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———— 2026-2027 ————

Middle School Curriculum Guide

GRADES 5-8



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PHILOSOPHY OF THE MIDDLE SCHOOL

We believe that middle school is a time when students explore who they are as whole beings and as members of a larger community.

We support students in their journey to become educated girls and young women who are independent, ethically responsible, and prepared to meet the challenges of their world with confidence.

We recognize that the middle school years are a period of growth in which students can experiment and embrace mistakes as learning opportunities while they build, develop, reflect on, and refine skills.

WHAT WE STRIVE FOR OUR PRACTICES AS TEACHERS TO BE

We, as teachers in Ashley Hall's Middle School, will lead by example, celebrating the joy of learning in both moments of success and times of challenge while remaining reflective about our practices. We will strive to foster a dependable and supportive environment that appropriately challenges learners to experiment and persevere.



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MIDDLE SCHOOL ELECTIVE OPTIONS

This guide is designed to showcase our whole student approach to learning. Please use it to help you lead conversations with your student around what they will do both academically and experientially during the time in the Middle School.

Please note that student schedules in the Middle School are heavily dependent on required coursework. Students do have choices in electives. Please see grade level elective choices below:

FIFTH GRADE

- **Language (Year-long and continued throughout Middle School)**
 - Spanish
 - French
- **Performing Arts (Year-long)**
 - Dance
 - Strings (Cello, Viola, Violin)
 - Theater Arts/Musical Theater

SIXTH GRADE

- **Performing Arts (Year-long)**
 - Dance
 - Strings (Cello, Viola, Violin)
 - Theater Arts/Musical Theater

SEVENTH AND EIGHTH GRADES

- **Performing Arts (Year-long)**
 - Dance
 - Strings (Cello, Viola, Violin)
 - Theater Arts/Musical Theater
- **Physical Education (Year-long)**
 - PE
 - Dance

REGISTRATION PROCESS

1. Review graduation appropriate grade level elective choices.
2. With the help of a Faculty Advisor, students will select their courses during the Spring Student-Led Conference. ***The School reserves the right to place a student in a course when the student's choices cannot be honored.*** The final decision as to the appropriate placement of each student will be made by the Division Director, Counselor, and Learning Specialist after examining a student's mastery of basic skills, previous achievement, maturity, and the availability of classes. The School reserves the right to add or delete courses without notice due to size of class enrollments.



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STANDARD SCHEDULE SELECTIONS

GRADE 5	1 English 1 Math 1 Science 1 History 1 World Language 1 Visual Arts 1 Performing Arts 1 Study Skills 1 Technology 1 Physical Education/Wellness/DIS 1 Signature Experience–Boat Building
GRADE 6	1 English 1 Math 1 Science 1 History 1 World Language 1 Visual Arts 1 Performing Arts 1 Study Skills 1 Technology 1 Physical Education/Wellness/DIS 1 Signature Experience–Experiential Learning
GRADE 7	1 English 1 Math 1 Science 1 History 1 World Language 1 Classics (Part A) 1 Fine Arts 1 Physical Education/Wellness/DIS
GRADE 8	1 English 1 Math 1 Science 1 History 1 World Language 1 Classics (Part B) 1 Fine Arts 1 Physical Education/Wellness/DIS



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EIGHTH GRADE CREDIT BEARING COURSE OFFERINGS BY DEPARTMENT 2026 - 2027

DEPARTMENT: MATHEMATICS

COURSES	UNITS
(Honors) Algebra I	1

ENGLISH (GRADES 5-8)

Ashley Hall's Middle School English program provides a student-centered experience that promotes vocabulary acquisition, reading comprehension, and oral and written communication skills. The curriculum is designed to foster a love of reading, develop foundational analytical skills, enhance student engagement, and stimulate inquiry. A vibrant classroom setting characterized by collaboration and discussion gives each student a chance to develop confidence in the power of her own voice.

Fifth Grade English/Language Arts

Required, (Does not carry graduation credit) A summer reading text will be assigned.

In this English course, students explore a variety of genres of texts using close reading and literary analysis. They will be challenged to strengthen their skills in reading comprehension, writing, grammar, vocabulary, and public speaking. There is a heavy focus on the writing process, as well as building reading comprehension strategies. Students will have many opportunities to apply what they have learned through collaboration of language arts with other subjects, primarily history, reading several historical fiction novels that correspond to the time period or theme being discussed in their history class. Alongside the reading and writing instruction, they will widen their vocabulary and sharpen their grammar skills to become a more well-rounded student. Throughout the year, students will be able to showcase their imagination and creativity through a variety of projects, speeches, and presentations.



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Sixth Grade English/Language Arts

Required, (Does not carry graduation credit.) A summer reading text will be assigned.

In sixth grade English, students develop critical thinking skills through close-reading, discussion, and writing. Throughout the course, students become more discerning readers and writers by reading across genres and by enhancing reading stamina and comprehension. Our reading material explores themes like heroism, identity, culture, and conflict, and then investigate and question the internal and external forces that impact freedom, responsibility, and choice. Students also examine texts as writers by focusing on rhetorical choices in style and organization; thus, students enhance their own craft by studying purpose and craft first and honing their process and voice second. Moreover, students engage in frequent reflective practices that support collaboration, goal-setting, ownership, creativity, and voice. Ultimately, students must demonstrate proficiency in written organization and expression through summative projects focused on writing and presenting.

Seventh Grade English/Language Arts

Required, (Does not carry graduation credit.) A summer reading text will be assigned.

This English course explores a variety of literary modes from across the globe, focusing on style and mechanics as well as cultural context. Students will examine answers to questions such as: Who am I? Who am I in my community? Who am I in the world? Through close reading, frequent writing, and student-driven discussions, students will develop the skill sets necessary to become active and intelligent readers, confident speakers, and articulate writers in multiple forms. The coursework encourages the refinement of each student's composition skills with an emphasis on research, analysis, revision, and editing techniques. Students must demonstrate proficiency in different modes of writing as well as in English grammar and syntax by writing a research paper and giving an oral presentation on their findings.

Eighth Grade English/Language Arts

Required, (Does not carry graduation credit.) A summer reading text will be assigned.

Students explore primary source readings and a variety of genres and authors, which will be examined through both writing and in-class discussion as a means of analyzing the context, culture, and impact of these texts. Connecting to their history course, students will make cross-cultural connections between the ancient and the contemporary through exploring war and conflict, philosophy, law, and the formation of government. Throughout the year, students will explore a common thread: the importance of doing what is right, even in the face of adversity, because our choices affect our power. Additionally, the coursework builds upon the writing instruction in 7th grade, further challenging students to become analytical thinkers and writers. Emphasis is placed on the use of rhetoric as students build toward the Oral Defense Project, which is the culmination of the course. The ODP is a cross-curricular research project in which students write a complex analytic essay and give a formal presentation on their findings.



