



# Curriculum Overview

September 2011



# Curriculum Overview

Elementary and Lower School  
PK3-4<sup>th</sup> Grades

September 2011

# Curriculum Overview

## PK3

### Reggio Emilia

The early childhood program at St. Luke's is inspired by the Reggio Emilia philosophy. The "Reggio" vision sees the child as a competent learner and maintains a strong belief that children learn through interaction with others, including parents, staff and peers in a friendly learning environment. The Reggio philosophy maintains that children learn best when the teacher engages their natural curiosity and creativity.

Below are some of the key features of Reggio Emilia's early childhood program that we employ at St. Luke's:

- In Reggio schools, the educators are very concerned about what the "school environment" teaches children. Hence, a great amount of attention is given to the look and feel of the classroom.
- Teachers organize environments that stimulate and speak to the curiosity and interests of the child.
- Documentation of children's work (art, conversations, and photographs) is displayed both at the children's level and adult eye level.
- Projects are very important in Reggio classrooms. These projects are child-centered, following the interests of the students, and teacher and student return again and again to add new insights. These projects support and enrich children's learning. They can be short-term (one week) and long-term (throughout the school year). In creating these projects, the students learn to respond to one another and to new questions and information, to record their thoughts and observations, to explore complexity, to build a hypothesis and test it out.

### Singapore Math

Singapore Math emphasizes the development of strong number sense, excellent mental math skills, and a deep understanding of place value. It is designed to provide more in-depth coverage of concepts and the mastery of skills through carefully sequenced lessons. The curriculum is based on a progression from concrete experience – using manipulatives – to a pictorial stage, and finally to the abstract level or algorithm. Singapore Math emphasizes model drawing, a visual approach to solving word problems that helps students organize information and solve problems in a step-by-step manner. In essence, the framework of the program nurtures an appreciation for math as a powerful tool in everyday life, while building successful mathematicians with strong computational, problem solving, and critical thinking skills.

### Language Arts

Primary Text: Core Knowledge

The PK3 language arts curriculum helps children develop their ability to communicate their needs and desires, their thoughts and ideas, in an effective manner. Their vocabulary is increased through daily conversations with others and using context-specific words. We help them develop their listening skills and critical thinking skills through small and large group activities.

## **Objectives and Topics**

- Develop left/right progression
- Recognize printed word
- Dictation of words about picture/event
- Develop small muscle/fine motor
- Recognize form of name
- Follow two-step directions
- Draw spiral
- Develop listening skills
- Identify rhyming words
- Identify story elements
- Demonstrate simple sequencing
- Memorize/recite nursery rhymes, songs, poems, finger plays
- Predict story endings
- Develop increased vocabulary

## **Science**

Primary Text: Core Knowledge

The PK3 science curriculum helps the children begin to understand the scientific world. We use discovery to form new ideas: hands-on investigations, observations, making predictions, and testing out theories. We develop critical thinking and language skills through these processes.

## **Objectives and Topics**

- Begin to identify and describe sensory attributes to objects
- Begin to develop a basic understanding of weather/season
- Classify animals into categories-pets, farm, zoo, ocean, circus
- Observe the life cycle of a plant
- Identify basic body parts
- Recognize and explore color
- Identify insects
- Develop appropriate science vocabulary
- Experience simple science investigations
- Manipulate simple scientific tools

## **History/Geography**

Primary Text: Core Knowledge

The PK3 history and geography curriculum is designed to enhance the child's appreciation for, and awareness of, their world. We expose them to various jobs, people, celebrations, traditions and environments. We use vocabulary that is content-specific to increase their understanding. The children are introduced to the symbols associated with Texas and America.

## **Objectives and Topics**

- Exposure to cultural celebration
- Develop an appreciation of cultural values
- Begin to recognize Texan and American symbols
- Content-specific vocabulary

## **Math**

Primary Text: Core Knowledge

The PK3 math curriculum develops the child's ability to recognize numerals with quantities, to make comparisons, such as more/less, and to recognize shapes with design patterns, such as tangrams. We encourage the children to develop these skills using a variety of hands-on materials; this work develops their critical thinking and problem solving skills.

### **Objectives and Topics**

- Perform simple addition/subtraction
- Demonstrate rote counting
- Identify numerals
- Use non-standard measuring tools
- Sort objects by attributes
- Create/extend/duplicate/solve simple design patterns
- Name/identify/match/describe-shapes
- Begin to understand part/whole relationship
- Demonstrate one-to-one correspondence
- Compare relationships - more/less
- Form groups of 1-4
- Use daily schedule
- Analyze data-simple graphs

## **Music**

PK3 students will experience beat, rhythm and melody through a variety of activities that will include singing, playing instruments, creative movement, story telling and listening.

### **Objectives and Topics**

- Listen for steady beat
- Explore rhythm with instruments
- Follow melodic direction
- Sing seasonal and thematic songs
- Respond to music through movement
- Listening
- Chapel songs
- Perform in small and large groups
- Integrate music into core curriculum

## **Physical Education**

Students will begin to develop fundamental movement and basic body management competence. They observe, practice, demonstrate, and compare fundamental movements, whilst learning to control their bodies in relation to other individuals and objects.

Students apply movement concepts to motor skills by responding appropriately to direction (front/back, side/side, left/right, high/low), personal and general space, effort and force (hard/soft), speed and flow (fast/slow).

Students participate in a series of vigorous and fun activities, progressing from short periods of time to longer periods, as they begin to achieve and maintain a health-enhancing level of physical fitness.

Students behave appropriately, follow rules and directions, practice safety and work cooperatively with others.

### **Objectives and Topics**

- Learn to move in the environment
- Fine tune fundamental locomotor activities
- Develop non-locomotor activities
- Develop fine motor skills using manipulative activities
- Recognize body image
- Begin teaching fundamentals of the following:
  - Basketball
  - Soccer
  - T-ball
  - Track activities
  - Juggling
  - Balance

### **Spanish**

The mission of the Spanish program is to equip students with crucial skills to communicate with Spanish speakers worldwide and to develop a respect for other cultures.

The program guides the students through their first steps in learning a second language, Spanish, in a delightfully imaginative learning environment.

Topics are integrated through reading, songs, games, and special projects. These lessons build vocabulary and mastery of grammar.

### **Objectives and Topics**

- Vocabulary related to greetings and names (conversation between teacher and puppet)
- Participation in games (playing together with puzzles, memory games)
- Verbal commands (pointing at items in class)
- Comprehension of verbal stories (using colorful pictures)
- Numbers 1-10 (counting by throwing a soft ball)
- Colors (repeating the colors with pictures)
- Body parts (specific movements with music)
- Farm Animals (using hand puppets)
- Food (making tortillas with play dough)
- Family members (coloring pictures)
- Poems and rhymes

### **Library**

PK3 students come to the library for story time and a short library lesson. During the spring semester, students will begin checking out library books. Students will be introduced to the St. Luke's Library; they will develop an awareness of proper library conduct and the proper treatment of books, and they will learn the procedures for checking out and returning library books.

The story time for the prekindergarten and kindergarten students is a regular part of their library visit. Although many different mediums and props (flannel board, puppets, dolls, etc.) are used periodically to enhance the stories, the primary focus is on reading aloud from books in the St. Luke's library. The story time includes a variety of children's literature genres: new books, classics, folklore and fairy tales. Listening games, songs, participatory stories and finger games are used regularly to enhance the students' listening skills. Through listening to the stories, the students are provided with opportunities to focus attention on a speaker without interrupting. They learn to listen and appreciate sound devices such as

rhythm, rhyme, alliteration, and onomatopoeia, and to develop literary and art appreciation skills. Story time is more than just entertainment: the students gain a sense of the breadth of literature available in this and most other libraries.

This is the student's first step toward developing a life-long relationship with the library and with reading. The students are introduced to the best in children's literature while learning to be responsible for the library and its materials.

### **Objectives and Topics**

- Folktales and fairy tales
- New books
- Listening games, songs, or finger games
- Using various props such as pop-up books, puppets, or flannel board, etc.

# Curriculum Overview

## PK4

### Reggio Emilia

The early childhood program at St. Luke's is inspired by the Reggio Emilia philosophy. The "Reggio" vision sees the child as a competent learner and maintains a strong belief that children learn through interaction with others, including parents, staff and peers in a friendly learning environment. The Reggio philosophy maintains that children learn best when the teacher engages their natural curiosity and creativity.

