

Mathematics

5th Grade Math

Fifth grade mathematics is an intensive study of number. Decimal numeration, place value, number theory, fractions, operations, measurement, geometry, probability, statistics, and graphing are studied to a level of mastery that is appropriate for this grade level. These topics are covered for whole numbers, fractions, decimal numerals, and integers. Estimation plays a role in students' abilities to predict and check for reasonableness of solutions. Problem-solving and word problems will give students the opportunity to relate numbers to real-life situations. Focus on quantitative and spatial reasoning will solicit discussion on the perception of number, and help students develop their algebraic reasoning skills. The teacher will use differentiated instruction to offer a variety of approaches to help students problem-solve, and to address the content of word problems.

Objectives and Topics

- Decimal numeration place value
 - Extends from billions to thousandths
 - Read, write, and order numbers
- Number Theory
 - Lays the foundation for fractions by studying the factors and multiples of numbers
 - Prime and composite numbers will allow students to study patterns for factors and arrays
 - Relationships of numbers will yield greatest common factors and least common multiples to allow students to add and subtract fractions with like denominators
- Fractions
 - Plot on a number line in relationship to one or as a comparison of two quantities as in parts to whole
 - Equivalent fractions are derived by relating greatest common factor and least common multiple to forms of one to operate on rational amounts
 - Compare decimal equivalences or least common multiples
- Decimal Operations
 - Read and write amounts from billions to thousandths
 - Operations on decimals will be practiced to fluency with three and four-digit numbers
 - Metric units and money amounts will give relevance to decimal equations
- Measurement with fractional, decimal, metric, and customary units will be guided with standard units on perimeter, area, and volume

- Problem solving and estimation
 - Students will experiment with relationships using nonstandard units to communicate ratio
 - Problems with capacity units, temperature, mass, and time units will be explored with clock faces, calendars, containers, scales, and algorithmic procedures
- Draw geometric transformations, such as reflections, translations, and rotations for study of congruency
- Theoretical probability will allow students to compare ratios of samplings to expected results
- Measure central tendency such as median, mode, and range
- Graph functions, relationships between x- and y-coordinate points
- Base Ten Blocks will illuminate place value by corresponding place value to shapes of math manipulatives and exponents
- Fraction pies and decimal grids will support ratio
- Rulers, number lines, graphing paper, and protractors will aid measurement
- Calculators allow students to experiment with solution approaches using number and operations
- Kinesthetic approaches using folding, colored paper, and note cards will be used to help reinforce vocabulary, operations, and dimension

6th Grade Math

Sixth grade mathematics is an intensive study of relationships for real numbers. Number theory, rational numbers, operations, measurement, geometry, probability, statistics, algebraic representation, and graphing are extended to algebraic reasoning for whole numbers, fractions, decimal numerals, and integers.

Estimation continues to play a role in students' abilities to predict and check for reasonableness of solutions. Problem-solving and word problems give students the opportunity to relate numbers to real-life situations. Differentiated instruction methods and activities will be designed and executed to help students write variable expressions and equations, to offer a variety of approaches, to help students problem-solve, and to address the content of word problems.

Objectives and Topics

- **Number Theory** prepares for fractions by studying the prime factorization in exponential notation
- **Rational Numbers** extend proportional reasoning. Fractions are expressed as percents using models. Students add and subtract fractions with unlike denominators. Word problems will be emphasized to show relevance to real-life situations. Proportional reasoning will be practiced with unit rate and scale.

- **Decimal Operations** include fractional divisors. Metric units and money amounts will be expressed in equations.
- **Measurement** reinforced with word problems using fractional, decimal, metric, and customary units will be guided with standard units on perimeter, area, and volume. In addition, problems with capacity units, temperature, mass, and time units will be translated from word problems to algebraic expressions, equations, and/or algorithmic procedures.
- **Geometry** will integrate measurement units into perimeter, area, surface area, circumference, and volume. Plane figures such as polygons and angles are classified for their attributes. Students will formulate equations to compare to formulas.
- **Probability** will extend to analysis of more than one event to make predictions in fractional form, a/b
- **Statistics** helps students learn to organize and analyze data by looking for the range of data as well as measures of central tendency, such as median, mode, and range. Reading and interpreting graphs is an essential skill in other subject areas such as science and history.
- **Algebraic Representation** will be used with variable expressions using function machines, equations, and inverse operations to solve for an unknown. Students will analyze x - and y -values to determine rules or functions for domain and range values. Rectangular arrays will be correlated to quadratic form where $x = 10$.
- **Graphing** will relate coordinates to help students build a foundation to lead to understanding functions, relationships between positive and negative x - and y -coordinate points. Activities within probability and statistics units will illustrate number to help students look for trends, relationships, and patterns in order to formulate conjectures, conclusions, or evaluations.

Skills

- Base Ten Blocks will be used for building arrays with 2-digit factors to yield quadratic inventories of amounts
- Fraction pies and decimal grids will support ratio
- Rulers, number lines, graphing paper, and protractors will aid measurement
- Calculators allow students to experiment with solution approaches using number and operations
- Kinesthetic approaches using folding, colored paper, and note cards will be used to help reinforce vocabulary, operations, and dimension

Pre-Algebra

Pre-algebra reinforces numeration, computation, spatial reasoning, and problem-solving. Concrete math manipulatives are used to help students compare and compute. Differentiated instruction and assessments accelerate students by addressing their learning modalities whenever possible. Numeration, expressions, properties, equations, operations, and factoring are practiced extensively to prepare for algebra.

Objectives and Topics

Numeration

- Place value
- Bases and exponents

Expressions

- Order of operations
- Expressions with variables

Properties

- Equality and identity
- Distributive property
- Computation

- Solving equations and inequalities using inverse operations
- Using the coordinate system

Operations on

- Whole numbers
- Decimal numerals
- Fractions
- Integers
- Factoring and building models

Skills

- Building models with fraction pies, base ten blocks, colored blocks, algebra tiles, and Cuisenaire rods
- Using graphing calculators

Algebra

The content of pre-algebra is translated into the language of dimension, that is, the language of algebra. Algebraic thinking is nurtured through the reinforcement of vocabulary and the analytical study of spatial relationships and of symbolic representation. The body of the course includes expressions, equations, numeration, graphing, and connections to geometry. Models provide the concrete representation that is then further understood as a symbolically abstract representation. Verbal, quantitative, and spatial components of algebra will be emphasized and integrated throughout the course, to develop skills in analysis, reasoning, and problem solving.