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HISTORY (GRADES 5-8)

In the Middle School, the History Department seeks to encourage enthusiasm for learning about the people and societies who laid the foundations for our modern world. We expose students to a wide breadth of cultures and traditions while also making deliberate connections to their English classes. Along the way, students will practice the foundational skills of historical inquiry, including critical reading, source comparison, and paragraph construction. Our hope is that students finish Grade 8 both excited and well-prepared for our Upper School offerings.

Fifth Grade History

Required, (Does not carry graduation credit)

In 5th Grade History, students explore themes in United States history from 1600-1870 including migration, colonization, national identity, and conflict. The journey begins with a discussion of the first European arrivals to North America and an analysis of the push and pull factors of their migration. Students progress chronologically, exploring the establishment and growth of the 13 colonies, the Revolutionary War, the creation of the United States, and westward expansion. Students finish the year with an in-depth analysis of the Civil War and Reconstruction. By exploring the cause-and-effect relationships in history, students are able to investigate how the beginnings of our country have shaped our world today. Students develop essential skills in self-management, communication, critical thinking, and research as they complete various projects and assignments such as research papers and opinion writing.

Sixth Grade History

Required, (Does not carry graduation credit)

In 6th Grade History, students investigate the central theme "Rivers are Destiny," examining the profound impact of rivers on the development of ancient civilizations. Focusing on four key civilizations, Mesopotamia, Egypt, Indus River Valley, and Huang He River Valley, students explore how these civilizations flourished along riverbanks and consider their lasting influence on the modern world. As they dive into the history of these societies, students develop essential skills in self-management, critical thinking, writing, and research. These skills are reinforced through a range of projects and assignments that deepen their understanding of historical approaches, including reading comprehension, document-based questions (DBQ), and creative posters. Students will complete culture-specific activities including a museum project focused on highlighting the most influential artifacts of Egyptian society and a DBQ exploring India's social hierarchy. Through engaging discussions, students have the opportunity to share and compare ideas, drawing connections between their class and early civilizations.

Seventh Grade History

Required, (Does not carry graduation credit)

In 7th Grade History, students study ancient civilizations and world religions, examining the origin of modern cultures. This course explores a range of civilizations: the Early Greeks, Ancient Chinese, Ancient India, Central/South American kingdoms, and African kingdoms. Students consider both how these civilizations flourished and their lasting influence on the development of the modern world. This course also focuses on world religions, covering Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism, and Daoism. As they dive into



the history of these societies, students develop essential skills in self-management, communication, critical thinking, and research. These skills are reinforced through a range of projects, short essays, and assignments that deepen their understanding of historical concepts, including document-based questions (DBQ), artifact investigations, and source analyses. Through engaging discussions, students have the opportunity to share and compare ideas, drawing connections between the classroom and the cultures of the ancient world.

Eighth Grade History

Required, (Does not carry graduation credit)

This course examines Greece, the Roman Republic, and the Roman Empire, and their impact on the traditions of the American government. The course also emphasizes the political, economic, social, cultural, and philosophical characteristics of Greece and Rome and how each civilization inspired the formation of many other governments around the world. Students study the branches of government and will participate in a mock trial. This course coordinates with eighth grade English and fosters the continuing development of writing and analytical skills through the use of primary source documents and class discussions. In conjunction with eighth grade English, students engage in an Oral Defense Project to write a complex research essay and deliver a formal presentation on their findings.

MATHEMATICS (GRADES 5-8)

Ashley Hall's Middle School Mathematics program is designed to provide a student-centered experience that promotes skill building, inquiry, and application. The curriculum builds a strong foundation in mathematical concepts, problem-solving skills, and critical thinking, preparing students for future academic challenges and real-world applications.

5th-8th Grade: Core Mathematical Branches

- Numerical and abstract reasoning
- Thinking with models
- Spatial reasoning
- Reasoning with data

Throughout all grades, we emphasize mathematics as a lens through which to look at the world. This is accomplished through Interdisciplinary connections (science, technology, engineering, arts) and collaborative problem-solving and mathematical discussions.

Skill Development Highlights:

Our program focuses on developing essential mathematical skills as students move from concrete to more abstract thought. Those skills include:

- Critical thinking and logical reasoning
- Problem-solving strategies and perseverance

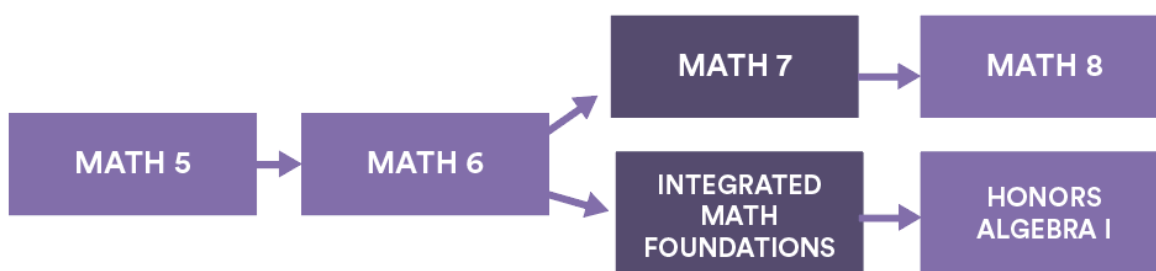


- Mathematical communication (verbal and written)
- Use of technology and digital tools in mathematics
- Data interpretation and analysis
- Reflection and self-assessment

Summative assessments and projects are used to showcase student learning and growth. We employ both traditional assessment forms, end-of unit projects, and collaborative STEAM programming.

Our middle school mathematics program aims to develop inquiring, knowledgeable, and caring young people. It empowers students to take ownership of their learning and build future-ready skills, fostering a genuine appreciation for mathematics' role in understanding and improving our interconnected world.

MIDDLE SCHOOL COURSE PROGRESSION



Fifth Grade

In fifth grade math, students solidify their understanding of whole numbers and fractions while preparing for subsequent mathematics by working extensively with multi-digit operations, fraction reasoning, and decimal place value. They develop fluency with multiplication and division of whole numbers, add and subtract fractions (including mixed numbers) with unlike denominators, multiply and divide with fractions, and operate with decimals to the hundredths place in real-world problem contexts. Geometry and measurement work focuses on classifying quadrilaterals, extending area concepts to fractional side lengths, and developing volume formulas for right rectangular prisms, while coordinate plane experiences introduce graphing ordered pairs, analyzing patterns, and using graphs to model situations.



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Sixth Grade

In sixth grade math, students strengthen their foundational skills while exploring ratios and rates, operations with fractions and decimals, and the extension of the number system to include negative numbers. They begin to use variables to write and interpret algebraic expressions, solve one-variable equations and inequalities, and represent relationships between quantities in tables, graphs, and simple coordinate plane situations. Geometry work focuses on area, surface area, and volume of polygons and prisms, while statistics work introduces students to posing statistical questions, representing data in dot plots and histograms, and summarizing data using measures of center and variability.