Below are some of the key features of Reggio Emilia's early childhood program that we employ at St. Luke's:

- In Reggio schools, the educators are very concerned about what the "school environment" teaches children. Hence, a great amount of attention is given to the look and feel of the classroom.
- Teachers organize environments that stimulate and speak to the curiosity and interests of the child.
- Documentation of children's work (art, conversations, photographs) is displayed both at the children's level and adult eye level.
- Projects are very important in Reggio classrooms. These projects are child-centered, following the interests of the students, and teacher and student return again and again to add new insights. These projects support and enrich children's learning. They can be short-term (one week) and long-term (throughout the school year). In creating these projects the students learn to respond to one another and to new questions and information, to record their thoughts and observations, to explore complexity, to build a hypothesis and test it out.

### Math

Primary Text: Singapore Math

Our math curriculum uses a variety of concrete objects, pictures, stories, and games to effectively teach the objectives. We help the children recognize, explore, locate, and compare. As a class, we make patterns, divide groups of objects into desired quantities, and begin to recognize coins. The students learn to recognize numbers and their value, and to form them correctly. We estimate the number of items in stories and often graph and categorize familiar objects in our world.

#### **Objectives and Topics**

- Explore volume with various containers
- Divide quantities into desired groups (equal parts)
- Recognize numbers and their value
- Learn to form the digits 0-9
- Compare, order and sort concrete objects by attributes (geometric, color, size, height and length)
- Begin to determine and compare amounts (more, less or equal)
- Locate objects using position and direction words
- Use non-standard measurement
- Sequence events using concept of time
- Recognize, copy, extend and create patterns and symmetrical designs

- Collect, display and read data on various types of graphs
- Add and subtract in simple problems
- Identify/compare coins by size/markings

## **Science**

Primary Text: Core Knowledge

At St. Luke's, science becomes a way for children to learn how and why things happen. We cover various topics (seasons, plants, animals, tools, etc.) using all of our senses. We first listen to information, form a hypothesis, and then conduct the experiment with a hands-on approach. We help the children find a solution and return to our hypothesis to see if it was correct. As a class, we talk and write about what we have learned.

### **Objectives and Topics**

- Gain awareness of self (physically and emotionally)
- Recognize and name body parts
- Identify plant parts
- Recognize plant needs
- Observe plant life cycle
- Identify animals
- Recognize animal needs (habitat)
- Begin to identify seasons (changes in weather and physical environment, time of year)
- Explore properties of air, water and light
- Manipulate tools used for various tasks (cooking, gardening and repairing)

## **Language Arts**

Primary Text: Core Knowledge, Handwriting without Tears, Spalding

The PK4 curriculum teaches the children to listen to literature that is read aloud by the teacher. From this beginning, we find that the children come to understand the elements of a good story (setting, main character, etc.). As they progress, they learn to make up their own stories, dictate and also illustrate them. We practice listening for rhyming words and regularly introduce new vocabulary. The students also learn to recognize all the letters of the alphabet and the sounds they make. We form those letters in sand, shaving cream, and finger paint before writing them with a pencil on our paper, using the Handwriting without Tears program.

### **Objectives and Topics**

- Illustrate stories
- Make up and tell stories with story elements (main character, setting, problem and resolution)
- Sequence stories
- Form letters in air, form letters with shaving cream and in sand
- Recognize and print capital letters
- Recognize and write first name
- Recognize first names of classmates
- Demonstrate ability to read and write from left to right
- Recognize and produce Spalding phonograms (1-26)
- Recognize rhyming words
- Begin to appropriately use time, space and action words
- Expand precise vocabulary
- If ready, begin to read the written word

## **Social Studies/History/Geography**

Primary Text: Core Knowledge

Our history curriculum builds upon our children's interest in the "here and now" and reaches back in time to learn about the people who have contributed to the development of our nation and the world. We learn about these people through stories, legends, and heroic tales that are part of the cultural heritage of the world.

In Geography our grade level uses a globe to study our world as well as maps. We begin by teaching where we are in our big world as well as where the other six continents are located. The children learn what a key on a map is, and how to use it. We also study some of the different continents and the people and animals that live there.

### **Objectives and Topics**

- Gain awareness of and appreciation for various cultural values
- Identify self as part of a community (school, city and state)
- Explore traditions and celebrations (United States, Africa and Mexico)
- Explore maps and globes
- Begin to recognize our American heritage (Pilgrims and Indians)
- Expand content-specific vocabulary

## **Music**

PK4 students will demonstrate steady beat while singing and playing instruments. Students will explore music through creative movement, story telling, and listening. Students will be introduced to basic elements of music through melodic and rhythm reading activities.

### **Objectives and Topics**

- Demonstrate steady beat
- Explore rhythm with instruments
- Demonstrate melodic direction
- Apply musical knowledge through composition
- Sing seasonal and thematic songs
- Respond to music through movement
- Listening
- Chapel songs
- Perform in small and large groups
- Integrate music into core curriculum

## **Physical Education**

Students will begin to develop fundamental movement and basic body management competence. They observe, practice, demonstrate, and compare fundamental movements, whilst learning to control their bodies in relation to other individuals and objects.

Students apply movement concepts to motor skills by responding appropriately to direction (front/back, side/side, left/right, high/low), personal and general space, effort and force (hard/soft), speed and flow (fast/slow).

Students participate in a series of vigorous and fun activities, progressing from short periods of time to longer periods, as they begin to achieve and maintain a health-enhancing level of physical fitness.

Students behave appropriately, follow rules and directions, practice safety and work cooperatively with others.

### **Objectives and Topics**

- Learn to move in the environment
- Fine tune fundamental locomotor activities
- Develop non-locomotor activities
- Develop fine motor skills using manipulative activities
- Recognize body image
- 
- Begin teaching fundamentals of the following:
  - Basketball
  - Soccer
  - T-ball
  - Track activities
  - Juggling
  - Balance

## **Spanish**

The mission of the Spanish program is to equip students with crucial skills to communicate with Spanish speakers worldwide and to develop a respect for other cultures.

The program guides the students through their first steps in learning a second language, Spanish, in a delightfully imaginative learning environment.

Topics are integrated through reading, songs, games, and special projects. These lessons build vocabulary and mastery of grammar.

### **Objectives and Topics**

- Vocabulary related to greetings/names
- Participation in games
- Verbal commands (classroom objects)
- Comprehension of verbal stories (discuss orally)
- Numbers 1-20 (counting items)
- Colors of the rainbow
- Body parts (specific movements with music)
- Food (tasting Spanish foods)
- Family members (naming basic relatives)
- Poems and rhymes (listening and pictures)

## **Library**

PK4 students come to the library for a story time and short library lesson. During the spring semester, students will begin checking out library books. Students will be introduced to the St. Luke's Library; they will develop an awareness of proper library conduct and the proper treatment of books, and they will learn the procedures for checking out and returning library books.

The story time for the prekindergarten and kindergarten students is a regular part of their library visit. Although many different mediums and props (flannel board, puppets, dolls, etc.) are used periodically to

enhance the stories, the primary focus is on reading aloud from books in the St. Luke's library. The story time includes a variety of children's literature genres: new books, classics, folklore and fairy tales. Listening games, songs, participatory stories, and finger games are used regularly to enhance the students' listening skills. Through listening to the stories, the students are provided with opportunities to focus attention on a speaker without interrupting; to listen and appreciate sound devices such as rhythm, rhyme, alliteration, and onomatopoeia, and to develop literary and art appreciation skills. Story time is more than just entertainment; the students gain a sense of the breadth of literature available in this and most other libraries.

This is the student's first step toward developing a life-long relationship with the library and with reading. The students are introduced to the best in children's literature while learning to be responsible for the library and its materials.

### **Objectives and Topics**

- Folktales and fairy tales
- New books
- Listening games, songs, or finger games
- Using various props such as pop-up books, puppets, or flannel board, etc.

### **21<sup>st</sup> 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. All students in first through third grades have their own Neo-2. There are three smart tables that are used in the early grades and a Mac laptop cart is reserved for the older elementary students.

# Curriculum Overview

## Kindergarten

### Language Arts

Primary Text: Houghton-Mifflin Journeys, Core Knowledge, The Spalding Method, Wordly Wise & Fountas & Pinnell Guided Reading

Using a developmentally appropriate approach, students are introduced to phoneme sounds, letter formation techniques, and spelling and writing strategies to begin blending sounds for pre-reading and reading skills through Spalding. Students are introduced to all genres of literature. Through the literature, students begin to study grammar, punctuation and parts of speech. Conversations in class focus on comprehension and fluency. Enriched vocabulary is embedded throughout the TX Journeys Language Arts curriculum.

