawing, painting, mixed media, printing, clay, digital media design, and sculpture.

• **Digital Design**  
This semester-long course focuses on the study of 2D and 3D modeling techniques used to create unique artwork that can be used for web or printed in three-dimensions. Using Inkscape (2D) and Fusion360 (3D), students will work in this skill-based art form to sculpt and manipulate their imaginations into substantial and usable forms. Students will have developed a collection of projects, both digital and printed, by semester’s end.

• **Imaging and Ideas in Visual Art**  
This **year-long** art course covers the same topics as “Concepts and Techniques in Art,” but has a stronger emphasis on skill-building techniques.
Fine Arts Co-Curricular Activities

In addition to the required credit courses, there are several ungraded, non-credit co-curricular offerings that augment the arts education program in the Middle School and provide additional performance opportunities.

- **Cantatores (Girls’ Chorus)**
  Cantatores is open to all middle school girls. This choir performs for Chapel, concerts, and other community events. Though the group is a performing ensemble, the students are taught music literacy skills, vocal techniques, sight-reading, and understanding of style through the process of preparing choral literature. Cantatores will meet three times per rotation. Cantatores meets the first two trimesters of the school year, during the activity period and before school.

- **8th Grade Girls’ Show Choir**
  Show Choir is open to all Class 8 girls. This ensemble performs a combination of pop music and show tunes with choreographed movement. Show Choir meets the third trimester of the school year during the activity period before school.

- **St. John’s Boy Choir (Classes 6-12)**
  The Boy Choir is open to all middle school boys. The group is a performing ensemble that rehearses two mornings each rotation throughout the school year.

- **Impulse 7 (Dance Ensemble)**
  Impulse 7 is a performing dance group open to Class 7 students. Impulse 7 offers students an opportunity to develop both rehearsal and performance skills. Students learn works directed by the teacher. Additional rehearsals outside of school hours in the month before the spring concert are required. Impulse 7 meets two times per rotation during the activity period and before school, in both the second and third trimester of the school year.

- **Middle School Jazz Band**
  The Middle School Jazz Band is open to middle school students with intermediate level proficiency on brass, woodwind instruments, and rhythm section instruments (piano, bass, drums, guitar). Students audition for placement in the Jazz Band. This ensemble meets three times per rotation, during the activity period and before school, throughout the school year.

Physical Education and Athletics

Physical education and athletics at St. John’s are an integral part of the School’s educational program. The physical education program instills a lifelong appreciation of physical activity for health, enjoyment, challenge, self-expression, and social interaction. Experiences are designed to empower students with the skills, understanding, and confidence to participate in a variety of sports and activities. Ultimately, the physical education program aims to develop the whole child as an active participant, a caring teammate, and a healthy individual. The goal of the athletic program is to develop our students’ full potential physically, mentally, emotionally, socially and ethically while teaching them how to strive for excellence. The School values both the lessons learned through participation in physical education classes and on interscholastic teams and the joy that comes from contributing to the School community through school sports.

All students in the middle school are required to participate in a team sport. Practices for athletics occur at the end of the school day five times per rotation, with competitions taking place after school. The School makes every effort to include all interested students in the sport of their choosing; however, in each season there is at least one team that does make cuts. Students who are not successful in the tryout for those sports do have the opportunity to then switch to another athletic team or to physical education class. In some instances, to accommodate large numbers a sport program may involve a “core team” concept, with the core supplemented on game days by a rotating group; other teams may be divided into “A” and “B” squads. As feasible, games for both “A” and “B” teams will be scheduled.

Students in Class 6 are required to participate in interscholastic sports in at least one season of their 6th grade year. They may choose physical education class or an athletic team in the other two seasons. Students in Classes 7 and 8 are required to participate in interscholastic sports in at least two seasons of those school years. They may choose physical education class or an athletic team in the other season.
The following physical education classes and sports are offered during the three seasons:

• **Fall**

  - Cross Country (6, 7, 8) (b, g)
  - Field Hockey (6, 7, 8) (g)
  - Football (6, 7, 8) (b)
  - Volleyball *(limited enrollment)* (6, 7, 8) (b, g)
  - PE - Introduction to Winter Sports (6, 7, 8) (b, g)
  - PE - Target Zone (6, 7, 8) (b, g)
  - PE - Group Fitness (6, 7, 8) (b, g)