Objectives and Topics

Expressions

- Algebraic representation
- Properties
- Simplifying

- Linear and nonlinear functions
- Inequalities
- Quadratic equations
- Intercepts
- Systems

Equations

- Inverse operations

Numeration

- Variables
- Exponents
- Radicals
- Factors and factoring
- Rational numbers

Graphing

- Linear equations

Skills

- Expressing number with models
- Showing and recording inventories for expressions using Cuisenaire Rods and algebra tiles

- Quadratic equations
- Inequalities
- Systems of equations

Geometric Relationships

- Linear units
- Square units
- Cubic units

- Building and recording rectangular arrays for quadratic equations using algebra tiles
- Drawing graphs using graphing paper and graphing calculators

Geometry

This course is the mathematical study of the properties and relationships of shapes. Emphasis is placed on student discovery through exploration. Formulating and defending conjectures strengthens logical thinking through the synthesis of empirical information. Algebraic methods are applied to solve problems involving geometric principles.

Objectives and Topics

- Polygons
- Congruency and transformations
- Similarity and ratio
- Right triangles
- Circles
- Measurement
 - Perimeter of polygons
 - Area of polygons
 - Volume of polyhedrons and spheres
- Properties of two and three-dimensional, geometric figures
- Geometric constructions
- Deductive and inductive reasoning
- Drawing conclusions
- Development of formal, logical proofs by citing properties, postulates, and theorems

Skills

- Use formulas for problem-solving
- Input values for variables and functions using a graphing calculator
- Collaborate to develop proofs, problem-solve, and relate ideas to real-life situations
- Construct geometric models

English

5th Grade

The fifth grade English program teaches students to be strong communicators: good readers, writers, public speakers and listeners. Students develop their understanding of various literary genres by reading and analyzing novels such as *The Secret Garden* and *Sadako and the Thousand Paper Cranes*, and short stories like “A Package for Mrs. Jewels” and “Don Quixote and the Windmills”. A key goal of fifth grade English is to deepen the students’ comprehension and understanding of the power of words, by teaching them to pay attention to the writer’s craft, and the significance of structure, word choice, and the use of rhetorical and literary devices. They learn how to identify fact from opinion, cause from effect, and the use of appropriate supporting details from the text to ground an argument. Supplemental independent reading adds richness and choice to the fifth grade curriculum.

The writing curriculum grows organically from what they are being taught to analyze and understand when they read. It focuses on the construction of a clear and concise five-paragraph analytical essay. Students are taught to write in a carefully constructed writing process: they compose drafts that are read by the teacher and by peers, and only at the end of this process do they produce a final, publishable work. Students are required to bring their knowledge of grammar and the increasing richness of their vocabulary to their essay writing.

Novels and Plays

- *The Yearling* by Marjorie Kinnan Rawlings
- *Sadako and the Thousand Paper Cranes* by Eleanor Coerr
- *The Secret Garden* by Frances Hodgson Burnett
- *Hatchet* by Gary Paulsen
- *Frindle* by Andrew Clements
- Excerpts from *Twelfth Night*

Poetry (including but not limited to)

- “Sonnet 18” and “Sonnet 38” by Shakespeare
- “The Tyger” and “The Lamb” by William Blake
- “Hope is the Thing with Feathers” by Emily Dickinson
- “Jabberwocky” by Lewis Carroll
- “Stopping by Woods on a Snowy Evening” by Robert Frost
- “The Raven” by Edgar Allen Poe

Short Stories and Essays (including but not limited to)

- "A Package for Mrs. Jewels" by Louis Sachar
- "Don Quixote and the Windmills" by Cervantes
- “Letter from Birmingham Jail” by Dr. Martin Luther King

Objectives and Topics

- Enhance understanding of literary elements
- Enhance vocabulary
- Develop inferential and critical reading comprehension
- Develop abilities within the writing process, to gain mastery of written conventions
- Write a fully developed paragraph with a topic sentence and supportive details, free of extemporaneous information
- Write using a variety of sentence structures and transitions to link paragraphs
- Write a five-paragraph essay with a well-developed introduction and conclusion
- Capitalization multi-word proper nouns & Titles
- Informal Letter Writing
- Sentence Construction
- Apply Parts of Speech

6th Grade

Sixth grade English inspires students with a literature-based program of engaging, age-appropriate works. Students continue to write essays supported by textual evidence and direct quotations. The curriculum continues to focus on the writing process, to develop student mastery of the mechanics of written English and most importantly of the five-paragraph analytical essay, in which their arguments must be supported by textual evidence and direct quotations.

The combination of independent and guided reading deepens comprehension. As students read and discuss literature in class, they develop critical thinking skills by evaluating the author's use of figurative language to create a well-developed story.