### Objectives and Topics

- Phonemic awareness
- Fluency
- Choral reading
- Elements of text
- Explain and compose simple sentences
- Sequencing
- Summarizing
- Identify story elements
- Capitalization
- Punctuation
- Handwriting skills
- Sensory activities (shaving cream, finger-painting, scissor cutting) to help develop fine motor skills
- Dramatizations to retell a story and identify specific story elements
- Draw illustrations to match a written text
- Verbal and written expression of their own ideas

### Math

Primary Text: Singapore Math

Singapore Math engages students in the mathematical learning process with hands-on, meaningful activities and attractive illustrations, rich in mathematical content. Using a variety of manipulatives, students are guided through a process using pictures and concrete objects. This learning process develops their understanding of mathematics on an abstract level and provides them with a strong foundation of mathematical skills.

### Objectives and Topics

- Whole numbers
- Addition and subtraction of whole numbers
- Time
- Measurement
- Geometry
- Data analysis and probability
- Money
- Pre-algebra
- Count objects to 25 in a set
- Read and write numerals to 10
- Use place-value models to represent numbers
- More than/less than concepts
- Number bond concepts and part-whole concepts
- Estimation
- Count by 2's, 5's, 10's

- Recognize coin and values
- Tell time to the hour
- Describe and extend patterns
- Solve problems involving numeric equations

## **Social Studies/History/Geography**

Primary Text: Pearson Learning Core Knowledge

Using a multi-sensory approach through the Core Knowledge Sequence, children foster an appreciation and awareness of the world around them: family, school and community. Students develop a spatial sense of the world, an awareness of the physical processes that shape lives, a sense of the interactions between humans and their environment, an understanding of relations between place and culture, and an awareness of the characteristics of specific regions and cultures.

### **Objectives and Topics**

- Self awareness
- Family and community
- Geographical and cartographic terms
- Native Americans
- U.S. Presidents
- Continents
- American landmarks and symbols
- Recognize similarities and differences between ourselves and classmates
- Hall of Presidents
- Compare/contrast Native Americans in geographical areas
- Musical poems to recall 7 continents
- Identify north, south, east, west using a compass rose

## **Science**

Primary Text: Core Knowledge

Through hands-on experience and observation guided by the Core Knowledge Sequence, students become active learners to view the world through scientific eyes. They are encouraged to ask questions and seek out answers. Using rich informational literature, personal observation, and hands-on activities, students explore the scientific world around them.

### **Objectives and Topics**

- 5 senses
- Weather
- Seasons
- Magnetism
- Animal habitats
- Arachnids
- Insects
- Life cycle of chickens
- Rainforest
- Ecology
- Identifying taste buds through eating exercise
- Recognize attraction and repulsion of objects
- Identify weather patterns in connection to seasons
- Labeling parts of insects
- Identify different arachnid web structures
- Incubate fertile chicken eggs
- Identify and classify living organism in rainforest layers

## **Art**

Students in Kindergarten Art will be introduced to the elements of art. They will learn about color theory and will be taught to identify primary, “warm”, and “cool” colors. They will discover different kinds of lines and learn to recognize them in their surroundings. Students will develop fine motor skills as they explore a variety of media and tools. They will learn about the lives and works of some carefully chosen artists, and will be introduced to the artistic traditions of other cultures.

### **Objectives and Topics**

- Recognize elements of art
- Identify line and color
- Explore various drawing techniques
- Construct with clay
- Paint with a variety of techniques and media
- Construct mixed media collages
- Examine famous artists and their work

## **Music**

Kindergarten students will participate in singing games, creative movement activities and listening activities that will expose them to a wide range of musical styles from various cultures. Students will actively practice rhythm and melodic reading skills through singing and playing instruments.

### **Objectives and Topics**

- Demonstrate steady beat
- Explore rhythm with instruments
- Sing unaccompanied and accompanied in unison
- Apply musical knowledge through composition
- Introduction to the orchestra
- Sing seasonal and thematic songs
- Respond to music through movement
- Listening
- Chapel songs
- Perform in small and large groups
- Integrate music into core curriculum

## **Physical Education**

Students will begin to develop fundamental movement and basic body management competence. They observe, practice, demonstrate, and compare fundamental movements, whilst learning to control their bodies in relation to other individuals and objects.

Students apply movement concepts to motor skills by responding appropriately to direction (front/back, side/side, left/right, high/low), personal and general space, effort and force (hard/soft), speed and flow (fast/slow).

Students participate in a series of vigorous and fun activities, progressing from short periods of time to longer periods, as they begin to achieve and maintain a health-enhancing level of physical fitness.

Students behave appropriately, follow rules and directions, practice safety and work cooperatively with others.

## **Objectives and Topics**

- Learn to move in the environment
- Fine tune fundamental locomotor activities
- Develop non-locomotor activities
- Develop fine motor skills using manipulative activities
- Recognize body image
- Begin teaching fundamentals of the following:
  - Basketball
  - Soccer
  - T-ball
  - Track activities
  - Juggling
  - Balance

## **Spanish**

The mission of the Spanish program is to equip students with crucial skills to communicate with Spanish speakers worldwide and to develop a respect for other cultures.

The program guides the students through their first steps in learning a second language, Spanish, in a delightfully imaginative learning environment.

Topics are integrated through reading, songs, games, and special projects. These lessons build vocabulary and mastery of grammar.

## **Objectives and Topics**

- Vocabulary relating to greetings and names
- Participation in learning games
- Verbal commands in classroom
- Listening to and discussing stories
- Numbers 1-30 (counting items)
- Colors (describing objects)
- Body parts (responding to questions)
- Animals (using puppets)
- Food (traditional meals)
- Family members (drawing)
- Poems/rhymes (listening with pictures)

## **Library**

Kindergarten students come to the library for a story time and short library lesson. During the spring semester, students will begin checking out library books. Students will be introduced to the St. Luke's Library; will develop an awareness of proper library conduct and the proper treatment of books, and will learn the procedures for checking out and returning library books.

The story time for the prekindergarten and kindergarten students is a regular part of their library visit. Although many different mediums and props (flannel board, puppets, dolls, etc.) are used periodically to enhance the stories, the primary focus is on reading aloud from books in the St. Luke's library. The story time includes a variety of children's literature: new books, classics, folklore and fairy tales. Listening games, songs, participatory stories, and finger games are used regularly to enhance the students' listening skills. Through listening to the stories, the students are provided with opportunities to focus attention on a speaker without interrupting; to listen and appreciate sound devices such as rhythm, rhyme, alliteration, and onomatopoeia, and to develop literary and art appreciation skills. Story time is more than just entertainment; the students gain a sense of the breadth of literature available in this and most other libraries.

This is the student's first step toward developing a life-long relationship with the library and with reading. The students are introduced to the best in children's literature while learning to be responsible for the library and its materials.

### **Objectives and Topics**

- Folktales and fairy tales
- New books
- Listening games, songs, or finger games
- Using various props such as pop-up books, puppets, or flannel board, etc.

### **21<sup>st</sup> 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. All students in first through third grades have their own Neo-2. There are three smart tables that are used in the early grades and a Mac laptop cart is reserved for the older elementary students.

# Curriculum Overview

## First Grade

### Language Arts

Primary Text: Houghton-Mifflin Journeys, Core Knowledge, The Spalding Method, Wordly Wise & Fountas & Pinnell Guided Reading

Our multi-faceted Language Arts program addresses the individualized learning styles and developmental stages of our students. Our foundation is built upon the Spalding method. Through exploration of letters and sounds, children are introduced to seventy-two phonograms along with *The Rules of English* as a basis for the spelling program. To teach spelling we use a combination of Spalding and the Houghton-Mifflin program. The reading curriculum is a blend of rich literature study and explicit Spalding phonics-based instruction. Opportunities for independent reading allow students to select relevant books to build individual fluency and comprehension; these opportunities include basal reading, the Accelerated Reader program, and classic classroom read-aloud books. Students are introduced to the writing process from brainstorming to publishing. Through incorporating the Six Traits of Writing, students understand the mechanics of editing and composing written work. There is an emphasis on the process of writing; students write in response to literature and poetry, and write compositions drawn from their own personal experiences. Students practice listening and speaking skills through sharing ideas, book talks, and various group activities.

