

# NOTRE DAME CATHOLIC SCHOOL

Founded 1966

Accredited by the North Central Association  
Of Colleges and Schools  
Commission on Accreditation and School Improvement

An academic elementary school in the Roman Catholic  
tradition

***Teaching minds  
Touching hearts***

## CURRICULUM GUIDE COURSE DESCRIPTION

2165 South Zenobia Street  
Denver, Colorado 80219

303.935.3549 – Office  
303.937.4868 – Fax

Web address: [www.notredamedenver.org](http://www.notredamedenver.org)  
E-Mail: [registrar@notredamedenver.org](mailto:registrar@notredamedenver.org)

8/3/2007 8:49 AM

## MISSION OF NOTRE DAME SCHOOL

***"The heart of every Catholic school must be alive with a zeal for the Gospel, the Eucharist, and the teachings of the Catholic Church. It must strive to form every student as a servant-leader centered in Jesus Christ, on fire with the Catholic faith, and committed to serving Christ's brothers and sisters in the wider community."***

***"Honor the dignity of the student and glorify the God who gave us intelligence."***

***(LIVING STONES - +J. Francis Stafford, Archbishop of Denver)***

Notre Dame Catholic School teaches children preschool through eighth grade according to the traditions of the Roman Catholic Church. It exists to **Teach Minds** by setting high academic and moral standards and by striving to develop the talents of every student to the fullest. Following the example of Our Lord and Savior, Jesus Christ, the Notre Dame community of teachers, students and parents **Touch Hearts** with respect, love and kindness.

Approved by Rev. Msgr. Leo R. Horrigan, Pastor  
April 20, 2005

### **Administration**

Rev. Msgr. Leo R. Horrigan, Pastor  
Mrs. Charlene M. Molis, BA, MA - Principal  
Colorado Principal's License #0313448  
Mr. Merle McKittrick, BS - Vice-Principal

### **INTRODUCTION**

This booklet is presented to give our parents and prospective parents an overview of the curriculum Notre Dame offers. Our curriculum is based on the published curriculum of the Office of Catholic Schools of the Archdiocese of Denver. This work will undergo revision as the situation warrants in our school and as required by the Archdiocese of Denver.

The goals set forth herein reflect our intentions as an educational institution. What a child actually accomplishes as a student at Notre Dame is dependent on the effort exerted and very heavily on the involvement and support of the parents.

In reading this work, and in considering Notre Dame as a school for your child (ren), please keep in mind that Notre Dame exists primarily for the practice and teaching of the Roman Catholic Faith. All other activities take second place to the teaching and practice of religion.

### **RELIGIOUS PRACTICES**

- Monthly All School Liturgies celebrated by parish priests

- Weekly All School Prayer Service
- Weekly class liturgical celebrations (by grade) with a parish priest
- Celebration of the Sacrament of Reconciliation in Advent and Lent
- Daily morning prayer with scripture reading, reflection on the reading and saint of the day, and vocal prayer led by the principal
- Grace before meals
- End of school prayer led by the principal
- Invocations, based on the liturgical seasons, at the end of common prayer
- All students are called to develop an attitude of "servant leadership".

### **ACADEMIC PRACTICES**

- The integration of parents into the Math Facts Program at Notre Dame is essential to the success children are expected to have. Each grade will indicate what math facts have to be MASTERED before the child is promoted to the next grade. The school will provide parents with material to practice math facts with children at home.
- Late work for reasons other than legitimate absence: Students are expected to develop their sense of personal responsibility for school. Hence, late work will not be accepted. Students will receive a "0" for work not turned in. Teachers make deadlines known well ahead of time. Student are to use their "agenda" to record this information. / Grades 7 and 8: All work must be turned in by 8:20 each morning in their homeroom. This applies to all work, including short and long term projects.
- Cheating is forbidden and is dealt with quickly and firmly according to the policies in the Handbook
- Science Fair: Students in 7<sup>th</sup> and 8<sup>th</sup> grades are required to prepare a science project for the annual science fair according to the rubrics set forth by their science teacher. They are required to attend the science fair at the times specified. Short term deadlines are set for the science fair. Students are required to meet them or have their grade docked.
- Homework will be assigned in an age appropriate manner. Students are to have this work ready to turn in to their teacher at the beginning of the day. All work is to be done neatly and thoroughly. Consult the Handbook for the amount of homework your can expect for your child.

---

The PLEDGE OF ALLEGIANCE is recited every morning after prayer. All are required to participate.