Novels and Plays

- *Kidnapped* by Robert Louis Stevenson
- *Peter and the Starcatchers* by Dave Barry and Ridley Pearson
- *Holes* by Louis Sachar
- *Tuck Everlasting* by Natalie Babbitt
- *Macbeth* by Shakespeare
- *A Christmas Carol* by Charles Dickens

Poetry (including but not limited to)

- "Casey at the Bat" by Ernest Lawrence Thayer
- "The Charge of the Light Brigade" by Alfred, Lord Tennyson
- "Beowulf"

Short Stories and Essays (including but not limited to)

- "Rikki-tikki-tavi" by Rudyard Kipling
- "Thank you, M'am" by Langston Hughes
- "To Build a Fire" by Jack London
- Excerpts from "The Papers of Dr. Martin Luther King, Jr."
- "Breaking the Ice" by Dave Barry

Objectives and Topics

- Enhance understanding of literary elements
- Enhance vocabulary
- Develop inferential and critical reading comprehension
- Develop abilities within the writing process to gain mastery of written conventions
- Write compare and contrast essays
- Write expository essays using evidence from texts using quotations
- Outlining
- Analyzing Literary Selections
- Evaluating sentence fluency
- Grammar/mechanics
- Business Letters

7th Grade

There are four areas of study in seventh grade Language Arts: vocabulary, grammar and sentence structure, expository writing, and literary analysis. Students will systematically build their vocabulary skills through exercises in *Wordly Wise* and through in-class challenges to use acquired vocabulary in conversation and written work. Correct sentence structure and grammatical concepts will be reinforced through consistent practice and connected writing assignments. Sharpening oral presentation skills through book talks and declamations, students will gain confidence and fluency in public speaking.

Expository writing and the essay form are a major focus in seventh grade English. Students will write and share short pieces in class. Through self-reflection, peer review and guided discussion, students will examine issues of clarity, focus, support, style, and voice in their own writing. One longer process essay (including prewriting and revision) will be required each quarter. Students will explore the following essay modes in the context of literary analysis; descriptive, persuasive, compare/contrast, and process (how-to). The objective of seventh grade essay writing is to improve each student's critical thinking skills as they practice developing and supporting a clear argument or point of view with direct textual evidence. Through focused, inquiry-based examination of selected texts in a setting that promotes collaborative discussion, students will engage in the social aspect of literature in a civil and productive manner. Both classic and contemporary works have been carefully chosen to highlight various rhetorical devices

and contrasting points of view. All literary selections are intended to be challenging, but age appropriate. All selected authors are quality models for middle school writers.

Poetry (Including but not limited to)

- “Annabel Lee” by E. A. Poe
- “Because I could not stop for Death” by Emily Dickinson
- “Dulce et Decorum Est” by Wilfred Owen
- “Macavity: The Mystery Cat” by T.S. Eliot
- “Harlem; Life is Fine” by Langston Hughes
- “This is Just to Say; The Red Wheelbarrow” by William Carlos Williams
- “Boots of Spanish Leather” by Bob Dylan
- “Waiting” by Raymond Carver
- “Names of Horses” by Donald Hall
- Selected sonnets by William Shakespeare and John Donne

Short Stories (including but not limited to)

- "The Gift of the Magi" by O. Henry
- "The Secret Life of Walter Mitty" by James Thurber
- "The Tell-Tale Heart" by Edgar Allan Poe
- "The Monkey's Paw" by W.W. Jacobs

Novels and Plays

- *The Giver* by Lois Lowry
- *Animal Farm* by George Orwell
- *The Outsiders* by S.E. Hinton
- *A Midsummer Night's Dream* by William Shakespeare

Objectives and Topics

- Elements of Poetry
 - Meter, iamb, rhyme scheme, free verse, couplet, onomatopoeia, alliteration, assonance
 - Stanzas and refrains
 - Forms: ballad, sonnet, lyric, and narrative
 - Types of rhyme: end, internal, slant
- Elements of Fiction
 - Review aspects of plot theme, point of view, and setting
 - Identify conflict, mood suspense, and tone
 - Evaluate literary devices and word choice
- Grammar and vocabulary
 - Review of parts of the sentence; punctuation
 - Prepositional phrases (adjective and adverb)
 - Appositives, gerunds, participles, and infinitives

8th Grade

The major focus of eighth grade English is to strengthen students' textual analysis of literature in essay writing, building upon progress made in seventh grade in moving away from summary to a pointed and fully-supported thesis. Through close reading and deconstruction of selected works in guided class discussions and debate, students will sharpen their analytical reasoning abilities. As they apply what they've observed and discussed, students will naturally become more skillful in crafting a thesis and developing support in their own writing. Literature in eighth grade English has been carefully chosen to be both challenging and age appropriate. Eighth grade students will examine rhetorical strategies and make determinations about an author's purpose, audience, and style. From Shakespeare's plays to Bob Dylan's poetry, they will explore a wide variety of genres; both classic and contemporary. Students will create projects related to their reading and write short purposeful pieces, as well as longer process essays with more emphasis on revision strategies. We will continue to build vocabulary through exercises in *Wordly Wise* and through close attention to word choice and language in writing. Correct grammar and sentence structure will be reinforced through practice and correlated writing applications. Students will be challenged by grammar games and frequent quizzes to overcome common mistakes that hamper writing ability and sentence clarity.

Along with reading, writing, vocabulary and grammar practice, students will have frequent opportunities to develop confidence and fluency in public speaking. The seventh and eighth grade English classroom has been specially designed around a large discussion table that enables students to face each other as they collaborate and share ideas about literature. Students will also participate in Reader's Theater, oral presentations, and both in-class and school-wide declamations several times a year.

Poetry (Including but not limited to)

- "Do not Go Gentle into That Good Night" by Dylan Thomas
- "The Lake Isle of Innisfree" by William B. Yeats
- "Chicago" by Carl Sandburg
- "Theme for English B; Dream Deferred" by Langston Hughes
- "Spring and Fall" by Gerard Manley Hopkins
- "Boots of Spanish Leather" by Bob Dylan
- "Waiting" by Raymond Carver
- "A Supermarket in California" by Allen Ginsburg
- "Names of Horses" by Donald Hall
- "Caged Bird" by Maya Angelou
- Selected sonnets by William Shakespeare
- "Death" by John Donne

Short Stories (including but not limited to)

- "Odor of Chrysanthemums" by D.H. Lawrence
- "The Most Dangerous Game" by Richard Connell
- "The Cask of Amontillado" by Edgar Allen Poe
- "The Sniper" by Liam O'Flaherty

- "Why I Live at the P.O." by Eudora Welty
- "The Demon Lover" by Elizabeth Bowen

- "A Rose for Emily" by William Faulkner
- "The Open Boat" by Stephen Crane
- "The Lumber Room" by Saki