### Objectives and Topics

- Identify orally 70 phonograms
- Write 70 phonograms
- Analyze the structure and spelling of words using the *Houghton-Mifflin* program and the Ayers extended spelling list
- Decode and mark words based on Spalding phonograms
- Review and apply phonics-based spelling rules (rules of English)
- Practice and use the correct formation of letters based on the Spalding method
- Read a variety of genres- fiction, non-fiction, fairy tale, poetry
- Identify literary elements –setting, characters, problems, solutions
- Identify main idea
- Make inferences
- Predict outcomes
- Sequence events
- Practice reading to one another
- Accelerated Reading Program
- Identify sentence fragments and complete sentences
- Identify subject and predicate
- Identify and use appropriate punctuation for declarative, interrogative and exclamatory sentences
- Define and identify nouns, verbs, and adjectives
- Identify and use the rules for capitalization
- Identify contractions
- Create simple sentences
- Write original stories in narrative form
- Write friendly letters, descriptive paragraphs, poetry, biographies and reports

## **Math**

Primary Text: Singapore Math

Singapore Math is a program that emphasizes concept development, mental techniques, and problem solving. Math is more than memorizing formulas and fact families. Through this program, students learn the how's and why's of math, not just the operations. By developing a logical way of thinking using a broad spectrum of manipulatives, students build a strong foundation in mathematical thinking and skills.

### **Objectives and Topics**

- Counting
- Making number stories using number bonds
- Addition with number bonds
- Other methods of addition
- Addition of three numbers
- Subtraction
- Counting and comparing to 20
- Position and direction
- Ordinal numbers- naming position
- Counting by twos, tens and ones to 40
- Estimating, ordering, and comparing Numbers to 100
- Addition and subtraction within 100
- Names and attributes of common shapes
- Comparing weight and length
- Measuring weight and length
- Comparing capacity
- Measuring capacity
- Telling time and estimating time
- Bills and coins
- Shopping
- Adding equal groups
- Making multiplication stories
- Multiplication within 40
- Sharing and grouping
- Halves and fourths

## **Social Studies/History/Geography**

Primary Text: Pearson Learning Core Knowledge

Our Social Studies program is based on the Core Knowledge series. An early introduction to history and geography fosters an understanding of the broad world beyond the child's locality, and makes him/her aware of varied people and ways of life. We show children that history is a story of all the people who lived before us, which helps us to remember who we are and what we have done.

### **Objectives and Topics**

#### **Geography**

- Spatial Sense – earth, continent, country, state, city, school, classroom
- Read and use maps, map keys, compass rose and symbols
- Identify geographical terms and features – peninsula, harbor, bay, island, equator, N and S hemisphere, poles

#### **Early Civilizations**

- Mesopotamia: the “Cradle of Civilization” – Hammurabi’s Code, laws, literacy and traditions
- Ancient Egypt – Nile, Pharaohs, Sphinx, Gods, mummies, hieroglyphics/papyrus,

everyday life, King Tutankhamen, Hatshepsut

#### **Early People & Civilizations of the Americas**

- Crossing of the land bridge from Asia to North America
- Everyday life of hunters and gatherers
- Transition from hunting to farming – connections between farming and permanent settlements
- Mayan Civilization – major accomplishments, everyday life, mysterious disappearance

- Aztec/Inca civilizations, - major accomplishments, everyday life, Uniqueness of cities
- Compare/contrast Mayas, Incas and Aztecs

#### **Early Exploration and Settlement**

- Columbus
- The Conquistadors – Cortes, Pizarro
- English settlers – lost colony, Sir Walter Raleigh, Virginia Dare, Captain John Smith Pocahontas and Powhatan
- Massachusetts – Pilgrims, Mayflower, Thanksgiving Day, Massachusetts Bay Colony, The Puritans

#### **Colonies to Independence**

- Locate the original thirteen colonies
- Boston Tea Party, Paul Revere, Minutemen and Redcoats
- Thomas Jefferson, George Washington, Benjamin Franklin, Betsy Ross
- Declaration of Independence

#### **Early Exploration of the American West**

- Daniel Boone – Wilderness Trail
- Louisiana Purchase
- Lewis and Clark Expedition – Sacagawea, Appalachian Mountains, Rocky Mountains, Mississippi River, Pacific Ocean

#### **Symbols and Figures**

- Recognize and become familiar with the significance of the Liberty Bell, American Flag, Bald Eagle, The Statue of Liberty, U.S. Capitol, The National Anthem

#### **History of World Religions**

- Judaism – Torah, Synagogue, Moses, Connection between Judaism and Christianity
- Christianity – Bible, significance of the cross, Christ
- Islam – Koran, Muhammad

## Science

Primary Text: Core Knowledge

Our Science program is based on the Core Knowledge series. Children, acting as young scientists, gain knowledge about the world around them from experience, observation, and active investigation. By experiencing first-hand the scientific method, the students stay actively engaged in analytical thinking. Understanding how their world works through experiments and hands-on activities is critical to developing authentic scientific knowledge.

### **Objectives and Topics**

#### **Earth**

- 3 Main Layers
- Volcanoes, geyser
- 3 types of rocks – attributes of metamorphic, igneous, sedimentary
- Rock cycle
- Minerals

#### **Matter**

- 3 States – identify properties of each
- Atoms, molecules (specifically water)

#### **Body Systems**

- Skeletal, muscular, digestive, circulatory, nervous
- Edward Jenner, Louis Pasteur

- Food pyramid
- Healthy body

#### **Electricity**

- Static and current electricity
- Safety rules
- History and use
- Materials that conduct/insulate
- Electrical circuits

#### **Solar System**

- Characteristics of sun and moon
- Planets, constellations, Big Dipper, Milky Way, our solar system
- Earth's rotation – seasons, sunrise, sunset

## **Habitats**

- Characteristics of forests, deserts, oceans, woodlands
- Relationship of animals and their habitats
- Food chain in nature
- Characteristics of omnivores, herbivores, and carnivores
- Pollution, conservation and relationship to animals and habitats
- Ecology and “Going Green”

## **Oceans**

- 4 major oceans and their importance to earth
- Coast, continental shelf, ocean slope/floor, abyss, currents and tides
- Tidal pool, coral reef,
- Ocean life and food chain
- Overfishing, pollution, conservation

## **Art**

First Grade Art will build on the elements of art introduced in Kindergarten. Students will learn how the primary colors mix to form new colors. After learning to identify different types of colors, lines, shapes, and textures, they will observe the use of these elements in various artworks. Students will continue to explore a variety of media and techniques. They will learn to recognize different types of art such as portrait, still-life, and landscape. They will learn about art from different cultures and the lives and works of famous artists. Art classes also teach the students to appreciate art as a visual record of human history.

### **Objectives and Topics**

- Recognize elements of art in works
- Identify line and color
- Develop drawing techniques
- Construct with clay
- Develop painting techniques
- Construct mixed media collages
- Work with textiles
- Examine famous artists and their work
- Recognize types of art

## **Music**

First Grade students will build on previous experiences and become familiar with the basic elements of music through the study of composers, musical terminology and the orchestra. Students will actively practice rhythm and melodic reading skills through singing and playing instruments.

### **Objectives and Topics**

- Demonstrate steady beat through singing and playing instruments
- Sing unaccompanied and accompanied in unison
- Demonstrate rhythm and melodic reading skills
- Introduction to music terminology
- Apply musical knowledge through composition
- Introduction to the orchestra
- Introduction to composers
- Sing seasonal and thematic songs
- Respond to music through movement
- Listening
- Chapel songs
- Perform in small and large groups
- Integrate music into core curriculum

## **Library**

First grade students come to the library for story time, a short library lesson, library browsing, and to check out books. In addition, the students may come to the library at other times during the week to check out books or do research.

First grade students are familiar with the library setting; apply library manners; can identify the title, author, and illustrator; can select books based on personal interest; can follow circulation procedures; can take proper care of books; have an understanding of the concept of artist and illustrator; and have an initial understanding of the difference between fiction and nonfiction.

### **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

## **Physical Education**

Students move using locomotor (run, walk, jump, gallop, etc.) and non-locomotor skills (bend, twist, turn). They move to rhythm, demonstrate balance, and develop the ability to jump, climb, and roll.

