

2016 - 2017

Grade-Level Curriculum

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[](http://www.advanc-ed.org/)

Blessed Sacrament Catholic School is accredited by AdvancED®.

AdvancED® accredits over 32, 000 schools and school systems across the United States and in

70 other countries. Blessed Sacrament Catholic School adheres to all the standards for accreditation:

Meeting high standards, engaging in the continuous improvement model, and demonstrating quality assurance.

**Blessed Sacrament Parish School Notice of Student Non-Discrimination Policy**:

The Catholic Schools of the Archdiocese of Denver, under the jurisdiction of Most Reverend Samuel J. Aquila

and the direction of the Secretary for Catholic Schools, state that all of their Catholic schools admit students

of any race, color, national or ethnic origin to all the rights, privileges, programs and activities generally

accorded or made available to students at the schools. Furthermore, Archdiocesan schools admit handicapped

students in accord with Archdiocesan Policy No. 2000 concerning student admission. These schools do not

discriminate on the basis of race, age, handicap, color, national or ethnic origin in the administration of their

educational policies, employment practices, scholarship and loan programs or athletic or other school administered programs.

A Catholic Education

The primary purpose of a Catholic education is to provide students with the necessary academic knowledge and skills to be

successful in life, while at the same time developing a strong moral compass and faith in Jesus Christ.

Catholic education provides a rigorous foundation in all the school subjects, such as math, language arts, reading, science,

social studies, and Spanish. However, the foundation of a Catholic education is rooted in knowing,

believing, and following Jesus, and in learning how to participate fully in the life of the Church or for our non-Catholic

friends’ respective churches.

**Blessed Sacrament Catholic School is an academic**

**community of faith that develops the whole child's**

**mind, heart, and soul. We do this by:**

**Faith**: Inspiring students to encounter,

love, and serve Jesus Christ through the

Catholic faith.

**Education:**Assisting parents to form their children in academic

and moral excellence,

in a safe and caring environment.

**Service:** Building a foundation for students to use their

God-given talents with courage

to truly better the lives of others.

**Academics**

A rigorous and relevant curriculum and an application of knowledge through critical thinking

skills and high academic standards are the underpinning in:

* Language Arts
* Mathematics
* Reading
* Religion
* Science
* Social Studies
* Spanish

Students also develop proficiencies in:

* Art
* Library Science
* Choir
* Music
* Drama
* Speech
* Technology

**Extra and Co-Curricular Activities**

Students are encouraged to participate in co- curricular and extra-curricular activities.

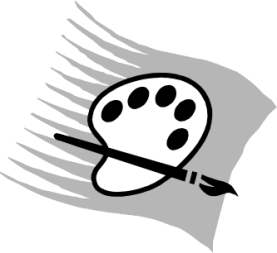
Activities are designed to give students learning opportunities that go beyond the classroom.

The underpinning of all activities focuses on human dignity and espouses Catholic values.

Activities are offered throughout the school year.

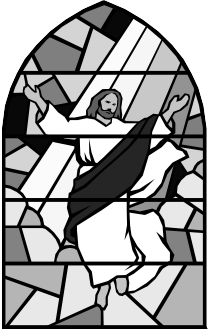
*Pre-Kindergarten 3 Year-Olds Curriculum*

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| * Literacy/Language Arts * Assist the child in mastering expressive and receptive language skills necessary for the development of problem solving and thinking skills. * Assist the child in developing sensory-perceptual skills. * Assist the child in developing both gross and fine motor skills. * Assist the child in acquiring interpersonal skills necessary for interacting effectively with peers and adults. * Develop student’s language through speaking and listening * Develop student’s writing and reading readiness skills. * Math * Rote counting 1-10 * Naming 10 shapes * Compares 2 objects * Sorts object by size * Learns ordinal Numbers * Learns position words (top, bottom, front, back, etc) * Object counting * Uses guessing, estimation and proportion to solve problems. * Beginning patterns * Science * Life Science * Earth and Space Science * Physical Science * Nature of Science | * Social Studies * Historical Perspective * Geographic Perspective * Civic Perspective * Economic Perspective * Social, Cultural, and World Perspective * Religion * Develop a loving relationship with our loving God and learning about God's gifts. * Awareness of church as being family of God. * Learn the importance of prayer (spoken, sung, spontaneous, rote, etc.) and God's Word in one's life. * Develop a sense of right and wrong behavior. * Spanish * Conversational Spanish * Colors * Numbers * Rooms in home * Animals * Body parts * Songs * Art * Develop basic skills to draw, color, cut, glue and paint. * Show responsibility and greater independence in the use of art media and tools. * Given the opportunity to develop creative self-expression by using a variety of media, tools and methods. * Show appreciation for their artistic work and other's work. * Begin to reproduce color, form and textures. * Explore and become confident using a variety of methods, textures and media. | * Music * Music production and performance * Express rhythm through various movements to music. * Become familiar with musical instruments. * Expose to music from various cultures, genres and music with a storyline. * Health, Safety and Physical Education * Develop locomotor skills * Develop non-locomotor skills * Develop eye-hand and eye-foot coordination * Develop fine motor and muscle skills * Develop age-appropriate personal hygiene skills * Develop cooperative group skills * Personal health and safety * Library * Visit library weekly for themed Story-time with librarian. * Look at books available in the library. |

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*Pre-Kindergarten 4 Year-Olds Curriculum*

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| **Religion**   * Students develop a relationship with God and learning about God’s gifts. Beginning prayer. * Developing a sense of right and wrong behavior. * Kindness and Sharing.   **Literacy**   * Students develop language through speaking and listening. Students develop reading and writing readiness skills. * Will recognize some sight words.   **Art**   * Develop basic skills to draw, color, cut, glue and paint. * Able to recognize and reproduce colors, forms and shapes.   **P.E.**   * Students do stretching exercises and running * Students play games like: Red Light Green Light, Simon Says and Duck, Duck, Goose. | **Math**   * Students count and recognize numbers 1 – 20 * Sort and classify objects * Identify and name geometric shapes * Measurement and concept of ratio * Recognize patterns and make patterns     **Music**   * + Students express rhythm through movement, instruments, and poems. | **Science**   * Students will:   + Identify parts of the body   + Understand 5 Senses   + Explore animal habitats   + Discuss life cycle of plants   + Discuss life cycle of animals   **Health & Safety**   * Students develop eye-hand and eye-foot coordination. * Develop fine motor skills and large motor skills * **Spanish** * Students will communicate in Spanish and develop literacy in two essential language skills: LISTENING and SPEAKING. * Literacy will be developed around the following themes:   + Common greetings and questions, Colors, Numbers, Family Members, Shapes, Seasonal Holidays and various Religious topics |
| * There is always a balance between play time learning and academic sitting and learning. | | |

*Kindergarten Curriculum*

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| **Religion**   * Learn about Ceation * Identify Holy Family * Study Old/New Testament Stories * Identify 3 persons of the   + Holy Trinity * Participate in Mass * Understand Baptism * Learn Prayers * Display Christian Values   + **Primary Textbook:**   + *Bible* * **Language Arts** * **Reading Skills & Fluency**   + Letter Recognition   + Print/Book Awareness   + Phonological & Phonemic Awareness   + Phonics   + C:\DJ Inkers\Ultimate Doodle\jpg_dj ultimate doodles\dji_udc_pencil little_b.jpgComprehension & Fluency   + Writing & Spelling   + **Primary Textbook:**     - *Reading Street, workbooks and writing journal* | **Math**   * C:\DJ Inkers\Dazzle Daze\DAZZLE\MISC\B_NINE.WMFPosition & Classification * Sort & Graph * C:\DJ Inkers\Dazzle Daze\DAZZLE\MISC\B_SIX.WMFPatterns * Numbers to 30 * C:\DJ Inkers\Dazzle Daze\DAZZLE\MISC\B_FIVE.WMFMeasurement * C:\DJ Inkers\Dazzle Daze\DAZZLE\MISC\B_ONE.WMFShapes * C:\DJ Inkers\Dazzle Daze\DAZZLE\MISC\B_THREE.WMFNumber sense * Calendar Skills * Money * Ordinals * Addition & Subtraction * **Primary Textbook:** * *Singapore Math* * **Social Studies** * Community Helpers * Symbols of America * Holidays * Map & Geographic Features * Historical Meaning of Celebrations * **Primary Textbook**: Numerous, current resources   **C:\DJ Inkers\Dazzle Daze\DAZZLE\SEPTMBER\B_BKSTCK.WMF** | **Science**   * *Human Body* * *Living vs. Nonliving* * *Environmental Awareness* * *Space* * *Weather & Seasons* * *Solid, Liquid, Gas* * **Primary Textbooks:**   + *Numerous, current resources*   *C:\DJ Inkers\Dazzle Daze\DAZZLE\SEPTMBER\B_AMBER.WMF* |