Student placement in their seventh grade course is conditional upon a final grade in sixth grade and performance on an algebra readiness/placement test & ERB CT test scores.

Seventh Grade

In seventh grade, students will extend their foundational skills while deepening their understanding of proportional relationships, rational number operations, and early algebraic reasoning. They will analyze proportional situations through tables, graphs, and equations; apply integer and rational number operations in increasingly complex contexts; and generate and interpret equivalent expressions. Geometry work includes constructing and analyzing triangles, quadrilaterals, and circles, with applications involving angle relationships and area. Students will also use percent concepts to solve real-world problems involving discounts, markups, tax, and interest. In addition, they will explore probability and sampling to make informed predictions and draw conclusions about populations.

Eighth Grade

Students will deepen their understanding of expressions, equations, and functions while preparing for high school mathematics by working with integer exponents, scientific notation, and the classification of rational and irrational numbers. They will analyze linear relationships by graphing and solving one-variable equations, writing and interpreting linear functions, and solving systems of linear equations both graphically and algebraically. Geometry study will focus on rigid motions, dilations, congruence, similarity, and applications of the Pythagorean theorem to real-world problems. Students will also explore three-dimensional geometry and analyze bivariate data using scatter plots, lines of best fit, and informal predictions, building a strong foundation for the abstract reasoning that continues in Algebra I.

Integrated Math Foundations (Grades 7 & 8)

Placement Requirement: A minimum of 13 points on the Seventh Grade Placement Rubric (Appendix A)

This is an accelerated course covering both seventh and eighth grade standards. Students extend their algebraic reasoning and prepare for high school mathematics by rapidly deepening their understanding of rational numbers, linear expressions, and equations in one and two variables. They move at an advanced pace through proportional and linear relationships, analyzing tables and graphs, writing and interpreting equations and functions, and solving systems of linear equations both graphically and algebraically. Geometry work includes constructing and analyzing triangles, quadrilaterals, and circles; applying angle relationships and the Pythagorean theorem; and exploring similarity, scale drawings, surface area, and volume of prisms, cylinders, and composite solids. Students also apply percent concepts in real-world contexts involving discounts, markups, tax, simple interest, and percent change, and investigate probability, sampling, and bivariate data through simulations, random samples, and scatter plots to make informed predictions and draw conclusions about populations, ensuring a compact but comprehensive pathway into Algebra.



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Honors Algebra I

Required. Full year, 1 credit

Prerequisites: Integrated Math Foundations, or completion of Seventh & Eighth Grade

Students in Algebra I develop fluency with expressions, equations, and inequalities in one and two variables while strengthening their ability to model real-world situations mathematically. They work extensively with linear, quadratic, and exponential functions, representing them using tables, graphs, and equations; interpreting key features such as intercepts, rates of change, and extrema; and comparing growth patterns across different types of functions. Students solve linear and quadratic equations and systems both graphically and algebraically, including systems involving one linear and one quadratic equation, and use these tools to answer questions in meaningful contexts. Work with functions also includes arithmetic and geometric sequences, piecewise-defined and absolute value functions, and transformations such as translations, reflections, and scalings. In addition, students study univariate and bivariate data, using standards of center and variability, lines of best fit, correlation, and two-way tables to analyze and interpret data, building a robust foundation for advanced high school mathematics.

TECHNOLOGY (GRADES 5-6)

The Middle School Technology program is designed to empower students as responsible digital citizens and curious problem-solvers. Through engaging, developmentally appropriate experiences, students learn to navigate digital tools safely and ethically, explore foundational concepts in computer science, and develop introductory coding skills. Our curriculum encourages creative thinking, collaboration, and adaptability—equipping students to thrive in an increasingly digital world while sparking curiosity and confidence in their ability to build, design, and innovate with technology.

Fifth Grade Technology

(Does not carry graduation credit.)

Exploring Digital Skills - This course introduces students to essential digital tools and foundational technology skills. Topics include organizing and creating projects, understanding basic coding concepts, and developing strong digital citizenship habits. It's a perfect starting point for students beginning their tech journey.

Sixth Grade Technology

(Does not carry graduation credit.)

Adventures in Tech & AI - In this course, students expand their technology skills through creative and interactive projects. Topics include advanced digital tools, computational thinking, coding, and an introduction to Artificial Intelligence. Students will build critical thinking and problem-solving skills to prepare for more advanced tech challenges.



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PERFORMING ARTS (GRADES 5-8)

Ashley Hall offers Middle School students the opportunity to explore and grow in the areas of dance, theatre, orchestra, and vocal arts. Students learn to collaborate in strings, theatre, choral, or dance ensembles. While each arts area is different, students learn self-discipline in practicing for performances and listening, and reacting to other students and their teachers. Ashley Hall values the skills acquired along the way in preparation for performances such as the Christmas Play, showcases, class observations, and opportunities to perform off-campus.

Seventh Grade Nautilus Vocal Arts

Semester-long, or can be taken as a full-year course. No prior musical experience necessary.

(Does not carry graduation credit)

Students will explore vocal music across various world cultures, musical genres, and historical time periods. Through listening, singing, and composing, students will learn how vocal music is used as a means of communication, celebration, and contemplation. Diverse singing techniques will be observed and experienced. Vocal physiology will be explored, as well as instruction in maintaining vocal health. Students learn to sing choral repertoire in a variety of styles and languages. Fall semester potential performances may include a Fall Choral concert, school assemblies, and the Ashley Hall Christmas Play. Spring semester potential performances may include a Spring Choral concert and participation in the Performing Arts Department. Spring showcase and the Carowinds Choral Festival.

Eighth Grade Nautilus Vocal Arts

Semester-long, or can be taken as a full-year course. No prior musical experience necessary. Students should be able to match pitch.

(Does not carry graduation credit)

Students will continue the exploration of vocal music across various world cultures, musical genres, and historical time periods with added emphasis on singing technique, aural skills and harmony training. Additional choral repertoire will be studied and performed giving students a strong foundation for participation in the Red Choir in ninth grade. Potential performances in the Fall semester may include a Fall Choral concert, school assemblies, and the Ashley Hall Christmas play. In the spring semester, potential performances may include a Spring choral concert and /or showcase and the Carowinds Choral Festival.

Fifth Grade Orchestra

Full-year course. (Does not carry graduation credit.)

This ensemble is open to students interested in learning the violin, viola, or cello. Students will focus on instrumental technique, musicianship, and note reading skills as well as foundational ensemble skills. Students are expected to participate in all ensemble performances, provide their own instruments, and wear the required concert attire at all ensemble performances. Private lessons are highly encouraged for 5th grade strings but not required.



Sixth Grade Orchestra

Full-year course. Prerequisite: Minimum of 1 year of experience on an appropriate instrument or permission of the instructor. (Does not carry graduation credit.)