Students are taught to discern differences in tempo, force, and direction during movement.

Students begin to understand the effects of physical activity on the body by observing physical changes such as increased heart rate, increased rate of respiration (breathing), and an increase in sweating during exercise.

Students begin to learn and apply behaviors which demonstrate an understanding of rules and directions, safety practices, and working cooperatively with others.

Students refine fundamental movement skills to a more mature level. Students are able to vary and combine locomotor (traveling actions), non-locomotor (movement in place), and manipulative skills.

### **Objectives and Topics**

- Game rules and safety
- Jump rope
- Motor and non-local motor skills
- Juggling
- Frisbee
- Basketball
- Volleyball
- Floor Hockey
- Racquet sports
- Omni ken
- Dance/Geo-mats
- Track activities

## **Spanish**

The mission of the Spanish program is to equip students with crucial skills to communicate with Spanish speakers worldwide and to develop a respect for other cultures.

The program guides the students through their first steps in learning a second language, Spanish, in a delightfully imaginative learning environment.

Topics are integrated through reading, songs, games, and special projects. These lessons build vocabulary and mastery of grammar.

### **Objectives and Topics**

- Identify classmates by name
- Ask single questions, read simple phrases
- Let's look around our classroom! (classroom objects)
- Numbers 1-40
- Colors (in nature)
- Let's learn about ourselves! (parts of the body)
- Animals (domestic animals)
- When is your birthday? (months of the year)
- Let's learn about our family! (family members)
- Hispanic culture
- Weather expressions
- Telephone conversation
- Modes of transportation
- Clothing items
- Poems

### **21<sup>st</sup> 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. All students in first through third grades have their own Neo-2. There are three smart tables that are used in the early grades and a Mac laptop cart is reserved for the older elementary students.

### **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).

# Curriculum Overview

## Second Grade

### Math

Primary Text: Singapore Math

The students are provided with the necessary learning experiences beginning with the concrete and pictorial stages, followed by the abstract stage, to enable them to learn mathematics meaningfully. This approach encourages an active thinking process, the clear communication of mathematical ideas and problem solving. Emphasis is placed on the development of better understanding of mathematical concepts and their applications, as well as on proficiency in problem solving, mathematical reasoning and higher order thinking. Our math program uses the model approach to solving word problems: this approach requires kids to draw rectangular boxes to represent part-whole relationships and math values (both known or unknown values) in the math problems. The word problems are typically designed to depict real-life situations such as grocery shopping and the division of money.

### **Objectives and Topics**

- Use multiple models to develop initial understanding of place value and the base-ten number system
- Develop a sense of whole numbers and represent and use them in flexible ways
- Understand situations that entail multiplication and division
- Develop and use strategies for whole-number computations, with a focus on addition and subtraction
- Develop fluency with basic number combinations for addition and subtraction
- Use a variety of methods and tools to compute
- Use concrete, pictorial, and verbal representations to develop an understanding of invented and conventional symbolic notations
- Model situations that involve the addition and subtraction of whole numbers, using objects, pictures, and symbols
- Describe quantitative change, such as a student growing two inches in one year
- Describe, name, and interpret direction and distance in navigating space and apply ideas about direction and distance
- Relate ideas in geometry to ideas in number and measurement
- Recognize the attributes of length, volume, weight, area, and time (time is not identified as a focal point or connection)
- Understand how to measure using nonstandard and standard units
- Select an appropriate unit and tool for the attribute being measured
- Measure with multiple copies of units of the same size
- Use repetition of a single unit to measure something larger than the unit
- Use tools to measure
- Develop common referents for measures to make comparisons and estimates

## **Reading & Language Arts**

Primary Text: Houghton-Mifflin Journeys, Core Knowledge, The Spalding Method, Wordly Wise & Fountas & Pinnell Guided Reading

Drawing from these four curriculum programs, we are able to create an accelerated reading and language arts program. This program builds on a solid foundation of phonics and phonemic awareness using the Spalding Method. Students are then exposed to literature from a variety of genres and authors using the Core Knowledge and Journeys programs. In order to address and differentiate instruction, teachers conduct small guided reading sessions that target individual needs and skills.

Below is the list of books used in small reading groups that correlate with the units of study. Many of these titles are available in the school's bookroom.

What is a Life Cycle?	by Bobbie Kalman
Frog and Toad series	by Arnold Lobel
Jake Drake: Know It All	by Andrew Clements
George, The Drummer Boy	by Nathaniel Benchley
A Picture Book of Thomas Jefferson	by David Adler
Sam the Minuteman	by Nathaniel Benchley
The Secret Soldier: The Story of Deborah Sampson	by Ann McGovern
Hour of the Olympics	by Mary Pope Osborne
Tigers at Twilight	by Mary Pope Osborne
The Life & Times of a Honeybee	by Charles Micucci
Dolley Madison Saves History	by Roger Smalley
Magnets	by Anne Schreiber
The Longway Westward	by Joan Sandin
The Josefina Story Quilt	by Eleanor Coerr
Wagon Wheels	by Barbara Brenner
Buffalo Bill	by Eleanor Coerr and Don Bolognese
The Civil War on Sunday	by Mary Pope Osborne
Harriet Tubman	by Wil Mara
The Drinking Gourd	by F.N. Monjo
Watch the Stars Come Out	by Riki Levinson
The Long Way to a New Land	by Joan Sandin
Simple Machines	by Deborah Hodge
A Picture Book of Florence Nightingale	by David Adler
Eleanor	by Barbara Cooney
Harvesting Hope: The Story of Cesar Chavez	by Kathleen Krull

### **Objectives and Topics**

- Sequence of events, story structure and fact vs. opinion
- Using a glossary and dictionary
- Making inferences, predicting, and analyze/evaluate
- Compare/contrast and understanding main idea vs. details
- Summarization
- Sayings, phrases and idioms
- Fairy tales, folktales from other cultures and tall tales
- Parts of speech
- Prefixes and suffixes
- Synonyms, antonyms and homophones
- Kinds of sentences (declarative, interrogative, exclamatory), structure and subject verb agreement
- Punctuation
- Writing: journaling, creative, poetry and friendly letter
- Informative and narrative paragraph
- Research paper
- Revising and editing process and

- editing symbols
- Use of webs and other graphic organizers for writing
- Phonograms, markings, rules, syllabication and proper spacing
- Root words and spelling patterns
- Print and cursive letter strokes

## **History & Geography**

Primary Text: Pearson Learning Core Knowledge

In second grade, students continue to explore the globe through identifying and locating new geographical features. These skills build directly on first grade experiences. Students learn history through the study of other civilizations (both ancient and modern). We study the major events of American history in chronological order beginning with the Constitution and ending with the Civil Rights era.

### **Objectives and Topics**

- Basic Geography – spatial sense, geographical terms, map features
- Geography of the Americas
- Modern Japan
- Ancient Cultures – India, China, Greece
- Making of the U.S. Constitution
- War of 1812
- Westward Expansion in U.S.
- Civil War
- Immigration and citizenship in the U.S.
- Civil Rights
- Geography – American states

## **Science**

Primary Text: Pearson Learning Core Knowledge & Harcourt Science

Through continuous and systematic observation, students begin to hypothesize about and classify observed phenomena so that they may better understand our universe. Teachers encourage them to ask questions about nature and to seek answers through collecting things, counting and measuring things, making qualitative observations, and discussing our findings. Students are later exposed to the steps of the Scientific Method. Utilizing our science lab, students are actively engaged in hands-on experiments with a variety of possible conclusions.

### **Objectives and Topics**

- Animal life cycles
- Insects
- Human body and nutrition
- Seasonal cycles
- Weather
- Water cycle
- Forces and Motion
- Magnetism
- Simple Machines
- Plant life cycles
- Plants
- Scientist Biographies – Anton Van Leeuwenhoek, Florence Nightingale, Daniel Hale Williams, and Elijah McCoy

## Art

Students in Second Grade Art will continue to develop their drawing, painting, and sculpting techniques while using the elements of art as a guide to their creations. They will explore art and architecture from ancient cultures and the lives and works of famous artists. Students will be introduced to the concept of perspective as they develop a sense of distance and placement. They will explore and learn to recognize different works from different art movements.