Novels and Plays

- *To Kill a Mockingbird* by Harper Lee
- *Animal Farm* by George Orwell (this year only)

- *The Odyssey* by Homer
- *Romeo and Juliet* by William Shakespeare

Objectives and Topics

- Elements of Poetry
 - Meter, iamb, rhyme scheme, free verse, couplet, onomatopoeia, alliteration, assonance
 - Stanzas and refrains
 - Forms: ballad, sonnet, lyric, and narrative
 - Types of rhyme: end, internal, slant
- Elements of Fiction
 - Review aspects of plot theme, point of view, and setting
 - Identify conflict, mood suspense, and tone
 - Evaluate literary devices and word choice
- Grammar and vocabulary
 - Review of parts of the sentence; punctuation
 - Prepositional phrases (adjective and adverb)
 - Appositives, gerunds, participles, and infinitives

Science

5th Grade

Fifth Grade science is grounded in engaging, hands-on lab work. Students study simple machines with robotics; biomes by building a fifteen foot rain forest model that is displayed at the San Antonio Botanical Gardens, and anatomy, through dissection and animal observation. Students further their study of living things by examining animal adaptations and reproductive strategies. Students create their own learning board games, with a complete set of instructions, on scientific concepts such as photosynthesis, respiration, and transpiration. We conclude our year by studying animal interactions with man and the consequences of these interactions. We work closely with local bird and mammal rescue organizations to further understand the environmental concerns that we confront today, and the new challenges that we will face in the future.

Objectives and Topics

- Cell Structure
- Structure of Living Things
- Plant Structure and Processes
- Life Cycles and Reproduction (Sexual and Asexual)
- Atomic Structure
- Elements Compounds and Mixtures
- Force and Motion
- Simple Machines and Robotics
- Scientific Method
- Biomes and Animal Adaptation
- Weathering, Earthquakes and Volcanoes
- Classification of Living Things
- Human Body Systems
 - Endocrine
 - Reproductive

6th Grade

The project-based sixth grade science curriculum includes portions of each major branch of science: earth, physical, and life. Using the scientific method, students explore central concepts and themes in a manner that is approachable, informative, and engaging for middle school students.

To explore life science, students study entomology and produce museum-quality insect collections. In addition, students create group science fair reports that analyze vertebrate and invertebrate life found in various local streams, to measure water quality. Earth science has a central role in sixth grade science through units on geology, meteorology, and oceanography. Students learn common oceanographic measurements and complete a field study in Corpus Christi, Texas working closely with the Texas State Aquarium. Physical science is studied throughout the year. While studying ocean waves, students will learn about energy transfer and the forces that control motion. Newton's Laws of Motion are also imbedded in the discussion of plate tectonics and geologic time.

Objectives and Topics

- Relate Force and Motion
- Rock Cycle
- Earth's timeline and Plate Tectonics
- Oceanography
 - Marine Zones
 - Island Formation and Ocean Currents
- Water Cycle and Energy Flow in Nature
- Astronomy
- Meteorology
- Heat and Energy Transfer
 - Physical Changes
 - Wave Motion
 - Conduction, Convection and Radiation
- Human Body Systems
 - Circulatory System
 - Lymphatic System
- Virology and Bacteriology
- Scientific Method

7th Grade

Science is a way of learning about the natural world. Seventh grade science is a broad-based course that deepens student understanding of previously taught topics presented in physics, chemistry and biology. Inquiry learning and guided labs allow students to investigate topics more fully by asking why, and then analyzing the outcomes. Mathematics is used to quantify, analyze and display findings.

Topics are divided equally between the three disciplines. Chemistry expands the topics of elements, compounds and mixtures, chemical and physical changes and bonding. Physics investigates fluid forces, and biology concentrates on human biology, evolution and natural selection.

Students will expand their ability to apply the scientific method through their participation in Science Fair. This will be their first opportunity to do a project of their own choosing based on their interests. They will investigate, analyze and present their findings at a formal, judged event.

Because reading is an integral part of learning, students will be choosing fiction and non-fiction books to more fully understand and appreciate specific science topics. They will have an opportunity to think through and discuss readings by participating in book groups.

Objectives and Topics

- Atomic Structure
- Properties of matter
 - Elements, Compounds and Mixtures
 - Chemical and Physical Change
 - Chemical Bonds
- Cell Structure
- Cell Division
- Genetics and Punnett Squares
- Paleontology and Geologic Time
- Evolution, Natural Selection and Speciation
- Scientific Method
- Force in Fluids
- Human Body Systems
 - Review of 11 Major Systems
 - Nervous System
 - Endocrine and Reproductive Systems
 - Fetal Pig Dissections

8th Grade (Integrated Physics and Chemistry)

Science is a way of learning about the natural world. Integrated Physics and Chemistry is a lab-based course that awards high school credit. Investigations are used to learn through the questioning, observation and analysis of data. This method allows students to make sense of the theoretical aspects of the subject. Mathematics at the algebraic level is used to be able to fully understand and manipulate the data.

Topics studied are divided into two semesters. The first semester covers physics topics that include motion (linear, circular and wave), energy and electricity/magnetism. The second semester covers basic chemistry. The topics include matter, elements and chemical reactions.

Students will expand their ability to apply the scientific method through their participation in a Science Fair Project. This allows each individual student to delve more fully into a science topic that particularly interests them, to work through the process of how to research that topic, and to formally present their findings.

Because science is an ever-changing field, students will also be reading and discussing current topics and how new information is reshaping the knowledge base of these fields.