This ensemble is open to string players (violin, viola, or cello) with prior experience. Students will focus on instrumental technique, musicianship, and note reading skills as well as foundational ensemble skills. Students are expected to participate in all ensemble performances, provide their own instruments, and wear the required concert attire at all ensemble performances. Private lessons are highly encouraged for 6th graders. However, students wishing to join the ensemble as a beginner are required to take at least one semester of private lessons. Students are eligible to audition for the Region Orchestra and All-State Orchestra.

Seventh Grade Orchestra

Semester-long, or can be taken as a full-year course. Prerequisite: Minimum of 2 years of experience on an appropriate instrument or permission of the instructor. (Does not carry graduation credit.) However, students with less than two years of experience who wish to join the ensemble are required to take private lessons.

This ensemble is open to string players (violin, viola, cello, and bass) with prior experience. Students will build musicianship skills through performance, rehearsal and practice techniques, listening to music, and music theory. Students are expected to participate in all ensemble performances, provide their own instruments, and wear the required concert attire at all ensemble performances. Private lessons are highly encouraged for Nautilus Orchestra members, but not required. Students are eligible to audition for the Region Orchestra, All-State Orchestra, and All-Honors National Orchestra.

Eighth Grade Orchestra

Semester-long, or can be taken as a full-year course. Prerequisite: Minimum of 2 years experience on an appropriate instrument or permission of the instructor. (Does not carry graduation credit.)

This ensemble is open to string players (violin, viola, cello, and bass) with prior experience. Students will build musicianship skills through performance, rehearsal and practice techniques, listening to music, and music theory. Students are expected to participate in all ensemble performances, provide their own instruments, and wear the required concert attire at all ensemble performances. Private lessons are highly encouraged for Nautilus Orchestra members, but not required. Students are eligible to audition for the Region Orchestra and the All-State Orchestra.

Fifth Grade Theater Arts/Musical Theatre

Fifth Grade Theatre Arts/Musical Theatre introduces students to the foundations of dramatic storytelling through play, movement, voice, and ensemble collaboration. Students explore how theatre communicates ideas and emotions while developing confidence and empathy through creative risk-taking. Emphasis is placed on imagination, cooperation, and the joy of performance within a supportive collaborative environment. The course is divided into two semester-long strands that build foundational skills in spoken theatre and musical theatre, preparing students for deeper interpretive and performance work in Grade 6. Each semester will culminate in an informal studio demonstration where students may test their new-found skills in a supportive environment.



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- *Theatre Foundations – Story, Character, and Ensemble*
 - Students explore the basics of acting through storytelling, character creation, and ensemble play. Using age-appropriate scripts, improvisation, and physical theatre, students learn how actors use their bodies, voices, and imaginations to bring stories to life.
- *Musical Theatre Foundations – Voice, Movement, and Expression*
 - Students explore the fundamentals of musical theatre by combining song, movement, and acting. Through simple choreography, vocal exploration, and performance of short musical scenes, students discover how music enhances storytelling and emotional expression.

Sixth Grade Theatre Arts

Sixth Grade Theatre Arts/Musical Theatre builds on the foundational skills developed in fifth grade, guiding students toward more intentional performance choices and structured rehearsal processes. Students deepen their understanding of character, text, and musical storytelling while strengthening ensemble awareness and performance discipline.

The course continues the two-semester structure, with increased emphasis on interpretation, technique, and reflection, preparing students for more advanced theatre and musical theatre work in Seventh and Eighth Grades.

- **Theatre Arts – Character, Text, and Performance Choices**
 - Students develop acting skills through scripted scenes, monologues, and ensemble work. They learn how actors analyze text, make performance choices, and respond to feedback. Improvisation and movement continue to support creativity while rehearsals become more goal-oriented; and
- **Musical Theatre – Acting Through Song and Movement**
 - This semester focuses on musical theatre as a three-part discipline: acting, singing, and movement. Students analyze song lyrics as text, connect character intention to musical phrasing, and perform short musical scenes that demonstrate growth in vocal expression and ensemble coordination.

Seventh Grade Theater Arts

Semester-long, or can be taken as a full-year course. Prerequisite: None. (Does not carry graduation credit.)

The Seventh-Grade Theater Arts class may be taken as a semester or year long course, and would continue to evolve under the IB Middle Years Programme (MYP) curriculum. This class focuses on developing the core skills that lead to nuanced and informed theatrical presentations. Students will build on foundational acting techniques by exploring how actors think creatively and critically when making specific character choices – in movement, voice, and ensemble relations. –to create meaning for an audience.



Aligned with the IB MYP, the course emphasizes inquiry, communication, and reflection. Students explore how character archetypes and theatrical styles function as tools for storytelling, and how thoughtful choices shape audience understanding. Through rehearsal, feedback, and revision, students grow as collaborative performers who can explain and improve their artistic work.

Eighth Grade Theater Arts

Semester-long, or can be taken as a full-year course. Prerequisite: None. (Does not carry graduation credit.)

Eighth Grade Theatre Arts builds on foundational performance skills by guiding students to develop confidence, expressive ability, and intentional artistic choices. In this course, students deepen their understanding of how theatre works, use correct theatre vocabulary, and explore how voice, body, and space communicate meaning to an audience.

Aligned with the IB Middle Years Programme, this course encourages creative inquiry, thoughtful reflection, and collaboration to help students grow as communicators and/or performers. Through a balanced combination of play, rehearsal, and performance, students learn how to make informed, theatrical choices that strengthen their expressive voice and build confidence in front of an audience.

Fifth Grade Dance

Full-year course. Prerequisite: Previous experience or permission of the instructor.

(Does not carry graduation credit.)

This year-long class will focus on learning the basic elements of dance, including ballet terminology and technique. Students will learn to apply this knowledge to support proper physical skill development throughout the year. The ballet foundation will also support branching into other forms of performance dance, like jazz and contemporary. Demonstration of the practical application of this knowledge will be part of the student's grade. A performance at the end of the school year will be part of this course.

Sixth Grade Dance

Full-year course. Prerequisite: Previous experience or permission of the instructor.

(Does not carry graduation credit.)

This year-long class will focus on learning the basic elements of dance, including ballet terminology and technique. Students will learn to apply this knowledge to support proper physical skill development throughout the year. The ballet foundation will support branching into other forms of performance dance, like jazz and contemporary. Demonstration of the practical application of this knowledge will be a part of the student's grade. A performance at the end of the school year will be part of this course.



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PHYSICAL EDUCATION (GRADES 5-8)

Fifth and Sixth Grades Physical Education (PE)

Required, Pass/Fail

Physical Education: The fifth & sixth grades PE embraces a student-centered approach that focuses on developing important personal and social skills through a variety of fun physical activities. The curriculum encourages students to be active, take charge of their learning, and build a lifelong commitment to health and fitness. Students participate in themes such as personal fitness, where they learn about health and wellness through fitness assessments and create personal fitness plans. Invasion games like soccer and basketball help students learn teamwork and strategy, while net/wall games like volleyball teach them skills such as serving and rallying. Individual sports and dance, including gymnastics, allow for personal expression and skill development. Striking and fielding activities like baseball teach important skills related to batting and teamwork.