### **Objectives and Topics**

- Recognize and use elements of art
- Practice drawing techniques
- Construct sculptures
- Practice painting techniques
- Construct mixed media collages
- Create weaving projects
- Explore art and architecture of ancient civilizations
- Develop sense of placement
- Recognize types art from various art movements

## Music

The Second grade music curriculum will focus on building fundamental skills for singing, listening, and rudimentary musical performance. The curriculum will build on the foundation laid in previous classes, and will aim to provide a smooth transition as students study instruments and ensembles in later grades. Specific topics covered this year will include:

### **Objectives and Topics**

- Steady beat/ready rhythms
- Meter
- Melody/canon singing
- Form
- Read time signatures
- Sight read notes/rests
- Create accompaniment
- Orchestral/rhythm instruments
- Solfege
- Listen to classical selections

## Library

Students will develop information skills by using library resources and tools to satisfy their information needs. Students will gather, evaluate, and use information efficiently and independently.

Second grade students come to the library for story time, a short library lesson, library browsing, and to check out books. In addition, the students may come to the library at other times during the week to check out books or do research.

Second grade students are familiar with the library setting; know that materials in the library have a specific location and order; can identify the title, author, and illustrator; can select books based on personal interest; can follow circulation procedures; can take proper care of books; have an understanding of the concept of artist and illustrator; and have an initial understanding of the difference between fiction and nonfiction.

## **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

## **Physical Education**

Students move using locomotor (run, walk, jump, gallop, etc.) and non-locomotor skills (bend, twist, turn). They move to rhythm, demonstrate balance, and develop the ability to jump, climb, and roll.

Students are taught to discern differences in tempo, force, and direction during movement.

Students begin to understand the effects of physical activity on the body by observing physical changes such as increased heart rate, increased rate of respiration (breathing), and an increase in sweating during exercise.

Students begin to learn behaviors that demonstrate an understanding of rules and directions, safety practices, and the need to work cooperatively with others.

Students refine fundamental movement skills to a more mature level. Students are able to vary and combine locomotor (traveling actions), non-locomotor (movement in place), and manipulative skills.

## **Objectives and Topics**

- Game rules and safety
- Jump rope
- Motor and non-local motor skills
- Juggling
- Frisbee
- Basketball
- Volleyball
- Floor Hockey
- Racquet sports
- Omni ken
- Dance/Geo-mats
- Track activities

## **Spanish**

The mission of the Spanish program is to equip students with crucial skills to communicate with Spanish speakers worldwide and to develop a respect for other cultures.

The program guides the students through their first steps in learning a second language, Spanish, in a delightfully imaginative learning environment.

Topics are integrated through reading, songs, games, and special projects. These lessons build vocabulary and mastery of grammar.

## **Objectives and Topics**

- Classroom objects (simple questions and commands)
- Role play (read simple phrases)
- Let's look at a house! (parts of the house)

- Let's count to sixty! (numbers 1-60)
- Playing in the house (appliances and toys)
- Seasons of the year
- Food (names of fruit and table-settings)
- What we learn in school (school subjects)
- I want to play an instrument
- Hispanic culture
- Names of places in a city
- Zoo animals (names)
- Is it inside, outside, up, or down? (prepositions)

## **21<sup>st</sup> 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. All students in first through third grades have their own Neo-2. There are three smart tables that are used in the early grades and a Mac laptop cart is reserved for the older elementary students.

## **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).

# Curriculum Overview

## Third Grade

### Language Arts

Primary Text: Houghton-Mifflin Journeys, Core Knowledge, Wordly Wise & Fountas & Pinnell Guided Reading

In the Third Grade Language Arts program, students will apply fundamental concepts that were taught in the lower grades. The emphasis in reading instruction shifts from learning to read to reading to learn, enabling them to concentrate on the meaning of the text. The teachers will select from the following list of books:

Ida B	by Katherine Hannigan
Tales of a Fourth Grade Nothing	by Judy Blume
Mr. Popper's Penguins	by Richard and Florence Atwater
James and the Giant Peach	by Roald Dahl
Top Secret	by John Reynolds Gardiner
Thy Friend, Obadiah	by Brinton Turkle
Mrs. Katz and Tush	by Patricia Polacco

### **Objectives and Topics**

- Identify common affixes
- Proper use of capitalization and punctuation
- Apply parts of speech
- Compose compound and complex sentences
- Compose well-organized paragraphs, friendly letters, reports
- Explore a broad range of literary genres
- Access digital information
- Analyze and summarize, predict, conclude, determine main idea, isolate details
- Segment and blend phonemes

### History/Geography

Primary Text: Pearson Learning Core Knowledge

Students travel through time beginning with the Ancient Romans and ending with the Thirteen Colonies. The students focus in particular on how exploration and migration have significantly altered the course of history.

### **Objectives and Topics**

- Use maps and globes to locate areas in the world and in particular in North America
- Measure distance on maps
- Compare life in Canada and U.S.
- Explore Ancient Rome
- Investigate Viking Culture
- Distinguish differences between Native American groups and their cultures
- Chronologically investigate North American explorers
- Explore founding of Thirteen Original Colonies

## **Science**

Primary Text: Pearson Learning Core Knowledge & Harcourt Science

During third grade, students move from the process of gaining knowledge to using the knowledge obtained from that process. They learn to use the processes of hypothesizing, observing, and classifying to better understand scientific concepts.

### **Objectives and Topics**

- Explain classification of animals
- Explore human body systems: skeletal, muscular, nervous
- Investigate light, optics and the eye
- Explore astronomy
- Explore ecology, conservation and ecosystems

## **Math**

Primary Text: Singapore Math

The Third Grade Math Program is Singapore Math, Primary Mathematics Standards Edition, which is designed to equip students with sound concept development, critical thinking, and efficient problem-solving skills. Mathematical concepts are taught to mastery through specific learning tasks that allow for immediate assessment and consolidation. The Concrete > Pictorial > Abstract approach enables students to encounter math in a meaningful way. Students are able to visualize and solve mathematical problems confidently by using the model drawing approach. Furthermore, metacognition is employed as a strategy for learners to monitor their thinking processes in problem solving. The St. Luke's Episcopal School Math Program is based upon the elements of the successful Pentagonal Model of the Singapore Mathematics Curriculum Framework: concepts, processes, metacognition, attitudes, and skills.

### **Objectives and Topics**

- Use place-value models to represent numbers to 10,000.
- Round numbers within 100,000 to the nearest 10 or 100
- Round numbers within 10,000 to the nearest 10, 100, or 1000.
- Add/Subtract numbers within 10,000.
- Relate division to multiplication.
- Understand quotient and remainder.
- Understand the properties of 0 and 1 in multiplication and division.
- Multiply and Divide by 2's through 9's.
- Use the commutative and associative properties to perform mental calculations and check results.
- Use the distributive property to perform mental calculations and check results.
- Add and Subtract numbers within 100.
- Compare and order fractions with the same denominator or with the same numerator.
- Use decimal notation to add and subtract money within \$100.00.
- Tell time to the minute (analog clock face).
- Estimate reasonable time intervals.
- Measure and estimate length of objects in meters kilometers, miles, centimeters, yards, feet, and inches.
- Measure and estimate weight in kilograms, grams, pounds, and ounces.
- Find the perimeter of polygons.
- Find the area of shapes by covering them with unit squares or by counting squares.
- Understand and use units of area, such as square centimeter and square inch.

- Describe and classify common 3-dimensional shapes according to number and shape of faces, edges, and vertices.
- Identify common 3-dimensional shapes within compound shapes.
- Identify intersecting parallel lines and right angles
- Identify and describe polygons, triangles and quadrilaterals.
- Solve 2-step word problems (four operations on whole numbers.)
- Collect, organize, and analyze data using tables tally charts, and bar graphs.
- Identify whether common events are certain, likely, unlikely, or impossible.
- Record the possible outcomes for a simple event and systematically keep track of the outcome when it is repeated many times.
- Summarize and display results of simple probability experiments and use the results to predict future events.
- Solve problems involving numeric equations or inequalities.
- Select appropriate operational symbol to make an expression true.

## **Art**

Third grade art is designed to build upon skills learned in K-2nd visual arts. Students will experiment with a variety of media and techniques. Students in the third grade program will continue the study of color theory. We will explore various artists and styles from the past and study the art of different cultures.