1st Grade Curriculum

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| **Religion**   * Faith * Holy Trinity * Holy Family * The Church * Mary * The Saints * Liturgy * Sacraments * Prayers * Life in Christ * Ten Commandments * Seasonal Liturgical Activities * **Primary Textbook:**   + *Faith First* | **Language Arts**  **Reading**   * Decoding & Word Recognition – Blending and Segmenting * Listening Skills * Oral Communication * Comprehension Skills * Reading strategies * Reading across all subject areas   + **Primary Textbooks:** * *Reading Street*   + **Other Resources**   **-**Lexia  -Accelerated Reader  -Various leveled readers and novels used guided reading groups    **Writing**   * Manuscript Handwriting * Sentence Construction * Meaning Construction   + Writing Genres (Letters, informational, narratives, etc…)   + Writing across the subject areas   + Grammar | **Mathematics**   * Problem Solving * Numbers to 120 – Place Value * Computation – Addition and Subtraction to 100 * Money * Time * Measurement – Weight and Length * Geometry – Shapes (2D and 3D) * Sequencing Patterns * Graphs * **Primary Programs Used:** * *Singapore Math* * *Star Math* * *Math Facts* |

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| **Science**   * **Earth & Space Science**   + Seasons   + Pollution/Recycling   + Weather/Climate   + Solar System   + Features of Earth * **Life Science**   + Living & Non-Living Things   + Human Anatomy   + Plants &Animals   + Life Cycles * **Physical Science**   + Structure and Properties of Matter   + Force & Motion   + Sources & Properties of Energy   + Magnetism * **Nature of Science – The Scientific Method**   + Observation & Questioning   + Predicting Outcomes & Forming Hypotheses   + Impact of Technology   + Measurement * **Primary Textbooks:**   + *Science* (Scott Foresman) |  | **Social Studies**   * **History**   + Timelines   + Famous People Diversity   + Folk tales, myths, legends   + Historical Celebrations * **Geography**   + Community, Information, Maps, and Globes   + Physical components of area   + Directions   + Continents and Oceans * Civic Perspectives (Civics terms, Political figures, Justice and Freedoms)   + Rules & Laws   + Patriotic Symbols * Economic Perspectives (Economic terms, Jobs, Wants and Needs, Environmental impact) * Exchange Systems   + Social, Cultural, Religious & World Perspectives Elements of Culture     - Family and Family Values     - Catholic identity * **Primary Textbooks:** * Numerous, Current Resources |

1st Grade Curriculum

2nd Grade Curriculum

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| **Religion**   * **Profession of Faith** * Sacred scripture, readings at Mass, lives of the Saints, Ten Commandments, Reconciliation * **Celebration of the Christian Mystery** * Plan and participate actively in Mass, participate in liturgical celebrations, First Communion * **Life in Christ** * Identify the Community of God as family, class, parish, and outside community, morality, respect, stewardship, service projects * **Prayer** * Review traditional prayers, recite the Act of Contrition, participate in the Rosary   + **Primary Textbooks:**   + *Faith First (Benzinger)* * *Call to Celebrate: Reconciliation (Our Sunday*   *Visitor)*   * **Language Arts** * **Reading (Two Anthologies divided into themes)**   + Sharing Stories   + Kindness   + Look Again   + Fossils   + Courage   + Our Country & Its People   + Accelerated Reading Program   + Online Lexia Reading Program   + Book Reports   + SRA Program | * **Spelling, Phonics, English**   + Vocabulary Development   + Decoding – Word Recognition   + Vowel Sounds   + Comprehension   + Story Retelling   + Listening Skills   + Note Taking   + Oral Reporting   + Writing Process   + Sentence Structure   + Paragraphs   + Story Writing   + Capital Letters – Punctuation   + Nouns, Verbs, Adjectives   + Dictionary Skills   + Synonyms, Antonyms, Homonyms   + Suffixes, Prefixes   + Cursive Writing   **Primary Textbooks:**  *Open Court (SRA*)  *Open Court Spelling and*  *Vocabulary*  *Open Court Comprehension*  *and Language Arts*  *Handwriting (Zaner-Bloser*)  *Great Books*  *Time For Kids* | **Math**   * **Numbers and Operations** * Number Sense, Addition and Subtraction, Properties, and Fractions * **Measurement** * Linear Measurement, Weight, Temperature, Time, Money, Capacity * **Geometry** * Two and Three dimensional shapes, Perimeter and Area, Symmetry * **Algebra Concepts** * Patterns, Problem Solving * **Primary Textbook:** * *Math in Focus- Singapore Math (Marshall Cavendish)* * *Math in Focus Student Workbook* * **Resources:** * *Math Facts Computer Program* * *STAR Math Computer Program* |

2nd Grade Curriculum

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| **Science**   * Integrated Health * Earth and Space Science * Life Science * Physical Science * Nature of Science   + **Primary Textbook:**   + *Science The Diamond Addition (Scott Foresman)*   + **Resources:**   + *Current Scientific Resources & Publications* |  | **Social Studies**  **Geography**   * Economics * Civics * History * Social, Cultural, and World Perspectives   + **Primary Textbook:**   + *Social Studies: Neighborhoods (Houghton Mifflin)*   + **Resources:**   + *Time For Kids*   + *National Geographic Website* |

Preschool - 2nd Grade Specials Curriculum

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| **Music**     * Read and create beginning rhythms, including whole, half, dotted half, quarter and paired eighth notes and rests in 4/4 and 3/4 time signatures. * Use classroom rhythm instruments to accompany movements, songs and activities. * Use extensive movement activities and games to reflect pitch, tempo, dynamics and mood. * Perform a variety of vocalizations to extend range and develop singing voice. * Begin to sing rounds and ostinati in anticipation of part-singing in later grades. * Listen to music from a variety of cultures and historical periods, recognizing form and mood. * Perform a variety of musical activities while listening to children’s literature. * Learn patriotic songs – *Yankee Doodle, God Bless America, America (My Country ‘Tis of Thee).* * Recognize by sight and sound classroom and key orchestral instruments. * Actively participate in the Mass by learning and understanding hymns in relation to the liturgical year and/or the readings. * Voluntary Children’s Church Choir begins in 2nd grade. * Learn a variety of liturgy settings in English, Spanish and Latin. * Participate in the Christmas program. * Include literacy activities in all areas of music education. | **Spanish**  ⇒ Students will communicate in Spanish and develop literacy in four essential language skills: listening, speaking, reading and writing.  Literacy will be developed around the following themes:  Introductions- “Hola! Me llamo….”,  Spanish Greetings- “Buenos días…”,  Numbers, Shapes, and Colors  Days of the Week, Months of the Year, Seasons & Weather  Classroom Objects**,** Clothing  Food Animals  Family Members Parts of the Body & Catholic Prayers, Songs and Mass Responses  ⇒ Students will discuss and compare their culture and celebrations with those of native Spanish speaking countries. | **Physical Education**   * Students will know the following concepts appropriate to each grade level:   + Knowledge and competent skills in a variety of movements, physical activities, and sports.   + Achieve and maintain a health-enhancing level of physical fitness and understanding the benefits of the physical activity.   + Demonstrate respect and responsibility with people in a physical activity setting.   + Demonstrate knowledge necessary to participate in lifetime physical activities.     **Art**  The students will:  £S Express artistic talent  £S Develop creative thinking  £S Explore and use a variety of materials & tools  £S Develop an art vocabulary  £S Integrate art history & class projects  £S Create age/grade appropriate projects based on the elements of art (line, color, space, shape, form, texture) and principles of design  £S Have Fun! |