Throughout these activities, students develop essential skills through the MYP's Approaches to Learning (ATL). They enhance their *self-management skills* by setting personal goals and reflecting on their fitness progress. *Thinking skills* are encouraged as students analyze strategies in games and consider how they can improve. *Communication skills* are built through working together with classmates during team activities, and *social skills* grow as they learn to support one another and demonstrate good sportsmanship.

Assessment in fifth and sixth grades includes various avenues that help students track their progress. Students keep personal logs to document their participation and reflections on their fitness journey. They also create personalized fitness plans and reflect on their goals and areas for improvement. This student-centered approach to fifth and sixth grade PE allows students to enjoy being active, develop important skills, and prepare for future challenges in sports and life.

Seventh and Eighth Grades Physical Education (PE)

Required, Pass/Fail

Physical Education: For the required PE class, students may choose between PE/Fitness and PE/Dance.

Physical Education/Fitness: The seventh & eighth grades PE curriculum uses a student-centered approach that emphasizes the development of personal and interpersonal skills through a wide range of physical activities. This curriculum encourages students to engage actively in their learning, set personal goals, and commit to a lifestyle of health and fitness. Themes such as personal fitness allow students to focus on their wellness through fitness assessments and the creation of tailored personal fitness plans. Invasion games like soccer, basketball, and handball foster teamwork and strategic thinking, while net/wall games such as volleyball and pickleball enhance skills like serving and rallying. Students also explore individual sports and dance, including gymnastics, providing opportunities for personal expression and growth. Striking and fielding activities like baseball and cricket teach essential skills related to batting, fielding, and collaboration, while target games like golf or bocce focus on precision and technique.



As students navigate these activities, they nurture skills through the IB MYP's Approaches to Learning (ATL). *Self-management skills* are developed through goal setting and reflection on their fitness progress. *Thinking skills* are enhanced as students analyze game strategies and reflect on their performance for improvement. *Communication skills* are practiced during group activities where collaboration is key, and *social skills* grow as students learn to support each other and exhibit sportsmanship. *Research skills* are also developed through the exploration of community resources related to health and fitness.

In seventh & eighth grades, assessment involves various summative avenues that contribute to students' portfolios. Students maintain personal logs to document their participation, progress, and reflections. They create personalized fitness plans and improvement plans, where they set specific goals and outline actions to achieve them. Additionally, they receive peer, self, and teacher feedback through rubrics, allowing for constructive insights on skill application and teamwork. Students also engage in community resource research, identifying local facilities and programs that promote active lifestyles. This MYP IB-focused approach in Middle School PE encourages students to embrace an active lifestyle, develop vital skills, and reflect on their learning journey, preparing them for future physical and social challenges.

Physical Education/Dance: This course is designed to enhance flexibility, core strength, balance, and rhythm through various dance styles, including ballet, jazz, modern, and international dance. Additionally, the course will cover important historical figures, reinforce theater etiquette and terminology, and provide students with the option to explore choreographic elements with the goal of devising their own choreography. Students will have informal, in-class performance opportunities. Materials required for this course: soft-soled ballet shoes (any color), and black yoga, sweat pants, or athletic shorts. Previous dance experience is not required.

Seventh Grade Dance

*Full-year course. Prerequisite: Previous experience or permission of the instructor.
(Does not carry graduation credit.)*

This yearlong seventh grade Physical Education Dance course offers students a dynamic exploration of various dance styles, including ballet, modern, contemporary, and/or musical theater. Students will build a strong technical foundation through ballet, develop expressive movement in modern and contemporary dance, and embrace storytelling through the high-energy style of musical theater. Throughout the year, students will focus on improving strength, flexibility, coordination, and performance quality. They will learn choreography, create original movement, and explore how different dance styles convey emotion and narrative. Emphasis will be placed on proper technique, musicality, and ensemble work, fostering both individual growth and collaborative creativity. The course culminates in an end-of-year performance, where students will showcase their growth and versatility by performing pieces across multiple styles for a live audience. This performance experience allows students to apply their technical skills, stage presence, and artistry in a supportive and celebratory setting.



Eighth Grade Dance

Full-year course. Prerequisite: Previous experience or permission of the instructor.

(Does not carry graduation credit.)

This year-long class will focus on conditioning (stretching and strengthening) the body through several modalities that support the physical goals of a dancer. Along with traditional dance exercises, students will use elements of pilates, yoga, barre, and Zumba. Basic anatomy knowledge, how it applies to dance, and demonstration of the practical application of this knowledge will be a part of the student's grade. Dancers will have the chance to learn elements of ballet, jazz, contemporary, and culturally significant dances from around the world. They will also have the opportunity to use their knowledge to create original choreography. A performance at the end of the school year will be part of this course.

SCIENCE (GRADES 5-8)

Middle school science is designed to foster curiosity and teach independence, engaging students through hands-on, inquiry-based learning experiences. In the middle grades, a focus is placed on creating enjoyable and engaging investigations to foster a welcoming classroom environment. Educators design lessons that incorporate hands-on activities, ensuring that students remain actively involved in their learning process. This interactive approach allows for exploration and experimentation, which, while a little messy at times, ultimately results in a deeper comprehension of the subject matter. Concepts at each grade level build on prior knowledge, with students actively participating in investigations that encourage them to think critically, to collaborate with peers, and to connect science to the world around them.

Interdisciplinary Scientific Exploration (Fifth Grade)

Required, (Does not carry graduation credit)

Fifth-grade science covers key topics in ecology, exploring the relationships between plants, animals, and their environments. Students also study plant and animal biology, focusing on life cycles, adaptations, and survival strategies, as well as physical science, introducing concepts like forces, motion, and energy. Hands-on STEAM activities encourage creativity and problem-solving as students design experiments, build models, and engage in real-world applications.

Introduction to Earth Science (Sixth Grade)

Required, (Does not carry graduation credit)

Sixth-grade science explores the unique characteristics of planet Earth and its many interconnected systems, with a focus on the cyclical nature of these systems. Students spend the first semester studying the Earth's place in the solar system and the role of the moon, the unique characteristics of Earth's atmosphere that make our planet suitable for life, and the crucial role of water and the water cycle on Earth. In the second semester, students learn how the atmosphere and water cycle contribute to local and global weather and climate patterns, and they explore the history of Earth in the context of geology and the rock cycle. By the end of the year, students develop a greater understanding of our planet, its history, and its many intertwined systems.



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Introduction to Biological Science (Seventh Grade)

Required, (Does not carry graduation credit)

This hands-on class explores living things and their environmental interdependence. Students learn about cells, heredity, genes, DNA, human body systems, and ecology in this interactive and integrated course. In addition, students complete a comprehensive study of the human body at an age-appropriate level, helping to provide a foundation for making informed decisions about personal health.