### **Objectives and Topics**

- Clay sculpture
- Composition and Placement
- Weaving
- Collage
- Painting
- Color groups and color families
- Showing space
- Communicating movement

## **Music**

Third Grade students will build on previous experiences and explore a variety of musical styles from various cultures through the study of woodwind, string, brass and percussion instruments. Their studies will also include composers (historical and contemporary) and music composition. All students will actively practice singing, listening and rhythm reading skills to develop their individual musical talents.

### **Objectives and Topics**

- Demonstrate steady beat through singing and playing instruments
- Sing unaccompanied and accompanied in unison
- Demonstrate rhythm and melodic reading skills
- Demonstrate appropriate use of music terminology
- Apply musical knowledge through composition
- Study of the orchestra
- Study of composers
- Listening
- Chapel songs
- Perform in small and large groups
- Integrate music into core curriculum

## **Library**

Students will develop information skills by using library resources and tools to satisfy their information needs. Students will gather, evaluate, and use information efficiently and independently.

Third grade students come to the library for story time, a short library lesson, library browsing and to check out books. In addition, the students may come to the library at other times during the week to check out books or do research.

Third 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 statewide reading program

## **Physical Education**

Students continue to learn acceptable behavior: their conduct must demonstrate an understanding of rules and directions, safety practices and the need to work cooperatively with others.

Students explore concepts of movement that allow them to adapt to changes in their environment. As they gain more motor (movement) control, they begin to adapt their movement forms in order to produce a desired effect.

Students will begin to work toward mastery in locomotor, non-locomotor, and manipulative skills. Various motor skills are combined to form more complex patterns of movement. These combinations are then combined to form the specialized skills required for specific sports.

Students willingly participate in new activities and relish opportunities to learn new skills. At this level, they choose to participate in activities that offer them the least chance of failure.

### **Objectives and Topics**

- Locomotor and non-locomotor development
- Balance
- Evasive skills
- Following multiple directions
- Peripheral development
- Fitness concepts
- Geo-Mats and dance and movement
- Games: rules, equipment, safety
- Jump rope
- Juggling
- Frisbee
- Basketball
- Football
- Volleyball
- Floor hockey
- Racquet sports
- Omni kin ball games

## **Spanish**

The mission of the Spanish program is to equip students with crucial skills to communicate with Spanish speakers worldwide and to develop a respect for other cultures.

The program guides the students through their first steps in learning a second language, Spanish, in a delightfully imaginative learning environment.

Topics are integrated through reading, songs, games, and special projects. These lessons build vocabulary and mastery of grammar.

### **Objectives and Topics**

- The classroom (talking about people and things)
- Various animals (describing names, sizes, colors)
- Going places (who and when)
- The school (doing things, going to classes)
- Seasons (likes and dislikes)
- Months of the year (describing activities)
- Talking about people
- Telling time
- Favorite things (different sports, camping, colors)
- Family (special people and things)
- Numbers 50-90 (visual aides)
- Materials (textbooks and workbooks)
- Assessments (participation in class and written quizzes)

## **21<sup>st</sup> 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. All students in first through third grades have their own Neo-2. There are three smart tables that are used in the early grades and a Mac laptop cart is reserved for the older elementary students.

## **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).

# Curriculum Overview

## Fourth Grade

### Language Arts

Primary Text: Houghton-Mifflin Journeys, Core Knowledge, Wordly Wise & Fountas & Pinnell Guided Reading

Fourth grade Language Arts emphasizes effective writing skills by focusing on the six traits of good writing (voice, conventions, organization, sentence fluency, word choice and ideas). Students will read various novels (historical and contemporary) and their reading will focus on deepening comprehension and literary appreciation (attention to literary form and terms). Independent reading will be nurtured through the Accelerated Reader program and continued exposure to various genres.

The students will read the following novels through the year:

The Boy in the Alamo	by Margaret Cousins
My Side of the Mountain	by Jean Craighead George
The Lion, the Witch and the Wardrobe	by C. S. Lewis
Robin Hood (Core Classic)	
The Fighting Ground by Avi	
The Legend of Sleepy Hollow (Core Classic)	

### **Objectives and Topics**

- Six traits of writing (voice, conventions, organization, sentence fluency, word choice and ideas)
- Parts of speech
- Punctuation and capitalization
- Note taking skills
- Organizing information using outlines, note cards
- Apply process writing through paragraphs, letters, journals, narratives, poetry
- Interpretation and declamation of poetry and other writing

### History / Social Studies

Primary Text: Pearson Learning Core Knowledge

In third grade students study ancient Greece and Rome, and in fifth grade they will study the Age of Exploration and the Renaissance. Fourth grade history, with its focus on the Middle Ages, is the bridge between these two eras of European history. Students learn about every day life in this period for all classes; they study the influence of religion on government and society, and the evolution of class structure in the emergence and development of the Feudal system.

The study of American history continues, with a focus on the American Revolution, the Declaration of Independence and Texas history. Their study of culture and society in the Middle Ages helps prepare them to explore the ideas of democracy and individual freedom that drove the American revolution.

A strong emphasis is placed on the use of maps in the understanding of history throughout fourth grade.

### **Objectives and Topics**

- Geography of U.S. and Texas
- American Revolution
- Constitutional Government
- Texas History
- Europe in the Middle Ages

### **Science**

Primary Text: Core Knowledge & Harcourt Science

The St. Luke's Fourth Grade Science Program encourages students to develop investigative skills in order to build explanations based on knowledge and evidence. It is an inquiry-based program fully integrated with technology and math that fosters the development of both intellectual and applied science skills. The disciplines of life science, Earth science, physical science, and the nature of science are taught using hands-on and minds-on approaches in the classroom, field, and lab. Dissections, in-depth labs, and student-made products are core to the program.

### **Objectives and Topics**

- Use scientific thinking process to conduct investigations and build explanations.
- Investigate various body systems with direct observation, dissections, and the construction of models.
- Analyze and classify plants through hands-on labs and field experiences
- Study and create a presentation or product on famous scientists and their contributions.
- Create concrete and abstract representations of systems and parts of a system
- Explore the relationships between animals and their habitats by caring for, observing, and conducting research.
- Compare adaptive characteristics through hands-on labs and field experiences.
- Develop an understanding of buoyancy by studying the behavior and weight of submerged objects, constructing and testing boats, and using objects of varying compositions and density to conduct investigations.
- Construct electric circuits, telegraphs, electromagnets, and other devices through systematic investigations and free explorations.
- Construct graphs, tables, maps, and charts to organize, examine, and evaluate information.
- Identify the Sun as the major source of energy for the Earth and understand its role in the growth of plants, creation of winds, and in the water cycles through the use of technology, investigations, and research.
- Use properties of minerals and rocks to identify and organize Earth materials.
- Design earthquake-proof buildings and construct models of volcanoes to gain an understanding of geological forces.
- Create and use models to study land formations.
- Explore the physics of motion, investigate stored energy and friction, and apply the concepts to technological designs by creating vehicles to specifications and building rockets.
- Create and use weather tools to gather data and make predictions.

- Study matter through labs and investigations as well as the use of the periodic table.
- Observe the interaction of permanent magnets with a variety of common materials.

## **Math**

Primary Text: Singapore Math

The St. Luke's Fourth Grade Mathematics Program is based upon the elements of the successful Pentagonal Model of the Singapore Mathematics Curriculum Framework: concepts, processes, metacognition, attitudes, and skills. Lessons are designed to move from the concrete to the pictorial to the abstract, which enables concepts and skills to be developed, mastered, and translated. Students are taught to visualize and construct concrete pictures through model-drawing, which develops a strong conceptual foundation and serves as a direct link to algebra. Interactive, written, and oral practice with feedback creates an enriched, successful mathematical experience for the students. They leave fourth grade equipped with a strong foundation in mathematics, the ability to communicate their thought processes, and an appreciation for their problem-solving abilities.