---

### **BASIC PRAYERS OF THE CATHOLIC CHURCH**

- Sign of the Cross
- Our Father
- Hail, Mary
- Glory Be
- Grace before and after meals

---

### **PRESCHOOL/PRE-KINDERGARTEN (ages 3, 4, & 5)**

The preschool /pre-kindergarten program at Notre Dame is an integral part of the entire curriculum, the first level as published by the Archdiocese of Denver. It forms the basis for future learning and provides the transition from home to school.

### **Religion**

During preschool/pre-kindergarten, the student will be exposed to

- The goodness of God as creator
- Jesus as loving Friend
- The idea of kindness as it relates to being and having a friend, including conflict resolution
- Prayer and the reverent behavior expected when talking to and about God
- The Sign of the Cross

### **Personal/Social Growth**

During preschool, the student will develop in the areas of

- Separation from parents
- Appropriate interactions with other children and adults (sharing, taking turns, respect for others)
- Following routine and directions
- Establishing good work habits (completing tasks, returning materials after use, not interfering with the activities of others)
- Age appropriate attention span
- Self-control
- Self-confidence and independence

### **Language Arts**

During preschool/pre-kindergarten, the student will begin to

- Develop the ability to communicate needs and ideas and listen to those of others (vocabulary, articulation, using words and sentences correctly)
- Listen to a story and participate in a group discussion
- Recognize the value and enjoyment of reading and writing
- Have an awareness of the meaning and use of symbols (letters, numerals, signs, logos)
- Use the tools of writing (pencils, crayons, markers, etc.)
- Be exposed to the conventions of written English (top to bottom, left to right, front to back)
- Use their own names as a basis for beginning reading and writing (name/letter recognition)

### **Mathematics and Science**

During preschool/pre-kindergarten, the student will discover that mathematical concepts and numbers are all around us in the world. The student will be introduced to

- Patterning, classifying, sequencing, identifying shapes and colors
- Counting both by rote and with 1-to-1 correspondence
  - Using manipulatives such as blocks, puzzles, Unifix cubes, counters, etc., to discover the relationship between numbers and sets
  - Observing and exploring the world around us, using all of our five senses (water/sand play, nature walks, outdoor play, music and movement, etc.)

### **Physical Development**

During preschool/pre-kindergarten, the student will continue to develop both gross and fine motor skills through:

- Outdoor play (climbing, running, jumping, skipping, playing ball)
- Music, movement, balance, dance
- Using manipulatives (puzzles, beads, pegboards, scissors, paintbrushes, etc.)

- Inclusion in the music program

### **Service Projects**

Preschool/pre-kindergarten students are encouraged to

- Participate in the various drives sponsored by other grades
- Earn money during Lent for charitable organizations

### **Parent volunteer opportunities**

Parents are encouraged to spend time in our classroom and participate in our everyday learning activities. We invite parents to share their interests and vocations with the children. Periodically we request additional help for special events.

## **KINDERGARTEN**

### **Religion**

The student will

- Hear Bible stories about Jesus, showing Him as a loving and caring person
- Understand the call to become more like Jesus in their lives
- Continue to develop appropriate interactions with other children and adults
- Act as a responsible steward of God's creation
- Acquire the habit of prayer as a conversation with God
- Know, recite, and demonstrate the Sign of the Cross, Our Father, Hail, Mary, Glory Be and Grace before meals.

### **Language arts**

#### *Reading Readiness Skills*

The student will

- Listen for sound discrimination
- Recognize rhyming and alliteration
- Identify letters of the alphabet (Aa-Zz)
- Recognize letter/sound association in beginning, middle, and ending positions
- Manipulate sounds, including blending and segmenting
  - Discover word families and establish a high frequency sight word vocabulary, including color names and number words
  - Learn decoding techniques and comprehension skills

#### *Listening and Speaking Skills*

The student will

- Listen with focused attention
- Respond daily to directions given orally
- Use oral communication in a variety of situations (discussions, recitations, brainstorming ideas, etc.)
- Speak with increasing independence, clarity, and fluency

#### *Writing Readiness Skills*

The student will

- Develop appropriate handwriting skills when writing first and last name, and when writing capital and small letters using Zaner-Bloser skills.
- Record thoughts that express meaning using high frequency sight words and sound spelling
- Continue to establish good work habits, completing activities and working well independently