Objectives and Topics

- Linear Motion
 - Position, Velocity, and Acceleration
 - Projectile Motion
- Circular Motion
- Newton's Laws of Motion
- Density and Buoyancy
- Work, Energy and Power
- Power
- Electricity and Magnetism
 - Basic Circuitry
 - Static Electricity and Currents
 - Earth's Magnetism
- Wave Motion
 - Electromagnetic Waves

- Mechanical Waves
 - Sound Waves
- Properties of Matter
- Periodic Table of Elements
- Chemical Reactions
- Balancing Chemical Reactions
- Chemistry of Food and Respiration
- Scientific Method

History

5th Grade

Geography plays a significant role in all history classes. The study of geography provides students with an understanding of the physical processes that shape life, the interactions between humans and their environments, and the relationship between space and culture. Fifth grade students will relate the role of environment to agriculture, religion, and mathematical systems of several Meso-American civilizations. Students continue their study of European history with particular emphasis on the Age of Exploration, the Renaissance, and the Reformation. They will examine the role of technology and language in these periods of transformation. The American history unit examines westward expansion and The Civil War.

Fifth grade students write research papers and engage in lively classroom debates generated by historical and current events. The textbook, *Core Knowledge History and Geography*, is the foundation for the class.

Objectives and Topics

- Meso-American Civilizations
 - Mayans
 - Aztecs
 - Incas
- American Civil War
- Rome
- Renaissance with Michelangelo and Leonardo da Vinci
- Shakespeare and Elizabeth I
- Reformation
- Puritan Rulers
- Feudal Japan
- Developing Spatial Sense and Map reading skills
 - Lakes of the World
 - Longitude & Latitude
 - Relate seasons and temperature to Tropic of Cancer and Tropic of Capricorn

6th Grade

To best learn history, the sixth grade curriculum imbeds students in the place, time, and context of an historical event. Students experience history through primary document research and dramatic retelling of historical events with puppets, supported by the textbook, *Core Knowledge History and Geography*.

Sixth grade history begins with a survey of ancient civilizations, religions, and governments using the *Torah*, *Bible*, and works of Socrates and Plato. While discussing the enlightenment, Newton, Hobbes and Locke light up the student's understanding of the way people search for truth and understanding. The year concludes with units on the French Revolution and Industrialization in England and America.

Objectives and Topics

- World Deserts
- Judaism and Christianity
- Ancient Greece
- The Enlightenment
- The French Revolution
- Romanticism
- Industrialism, Capitalism and Socialism
- Latin-American Independence
- Immigration, Industrialism, and Urbanization
- Maps/Charts/Graphs

7th Grade

In seventh grade, students begin a two-year course in Modern United States History that continues through their eighth grade year. The seventh grade curriculum covers the expansion of the United States and its rise to world power stature, starting with the Industrial Age (late 1800s) and ending with World War II. Throughout the course, students study primary sources and develop analytical skills through writing. In preparation for Debate Days, students learn to examine points of view and use persuasive language in both writing and oral presentation. The course incorporates geography into each unit of study to increase students' knowledge of political and physical geography as well as to expand map-reading skills.

The text used for the course is *The American Journey: Modern Times* published by Glencoe. In the fall semester, students create a multi-media presentation on a topic related to World War I. In the spring semester, the class writes a research paper focusing on an aspect of World War II. For internet research, students start with a teacher-provided directory of online resources such as school subscription data bases and government sources including the National Archives and the Library of Congress. Writing assignments develop research skills, the ability to evaluate sources, and correct use of citation procedures.

Objectives and Topics

- The Industrial Age
- Rise to World Power
- The Causes of World War I
- The United States in WWI
- The Russian Revolution
- The Roaring Twenties
- The Great Depression
- Roosevelt and the New Deal
- World War II

Skills

- Comprehend literal information
- Recognize key concepts
- Make inferences
- Draw conclusions
- Recognize cause and effect
- Read primary and secondary sources
- Examine point-of-view
- Present a persuasive argument
- Locate information in an atlas and on maps
- Interpret maps and reads map keys

- Find and evaluates research sources
- Cite research sources
- Present information using multi-media

8th Grade

In eighth grade, students complete the two-year course in Modern United States History that they began in their seventh grade year. The eighth grade curriculum covers the period in which the United States faced challenge and conflict, from the beginning of the Cold War through present day. Throughout the course, students study primary sources and develop analytical skills through writing. In preparation for Debate Days, students learn to examine points of view and use persuasive language in both writing and oral presentation. The course incorporates Geography into each unit of study to increase students' knowledge of political and physical Geography as well as to expand map-reading skills.

The text used for the course is *The American Journey: Modern Times* published by Glencoe. In the fall semester, students create a multi-media presentation on a topic related to the Civil Rights Movement. In the spring semester, the class writes a research paper focusing on an aspect of United States Government. For internet research, students start with a teacher-provided directory of online resources such as school subscription data bases and government sources including the National Archives and the Library of Congress. Writing assignments develop research skills, the ability to evaluate sources, and correct use of citation procedures.

Objectives and Topics

- The Origins of the Cold War
- The Effect of the Cold War on Americans at Home
- The Korean War
- U.S.-Soviet Rivalry in the 1950's
- The Civil Rights Movement
- Kennedy's Foreign Policy and Soviet Challenges
- The Vietnam War
- The End of the Cold War
- The Middle East and Oil Politics
- United States Government: Principles and Structure of American Democracy

Skills

- Comprehend literal information
- Recognize key concepts
- Make inferences
- Draw conclusions
- Recognize cause and effect
- Read primary and secondary sources
- Examine point-of-view
- Present a persuasive argument
- Locate information in an atlas and on maps
- Interpret maps and reads map keys
- Find and evaluate research sources
- Cite research sources
- Present information using multi-media

Spanish

5th Grade

The fifth grade Spanish curriculum implements a wide range of techniques in order to ensure that students develop their acquisition of Spanish language skills. The students expand their abilities in speaking, listening, reading and writing: by practicing orally from the textbook, reading short stories, writing in the workbook, conversing together within the classroom and discussing Hispanic culture.

Objectives and Topics

- Parts of the body and how to express how a body part hurts
- Clothing and how clothing fits
- Adjectives used to describe people
- The house, inside and out
- Furniture
- Expressing location with the verb *estar*
- Adjectives used with location
- Comparing one thing to another
- Basic sentences
- Present tense of *-ar*, *-er* and *-ir* ending regular verbs

6th Grade

During the sixth grade year, students receive a more concentrated language curriculum in Spanish in order to be prepared for seventh and eighth grade, the equivalent of high school Spanish I. At the sixth grade level, students attend class everyday, for one 9-week grading period. Students focus on Spanish grammar basics, but oral and aural language skills remain very important.