### **Objectives and Topics**

- Solve expressions that involve all four operations using the Order of Operations.
- Compare and order integers kinetically and in written form.
- Create raps, songs, poems, or sayings for the divisibility rules.
- Apply the divisibility rules in real-world situations.
- Use approximation to estimate the product or quotient.
- Use manipulatives and models to represent mathematical processes.
- Use place value charts and number strips students represent the value of given numbers and perform calculations.
- Identify multiples of numbers.
- Factor numbers using multiple strategies
- Use approximation and rounding to estimate the answer.
- Use mental math strategies to perform mathematical operations.
- Find the missing number in equations involving addition and subtraction
- Use model drawing to understand and solve word problems as well as to develop students' visual-thinking capabilities and algebraic thinking
- Create concrete and pictorial arrays for multiplication.
- Multiply a number by a multi-digit number.
- Form and understand equivalent fraction through hands- on activities as well as mathematical procedures.
- Compare and order fractions.
- Convert mixed numbers to improper fractions and vice versa
- Relate fractions to division
- Illustrate and solve fraction of a set problems and fraction part of a whole problems.
- Simplify fractions.
- Add and subtract fractions using models and mathematical procedures
- Add, subtract, multiply, and divide with decimals using concrete objects, pictorial representations, and written forms.
- Identifying the value of, writing, reading, and representing tenths, hundredths, and thousandth
- Identify, measure, label, and draw rays, lines, line segments and angles.
- Classify and name quadrilateral shapes and triangles.
- Create, identify, and measure angles
- Use and construct nets

- Identify the relationship between lines, line segments, and rays
- Measure and identify the parts of a circle through cooking and written exercises.
- Calculate the volume, perimeter, and area of simple and composite figures
- Add, subtract, multiply, divide measures
- Build structures and calculate cubic units
- Identify and construct congruent figures
- Tessellate and create tiling patterns
- Identify and use line and rotational symmetry
- Create a presentation on geometry using technology
- Conduct probability experiments and diagram the probability of events.
- Organize and analyze data.
- Create, interpret, and analyze bar, pie, and line graphs.
- Identify and calculate mathematical landmarks.
- Use a coordinate grid.
- Graph changes in quantities.

## **Art**

Fourth Grade Art will focus on the development of elements, principles and design in the students' artwork. Students will communicate original ideas by applying techniques learned for various media. They will explore the artwork and traditions of several cultures and learn to observe art from a contextual point of view.

### **Objectives and Topics**

- Use elements and principles of design for the following:
  - Discover independent drawing techniques and themes
  - Develop clay techniques
  - Practice painting techniques
  - Printmaking
  - Sculpture
- Explore cultural traditions and ethnic heritage
- Acquire contextual knowledge about art
- Learn to machine sew

## **Library**

Students will develop information skills by using library resources and tools to satisfy their information needs. Students will gather, evaluate, and use information efficiently and independently.

Fourth grade students come to the library for story time and a short library lesson. They also use their library time to browse and check out books. In addition, the students may come to the library at other times during the week to check out books or do research.

Fourth 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 statewide reading program

## **Physical Education**

Students continue to learn acceptable behavior: their conduct must demonstrate an understanding of rules and directions, safety practices and the need to work cooperatively with others.

Students explore concepts of movement that allow them to adapt to changes in their environment. As they gain more motor (movement) control, they begin to adapt their movement forms in order to produce a desired effect.

Students will begin to work toward mastery in locomotor, non-locomotor, and manipulative skills. Various motor skills are combined to form more complex patterns of movement. These combinations are then combined to form the specialized skills required for specific sports.

Students willingly participate in new activities and relish opportunities to learn new skills. At this level, they choose to participate in activities that offer them the least chance of failure.

### **Objectives**

- Locomotor and non-locomotor development
- Balance
- Evasive skills
- Following multiple directions
- Peripheral development
- Fitness concepts
- Geo-Mats and dance and movement
- Games: rules, equipment, safety
- Jump rope

## **Music**

Learning to play the guitar is the focus of the curriculum in fourth grade. Students learn music fundamentals (rhythm, melody, harmony, texture, dynamics, etc.) by experiencing them firsthand whilst playing the instrument. Students will demonstrate their knowledge through school performances.

### **Objectives and Topics**

- Guitar performance technique
- Musical terminology
- Music notation (staff, tablature, song sheet, chord graphs)
- Key signatures
- Rhythm and meter
- Time signatures
- Ensemble skills
- Sight reading
- Listening
- Improvisation
- Phrasing
- Singing and playing

## **Spanish**

At St. Luke's we use a full range of language techniques to foster students' interest and the development of skills. Class participation is key, whether in conversation, drills, or dialogues. We introduce textbooks to supplement the oral activities. Workbooks are used to help develop writing skills. Audio and videotapes are used to reinforce the oral and aural skills.

### **Objectives and Topics**

- The calendar
- Seasons of the year
- Telling time
- Terms used in everyday school life
- Family members and culture
- Agreement between parts of speech
- How to express likes and dislikes with *gustar*
- *Tener* expressions
- Present tense regular verbs
- Forming basic sentences including interrogative sentences

## **Latin**

The two foci of the 4<sup>th</sup> grade Latin program are to improve students' vocabulary through the systematic study of English vocabulary, and to expose students to the classical world in a way that will excite their curiosity and imagination. We use the Wordly Wise 4<sup>th</sup> grade curriculum as a guide for vocabulary acquisition, but we also teach students to use their knowledge of Latin and Greek roots, prefixes, and suffixes to analyze language. Students also learn basic Latin vocabulary and are able to read simple Latin sentences. They read and study Greek and Roman mythology, with which they are fascinated. Students take the National Mythology Exam in the spring.

### **Objectives and Topics**

- Translate simple words and phrases 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

## **21<sup>st</sup> 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. All students in first through third grades have their own Neo-2. There are three smart tables that are used in the early grades and a Mac laptop cart is reserved for the older elementary students.

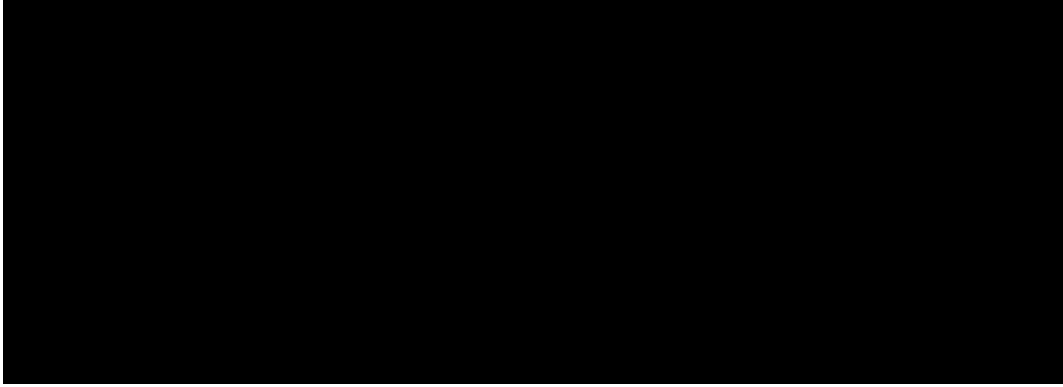
## Chess

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).



# **Curriculum Overview**

Middle School

5<sup>th</sup> – 8<sup>th</sup> Grades

September 2011

# Mathematics

## 5<sup>th</sup> 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

## 6<sup>th</sup> 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

#### Equations

- Inverse operations
- Linear and nonlinear functions
- Inequalities

- Quadratic equations
- Intercepts
- Systems

#### Numeration

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

#### Graphing

- Linear equations
- Quadratic equations
- Inequalities
- Systems of equations

#### Geometric Relationships

- Linear units
- Square units
- Cubic units

#### Skills

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

## 5<sup>th</sup> 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

## 6<sup>th</sup> 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

### **7<sup>th</sup> 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
  - Identify conflict, mood suspense, and tone
  - Evaluate literary devices and word choice
- Elements of Fiction
  - Review aspects of plot theme, point of view, and setting
  - Grammar and vocabulary
    - Review of parts of the sentence; punctuation
    - Prepositional phrases (adjective and adverb)
    - Appositives, gerunds, participles, and infinitives

## 8<sup>th</sup> 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

## 5<sup>th</sup> 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

## 6<sup>th</sup> 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

## 7<sup>th</sup> 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

## **8<sup>th</sup> 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

## 5<sup>th</sup> 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

## 6<sup>th</sup> 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

## 5<sup>th</sup> 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

## 6<sup>th</sup> 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 (7<sup>th</sup> 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 (8<sup>th</sup> 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

## 5<sup>th</sup> 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

## 6<sup>th</sup> 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 (7<sup>th</sup> 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 (8<sup>th</sup> 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

## 5<sup>th</sup> 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

## 6<sup>th</sup> 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

## 5<sup>th</sup> 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

## 6<sup>th</sup> 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

## **21<sup>st</sup> Century Digital Learning**

Digital tools and technology are integral to the St. Luke's learning community. These 21<sup>st</sup> 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.