### **Math Readiness Skills**

The student will

- Recognize shapes, patterns, sets and number comparisons, and ordinal numbers
- Recite numbers 1-100 orally
- Identify and write numbers 0-30
- Practice classification and sorting objects by different attributes
- Use graphs to communicate mathematical concepts
- Develop addition and subtraction concepts using manipulatives
- Be introduced to the concept of measurement, money, time, and fractions
- Discover that mathematical concepts are used in every day situations

### **Science**

The students will

- Use the scientific method of experimental inquiry to investigate, explore, and discover how the world works
- Learn about the human body, the five senses, seasons and weather, trees, water, animals and their habitats, insects, metamorphosis, and plant growth
- Understand how they can protect and beautify their own environment

### **Social Studies**

At the end of kindergarten, the students will have

- Learned about people and events of the past
- Learned about the world in which they live by using maps and the globe
- Gained a family and community awareness including the areas of respect, safety, and rules
- Recognized the various holidays we celebrate
- Developed a sense of civic responsibility
- Learned the Pledge of Allegiance

### **Art**

Art is integrated throughout the curriculum.

### **Service Projects**

- Participating in the various drives sponsored by other grades
- Earning money during Lent for charitable organizations

### **Parent Volunteer Opportunities**

- Helping with field trip supervision
- Helping with various celebrations and parties throughout the year
- Assisting the teacher in the classroom

## **FIRST GRADE**

### **Religion**

At the end of first grade the student will

- Develop an understanding of right and wrong and how obedience or disobedience affects our relations with God and others; introduce the idea of sin and original sin in the context of this concept
- Develop an understanding of simple Bible stories and the lives of saints

- Develop an understanding of the larger community and how God calls us to serve others less fortunate than us; participate in school and community service projects
- Develop an understanding that we are first members of God's family and that we also are members of our own family. Recognize that families are different
- Recognition of the Pope as leader of the Catholic Church and identify other church leadership roles
- Develop a conceptual understanding of the Sacrament of Baptism, including signs and symbols
- Respectful and reverent behavior in mass and prayer services
- Introduce the concept of the Eucharist as the body and blood of Jesus Christ
- Participate in liturgical activities related to Advent and the birth of Jesus Christ, Lent and the Resurrection of Jesus Christ and other seasonal liturgical celebrations
- Introduce the two great commandments: Love God and Love your neighbor as yourself
- Tour the church and identify important parts of the sanctuary
- Develop, explore and celebrate friendships: demonstrate care and respect for classmates
- Be proficient in a variety of prayers: Sign of the Cross, Our Father, Hail Mary, Guardian Angel prayer, and Act of Contrition
- Have developed an understanding that God made the world and Jesus is always with us
- Be developing their understanding of the Blessed Trinity, the humanity and divinity of Jesus, the role of the Holy Spirit
- Be developing an understanding of the Church and Church celebrations
- Understand the idea of living our lives the way Jesus did and developing strong Christian values
- Be developing an understanding of Mary as Jesus mother

## **Language Arts**

### *Reading*

At the end of first grade the student will

- Integrate prior knowledge and personal experiences with the text
- Predict story events
- Identify and discuss story elements
- At the learner's level of instruction: read with fluency, expression, and understanding; integrate all three systems (semantic, syntactic, grapho-phonics); self-correct
- Be able to apply a variety of reading strategies to decode unknown words
- Identify problem/solution, cause/effect, main idea, theme
- Have developed a sight word vocabulary (first 100 words of the Fry Sight Word List)
- Have read (or been read to) a wide variety of genre: poetry, fantasy, historical fiction, biography, non-fiction, etc.
- Respond orally and in writing to the story or text
- Retell the story in the correct sequence, identifying beginning, middle, and end
- Locate parts of a book including title page, table of contents, author, illustrator, and glossary

### *Phonics*

At the end of first grade the student will

- Recognize capital and lower case letters
- Sequence letters of the alphabet

- Distinguish between consonants and vowels
- Recognize sounds of consonants in any position
- Be developing mastery of consonant blends, digraphs
- Blend and segment phonemes of one syllable words
- Identify rhyming elements
- Decode words with long and short vowels/vowel combinations; apply phonics' rules when decoding
- Recognize and decode compound words containing short and long vowels
- Associate the sound of "y" when it is used as a vowel with either long /e/ or long /i/

