

# Middle Grades at The Children's School



At The Children's School, we offer our Middle Grades students (grades 6 - 8) an incredibly **POWERFUL** and **INNOVATIVE** experience through immersive project-based learning.

**ACADEMIC EXCELLENCE**, characterized by **DEEP CRITICAL THINKING** and thoughtful programming, is a priority, but not at the expense of a **NURTURING ENVIRONMENT** where our oldest students are allowed to mature gently by tapping their growing abilities while preserving their childlike sense of **JOY**, wonder and curiosity.



SOUNDS GREAT, BUT WHERE'S THE MATH AND SCIENCE??

Math, science, reading and writing skills and practice are **EMBEDDED THROUGHOUT** our carefully designed and immersive PBL curriculum.



HOW WILL IT HELP MY KID'S SAT SCORES??

"Studies show that, when implemented well, **PBL INCREASES LONG-TERM RETENTION** of content, helps students **PERFORM AS WELL AS OR BETTER** than traditional learners in high-stakes tests, improves problem-solving and collaboration skills, and improves students' attitudes towards learning."  
- Edutopia, "Project-Based Learning Research Review" by Vanessa Vega, 2015, referencing Strobel & van Barneveld, 2009; Walker & Leary, 2009

HOW WILL IT HELP MY KID GET A GOOD JOB??



Through PBL, students learn all of the traditional knowledge and skills while also gaining real-world experiences and insight that prepare them for high school and college and make them **STRONGER CANDIDATES** for **JOBS OF THE FUTURE**.

## PORTRAIT OF A TCS GRADUATE

Our graduates are known within and outside of the Atlanta area as strong, adaptive learners and community-minded global citizens.

"IT WAS EASY TO ACCEPT AS MANY TCS GRADUATES AS WE DID."

Local Independent School Admission Director

"IN HIGH SCHOOL AND COLLEGE, MY VOCABULARY AND MY WRITING SKILLS WERE MUCH BETTER THAN THOSE OF MY PEERS. I HAD ALREADY DEVELOPED THE **CRITICAL THINKING** AND THE **COMFORT** WITH ASKING QUESTIONS TO CLARIFY THINGS THAT I DIDN'T UNDERSTAND."

Class of 1990 Alum

"MY SON IS **LEADING** HIS OWN EDUCATION AND EXPERIENCE."

Parent of Class of 2019 Alum

"TCS STRUCK AN EFFECTIVE BALANCE OF PROVIDING SUPPORT AND EXPRESSING **CONFIDENCE** IN THEIR ABILITIES WHILE ALSO STRETCHING THEM JUST BEYOND THEIR COMFORT ZONES."

Parent of Class of 2013 Alum

"I OWE ALL OF MY **ACADEMIC SUCCESS** TO THE CHILDREN'S SCHOOL."

Class of 2005 Alum

"TCS GIVES THE GIFT OF A BRIGHTER FUTURE, FULL OF FRIENDS AND **ACHIEVEMENT**."

Class of 2005 Alum

### WE ARE PROUD THAT OUR GRADUATES HAVE BEEN ACCEPTED TO:

- Independent Schools**
- Atlanta Girls School
  - Atlanta International School
  - The Friends School of Atlanta
  - The Galloway School
  - Greater Atlanta Christian School
  - Holy Innocents Episcopal School
  - Inman Middle School
  - The Little Middle School
  - The Lovett School
  - Marist School
  - Pace Academy
  - The Paideia School
  - The Westminster Schools
  - Woodward Academy

- Public Schools**
- Campbell International Baccalaureate
  - Drew Charter School
  - Grady High School

**HIGH SCHOOL COUNSELING**  
Our dedicated high school counselor partners with students and parents to research, apply, and select their right-fit high school. We provide support to families in every step of the transition to high school, maintain close relationships with admission directors at independent schools in the area, and advocate for each student during the admission process.



To learn more, visit our website at [tcsatl.org](http://tcsatl.org).

LEARN ABOUT UNIT:  
*What Nourishes Me?*

# PBL UNIT: *What Nourishes Me?*



Where does my food come from? Who grows it and sells it? How does it get to my local store? What about water? Is water a right or a privilege? Who decides? How do politics and our changing climate factor into all of this? In the “What Nourishes Me?” PBL Unit, students delve deeply into these critical questions and many more.

In the Middle Grades program at The Children's School, PBL isn't part of the curriculum, **IT IS THE CURRICULUM.**

## STUDENTS WILL IMMERSE THEMSELVES IN REAL ISSUES

  
*Politics* of FOOD  
and WATER

  
*Health* of GLOBAL  
WATER SYSTEMS

IMPACT of  
*climate change*

  
*Access*  
to CLEAN WATER

  
FOOD *production*

  
ACCESS and *political*  
*destabilization*

## STUDENTS ENGAGE IN PARTNERSHIPS & REAL-WORLD EXPERIENCES

Connections with local organizations will equip students with an understanding of how social entrepreneurs have translated their commitment to making the world a more equitable place into impactful organizations.

  
Empowering communities  
through food self-sufficiency

  
Using innovation to grow  
food in unlikely places

  
Moving food from places of  
surplus to places of need

  
Producing the  
food we eat

## STUDENTS DEVELOP DEEP UNDERSTANDING & FOUNDATIONAL ACADEMIC SKILLS

  
LENGTH  
OF UNIT


*8*  
Weeks

  
NUMBER  
OF FIELD TRIPS

*6-8*  
Trips

  
MINUTES OF  
MATH PER WEEK

*220*  
Min.

  
MINUTES  
OF WRITING  
PER WEEK

*300+*  
Min.

+ SOFT SKILLS SUCH AS PROBLEM SOLVING, INTERPERSONAL AND COMMUNICATION SKILLS, AND CRITICAL THINKING



## STANDARDS COVERED

### Science

The science curriculum is drawn from the nationally recognized Next Generation Science Standards (<http://www.nextgenscience.org>). Specific topical standards are identified based on the immersive project experience.

#### TOPICS COVERED:

- ☒ Nutrition and food science, malnutrition and the biology of nutrition
- ☒ Bacteria, outbreak analysis and pasteurization
- ☒ Science of cooking
- ☒ Climate science and geographical variations
- ☒ Climate change and its impact on food and water access

### Social Studies

The social studies curriculum is drawn from the National Council of Social Studies' C3 Framework (<http://www.socialstudies.org/c3>). This framework uses the lenses of civics, economics, geography and history to guide student understanding of relevant social concerns with a focus on action-base solutions.

#### TOPICS COVERED:

- ☒ The relationship between access to food and water and politics
- ☒ The role of geography in access to food and water
- ☒ Access to food and water and its impact on political stability
- ☒ Water rights, including the Georgia-Alabama-Florida water conflict

Please note: Unit may be revised based on student interests and new opportunities for partnerships and learning experiences