Preschool - 2nd Grade Specials Curriculum- continued

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| **Computer**   * How to turn devices (computer, monitor, printers) on and off * How to use input devices (mouse, keyboard, remote control) and output devices (printer) * Starting and ending, minimizing and maximizing, and switching between applications * Using program menus * Creating, opening, closing, and saving files. * Basic computer components. * Basic computer and technology vocabulary * Inserting, removing, and handling CDs * Keyboarding, including home position, left vs right side of the keyboard, function keys including return, space, shift, arrow, delete, backspace, etc. * Ergonomics including hand and body position * Word processing. * Incorporating computer generated art, drawings, clipart, or digital photographs in word processing documents. | **Computer *(continued)***   * Software drill programs to enhance math, reading, and typing skills, i.e. typing pal, typing tutor, accelerated reader, math facts, etc. * Ethical and responsible use of computers and technology | **Library**   * Each class has a designated weekly time to spend in the library. * Most of the student’s library time is spent locating a book they would like to check out for a week, read, and return the following week. * Librarian works closely with classroom teachers to compliment areas of study. * Students learn and use basic library skills to locate books and further research efforts. * Students will learn media literacy skills in order to discern credible sources. |

*3rd Grade Curriculum*

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| **Language Arts**   * Reading Themes   + Friendship   + Imagination   + Money   + City Wildlife   + Story Telling   + Country Life   + **Primary Textbooks:**     - *Open Court*   + **Other Resources:**     - Various leveled chapter books for small reading groups * English   + Dictionary Skills   + Long & Short Vowels   + Plurals   + Contractions   + Compounds   + Possessives   + Grammar and Mechanics   + Syllables   + Consonant Blends   + Paragraph, Story & Report Writing   + **Primary Textbooks:**     - *Open Court* (McGraw Hill)     - *Handwriting (*Zaner-Bloser*)*     - *Phonics Level C* (Modern Curriculum Press) | **Mathematics**   * Addition & Subtraction * Place Value, Money & Time * Multiplication * Division * Fractions * Geometry * Graphing * Measurement * Problem Solving * **Primary Textbook:**   + *Math in Focus: Singapore Math* (Marshall Cavendish)   + **Religion** * Creation * The Holy Trinity * The Church * The Ten Commandments * Christian Morality * Sacraments * **Memorized Prayers:** * Hail Holy Queen * Apostles Creed * **Primary Textbook:**   + *Faith First* (RCL Benziger) * **Other Resources:**   + Catholic Bible   + Catechism of the Catholic Church | **Science**   * Earth & Space Science   + Weather/Climate   + Pollution/Recycling   + Solar System   + Features of the Earth   + Space & Stars   + Water Cycle   + Rocks, Minerals & Fossils * Life Science   + Living & Non-Living Things   + Plants & Animals   + Food Chains   + Human Anatomy (Systems of the Body) * Physical Science   + Matter   + Force & Motion   + Energy   + Magnetism * **Primary Textbooks:** *Science* (Scott Foresman) * **Social Studies** * Landforms * Colonial America * Map Skills * Natural Resources * Early Settlers * Holidays * Primary Textbook * *Communities* (Houghton Mifflin) |

*4thGrade Curriculum*

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| * **Religion** * To provide students with:   + A growing experience with and a reverence for the Sacred Scriptures   + A faithful presentation of and expanding mastery of the tenants of our Catholic faith   + Encouragement to live their Catholic faith, individually and as members of the community.   + The main focus is on the Ten Commandments, the Beatitudes, and Corporal and Spiritual Works of Mercy. * **Primary Textbook:**   + *Walking by Faith* (Brown-Roa) * **Language Arts** * **Reading**   + Program Goal:     - Commensurate student growth in literacy through rich, interactive and successful experiences with excellent literature.   + Program Includes:     - Variety of fiction and non-fiction literature from well known and award winning authors.     - Teaching approaches used are teacher read-aloud, shared, comparative, teacher guided and independent reading activities.   + Elements of Language     - Students are given opportunities to develop skills in: Reading, Writing, Oral Presentation, and Listening   + Students learn skills and strategies of comprehension, decoding, composition   + **Primary Textbook:**     - *Open Court (*McGraw Hill*)* | * **Language Arts (*continued*)** * **Writing**   + - Students participate in a three part process that includes prewriting, composing, and revising.     - Students gain a feeling of confidence and pride in the student’s authorship.     - Writing Goal: Students will create a number of their own meaningful writing experiences. * **English/Spelling**   + Spelling, English, Reading, Writing and Vocabulary development are interrelated components of Language Arts Program.     - Educational Research: The more a student experiences words in reading and writing materials, the more likely they will become competent in Spelling.     - Spelling and English focus on the rules of English spelling, grammar and correct usage in a manner which completes our Language Arts Program.   + **Primary Textbook:**     - *Open Court Spelling English*   *(*Houghton Mifflin*)*   * + **Novels**     - Sadako and the Thousand Paper Cranes, James and the Giant Peach, Shiloh, & Number the Stars | * **Mathematics** * **Program Goals**:   + To develop an appreciation of the value of math and its importance in our daily lives   + To learn the language of math. When students read, write and speak in this language, they learn to communicate sophisticated ideas in precise terms as well as to clarify, refine and consolidate their thought processes.   + To learn to reason mathematically.     - Competency in mathematical skills and concepts which relate to everyday life build a child’s sense of self reliance. * **Objectives are to develop proficiency in/with**:   + Understanding of place value   + Collecting, organizing and presenting data in graphical form   + Rules and application of multiplication/division (up to 3 digits)   + Basic principles of geometry   + Fractions   + Addition/Subtraction of decimals and relationship to fractions   + problem solving in all of the above areas * Students learn essential strategies and study skills in   in all content areas.   * **Primary Textbook:**   + *Math* (Houghton Mifflin) |

*4th Grade Curriculum*

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| **Social Studies**   * **Program Goal**:   + To develop literate citizens able to actively participate in the world of the 21st century. * **Areas of Study**:   + American history and geography from the time of the early settlers to present day   + Five main regions of U.S. (Northeast, Southeast, Midwest, Southwest, and West)   + Explore how geography, climate, resources and people (culture) have influenced development of each region     - View Country as a whole to determine the important elements that tie us together as a nation     - American’s place and responsibility in today’s global society.     - Colorado History, through social and cultural approach   **Primary Textbooks**:  *States and Regions* (Harcourt Brace)  *Colorado: Crossroads To The West*  **Field Trip**   * Rocky Mountain National Park |  | **Science**   * **Program Goal:**   + The program is oriented to help students develop an interest in intricate workings of the world around them. Students will be exposed to various physical phenomena and the workings of nature in a manner that is designed to stimulate their curiosity and desire for additional knowledge. * **Life Science**   + Plant structure and function, Animal structure and function, Energy in Ecosystems and Surviving the Environment, Systems of the Human Body * **Earth Science**   + Measuring weather, the Makeup of the earth, Exploring the Oceans and Movements in the Solar System. * **Physical Science**   + Properties of matter, Heat, Electricity and Magnetism, Sound and Light, Motion, Simple Machines * **Space and Technology**   + Earth Cycles, Inner and Outer Planets   **Primary Textbook:**  *Science* (Scott Foresman)  **Field Trip**   * Dissection at Denver Museum of Nature and Science |

*5th Grade Curriculum*

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| **Religion:**  The purpose and mission of Catholic Schools is  to guide children in learning and living the Catholic  faith. For this reason, the Catholic faith is integrated  within all aspects of education at Blessed Sacrament  as well as taught as an independent subject. Students  learn the traditions and teachings of the Church in  addition to how to live their calling as Christians  through service and love of others.  The fifth grade religion curriculum covers the  following topics:   * The Bible and Scripture * The Trinity * The Holy Rosary and the Virgin Mary * The Liturgical Year * The Seven Sacraments * Vocations * Christian Morality and Service * The Saints * **Field Trip:** 5th Grade Archbishop's, Mother Cabrini Shrine | **Language Arts:**  The fifth grade Language Arts curriculum includes  a variety of fiction and non-fiction literature.  Students will participate in teacher read-aloud,  shared reading, guided reading, and independent  reading of short stories as well as complete novels.  Our students also learn essential language skills  and strategies, such as comprehension, decoding,  composition, listening, and oral presentation throughout the year.  **Texts**: Open Court (SRA),  Wonder, Walk Two Moons, The Giver, Bridge to Terabithia, Bud Not Buddy, Out of My Mind | **Mathematics:**  Blessed Sacrament students are challenged to  not only gain proficiency in mathematical concepts,  but to also reason mathematically and develop  mathematical problem solving skills.  Fifth grade students study the following major concepts:   * Data and Graphs * Place Value Through Billions * Multiplying and Dividing Whole Numbers with Multi-Digit Numbers * Fractions and Decimals (Multiplying, Dividing, Adding, and Subtracting) * Geometry * Length, Perimeter, and Area * Measurements and Conversions of Units * Probability, Ration, and Percent   **Text:** Math 5th Grade (Houghton Mifflin), various resources |