We also emphasize developing strong study habits. Daily work and homework, which can range from memorizing vocabulary and writing exercises in assignments, to preparing oral presentations, provide students with vital practice of the material that has been covered in class.

Objectives and Topics

- The Spanish alphabet and the rules of the alphabet
- How to divide a word in Spanish in order to better pronounce the word
- Rules of stress and accent used to equip students to be able to pronounce any word in the Spanish language
- Gender and number
- Adjective and article agreement to nouns
- Vocabulary of kitchen objects and everyday chores
- Present tense of *-ar*, *-er* and *-ir* ending regular verbs

Spanish IA (7th Grade)

The goal of the Spanish program in seventh grade, the first half of Spanish I, is to provide students with a strong structural foundation upon which future progress is based. Our approach strives to generate excitement for learning in the areas of reading, writing, speaking and listening. Students think critically about Hispanic culture as well as their own. They gain knowledge of daily life in Hispanic countries through themes presented in each chapter. In addition, we give more systematic attention to grammar rules, vocabulary acquisition, sentence structure and consistent application. By the end of the seventh grade year, students are able to express their thoughts using regular and irregular verbs in the present.

Objectives and Topics

Grammar

- Basic sentence structure
- Present tense of *-ar*, *-er* and *-ir* ending regular verbs, including a few irregular verbs *ser*, *estar*, *ir*, *tener*, *gustar*
- *Tú* vs. *Ud.*
- Adjective/article-noun agreement
- Contractions *al* and *del*
- Possessive adjectives
- *Ser* vs. *estar*
- Present progressive tense
- Stem-changing verbs

Vocabulary

- Greetings, Days of the Week, Months, Seasons and Forming Dates
- Numbers 0-1,000,000

- Telling time
- Adjectives used in describing people
- Terms used in everyday school life
- Terms used when shopping
- Adjectives of nationality
- Foods and ordering in restaurants
- Foods and shopping in grocery stores
- Family members
- Parts of the house and neighborhood
- Terms used soccer, basketball, baseball: to play the game, equipment and apparel
- Parts of the body

Spanish IB (8th Grade)

In eighth grade, we build on the skills acquired in seventh grade in reading, writing, listening and speaking. Students accomplish more difficult tasks with higher expectations. We present vocabulary and grammatical concepts through a steady progression that supports student learning and ensures confidence and success as they move from passive recognition to oral and written production. By the end of the year, students will be able to express themselves in the present, preterite and imperfect tenses as well as be able to use reflexive verbs and pronouns.

In order to better understand the neighboring culture of Mexico, eighth grade students will study the history of Mexico from pre-Columbian times through to the Revolution of 1910. Students will read, research and discuss the events and the early civilizations that

formed Mexico into the country that it is today, our Texas ancestors.

Objectives and Topics

Grammar

- Continuation of all previously learned *-ar*, *-er* and *-ir* ending verbs in the present tense
- Understand how to use and conjugate *-ar*, *-er* and *-ir* ending regular verbs in the preterite, as well as some irregular verbs, *ser*, *ir*, *estar* and more
- The use and placement of direct and indirect object pronouns
- Recognition and use of “-go” verbs
- Review of present progressive tense, equivalent of the English -ing
- Be able to discern when and how to use *saber* or *conocer* to express “to know”
- Know how to work with reflexive verbs and their pronouns
- More stem-changing verbs
- Have a working knowledge of the imperfect tense, *-ar*, *-er* and *-ir* regular verbs

Vocabulary

- Illnesses, more parts of the body, doctor’s office, pharmacy
- Summer and winter activities and clothing
- Attending cultural events, taking the bus or subway
- Air travel
- Daily routines and grooming with the reflexive verbs
- Camping

Mexican History

- Before Columbus, early civilizations
- The conquest of the Aztecs, the creation of New Spain
- Independence from Spain
- Mexico under French rule
- Mexican Revolution of 1910

Latin

5th Grade

The fifth grade Latin program introduces students to very basic Latin grammar, syntax, and vocabulary. Students read age-appropriate stories that familiarize them with Roman society and culture. As students learn basic Latin grammar, their understanding of English grammar is deepened and enhanced. Students memorize Latin vocabulary and carefully consider the etymology of English derivatives. We also expose students to the classical world in a way that will excite their curiosity and imagination. We read and study mythology and ancient art. Students take the National Mythology Exam every spring and view original works of ancient art on a museum visit.

Objectives and Topics

- Translate words, phrases, and simple sentences from Latin to English
- Read Greek and Roman myths in English and become familiar enough with the stories to be able to retell them
- Understand the basic structure of Roman family life and daily life
- Define, comprehend, and manipulate English vocabulary words
- Describe the etymologies of many English words that come from Latin
- Creatively engage with mythology and history by illustrating, acting out, reinventing, and otherwise interacting with the stories

6th Grade

The sixth grade Latin program introduces students to the material studied if they choose to take Latin in seventh and eighth grade. For nine weeks, students learn basic Latin vocabulary, grammar, and forms while reading narrative stories about a Roman family. They learn about the daily lives and customs of typical Romans and become familiar with the basic history and culture of the Roman Empire and Republic. Students continue to increase their familiarity with mythology through multimedia exposure. One of the goals of this course is to inspire students to study Latin and the ancient world in greater depth in the future.

Objectives & Topics

- Pronounce Latin vowels and consonants correctly
- Read, comprehend, and translate simple Latin words and sentences
- Recognize, define, and provide the etymologies of English words that come from Latin vocabulary
- Retell ancient stories from history, literature, and mythology
- Give many examples of the influence of Latin upon English
- Identify and explain subjects and direct objects in English and Latin
- Identify and explain the principal parts of verbs in both English and Latin
- Conjugate verbs (including "to be") in the present tense in both English and Latin

Latin IA (7th Grade)

The seventh grade Latin course balances mastery of grammatical constructions with opportunities for translation. Students develop basic translation skills and gain knowledge of the history and culture of the ancient world. We teach grammar explicitly, so students know what to expect as they read. Thorough knowledge of Latin grammar reinforces and deepens their understanding of English grammar and usage. We use spoken and oral Latin in the classroom in order to reinforce and expand students' knowledge of the language and provide them an opportunity to communicate authentically in the language.