• **Winter**

  - Basketball *(limited enrollment)* (6, 7, 8) (b, g)
  - Soccer (6, 7, 8) (b, g)
  - Swimming & Diving (7, 8) (b, g)
  - Winter Track (6, 7, 8) (b, g)
  - Wrestling (6, 7, 8) (b)
  - PE - Introduction to Spring Sports (6, 7, 8) (b, g)
  - PE - Net and Volley (6, 7, 8) (b, g)
  - PE - Individual Fitness (6, 7, 8) (b, g)

• **Spring**

  - Baseball *(limited enrollment)* (6, 7, 8) (b)
  - Golf *(limited enrollment)* (7, 8) (b, g)
  - Lacrosse (6, 7, 8) (b, g)
  - Softball *(limited enrollment)* (6, 7, 8) (g)
  - Tennis *(limited enrollment)* (7, 8) (b, g)
  - Track and Field (6, 7, 8) (b, g)
  - PE - Introduction to Fall Sports (6, 7, 8) (b, g)
  - PE - Group Fitness (6, 7, 8) (b, g)
  - PE - Net and Volley (6, 7, 8) (b, g)

**Middle school community service** is a three-tiered program. The first tier includes programs designed to include students from all three grade levels in large group work (e.g., Special Olympics and Candlelighters). The second tier programs are for individual grade levels to work together as a class (e.g., Class Days of Giving).

The final tier of the middle school community service program occurs within the advisory program. This tier requires that each advisory group work with its advisor to design and implement a community service activity. Some recent projects students have initiated include working with the SPCA, interviewing and game playing with residents of a retirement home, and working and playing at an M.D. Anderson fair. The list of projects designed by the advisories varies from year to year.

**Activities Offerings...**

**A Sampling**

There are three activity periods scheduled during each rotation. Students may choose up to three activities each trimester. The following activities represent a sampling of offerings in recent years. Private music lessons are also offered on campus during this activity period.

**Note:** Not all activities are offered every year.

- 3-D Design & Printing
- Beading Club
- Book Club
- Boys Rugby
- Calligraphy
- Chess Club
- Colorku
- Culinary Club
- Cycling
- Debate
- Diamond Window *(Literary Magazine)*
- Dungeons & Dragons
- e-Textiles
- Fantasy Football
- Friendship Bracelets
- Fun & Fit
- Girls Show Choir
- Great Games
- Intro to Arduino
- Intro to Computer Animation
- Jigsaw Puzzles
- Kindergarten Reading Buddies
- Latin Certamen
- Literary Conversations
- Math Club
- MATHCOUNTS
- Middle School Student Council
- Middle School Yearbook
- Mural Painting
- Photography
- Private Music Lessons
- Quiz Bowl
- Reading for Pleasure
- Rubik’s Cubes
- Scrabble
- Scrapbooking
- Selfless Servers
- Shortcake *(Middle School Stage Crew)*
- Slacklining
- Spirit Club
- Wordapalooza!
- Yarn Café
- Yoga, Meditation & Mindfulness

**Community Service**

Based on the mission of the School, the community service program encourages all members of the St. John’s family to become aware of and to address the needs of others, both within and outside of the School. The program seeks to engage the entire school population in personal and direct interaction with the people and environment of our greater community. Through the program, students and teachers discover and share their many gifts. Motivation for involvement in such a program revolves around a responsibility to ourselves and to the larger community.
Honor Code
The St. John’s Middle School is part of the St. John’s family, and every middle school student is a family member. Our Honor Code says that each middle school student should be honest, respectful, and responsible. Students deserve to be in a school environment in which their peers follow this code.

- **Honesty** means being truthful to other people and to oneself.
- **Respect** includes a regard for other people’s belongings and feelings, including respect for school property.
- **Responsibility** for one’s actions involves being dependable. Students at St. John’s are expected to follow through with what they say they will do.

**Conclusion:** In order for this Code to be successful, we must all agree to be honest, respectful, and responsible. If we all follow this Honor Code, St. John’s Middle School will be the kind of place we want it to be.

Motto
The motto of the School is Faith and Virtue; the colors are scarlet and black. All students learn the Alma Mater and sing it at chapel services and other school functions.

Alma Mater
*We lift our hearts in rev’rence,*  
*We sing thy endless praise,*  
*May thy lamp of knowledge guide us*  
*Along our countless ways.*  
*As we tread thy storied cloisters,*  
*We’ll ever mindful be*  
*Of the place in selfless service*  
*Thy founders dreamt for thee.*  

_Hail, St. John’s! Hail, St. John’s!_  
_Hail the Faith, thy foundation,*  
*Hail the Virtue, thy dedication.*  
_Hail, St. John’s! Hail, St. John’s!_