*5th Grade Curriculum*

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| **Writing:**  Throughout the year, students develop writing skills through learning about the 6 +1 Traits of Writing: presentation, organization, conventions, word choice, sentence fluency, ideas, and voice. Students are taught to write fluently and create five-paragraph essays that coveys a clear purpose and knowledge of grammar and conventions. Throughout the year, students work through the writing process (organization, rough draft, peer edit, revision, final edit, and publish) to develop a number of written works.   * **Texts:** Writers Express, Open Court Spelling and Vocabulary | **Social Studies:**  Students will cover U.S. History, from the development of Native cultures to the Civil War. Perspectives used for teaching include historical, geographic, civil, economic, social, cultural, and religious. The following concepts and civilizations are covered:   * Migration to the Americas * Early American Cultures * Life in the Eastern Hemisphere * Spanish Explorers and Empires * The Founding of Colonies * The Revolutionary War * The Young United States * Pioneer Life and Developing Cities * The Civil War * **Texts:** Social Studies: The United States (Scott Foresman), a variety of primary and secondary sources * **Field Trips:**  Junior Achievement | **Science:**  The science curriculum teaches students to look at the world from a variety of perspective. Fifth grade students cover subjects from life science, earth science, physical science, space technology, and the nature of science. They also participate in weekly science labs and explorations. The following topics are covered:   * Classifying Organisms * Cells and Human Body Systems * Earth’s Surface and Resources * Weather Patterns * Matter and Properties * Forces in Motion * Stars, Galaxies and Earth in Space * Method * **Texts:** Science (Scott Foresman) * **Major Projects:** Students participate in a 4th and 5th Grade Science Fair |

*3rd – 5th Grade Specials Curriculum*

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| **Music**   * Read and create complex rhythms, including dotted quarter, sixteenth, eighth and paired sixteenth notes and rests, and syncopation. * Study recorder to learn treble clef, including ledger- line notes. * Perform a variety of vocalizations to extend range and develop singing voice. * Continue rounds and ostinati and begin simple part- singing. * Listen to music from a variety of cultures and historical periods, recognizing and identifying form and mood. * Understand American history through musical selections. * Learn patriotic songs – *This Land Is Your Land, America the Beautiful, The Battle Hymn of the Republic.* * Recognize by sight and sound orchestral and percussion instruments, identifying instrument families. * Develop advanced dance steps, including reel, grand right-and-left, grapevine, basket weave, and line dances while learning dances from a variety of cultures. * Actively participate in the Mass by learning and understanding hymns in relation to the liturgical year and/or the readings. Voluntary cantor program for 4th and 5th grades. * Learn a variety of liturgy settings in English, Spanish and Latin. * Participate in the Christmas program. * Include literacy activities in all areas of music education. | **Spanish**  Students will communicate in Spanish and develop literacy in four essential language skills: listening, speaking, reading and writing.  Literacy will be expanded around the following themes introduced in Pre-K – 2nd grade:   * Introductions * “Hola! Me llamo….” Spanish Greetings- “Buenos Días!” Numbers * Shapes and colors * Days of the week, months of the year, seasons and weather * Classroom objects Clothing * Food Animals * Family members Parts of the body * Catholic prayers, songs and mass responses * Students will begin to identify and apply basic rules of Spanish grammar in their communication. * Singular/plural noun and adjective agreement Masculine/feminine noun and adjective agreement Conjugated forms of verbs * Position of words * Students will discuss and compare their culture and celebrations with those of native Spanish speaking countries. | **Physical Education**   * Students will know the following concepts appropriate to each grade level:   + Knowledge and competent skills in a variety of movements, physical activities, and sports.   + Achieve and maintain a health-enhancing level of physical fitness and understanding the benefits of the physical activity.   + Demonstrate respect and responsibility with people in a physical activity setting.   + Demonstrate knowledge necessary to participate in lifetime physical activities.     **Art**  The students will:   * Express artistic talent * Develop creative thinking * Explore and use a variety of materials & tools * Develop an art vocabulary * Integrate art history & class projects * Create age/grade appropriate projects based on the elements of art (line, color, space, shape, form, texture) and principles of design |

3rd – 5th Grade Specials Curriculum continued

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| **Computer**   * Computer and technology terminology * Keyboarding including introductory touch typing and correct finger placement on home row and all keys * Microsoft Word, Powerpoint, and Excel * Protecting computers from potential hazards, i.e., spilling food on keyboard, scratching CDs and disks, viruses, static charge, magnets, etc. * Creating, saving, opening, closing, and editing files on your computer or a network server. * Basic word processing and formatting of word processing files. * Using Powerpoint for multimedia presentations. * Creating and interpreting spreadsheets. * Computer ethics including responsible and ethical use of technology and information including personal consequences of inappropriate use. * Internet – using a web browser, finding information on the Internet, creating and using bookmarks, evaluating accuracy, relevance, appropriateness, comprehensiveness and bias of information, citing sources of information, and using online resources for research. * Internet safety considerations. | **Computer (*continued)***  Computer ethics and responsible computer use including adherence to the schools’ acceptable use policy, copyright laws, consequences for plagiarism, and violation of copyright laws or the school’s acceptable use policy.  Using online resources and software programs to enhance learning in math, reading, keyboarding, and other areas. | **Library**   * Each class has a designated weekly time to spend in the library. * Most of the students library time is spent locating books they would like to check out for a week, read, and return the following week. * Librarian works closely with classroom teachers to compliment areas of study. * Students learn and use basic library skills to locate books and further research efforts. * Students will learn media literacy skills in order to discern credible sources. |

Middle School Content Areas

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| **6th Grade Speech** | **7th Grade Speech** | **8th Grade Speech** |
| Beginning Speech provides the basic principles and techniques of effective oral interpretation. All instruction is integrated in the language arts class during the spring. Students also practice and develop critical listening skills.   * Students deliver well planned and coherent speeches that are researched and original. * Students learn how to write appropriate and interesting introductions and conclusions. * Students develop good listening skills. * All students will learn the importance of researching and creating original speeches. * Students will practice impromptu speaking. | Intermediate Speech provides the basic principles and techniques of effective oral communication. All instruction is integrated in the language arts class and includes instruction in adapting speech to different audiences and purposes. Students will be required to make different types of oral presentations including reader’s theater and oral interpretation.  Objectives:   * Students deliver well-rehearsed and planned speeches. * Students learn how to write appropriate and interesting introductions and conclusions. * Students learn to use appropriate gestures, tones, facial expression, and oral expression. * Students develop good listening skills. * All students will participate in at least one Saturday Archdiocesan Speech Association competitive speech meet as an individual and as a group in reader’s theater. * Students will receive and engage in constructive review of their performances via student-to-student, teacher-to-student, and critic-to-student. | Advanced Speech builds on the basic principles and techniques presented in intermediate speech. All instruction is integrated in the language arts class and includes instruction in adapting speech to different audiences and purposes. Students will be required to make different types of oral presentations including: Humorous, Dramatic, Poetry, Impromptu, Speechmaking, Oratory, and Oral Interpretation. Students research information and compose original speeches integrating research and personal experience. Students also practice and develop critical listening skills.   * Students deliver well-planned and coherent speeches that are researched and original. * Students develop appropriate gestures, tones, facial expression, and oral expression. * Students develop good listening skills. * All students will participate in at least one Saturday Archdiocesan Speech Association competitive speech meet as an individual. * Students will receive and engage in constructive review of their performances via student-to-student, teacher-to-student, and critic-to-student. * Students will begin debate techniques, research, and participation. |