### *Writing and Grammar*

At the end of first grade the student will

- Demonstrate conventions of print: left-to-right directionality, letter formation, spacing, upper and lower case letters, ending punctuation (period, question mark, and exclamation point)
- Write for a variety of purposes, both assigned and self-selected
- Spell high-frequency words correctly in writing activities
- Be introduced to and develop an understanding of commas, contractions, question marks, possessives, nouns, verbs, and adjectives
- Demonstrate an understanding of letter/sound relationships when uncertain of the correct spelling of a word (sound-spell or phonetic spelling)
- Write complete sentences; be developing the use of descriptive words and phrases when writing
- Be introduced to the Six Traits of Writing and begin to apply conventions, word choice, and idea development
- Be proficient in the skill of ABC order using both first and second letter
- Continue to develop good handwriting skills using the Zaner-Bloser style of handwriting

### *Spelling*

At the end of the first grade the student will

- Be developing spelling skills using phonetic patterns with long and short vowels, consonant blends, consonant clusters, and silent letters
- Be developing the use of correct spelling in their daily writing activities
- At the learner's level of instruction: recognize incorrectly spelled words

### **Math**

At the end of first grade the student will

- Be developing an understanding of ordinal numbers; identify position of an object; organize items in ordinal sequence first through tenth
- Be proficient at using one-to-one correspondence to match object of two equivalent sets
- Identify, recite, and write numbers 0 to 100
- Count by 1's, 2's, 5's, and 10's to 100
- Identify, extend, and create patterns using defined attributes
- Have been introduced to basic graphing, including building and "reading" a bar graph; using tally marks to count events
- Compare numbers and object using  $>$ ,  $<$ ,  $=$
- Be developing number sense; estimate number of concrete objects to 50
- Have been introduced to place value; identify the value of a digit in a given two digit number; demonstrate the value of ones and tens with concrete objects; write two digit numbers in expanded notation

- Be introduced to the number and function keys on a calculator
- Use manipulatives to solve addition and subtraction problems
- Be developing skills to solve word problems – identify key words and communicate reasoning used to solve the problem; apply problem-solving strategies
- Model fact families using manipulatives; identify and write fact families
- Be continually working on memorizing addition and subtraction facts through 12
- Be proficient at solving addition and subtraction problems with sums/minuends through 18
- Be introduced to the concept of money; identify coins and the value of each coin; count coins of unlike value to \$1; solve basic story problems involving money
- Be introduced to the concept of time; tell and write time to the hour and half-hour; solve basic word problems involving time; recite days of the week and month of the year; complete a monthly calendar
- Be introduced to the concept of fractions; dividing a whole object into equal parts; identify halves, thirds, and fourths
- Be introduced to the concept of measurement including standard and non-standard measurement; measure objects to the nearest inch; identify the unit of measurement (ruler, yardstick, etc.) appropriate to the size of an object; describe and compare objects according to size
- Be introduced to geometric concepts including identification of two and three dimensional shapes, open and closed figures, symmetry of given shapes, and match congruent shapes
- Have been introduced to the concept of probability; make predictions of chance events

### **Social Studies**

At the end of first grade the student will

- Have developed an understanding of families and school and the role they play in the lives of first graders
- Have developed an understanding of living in a community
- Have developed a sense of the wider world around us, beginning with cities, states, countries and continents
- Have been introduced to basic geography skills and concepts
- Have been introduced to reading maps and globes
- Have been exposed to a variety of holidays, current events, and the contributions of famous people in society

### **Science**

At the end of first grade the student will

- Have been introduced to the scientific process
- Have investigated the use of standard and non-standard measurement
- Classify objects according to common properties
- Have investigated properties using the five senses
- Identify the characteristics, be introduced to the interdependency, and list the survival needs of plants and animals
- Recognize and describe the life cycles of plants and animals
- Identify and compare the characteristics of the Earth's surface (land, water, air)
- Have been introduced to conservation/recycling of the Earth's resources
- Identify the three layers of the Earth (core, mantle, crust)
- Develop a basic understanding of the seasons, day/night as determined by the Earth's orbit around the sun
- Observe and record basic data

### **Service Projects**

In the first grade, the students participate in the following service projects:

- Adopt-a-Family program in which the first graders adopt two needy families from our sister parish, St. Anthony of Padua, and provide Christmas gifts for them
- Monarch Manor Home – provide fruit baskets and Christmas cards to the residents at the home
- Various assistance projects as the need arises

### **Parent Volunteer Opportunities**

In first grade, parents are not involved directly in the classroom to assist with instruction. They are included in a variety of activities including

- Room parents
- Assisting with classroom parties
- Assisting with field trip supervision
- Helping to make, cut, fold, etc., items for learning centers
- Helping make first grade memory books
- Helping with special celebrations: Thanksgiving feast, gingerbread houses, 100-day celebrations, etc.