Students are expected to memorize Latin vocabulary words each week. In tracing the etymologies of Latin words to their English derivatives, the students are asked to draw connections between the roots of ancient Roman culture and our own world. Students practice translating from Latin to English and from English into Latin. Students also write original compositions of increasing length and complexity as their facility with the language increases. Students are exposed to Roman culture, history, and mythology through reading, discussion, videos, and museum visits. We explore one cultural or historical topic in depth during each 9-week grading period, and our exploration culminates in a hands-on project, which allows students to follow their curiosity and demonstrate what they have learned.

Students enrolled in seventh or eighth grade Latin for Middle School Latin participate in two Latin conventions, The Texas State Junior Classics League area and state conventions, and compete in both the National Latin Exam and Classical Literacy Exam.

Objectives and Topics

- Pronounce Latin vowels and consonants correctly
- Read, comprehend, and translate simple Latin words and sentences
- Recognize, define, and provide the etymologies of English words that come from Latin vocabulary
- Compare and contrast Roman and American family life, daily life, food, entertainment, and social norms
- Retell ancient stories from history, literature, and mythology
- Give many examples of the influence of Latin upon English
- Identify and explain subjects, direct objects, indirect objects, and prepositional phrases in English and Latin
- Identify/explain the principal parts of verbs in both English and Latin
- Conjugate verbs (including "to be") in the present, imperfect, and perfect tenses in both English and Latin
- Form, recognize, and translate superlative adjectives in English and Latin
- Memorize and reproduce the complete noun chart for 1-3 declensions (oral & written) within 1.5 minutes

Latin IB (8th Grade)

In the eighth grade Latin course, we expand upon the skills students developed in seventh grade. Students continue to read and translate Latin passages, read more widely about Roman culture and mythology, and enlarge their English vocabulary through the study of derivatives. We use spoken and oral Latin in the classroom in order to reinforce and expand students' knowledge of the language and provide them an opportunity to communicate authentically in the language.

In odd-numbered years (ex. 2009, 2011) the Junior Classical League Roman history examinations cover the Roman kings and Republic (753 BCE - 44 BCE). In even-numbered years (ex. 2008, 2010) the Junior Classical League Roman history examinations cover the Roman Empire (44B CE - 476 CE). The Roman history that we cover in class mirrors what the JCL tests cover for that year.

Students continue to participate fully in JCL competitions, adding a *certamen* team composed of eighth grade students.

Objectives and Topics

- Conjugate and translate *possum* and *volo*
- Explain, define, identify, and translate appositives in English and Latin
- Recognize and translate the enclitic *-que* as a conjunction
- Recognize, define, and provide the etymologies of English words that come from Latin vocabulary
- Compare and contrast Mediterranean and American culture
- Retell major events from Roman history and identify central figures
- Explain the 3 characteristics of nouns and 6 cases of nouns along with their basic functions
- Reproduce case endings for nouns in all declensions orally and in writing
- Fully decline nouns in all declensions, cases, and genders
- List and explain the 5 characteristics of verbs: person, number, tense, mood, voice
- Explain, form, recognize, conjugate, and translate Latin verbs in all 5 conjugations (& *esse*) in 4 tenses: present, imperfect, perfect, and pluperfect
- Explain, define, form, and translate relative clauses in both English and Latin
- Explain, form, identify, decline, and translate the three degrees of adjectives (positive, comparative, superlative) in English and in Latin for both types of Latin adjectives (1-2 declensions and 3rd declension)
- Add the appropriate endings to Latin nouns and adjectives (1-3 declensions) to make them fit grammatical function and agree in case, number, and gender
- Decline all case-number-gender adjective-noun combinations in 1-3 declensions
- Provide a Latin pronoun which matches its antecedent in number and gender, while performing its own case function in its clause

Visual Arts

5th Grade

Fifth grade art is organized to advance skills and techniques learned in elementary visual arts. Students will learn to recognize and distinguish between the elements of design within a work of art. Fifth graders will cover a broad sampling of media, and in particular the class will focus on strengthening drawing technique. In addition, fifth graders will be exposed to the styles and biographies of various artists, and will discuss and analyze their artwork.

Objectives and Topics

- Principles of Design
- Figure study: Hand/Eye Coordination
- Observational drawing
- Sewing
- Printmaking
- Clay and papier mache sculpture
- Mixed Media Collage
- Art History
- Art Analysis

6th Grade

Sixth grade visual art is organized to expose students to the different art “isms”. Students continue to develop their powers of sensory awareness and their drawing technique. The class will expand student understanding of art history and the aesthetic precedents set by past masters. Sixth graders will advance to seventh grade with the ability to comfortably discuss and critique a work of art.

Objectives and Topics

- Impressionism, Symbolism, Realism
- Compositional studies: still life
- Sculpture: both ceramic and papier mache
- Collage
- Watercolor
- Artists and Styles of the Past
- Printmaking
- Art Critique

Performing Arts

5th Grade

Performing art classes in fifth grade focus on drama and the hand bell ensemble. The culmination of the students' work will be two performances: either a one-act play, or scenes from Shakespeare, and for the ensemble, a concert performance.

The hand bell ensemble focuses on the performance of folk and rock music that has now entered the canon of significant late-twentieth century art: works by The Beatles and Bob Dylan amongst others.

The goal of the drama program is to teach students basic acting skills and techniques. Students learn to understand the thoughts, emotions and motivations of their characters, and to translate that understanding into a stage performance that gives life to the script.