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| **6th Grade** | **7th Grade** | **8th Grade** |
| **Language Arts**  Essay Writing: 5-part essays  Grammar Studies: Parts of Speech  Vocabulary Studies: Word etymology  Narrative Writing: Autobiographical Sketches  Creative Writing: Short stories and poetry  **Literature**  Poetry Studies  Folklore: Folktales, Trickster Tales, Fables, and the Epic in Literature  Novel Studies  **Primary Textbooks and Source Books**  Elements of Writing: Introductory Course (Holt, Rinehart, Winston)  Adventures for Readers: An Introduction (Holt, Rinehart, Winston)  The Secret Garden - Burnett  The Hobbit **-**Tolkien  The True Confessions of Charlotte Doyle – Avi  Coordinating Scripture, Saints’ Writings, Apostolic Letters | **Language Arts**  Essay Writing: Argumentation  Grammar Studies  Creative Writing: the novella  **Literature**  Short Story Unit  Thematic Novel Studies  Greek and World Mythology  **Primary Textbooks and Source Books**  Elements of Writing: First Course (Holt, Rinehart, Winston)  Adventures for Readers: Book One (Holt, Rinehart, Winston)  Touching Spirit Bear – Mikaelson  The Outsiders – Hinton  The Circuit­ - Jimenez  The Wednesday Wars - Schmidt  Twelfth Night - Shakespeare  Coordinating Scripture, Saints’ Writings, Apostolic Letters | **Language Arts**  Argumentative Essay w/supported research  Grammar Studies and Sentence Diagramming  Research Writing and Analysis  **Literature**  Thematic Novel Studies  Comparative Literature Studies  **Primary Textbooks and Source Books**  Elements of Writing: Second Course (Holt, Rinehart, Winston)  Adventures for Readers: Book Two (Holt, Rinehart, Winston)  Of Mice and Men -John Steinbeck  To Kill a Mockingbird by Harper Lee  The Book Thief  Life of Pi  Great Expectations  Coordinating Scripture, Saints’ Writings, Apostolic Letters |
| **Language Arts Objectives:**  Students will write formal essays to analyze what they read.  Students will write formal essays using the accordion-style essay model.  Students will self-assess their writing and workshop their peers’ writing in a writing community.  Students will write persuasively, defending an argument.  Students will use correct documentation of sources in the Modern Language Association style (MLA) of parenthetical documentation.  Students will write correctly, using and understanding standard American English writing conventions. | | |
| **Literature Objectives:**  Students will explore and understand universal themes of literature.  Students will understand the historical contexts of literature.  Students will analyze literary devices in literature.  Students will analyze literature according to sub-structures and themes.  Students will read critically, writing about and discussing what they read within a community of readers. | | |

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| **6th Grade Math** | | |
| In the 6th grade, the student’s knowledge of the number system and arithmetic operations is extended to include negative numbers. The concepts of ratio and rate are connected to multiplication and division to solve problems. Algebraic concepts including writing, interpreting, and using expressions and equations are introduced. Geometric concepts involving perimeter and area of 2D shapes, and surface area and volume of 3D shapes are introduced. Finally, students are introduced to statistical thinking.  Details of the student learning outcomes in 5 areas, (1) Numbers and Operations, (2) Measurement, (3) Geometry, (4) Statistics, probability, and data analysis, and (5) Algebra are presented below:  **I. NUMBERS AND OPERATIONS**  **Number Sense**   * Define and demonstrate exponential notation * Write large and small numbers using scientific notation * Identify the components of the real number system (i.e., natural, whole, integers, rational, and irrational) * Read, write and plot real numbers on a number line * Demonstrate an understanding of the relationship between the absolute value of a rational number and distance on a number line. Use the symbol for absolute value.   **Addition and Subtraction**   * Add and subtract integers   **Multiplication and Division**   * Use multiplication and division of fractions and decimals specifically to use, understand, and interpret rates and ratios   **Properties**   * Identify and use the inverse property of multiplication (i.e., 1⁄2 \* 2 = 1) * Use the commutative, associative and distributive properties to demonstrate that expressions in different forms can be equivalent | **Fractions / Decimals / Percents**   * Multiply fractions and mixed numbers * Identify and use reciprocal numbers * Divide fractions and mixed numbers * Convert between fractions, decimals and percent * Calculate the percent of a number     **II. GEOMETRY**   * Students will identify, define and calculate area, perimeter, volume and surface area of two-dimensional and three-dimensional figures using the proper formulas and tools, in real-world and mathematical problems. * Identify properties of supplementary and complementary angles * Define properties of triangles as a figure whose interior angles add up to 180 degrees * Define basic transformations to include slide, flip and rotate * Use tessellations to rotate and reflect geometric figures * Use geometric tools (compass, protractor, straight edge) to construct and measure angles, triangles, squares, rectangles, and circles * Define similar and congruent figures and their corresponding angles * Identify properties of vertical, adjacent, and straight angles * Calculate the area of squares, triangles, rectangles, and parallelograms, and explain why the formulas are valid * Solve area and volume problems where the area or volume is given, but one length is missing | **III. STATISTICS, PROBABILITY AND DATA ANALYSIS**   * Represent probabilities using whole numbers, fractions, decimals, and percents * Construct, interpret and analyze bar graphs, line graphs, pictographs and circle graphs using fractions, decimals, and percents   **IV. ALGEBRA**   * Write mathematical expressions and equations that correspond to given situations evaluate expressions * Use expressions and formulas to solve problems * Understand and use variables appropriately to represent unknown values * Prove that the solutions to an equation are those values that make the equations true * Solve simple one-step equations * Construct and analyze tables and use equations to describe simple relationships (such as 3x = y) * Use sequences to provide students opportunities to develop formulas   **HOMEWORK:**  Students are given homework assignments, usually nightly, to give them an opportunity to practice concepts that are learned in class  **TESTS AND QUIZZES**:  Students will be given quizzes to assess their understanding of key concepts.  Unit Tests will be used to assess students understanding of material for each unit. |

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| **7th Grade Math** | | |
| In Grade 7, students will strengthen their understanding of real numbers and arithmetic operations on positive and negative integers, fractions, and decimals. They will develop an understanding of and applying proportional relationships. They will continue learning about rational numbers and working with linear equations. They will solve problems involving scale drawings and informal geometric constructions, and work with two- and three-dimensional shapes to solve problems involving area, surface area, and volume. They will learn about probability and making inferences about populations based on samples.  Details of the student learning outcomes in 5 areas, (1) Numbers and Operations, (2) Measurement, (3) Geometry, (4) Statistics, probability, and data analysis, and (5) Algebra are presented below:  **I. NUMBERS AND OPERATIONS**  **Number Sense** :   * Identify squares of numbers from 1- 20 * Define a square root as the inverse operation to squaring a number * Find the square roots using tables, estimation, and calculators   **Addition and subtraction – No objectives**   * Students should continue to practice skills.   **Multiplication and Division**  Solve multiplication and division problems using positive and negative numbers   * Use scientific notation to multiply and divide large and small numbers (recognize and use positive and negative exponents)   **Properties – No objectives**   * Students should continue to practice skills.   **Fractions / Decimals/ Percents**   * Develop meaning for percent greater than 100% and smaller than 1% * Solve a wide variety of percent problems including problems involving discounts, simple interest, taxes, tips, and percent increase / decrease * Compute addition, subtraction, multiplication and division of rational numbers * Divide fractions to solving equations of the form ax = b where a and b are fractions | * Use division to express any fraction as a decimal including infinite (or non-terminating) decimals-   **II. GEOMETRY**   * Identify and construct basic elements of geometric figures using geometric tools (compass, protractor, straight edge) - altitudes, midpoints, diagonals, perpendicular bisectors, central angles, radii, diameters, and chords * Calculate area and circumference of circles * Compute the perimeter of regular and irregular figures * Compute the area of selected complex figures * Compute the volumes and surface areas of regular pyramids and cylinders using a variety of methods * Calculate the interior angles of various regular polygons * Use deductive reasoning to determine the measure of an angles where the measure of one or more other angles in the figure are given * Define and apply the Pythagorean Theorem in a variety of situations   **III. STATISTICS, PROBABILITY AND DATA ANALYSIS**   * Choose the most appropriate way to display and interpret a variety of data sets such as bar graphs, * Line graphs, pictographs, histograms and circle graphs * Use mean, median, mode and range to draw conclusions about data and to make predictions * Recognize and be able to give examples of how the display of data sets can be manipulated to tell different stories * Calculate and analyze probabilities of multiple events (dependent and independent) using a variety of methods such as organized lists, tree diagrams, and area models. Record results a fractions, decimals and percents * Recognize probability of multiple events as either multiplication or addition problems * Continue to use probabilities and to make predictions using real-world and mathematical problems with | fractions, decimals, and percents   * Organize and interpret in a scatter plot; draw a trend line through the data to make predictions * Define and accurately use the terms positive correlation, negative correlation, and no correlation   **IV. ALGEBRA**   * Solve problems about similar objects by using the scale factors that * Relate corresponding lengths * Use proportions to solve problems about similar objects by using the knowledge that the relationships of lengths within an object are preserved in similar objects * Solve linear equations with one variable * Use linear equations with one variable to solve problems * Use the properties of equality to express an equation in a new way, and then demonstrate that the solutions obtained for the new equation also serve the original equation * Graph proportional relationships * Write numbers in scientific notation using positive exponents * Solve problems using scientific notation * Write and evaluate an algebraic expression for a given situation using up to three variables * Solve equations using inverse operations recognize irrational numbers   **HOMEWORK:**  Students are given homework assignments, usually nightly, to give them an opportunity to practice concepts that are learned in class  **TESTS AND QUIZZES**:  Students will be given quizzes to assess their understanding of key concepts.  Unit Tests will be used to assess students understanding of material for each unit. |