Introduction to Physical and Chemical Science (Eighth Grade)

Required, (Does not carry graduation credit)

This course builds on fundamental concepts from chemistry and physics, first introduced to students in *5th grade, Interdisciplinary Scientific Exploration*. This more in-depth, interdisciplinary introduction to physical and chemical science emphasizes hands-on investigations that immerse students in the scientific process as they continue to explore classifications of matter and interactions, forces, motion, and energy. Students are given projects that focus on the integration of physical science in the world around them.

CLASSICS (GRADES 7-8)

Classics, as an academic discipline, is the study of Latin and Greek, and the culture of the ancient Mediterranean world. Classics in Grades 7-8 at Ashley Hall enables students to develop their English language skills, their skills of self-expression, and their analytical skills through the study of the grammar and vocabulary of Latin and Greek and the translation of passages in these languages into English. Assessments and projects in Latin, Greek, and classical culture further enable students in their self-development in these skills.

Classics IA (Seventh Grade)

Required, (Does not carry graduation credit)

Introduction to Latin grammar and vocabulary (including English derivatives). Includes units on Greek and Roman culture and mythology, which complement readings in Latin from the *Oxford Latin Course*. Second semester coursework includes an introduction to the Greek alphabet.

Classics IB (Eighth Grade)

Required, (Does not carry graduation credit)

Continuation of Classics IA with an emphasis on Latin and Greek grammar and vocabulary (including English derivatives). Includes units on Greek and Roman culture and mythology, which complement readings from the *Oxford Latin Course* and *From Alpha to Omega*.



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Classics I

Required, (Does not carry graduation credit)

Designed for any student (grades 8–12), who enters Ashley Hall after the seventh grade. Explores Latin and Greek grammar and derivatives as described in Classics IA and IB above. Includes units on Greek and Roman culture and mythology, which complement readings from the *Oxford Latin Course* and *From Alpha to Omega*.

WORLD LANGUAGES (GRADES 5-8)

The World Language department's primary goal is to develop a language learner's oral proficiency, while also placing strong emphasis on their reading, writing, and listening skills. With an emphasis on real-world connections, the spontaneous use of the language, and a student-centered classroom, the Middle School language curriculum offers a dynamic, interactive approach to foster curiosity, confidence, and enthusiasm.

At the end of Fourth Grade, Ashley Hall students will choose to continue French or to begin Spanish and continue the academic study of this language throughout their tenure at school. New students beginning French or Spanish will be placed according to their level and division.

SPANISH

Novice 1 Spanish (Fifth Grade)

Required, (Does not carry graduation credit)

Fifth Grade Spanish is designed for students who are new to the Spanish language or have limited prior experience. Students build a strong foundation in speaking, listening, reading, and writing, while also exploring the rich and diverse cultures of Spanish-speaking communities worldwide. Through engaging activities and real-world connections, students will learn how to introduce themselves, ask and answer simple questions, and express their likes, dislikes, and preferences. In alignment with ACTFL standards, Novice 1 learners communicate using basic, memorized words and phrases in familiar situations, relying on visuals and context to interpret both spoken and written Spanish. As students gradually gain confidence, they will be able to engage in simple conversations. Topics include celebrations, family, communities, and traditional foods from Spanish-speaking countries. By the end of the course, students will have a solid foundation in Spanish and a greater appreciation for its cultural context, setting the stage for continued language learning.

Novice 2 Spanish (Sixth Grade)

Required, (Does not carry graduation credit)

Sixth Grade Spanish is designed for students who have completed Fifth Grade Spanish, as this course moves at a quicker pace, reinforcing previously learned concepts while expanding abilities in speaking, listening, reading, and writing. Students will deepen their understanding of Spanish-speaking cultures worldwide and explore more



complex language structures. By the end of the course, students will be able to introduce themselves in more detail, ask and respond to a wider range of questions, and discuss their future plans in Spanish. In line with ACTFL

standards, Novice 2 learners can create simple sentences to express basic needs, preferences, and experiences beyond memorized phrases. They will develop the ability to understand and produce short messages on familiar topics and engage in simple, spontaneous conversations. This course will challenge students to grow in both communication and cultural understanding, preparing them for further Spanish studies. Units of study include preferences, personality, leisure activities, sports, weather, clothing, and rich traditions throughout Latin America.

Novice 3 Spanish (Seventh Grade)

Required, (Does not carry graduation credit)

The first year of Upper School Spanish starts where the language originated: Spain! The focus will be on reading, listening, writing, and talking about Spanish culture, traditions, music, and gastronomy, using authentic materials and resources. Dictation is used to make the bridge between phonetics and graphic language.

Intermediate 1 Spanish (Eighth Grade)

Required, (Does not carry graduation credit)

The second year of Upper School Spanish follows the imprint of Spanish culture from the Caribbean countries to México and Central America. Both fiction and non-fiction authentic materials serve as a way to enrich our vocabulary and grammar and to strengthen our oral and reading comprehension skills.

Foundations of Spanish

Required, (Does not carry graduation credit)

Designed for any student (grades 7-12) new to Ashley Hall who has no prior Spanish instruction, this accelerated course is designed to introduce students to the Spanish language. The goal of this course is to have students gain a thorough comprehension of the basic tenets of the Spanish language, the confidence to communicate, and a desire to understand the multi-cultural perspectives of the Spanish-speaking communities around the world. At the end of the course, students will continue on to Novice-3 or Intermediate-1, depending on their progress and a placement test.

FRENCH

Novice 1 French (Fifth Grade)

Required, (Does not carry graduation credit)

The Fifth Grade French course continues students' journey of language discovery, reinforcing oral proficiency while introducing foundational grammar, spelling, and writing skills. Building on prior experience and aligned with ACTFL Novice 1 standards, students will develop basic interpersonal communication skills, such as exchanging greetings, introducing themselves, and expressing simple needs and wants. While maintaining a strong focus on spoken French, this course scaffolds in essential grammar, primarily in the present tense, using high-frequency vocabulary and memorized phrases. Students will also strengthen their listening and reading comprehension through simple sentences, classroom instructions, and familiar songs. Topics include French-speaking countries and their cultures, traditions, foods, and daily life through the use of engaging stories, songs, and visual materials.



Novice 2 French (Sixth Grade)

Required, (Does not carry graduation credit)

The Sixth Grade French course builds upon the foundational skills established in Fifth grade, expanding students' grammar knowledge by introducing the near future tense and encouraging more complex reading and writing. Aligned with ACTFL Novice 2 standards, students continue developing their ability to understand and interpret simple written and spoken language, engaging with short texts, classroom exchanges, and structured conversations on familiar topics. They will learn to present personal information, describe events, and express basic opinions and emotions in complete sentences. A focus on interactive speaking activities, listening exercises, and written practice will help students gain fluency and confidence. Cultural explorations deepen their understanding of the French-speaking world, encouraging meaningful connections to language and culture.