Objectives and Topics

Music

- Bell performance technique
- Bell music notation
- Rhythm and meter
- Ensemble skills
- Listening
- Phrasing
- Musical terminology
- Key signatures
- Time signatures
- Sight reading

Drama

- Acting
- Movement
- Dramatic scenes
- Diction, pacing, and projection
- Improvisation

6th Grade

In sixth grade, students concentrate on an in-depth study of Americana music. The traditions of American music are a significant part of their cultural heritage, and the goal of the music program at St. Luke's is for the students to develop an aesthetic and cultural appreciation for their heritage, and also to learn to perform various pieces from the tradition.

Fundamental musical elements (rhythm, melody, harmony, texture, dynamics, etc.) will be integrated into the curriculum through the unique lens of each musical style. In addition to the weekly sessions, students have an opportunity for hands-on application through the St. Luke's Americana Ensemble, a performance elective group that will give public performances of the Americana repertoire.

Objectives and Topics

- Genres
 - Folk
 - Country
 - Bluegrass
 - Jazz
 - Gospel
 - Blues
 - Rock
 - R&B
 - Mariachi/Tejano
 - Texas Music
 - Native American
- Performance Ensembles
- History
- Literature/Lyrics
- Dance
- Music Improvisation

Library

5th Grade

The mission of the school library program is to create a culture of reading, to ensure that our students are information literate, life-long learners and effective and responsible users of ideas and information.

Fifth grade students use their library time for a story time and a short library lesson. The remaining fifteen minutes are used for library browsing and check out time. In addition, the students may come to the library any other time during the week to check out books or research.

Fifth grade students will know that materials in the library have a specific location and order; will use the library online catalog as an information tool; will use multiple resources to locate information; will select books based on personal interest; will have experience with various genres; will have an understanding of how authors write books; will be able to identify and extract relevant information in print and electronic resources; will understand the research process; and, will be familiar with reference material and their purpose.

Objectives and Topics

- Specific authors, literary genres and award winning books
- Fiction and nonfiction materials
- Library arrangement
- Reference materials, including on-line databases
- The computer catalog as a locator and a reference tool
- Third through sixth grade students participate in the Texas Bluebonnet Award Reading Club, a state wide reading program

21st Century Digital Learning

Digital tools and technology are integral to the St. Luke's learning community. These 21st century digital tools provide our students with opportunities for learning in an information-rich setting across the entire curriculum and all grade levels. Teachers and students use our extensive database of digital resources and software to enhance age-appropriate collaboration, as well as to create knowledge and understanding. Middle school students have access to computers in the library, and portable laptop carts are used extensively in classes.

Chess

The role of chess in education is multi-faceted. It has been found to improve reading skills, perhaps because one develops the habit of scanning the board for useful information. The ability to look ahead and plan goes hand in hand with chess, both at the tactical level (calculation) and that of higher level planning. Chess can also be a powerful tool for developing and improving focus.

We spend most of our time playing, that is, learning by doing. The teacher provides exercises to help beginners, and at every grade level the teacher poses challenging problems that engage the students. During games the teacher does one-on-one work to make sure everyone is getting the basics of play.

We have in-class tournaments throughout the year, but besides competition, we also emphasize the social aspects of the game. A popular chess variant known as “bughouse” involves teams of two or three, on the same side, who share captured pieces, which may come to life on a teammate’s board.

In chess, we not only learn how the pieces move, we explore the deeper relationships that have caught people’s imaginations over the centuries. The children learn the difference between tactics (the arithmetic details of capturing and checkmate) and strategy (the big picture of how one controls the board and coordinates one’s forces).

Athletics

The St. Luke's Athletic Department exists to help fulfill the mission of the school: St. Luke's Episcopal School is a Christian community dedicated to academic and personal excellence, lifelong learning, and service to others. The goal of the athletic program is to support students in their physical and social development. Students will learn the fundamentals of their chosen sports, as well as the importance of commitment, perseverance, sportsmanship and teamwork.

It is our desire that our athletic community – coaches, players and parents – participate in such a way that honors God and conveys a positive witness to those around us. We will be modest in victory and gracious in defeat. Winning on the scoreboard should be one of our goals, but losing also has significant lessons to teach us.

Sports by Season

Fall

- Volleyball (girls)
- Cross-Country (co-ed)
- Soccer (co-ed)
- Six-Man Football (boys)

Winter

- Basketball (boys and girls)

Spring

- Track (co-ed)
- Baseball (boys)
- Softball (girls)
- Golf (co-ed)
- Tennis (co-ed)

Advisory

The main objective of the St. Luke's Episcopal School Middle School advisory program is to create a relationship between the advisor and advisee, as well as between the advisor and parents. The advisor is a mentor, role model and advocate for the students and an additional school contact for the parents. Advisors are responsible for mentoring students both individually and as a group, maintaining an open line of communication.

Benefit to parents

Parents have the advantage of having a single point of contact with the Advisor to address questions or concerns regarding their students. The first point of contact for an academic concern should be the classroom teacher, although a parent might wish to discuss the concern with the advisor first. Social concerns should be brought to the Advisor first, so he or she can investigate and address those concerns and advise on further action. More so than any classroom teacher, the Advisor will forge a stronger bond with the students and will therefore be the best person to approach.

Benefit to students

The students will have the benefit of a small, cohesive group with which to grow and learn about themselves and each other in an emotionally safe environment. Topics tackled in the advisory program deal with the highs and lows of growing up. The goal is for the Advisor and the small group to create a tight bond.

Student-Led Clubs

All middle school students participate in co-curricular activities twice a week. Student-led clubs such as Tiger Service, The Naturalist club, Bulls and Bears (an investment club), and Yearbook are a vital part of our program. Joining a club or leading a club is a great way for a child to discover and develop a passion, learn to work as a team for a common goal, or motivate and lead a group. Above all, participating in a club helps a child connect to the outside world, and build a sense of confidence that they can accomplish interesting and challenging tasks for themselves. A club also provides a seventh or eighth grade student the opportunity to mentor a younger child, a great learning experience for both children. All middle school students will be able to join two clubs; each club meets for 45 minutes once a week at the end of the day.