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| **8th Grade Algebra I / Pre Algebra** | | |
| Successful completion of Algebra I is a prerequisite for Geometry and for Algebra II. Prepared students will take this course in 8th grade. Those who require additional preparation will take a pre-algebra course that reinforces the 7th grade objectives. 8th graders who have completed this course may be required to pass high school placement tests to determine appropriate placement in a freshman math class at the high school of their choice.  **I. PROPERTIES OF EXPRESSIONS AND EQUATION**   * Identify variables and simplify expressions * Identify patterns and sequences * Evaluate expressions * Use order of operations to simplify expressions with variables * Define and use the identity and equality properties * Define and use the commutative and associative property with variables * Define and use the distributive properties * Define and use absolute value   **II. NUMBERS**   * Identify integers on a number line * Use opposites, reciprocals, powers, and roots to solve problems * Add, subtract, multiply, and divide rational numbers * Estimate square roots * Compare the location of square roots within the real number set * Add, subtract, multiply, and divide integers using variables   **III. LINEAR EQUATIONS**   * Solve equations using addition, subtraction, multiplication, and division * Solve multi-step equations to include word problems and literal equations * Solve equations using formulas of known geometric figures * Solve equations using formulas for: * rate, work, age, percent, mixture problems   **IV. PROPORTIONAL REASONING**   * Solve problems using ratio and proportion * Use proportions and similar triangles to reduce and enlarge figures * Use direct and inverse variations to solve problems * Use slope ratio to investigate the ∆y/∆x ratio * Solve percent problems using ratio and proportion | **V. RELATIONS AND FUNCTIONS**   * Contrast and compare concepts of relations and functions * Determine the domain and range using graphs, ordered pairs, and symbolic expressions * Write equations from patterns   **VI. LINEAR FUNCTIONS**   * Verify that a given point lies on a line * Define slope * Write linear equations in point-slope, slope-intercept, and standard form * Identify and graph vertical and horizontal lines to include the concept of zero and undefined slope * Graph parallel and perpendicular lines and identify their slope relations * Write and graph lines from a table of values * Use the general properties of the parent graph to include the horizontal shift, vertical shift and stretch factors to graph linear functions   **VII. SOLVING LINEAR INEQUALITIES**   * Solve inequalities using addition and subtraction rules * Solve inequalities using the multiplication and division rules * Solve multi-step inequalities * Solve compound inequalities * Solve open sentences, equations, and inequalities involving absolute value * Graph linear inequalities to include 1 and 2 variables   **VIII. SYSTEMS OF EQUATIONS**   * Graph systems of equations * Solve system equations using the substitution method * Solve system equations using elimination method using addition and subtraction * Solve system equations using elimination method using multiplication * Graph systems of inequalities   **IX. POLYNOMIALS**   * Identify properties of polynomials * Add and subtract polynomials * Multiply and factor polynomials   **X. FACTORING**   * Factor polynomials using the greatest common factor | * Factor trinomials with a leading coefficient of one * Fctor trinomials with a leading coefficient other than one * Factor differences of squares * Factor perfect squares * Simplify rational expressions by factoring and reducing   **XI. QUADRATIC FUNCTIONS**   * Use the general properties of the parent graph of a parabola to include the horizontal shift, vertical shift, and stretch factor * Graph quadratic functions * Solve quadratic equations by graphing * Solve equations by factoring, including the zero-product property * Solve quadratic equations by using the quadratic formula * Solve quadratic equations by completing the square   **XII. OTHER NONLINEAR FUNCTIONS**   * Plot cubic functions * Plot exponential functions * Plot the square root function * Plot the hyperbolic function   graph absolute value  **XIII. RATIONAL EXPRESSIONS AND EQUATIONS**   * Simplify rational expressions * Multiply and divide rational expressions * Add and subtract rational expressions with like denominators using variables * Add and subtract rational expressions with unlike denominators using variables * Simplify mixed expressions and complex fractions solve rational equations   **XIV. RADICAL EXPRESSIONS AND EQUATIONS**   * Simplify radical expressions * Add, subtract, multiply, and divide radical expressions * Develop the Pythagorean Theorem * Apply the Pythagorean Theorem to find the length of the sides of a right triangle * Apply the Pythagorean Theorem to find the distance between two points * Solve radical equations * Apply the quadratic formula to solve problems |
| **XIV. RADICAL EXPRESSIONS AND EQUATIONS (continued)**   * Graph quadratic functions showing that the real roots are the x-intercepts, and determine whether a function will intersect in 0, 1, or 2 points   **XV. ALGEBRAIC LOGIC**   * Use properties of the number system to judge the validity of results, justify steps in a procedure, and prove/ disprove statements * Use simple aspects of logical argumentation * Solve problems using patterns   **HOMEWORK:**   * Students are given homework assignments, usually nightly, to give them an opportunity to practice concepts that are learned in class   **TESTS AND QUIZZES**:   * Students will be given quizzes to assess their understanding of key concepts. * Unit Tests will be used to assess students understanding of material for each unit. * Solve linear systems with 1 or 2 variables algebraically, to include inequalities |  |  |

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| **6th Grade** | **7th Grade** | **8th Grade** |
| **Social Studies: World History pt. I**  Students will cover the first part of World History using *Prentice Hall World Explorer*. Perspectives used in all teaching include: historical, geographic, civic, economic, social, cultural, and religious. Events from the rise of early civilization to the fall of the Roman Empire are covered.  **Program Goal**:   * To begin the study of World Civilization and develop a social and cultural literacy and appreciation to participate as a global citizen.   **Areas of Study**:   * World History from early civilization to the fall of Rome. * Explore the five themes of geography to explain why early civilization began in the areas of the Fertile Crescent, Indus River Valley, and China. * Explain the results of geographic determinism * Describe the impact of trade on early civilization as a decise for cultural diffusion. * Identify early government systems such as monarchy, democracy, and republics. * Identify the major religions/philosophies. * Construct accurate timelines of early civilization   **Assessment**   * Student Assessment will occur through workbook activities, project based research, collaborative assignments, test, quizzes, and diorama projects. | **Social Studies: World History pt. II**  (Middle Ages– 20th Century)  **Program Goal**:  The seventh graders will use the *Prentice Hall*  *World Explorer*. After a brief refresher of geography, seventh graders will explore historical, geographic, civic, economic, social, and cultural trends within that affected civilizations from the 6th century through Colonization.  **Program Goal**:   * To complete the study of World Civilization and develop a social and cultural literacy and appreciation to participate as a global citizen.   **Areas of Study**:   * World History from the fall of Rome to the 20th Century. * Explore the five themes of geography to explain the distribution of resources and trade routes. * Explain the results of the Columbian Exchange and Colonization * Describe the impact of trade on empire building and different economic systems * Identify the causality of industrialism in Europe and its impact on the global community. * Identify the rise of nation states * Compare and contrast various governments such as Totalitarianism, Democracy, Socialism, and Monarchy * Identify the consequences of various philosophies such as Nationalism and Imperialism. * Examine the contributions of the Catholic Church to the Medieval and Modern world   **Assessment**   * Student Assessment will occur through workbook activities, project based research, collaborative assignments, test, quizzes, and diorama projects. | **Social Studies: American History**  (1820 - present time)  **Social Studies**  **Program Goal**:  To develop socially and culturally adapted citizens able to actively participated in our 21st Century Republic. Eighth graders will use the Prentice Hall text *The American Nation*.  **Program Goal**:   * To foster an educated and active citizen in our American republic, both capable of addressing the problems that face our nation and providing active solutions based on social and historical inquiry.   **Areas of Study**:   * American history and geography from the time of the Civil War to present day. * Explore how geography, climate, resources and people (culture) have influenced development of each region. * Explore the impact of industrialization on the US economy. * Examine the role of the US in the world market today * Identify and explain the impact of trade on supply and demand. * Explain the two party system * Analyze the issues involved in civil rights * Analyze the place of law in a constitutional system. * Examine the causes and effects of wars in the history of the US * Utilize artifacts, images, and texts to identify social trends and historical events.   **Assessment**   * Student assessment will occur through a variety of methods including portfolios, journaling, daily quizzes, testing, essay writing, and museum exhibit projects. |