Novice 3 French (Seventh Grade)

Required, (Does not carry graduation credit)

Students begin the first of three classes exploring francophone cultures through historical, artistic, and modern lenses. This course focuses on *les modes de vie et la vie quotidienne* in Francophone countries. Students will compare and contrast lifestyles (i.e., apartment living, public transportation, shopping habits) using authentic texts such as short stories, poems, songs, magazines, current newspaper articles, and French films. There will be a communicative objective for each investigation, and students will be speaking about everything they are exposed to in class. Students refine their previous skills through reading, writing, listening, and oral expression. This course is taught in French.

Intermediate 1 French (Eighth Grade)

Required, (Does not carry graduation credit)

Students begin the second of three classes exploring France and francophone cultures through historical, artistic, and modern lenses. In I-1 French, as students prepare to “travel” to each time period, they will learn about the past and present using authentic texts such as short stories, poems, songs, graphic novels, newspaper articles, and French films. There will be a communicative objective for each investigation, and students will be speaking about everything they are exposed to in class. Students refine their previous skills through reading, writing, listening, and oral expression. This course is taught in French.



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VISUAL ARTS (GRADES 5-8)

The Visual Arts courses focus on creative thinking habits and building confidence with art materials. They encourage the students to explore self-expression and develop their visual literacy by emphasizing originality, experimentation, and craftsmanship. There are various art exhibition opportunities on campus throughout the year.

Fifth Grade Visual Arts

(Does not carry graduation credit.)

Fifth-grade students embark on a journey of discovery, exploring a wide variety of media and techniques while building foundational skills. They engage with clay to create imaginative compositions, thinking creatively about scale and resourcefully incorporating everyday materials. Students develop their observation and mark-making skills through drawing in charcoal and graphite, and explore landscape painting with attention to color mixing, hue, tint, and tone. Printmaking is introduced through linoleum relief techniques, where students learn to carve and layer designs, experimenting with repetition and variation to create dynamic images. Digital design activities provide opportunities for students to communicate visually in contemporary formats. Throughout the year, students participate in group critiques, speaking confidently and thoughtfully about their work while learning to give and receive constructive feedback in a respectful and reflective manner.

Sixth Grade Visual Arts

(Does not carry graduation credit.)

Sixth-grade students continue to refine technical skills while exploring how form, function, and personal expression intersect in their work. They develop control and attention to detail through clay handbuilding and surface carving, and deepen their painting and drawing skills with landscape studies and portraiture. Students expand their practice in mixed media collage, needle-felted forms, and printmaking, experimenting with layered relief prints, texture, and color. Projects are designed to encourage independence, planning, problem-solving, and creative decision-making. Students persevere through challenges while refining craftsmanship and writing artist statements that situate their work within historical and contemporary contexts. Critique and reflection remain central to learning, fostering a sense of belonging within a community of artists and promoting thoughtful engagement with the work of others.

Seventh Grade Visual Arts

(Does not carry graduation credit.)

Seventh-grade students engage in a semester-long course in 2D Art and Design, focusing on how artists create, respond, and present. They investigate design principles such as mark-making, balance, contrast, and composition while working in drawing and painting. Portraiture is a key focus, with students developing proportion, contour, and expressive gesture before completing full compositions. A community-focused project provides the opportunity to create artwork for a public audience, while taking on curatorial responsibilities including selection, titling, and presentation. The course emphasizes originality, experimentation, and craftsmanship, while fostering the development of a visual vocabulary that allows students to articulate and critique art thoughtfully and respectfully.



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Eighth Grade Visual Arts

(Does not carry graduation credit.)

Eighth-grade students take one semester of 3D art and design. This semester-long studio course encourages creativity and self-expression. Students will focus on the Wearable Art project in four stages, learning the process from idea to finished piece. The stages are brainstorming through sketching, building a paper maquette, building the final life-sized piece while working in pairs, and presenting their work in a fashion show. The course culminates in a fashion show held in Davies Auditorium, giving students the opportunity to formally present their work to a broader audience. Throughout the course, students explore key concepts in 3D design using a variety of media, including shape, texture, balance, and spatial activation. They develop critical thinking skills, refine their artistic discernment, learn to talk about their art, and to convey conceptual meaning through their designs. Emphasis is placed on artistic thinking, craftsmanship, problem-solving, planning, originality, experimentation, and strong studio habits.

SIGNATURE EXPERIENCES

Signature Experiences for fifth and sixth graders offer students meaningful opportunities to develop essential skills that support their holistic growth and enhance their learning experience. This programming is thoughtfully designed to provide students with immersive, hands-on learning opportunities that connect directly to their academic and personal development.

Fifth Grade Boat Building

(Does not carry graduation credit and ungraded)

A beloved Ashley Hall tradition, Boat Building is a year-long STEAM project where fifth graders partner with the Lowcountry Maritime Society to craft their own wooden boats. Guided by the principles of design thinking, students learn to brainstorm, prototype, and refine their work as they transform scaled plans into seaworthy vessels. Along the way, they develop craftsmanship, strengthen teamwork, and embrace problem-solving. The project culminates in an exciting spring launch at Colonial Lake, where they put their creations to the test—gaining confidence and a love for experiential learning.

Sixth Grade Experiential Learning

(Does not carry graduation credit and ungraded)

The Experiential Learning course is an immersive design journey that develops student inquiry and problem-solving over two corresponding semesters. During the first semester, students learn the global impact of design innovation while simultaneously studying and practicing the design cycle. By using an iterative framework, students build transferable skills like collaboration, research, critical thinking, and reflection. Throughout the second semester, students model, test, and evaluate solutions for the IP garden.



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MIDDLE YEARS PROGRAMME—JOURNEY SO FAR

Ashley Hall is an IB Candidate School* for the Middle Years Programme (MYP). These are schools that share a common philosophy- a commitment to high-quality, challenging, international education that Ashley Hall believes is important for our students. Teachers and students enthusiastically explore elements of the IB, including the IB learner profile, Approaches to Teaching, and Approaches to Learning skills.

The 2025-26 school year brings official IB teacher training for teachers, documentation of MYP policies, and curriculum design using the MYP planning process. Teachers will continue refining practices related to the IB Approaches to Teaching and recording and reporting student skills, or IB Approaches to Learning. Evidence of formative and summative assessment using MYP criteria emerges this school year, and a pilot program for the culminating project, the Community Project, will be available to interested students

Sixth Grade Global Citizens

(Does not carry graduation credit.)

6th grade Global Citizens aims to develop students who generate creative new insights into themselves and the world around them and develop deeper understandings through in-depth investigation. The course inspires students to take part in responsible action through, or as a result of, learning and equips them with the skills, attitudes, and knowledge required to take action in our local and global community. This course serves as an introduction to the International Baccalaureate (IB) Middle Years Programme (MYP).

How We Support Our Students

We understand that middle school is a critical time for both academic growth and social-emotional development. To support our students during these formative years, our curriculum is intentionally designed to address these needs through targeted instruction. By providing direct teaching at key moments in their development, we help students build the skills they need to thrive academically, navigate social challenges, and grow into confident, well-rounded individuals.