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| **6th Grade**  **Science**  **Nature of Science**   * Scientific Method * Observation and Questioning * Prediction (Hypothesis) * Analyzing Data and drawing conclusion * Science Fair –students design their own investigation * Impact of Technology * Metric Measurement * Ethics related to scientific advancement   **Physical Science**   * Matter and its changes * Matter and its physical properties * Atoms, molecules and elements and the Periodic Table * Newton’s Laws of Motion * Law of Conservation of Energy * Conduction, Convection and Radiation * Electricity and Magnetism   **Earth Science**   * Weather and Climate * Using Weather Instruments to Forecast Weather * Plate Tectonics and the Movement of the Earth * Glacier Movement and Fossils   **Life Science**   * Ecosystems * Food Webs and their connection between Ecosystems * Human effect on Ecosystems * Stewardship of the Earth   **Primary Textbook**  *Science ( McGraw­Hill* Glencoe with National Geographic, 2008) | **7th Grade**  **Science**  **Nature of Science**   * Scientific Method * Observation and Questioning * Prediction (Hypothesis) * Analyzing Data and drawing conclusion * Science Fair –students design their own investigation * Impact of Technology * Metric Measurement * Ethics related to scientific advancement   **Life Science**  **Anatomy**   * Human Body Systems * Skeletal System * Muscular System * Circulatory System * Reproductive System * Respiratory System * Digestive System * Endocrine System * Immune System * Excretory System * Nervous System * Cell structure   **Organisms**   * 6 Kingdoms * Characteristics of   Living Things   * Viruses, Bacteria, Protist * Plants and Fungi * Vertebrates and   Invertebrates   * Plants * Photosynthesis * Heredity and Genetics   **Primary Textbook**  *Science ( McGraw­Hill* Glencoe with National Geographic, 2008 ) | **8th Grade**  **Science**  **Nature of Science**   * Scientific Method * Observation and Questioning * Prediction (Hypothesis) * Analyzing Data and drawing conclusion * Science Fair –students design their own investigation * Impact of Technology * Metric Measurement * Ethics related to scientific advancement   **Physical Science**   * Matter and the Physical and Chemical Changes * Atomic Structure and Theory * Periodic Table of Elements * Compounds and Mixtures * Ions, Molecules and Chemical Bonding * Chemical Reactions * Acids and Bases   **Earth Science**   * Rocks and Minerals * Agents of Erosion * Plate Tectonics and Earth’s surface changes * Geological Timescale * Electricity and Magnetism * Renewable and Non Renewable Resources   **Primary Textbook**  *Science ( McGraw­Hill* Glencoe with National Geographic, 2008 |

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| **6th Grade** | **7th Grade** | **8th Grade** |
| **Spanish**  Students will communicate in Spanish and  develop literacy in four essential skills:   * Listening, * Speaking, * Reading * Writing.   Literacy will be developed around the following themes:   * Greetings & Introductions * Spanish Alphabet, Numbers, Days, Months & Seasons * Basic Questions & Commands * Describing Self /Others –Talk about Likes/Dislikes * Express Agreement/Disagreement * Classes, School Supplies, Telling Time * Leisure-Time Activities, Places to Go, Planning * Meals, Types of Food and Drink * Catholic Prayers, Songs and Mass Responses   Students will begin to identify and apply  basic rules of Spanish grammar in their  communication.  Grammar will be explored in the following areas:   * Singular/Plural & Masculine/Feminine Noun and * Adjective Agreement * Conjugate Regular and Irregular Verbs * Personal Pronouns * Definite and Indefinite Articles * Prepositions   Students will discuss and compare their culture  and celebrations with those of native Spanish  speaking countries. | **Spanish**  Students will communicate in Spanish and  develop literacy in four essential skills:   * Listening, * Speaking, * Reading * Writing.   Literacy will de developed around the following themes:   * Review themes developed in 6th grade. * Family Members and Friends, Descriptions, Ages, * Likes/Dislikes * Clothing and Shopping * Time Expressions * Vacation Choices, Activities and Planning * Weather * Parts of the House, Household Chores * Catholic Prayers, Songs and Mass Responses   Students will begin to identify and apply basic  rules of Spanish grammar in their  communication.  Grammar will be explored in the following areas:   * Review rules explored in 6th grade * Direct Object Pronouns * Possessive Adjectives and Noun Adjective * Agreement * Use of ser, estar and tener * Conjugate Regular and Irregular verbs * Word Order – Placement of Nouns and Adjectives * Demonstrative Adjectives * Use of Personal a * Use of para   Students will discuss and compare their  culture and celebrations with those of native  Spanish speaking countries. | **Spanish**  Students will communicate in Spanish and  develop literacy in four essential skills:   * Listening, * Speaking, * Reading * Writing.   Literacy will be developed around the following themes:   * Review themes developed in 6th and 7th grades * Health, Feelings and Pain * Places to Go and Things to Do in the Community, * Transportation * TV Shows, Movies and Plays – Discuss and give * opinions about them * Meals in Restaurants, Polite Requests and Review * Types of Food and Drink * Environment, Ways to protect the environment * Catholic Prayers, Songs and Mass Responses   Students will begin to identify and apply  basic rules of Spanish grammar in their  communication.   * Review rules explored in 6th and 7th grades * Direct and Indirect Object Pronouns * Expressions with hacer + que * Use of Prepositional Phrase de + el * Comparison Words and Superlatives * Commands * Conjugate Regular and Irregular Verbs in the * Present Tense * Conjugate Regular and Irregular Verbs in the * Preterite Tense.   Students will discuss and compare their  culture and celebrations with those of native  Spanish speaking countries. |