LEARNING SUPPORT

Ashley Hall is committed to meeting the needs of all of its students. The Learning Services program provides a continuum of support for students from the Lower School through the Upper School. With accommodation in place, as well as additional support from the Learning Services sta, students are able to meet the expectations of the standard Ashley Hall curriculum.



Students in the Learning Services program must have a documented DSM diagnosis from a formal psychoeducational evaluation completed within the past three years by a licensed educational evaluator, or from a qualified medical provider within the past year. A Learning Profile is created annually for each student in the Learning Services program in order to meet standard academic expectations of Ashley Hall. Teachers are aware of the Learning Profiles of their students and carry out approved accommodations. Modifications to the standard academic curriculum are not made. It is important to note that Ashley Hall makes the final determination on which accommodations can be implemented in the classroom setting. In addition, Ashley Hall does not waive graduation requirements for any student; rather, students work with the Learning Services program to develop a plan whereby all graduation requirements can be satisfied.

Within the Learning Services program, a Learning Specialist serves to support both students and teachers in order to meet academic requirements. Communication and collaboration among students, the Learning Specialist, and teachers are ongoing. The Learning Specialist is available for one-on-one work with a student during the school day as schedules permit.

Ashley Hall can provide the following classroom and academic accommodations if deemed appropriate via a current diagnosis:

- Ongoing consultation and support from the Learning Specialist
- Preferential seating
- Extended time
- Use of a 4-function calculator
- Use of a computer to type essays and short answers
- Tests divided into smaller sections and given one section at a time
- Small group testing

The following are standardized testing accommodations provided if a student is approved by the College Board or the ACT:

- Preferential seating
- Extended time
- Calculator use

STUDY SKILLS (GRADES 5-6)

Fifth Grade Study Skills

(Does not carry graduation credit.)

This fifth-grade study skills course empowers students to become effective and independent learners. Through engaging activities and practical strategies, students will develop essential skills in organization, including managing materials and workspace; time management, such as prioritizing tasks and creating schedules; and goal setting, by establishing achievable academic objectives. The course will also cover effective study techniques, like note-taking and active reading, and test-taking strategies, including managing test anxiety and utilizing various question-answering methods. Students will learn how to apply these skills across all subjects, ultimately improving their academic performance and fostering a lifelong love of learning.



Sixth Grade Study Skills

(Does not carry graduation credit.)

Building upon the foundation established in fifth grade, this sixth-grade study skills course equips students with advanced strategies for academic success. Students will refine their organizational, time management, and goal-setting skills while also delving into essential research techniques, including source evaluation and proper citation. The course introduces metacognition, encouraging students to reflect on their learning processes and identify effective study strategies. Furthermore, students will learn how to interpret grades beyond simple letter values, understanding the meaning behind assessments and using feedback for improvement. Through interactive activities and real-world applications, this course empowers students to become self-directed learners capable of navigating the increasing academic demands of middle school and beyond.

WELLNESS (GRADES 5-8)

Fifth Grade Wellness

(Does not carry graduation credit.)

Fifth grade Wellness is designed to engage students in developmentally appropriate exploration of topics relevant to middle school social and emotional growth. Content may include: growth and developmental changes during puberty, conflict resolution, friendship, communication skills, personal safety, technology boundaries, exploration of self, decision making skills, stress management, and emotional regulation. This course is designed to adapt to include any additional student or school community needs.

Sixth Grade Wellness

(Does not carry graduation credit.)

Sixth grade Wellness is designed to engage students in developmentally appropriate exploration of topics relevant to middle school social and emotional growth. Content may include: healthy relationships, conflict resolution, communication skills, personal safety, technology boundaries, exploration of self, decision making skills, study of emotional developmental changes, substance abuse awareness/prevention, and healthy coping skills. This course is designed to adapt to include any additional student or school community needs.

Seventh Grade Wellness

(Does not carry graduation credit.)

Seventh grade Wellness is designed to engage students in developmentally appropriate exploration of topics relevant to middle school social and emotional growth. Content may include: values exploration, decision making skills, healthy relationships, substance abuse awareness/prevention, body image, conflict resolution, communication skills, personal safety, boundaries and safety in technology use, and healthy coping skills. It stresses continuous growth in the areas of ethical and social-emotional well-being in the preparation for the challenges of relationships and society. This course is designed to adapt to include any additional student or school community needs.



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Eighth Grade Wellness

(Does not carry graduation credit.)

Eighth grade Wellness is designed to engage students in developmentally appropriate exploration of topics relevant to middle school social and emotional growth. Content may include: values exploration, decision making skills, healthy relationships, substance abuse awareness/prevention, body image, conflict resolution, communication skills, personal safety, boundaries and safety in technology use, and healthy coping skills. It stresses continuous growth in the areas of ethical and social-emotional well-being in the preparation for the challenges of relationships and society. This course is designed to adapt to include any additional student or school community needs.

ELECTIVES

At the start of the school year, students will have the opportunity to select from a variety of *Auxiliary Electives*—unique courses designed and led by our talented faculty. These offerings provide students with the chance to explore new interests, develop skills, or enjoy dedicated time for study and organization through an optional Study Hall. To ensure the best fit, students will participate in a brief *shopping period* at the beginning of the year, allowing them to experience different electives before finalizing their choices.



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ASHLEY HALL GRADING SCALE (GRADES 5-12)

98-100 A+

93-97 A

90-92 A-

87-89 B+

83-86 B

80-82 B-

77-79 C+

73-76 C

70-72 C-

67-69 D+

63-66 D

60-62 D-

0-59 F

Pass/Fail Classes: Pass is based on the completion of 60% of the work or higher



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Appendix A

RISING 7TH GRADE - RUBRIC FOR MATHEMATICS PLACEMENT

NAME	CURRENT CLASS					
FINAL COURSE GRADE	3	95% or higher	3	2	1	0
	2	90% -94%				
	1	85% -89%				
	0	Below 85%				
TEST AVERAGE FROM ALL MARKING PERIODS	3	95% or higher	3	2	1	0
	2	90%-94%				
	1	85%-89%				
	0	Below 85%				
PLACEMENT TEST SCORE	3	90% or higher	3	2	1	0
	2	80 -89%				
	1	70-79%				
	0	69% or below				
ERB – QUANTITATIVE REASONING (STANINE)	3	8 or 9	3	2	1	0
	2	6 or 7				
	1	4 or 5				
	0	3 or below				
ERB – MATHEMATICS 1 & 2 (STANINE)	3	8 or 9	3	2	1	0
	2	6 or 7				
	1	4 or 5				
	0	3 or below				

Requirements: Receive a minimum of 10 points on rubric for placement into Integrated Math Foundations (accelerated course).

Placement:

TRANSITIONAL MATH
INTEGRATED MATH FOUNDATIONS