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| **Middle School Religion** | | | | |
| **6th Grade** | **7th Grade** | | **8th Grade** | |
| T**heme: Following Christ**  The blueprint for a life of love: the law of God, especially in the Ten Commandments, and the presence of Jesus in the Holy Mass. The interaction of the challenges of God's law and his gifts of grace that help us fulfill his law.  **Sequence**   * *Part 1*: The Ten Commandments. Forming the conscience and increasing closeness to God. * *Part 2*: The Holy Mass. An emphasis on the Real Presence and Christ's sacrifice and explanation of the parts of the Mass. * *Part 3*: The Last Things. Death and God's judgment of us, with an emphasis on the great happiness of Heaven.   **Aim:** To help sixth-grade students learn to love the moral law as Christ did and to cherish and love the Mass as our best prayer to God, and especially to revere and adore Jesus in the Blessed Sacrament. | **Theme: The Life of Grace**  Grace as our link with God, his gift to us to bring us to Himself and his eternal life, with an emphasis on transmission of grace through the seven sacraments and on God's loving gifts of revelation, of himself through the prophets, the Incarnation, and the Church. The role of grace in developing the virtues.  **Sequence**   * *Part 1*: God Reveals Himself. The revelation of God through creation, the prophets, and to the chosen people. * *Part 2*: God becomes Man. Jesus, true God and true Man, Priest and Sacrifice. * *Part 3*: God Shares His Life. The operation of grace in our lives, in developing the virtues especially through each sacrament.   **Aim:** To help seventh-grade students treasure the sacraments as indispensable to a full Christian life of love and truth. To understand how grace works and its relation to practicing the virtues, and to appreciate our gifts of reason and faith. | | **Theme: Our Life in the Church**  The history of the Church — its founding by Christ, its birth in the Holy Spirit, the marks of the one, true Church, the Fathers and Doctors of the Church, the saints and the role of the religious and laity up to the present. The structure of the Church Jesus planned, the role of the Magisterium, the clergy, the religious and the laity and our own vocations.  **Sequence**   * *Part 1*: The Church. Christ's plan for the Church's structure and its necessary attributes; the Church's teaching authority. The early Church: Martyrs, Fathers, Saints and Mary. * *Part 2*: The Christian in the World. Religious and laity, Holy Orders, Marriage, and family life; call to holiness. * *Part 3*: The Last Things. Death, Judgment, the end of the world.   **Aim:** To help eighth-grade students know and love the Church as Christ's Body, and respond to the teaching of the Magisterium as the sure voice of Jesus, so that young people may be strengthened through their lives in the Church to face the confusion and secularism of modern-day society.  **Theology of the Body**  The “Theology of the Body” is St. John Paul II's integrated vision of the human person. The human body has a specific meaning, making visible an invisible reality, and is capable of revealing answers regarding fundamental questions about us and our lives:   * Is there a real purpose to life and if so, what is it? * What does it mean that we were created in the image of God? * Why were we created male and female? Does it really matter if we are one sex or another? * What does the marital union of a man and woman say to us about God and his plan for our lives? * What exactly is "Love"? * Is it truly possible to be pure of heart. | |
| **Middle School Electives** | | | | | |
| **Art** | | **Music** | | **Drama** | |
| 6th – 8th students will:   * Strengthen their creative, problem-solving, and critical thinking skills while accepting multiple solutions to a single problem. * Create original artwork in a variety of media utilizing the elements of art and the principles of design. * Increase their art vocabulary. * Recognize and understand the complex nature of visual expression. * Recognize and understand past and current artworks and their relationship within history. * Identify and appreciate the similarities and differences of diverse cultures as expressed through their art. * Understand the variety of the functions and purposes for creating art. * Understand the changing nature of art: art as a universal language of symbols and images and as an intrinsic element of human expression. * Recognize art as integral to daily life in that our constructed environment is shaped and influenced by the elements of art and principles of design. * Demonstrate an understanding of art criticism and aesthetics using the specialized language of each. * Analyze, evaluate and judge their own artwork and that of others. * Discover, utilize, and transfer connections between the visual arts and other disciplines. * Strengthen their creative, problem-solving, and critical thinking skills while accepting multiple solutions to a single problem. * Create original artwork in a variety of media utilizing the elements of art and the principles of design. | | 6th – 8th students will:   * Read and create complex rhythms, including dotted quarter, sixteenth, eighth and paired sixteenth notes and rests, and syncopation. * Study recorder to learn treble clef, including ledger- line notes. * Perform a variety of vocalizations to extend range and develop singing voice. * Continue rounds and ostinati and refine the skill of part- singing. * Listen to music from a variety of cultures and historical periods, recognizing and identifying form and mood. * Understand American history through musical selections. * Learn patriotic songs – *This Land Is Your Land, America the Beautiful, The Battle Hymn of the Republic.* * Recognize by sight and sound orchestral and percussion instruments, identifying instrument families. * Learn a variety of liturgy settings in English, Spanish and Latin. * Participate in the Christmas program. | | 6th – 8th students will: | |

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| **Middle School Electives** | |
| **Entrepreneurial Business**: | **Physical Education** |
| This course will emphasize basic business practices  and management.  6th – 8th students will learn:   * Foundational marketing, * Stock market and the free enterprise system, * Customer service, * Marketing functions including purchasing, pricing, and   distribution functions,   * Communication skills, * Financial analysis, and promotion. | The purpose of physical education is designed to provide each student social, emotional, and physical development that incorporates a full complement of lifetime activities. Based on the theories of physical growth & development and social learning, each unit is designed in the development of fundamental health-related and skill-related physical fitness. The student will improve the development of skills in the following areas of cardio-respiratory endurance, muscular strength, flexibility, body composition, and cognitive knowledge understanding of both individual and team sports.  **MC900298673[1]** |

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| **Middle School Yearbook Curriculum** | | | | |
| August | September | October | November | December |
| * Introduction Expectations * and Outline of Year * Theme – Creation of, consistency of, interest for   audience, cover selected–   * Ad Sales      * Business Letter to potential businesses for advertisement slots * Business Letter * Sales Pitch to Businesses * Outline of Book Create detailed ladder of pages | * Photography – functions of * camera, techniques of photography (angles, light etc.) * General Layout Rules position of heading, copy rules, photo tips, alignment, color * PageMaker Opening ladder, creating a page, inserting background, using template or creating own template, inserting text, pictures, and clipart * Ad Sales * Sales Pitch to Businesses * Photoshop (or other photo   program)   * Downloading   photos, cropping, editing,  resizing, adjusting lighting or  color, saving correctly   * Sales – Creation of   advertisements with color, arrangement, size; bills sent  with business letter when  complete   * Book Keeping Budget logs,   copies of forms | * Fall photo and page   responsibilities  assigned articles  –Writing  informative, yet interesting  articles (who, what, when,  where, why, how)  Using descriptive  words   * Fundraising – Setting goal,   designing project, executing  sales, keeping records  Page creation – inserting  background, using template or  creating own template,  inserting text, pictures, and  clipart, effective heading, text,  photos, clipart, engaging  captions   * Letters and Memos format,   formality, setting deadlines,  contact information   * Information   Ads – Some ad pages need finished, so bills can be sent using formats above   * Proofreading – Pages need   revised and edited, spellings,  need checked.   * ***School pictures, fall sports***   ***pictures, and all fall event***  ***pictures should be complete by***  ***end of this month*** | * Page creation – inserting   background, using  template or creating own template,  inserting text, pictures, and  clipart, effective heading, text, photos, clipart, engaging captions   * Fundraising – Setting goal,   designing project, executing  sales, keeping records   * Ads – Some ad pages need   finished, so bills can be sent  using formats above   * Proofreading – Pages need   revised and edited, spellings,  need checked.   * Photography –   functions of  camera, techniques of  photography (angles, light etc.) | * Winter photo and page * responsibilities assigned. * Page creation – inserting * background, using template or * creating own template, * inserting text, pictures, and * clipart, effective heading, text, * photos, clipart, engaging * captions * Proofreading – Pages need * revised and edited, spellings, * need checked. * . * Photography – functions of * camera, techniques of * photography (angles, light, etc.) |
| January | February | March | April | May |
| * Letters and Memos – format,   formality, setting deadlines,  contact information   * Page creation – inserting   background, using template or  creating own template,  inserting text, pictures, and  clipart, effective heading, text,  photos, clipart, engaging  captions   * Sales – Posters for   advertisement  Letters to announce  sales week, theme, and price.   * Ads – Letters to Senior   parents with memo attached  (composite information, call for  recognition ads, etc.)   * Proofreading – Pages need revised and edited, spellings, need checked. | * Sales – Book sales, keeping records, depositing money, etc. * Page creation – inserting   background, using template or  creating own template,  inserting text, pictures, and  clipart, effective heading, text,  photos, clipart, engaging  captions   * Pages need   revised and edited,  spellings, need  checked.   * Photography – functions of   camera, techniques of  photography (angles, light etc.)   * Ads – All business ads should   be created and money  collected.  ***Approximately three fourths of the yearbook budget should be raised by the end of this month.*** | * Spring photo and page   responsibilities assigned.   * Sales – Book sales, keeping   records, depositing money, etc.   * Page creation – inserting   background, using template or  creating own template,  inserting text, pictures, and  clipart, effective heading, text,  photos, clipart, engaging  captions   * Proofreading – Pages need   revised and edited, spellings,  need checked.   * Photography – functions of   camera, techniques of  photography (angles, light etc.) | * Page creation – inserting   background, using template or  creating own template,  inserting text, pictures, and  clipart, effective heading, text,  photos, clipart, engaging  captions   * Proofreading – Pages need   revised and edited, spellings,  need checked.   * \*Photography – functions of   camera, techniques of  photography (angles, light etc.)  ***Spring sports pictures and***  ***spring event pictures should be***  ***complete by the end of this***  ***month.*** | * Page creation – inserting   background, using template or  creating own template,  inserting text, pictures, and  clipart, effective heading, text,  photos, clipart, engaging  captions   * Proofreading – Pages need   revised and edited, spellings,  need checked.   * Photography – functions of   camera, techniques of  photography (angles, light etc.). |