## **SECOND GRADE**

### **Religion**

At the end of second grade the student will be developing

- An awareness of the Blessed Trinity
- An awareness of the beginnings of the Catholic Church
- Preparation for the sacraments of Reconciliation and First Eucharist with parents in the Notre Dame Parish Sacramental Preparation Program
- An awareness of her/his role in the Church
- Prayers: Grace Before and After meals, awareness of the role of genuflection, and memorization of the Act of Contrition

### **Language Arts**

At the end of second grade the student will

#### *Reading*

- Be able to recognize 300 Fry List sight words
- Be developing an appreciation and understanding of what they read and why they read various genre
- Be able to read with increasing fluency and comprehension
- Be able to recognize story elements, identifying character, setting, problem and solution of fiction stories

#### *Phonics*

- Be proficient in application of basic phonics rules of decoding of unfamiliar words
- Be introduced to use of suffixes, prefixes, contractions

#### *Writing and Grammar*

- Be developing writing skills for various purposes
- Be proficient in use of proper punctuation
- Be developing recognition of parts of speech: nouns, verbs, adjectives, adverbs

*Spelling*

- Be developing use of phonetic patterns in daily work
- Be developing use of alphabetical order to second letter

**Math**

At the end of second grade the student will be developing

- Proficiency in addition and subtraction facts as they pertain to regrouping up to three digit numbers
- An understanding of how math is used in solving problems
- An understanding of the concepts of money, time, and measurement
- A comprehension of solving word problems
- Exploring multiplication and division with one digit numbers
- An understanding of fractions and probability
- Knowledge of addition and subtraction up to 18
- Introduction of addition and subtraction up to three digits with regrouping

**Science**

At the end of second grade the student will have been introduced

- To how plants and animals play a role on the earth
- To the understanding of the role weather plays on earth and other planets in the solar system
- To the concepts of matter, heat, light, and forces
- To how the body works and what is needed to keep it healthy

**Social Studies**

At the end of second grade the student will be developing

- An awareness of how citizens interact with their community
- An awareness of the role that history plays in our lives
- An awareness of their individual roles in governing
- An awareness of how historical events have shaped the present
- The ability to identify and locate their city and state within their country, continents and the four oceans

**Service Projects**

- Helping keep the environment clean
- Gathering school supplies for the SUN schools (Schools in Urban Neighborhoods)

**Parent Volunteer Opportunities**

- Help monitor class parties
- Help chaperone field trips
- Help grade papers at home

**THIRD GRADE****Religion**

At the end of third grade the student will

- Recognize that Jesus Christ gives us His Church
- Understand that we live the way of Jesus Christ in our parish and our school
- Be aware of the roles of our church and parish
- Recognize that we are united in our Catholic faith
- Learn the Apostles' Creed and be introduced to Acts of Faith, Hope, and Love

## **Math**

At the end of third grade the student will have developed

- Proficiency in addition and subtraction facts (0-18)
- Memorization and understanding of multiplication and division facts (0-9)
- Introductory understanding of rounding and estimation
- Number sense through an understanding of place value to hundred thousands
- Skills in solving word problems using all four operations
- An understanding of fractions and decimals through hundredths
- An understanding of the concepts of geometry, time, money, measurement

## **Social Studies**

At the end of third grade the student will continue to develop

- An awareness of community
- An awareness of where communities are started
- An awareness of people working and living together in community, state and nation
- An introduction to basic geography and map skills

## **Language Arts**

### *Spelling*

At the end of third grade the student will be developing spelling skills using phonetic patterns with

- Long/short vowels
- Consonant blends
- Consonant clusters
- Silent letters

### *Reading*

At the end of third grade the student will

- Be able to read with increasing independence, understanding and fluency
- Be introduced to chapter books to increase comprehension skills and to expand vocabulary
- Be developing the writing process in order to relate comprehension of material read
- Be making the transition from **learning to read** to **reading to learn**.

### *Phonics*

At the end of third grade the student will

- Be able to identify consonants, vowel sounds, blends, digraphs, and diphthongs
- Have experience with syllables, plurals, contractions, compound words and possessives
- Be developing awareness of suffixes and prefixes
- Be developing the use of dictionary skills, synonyms, antonyms and homonyms

### *Writing and Grammar*

At the end of third grade the student will

- Write legibly using Zaner-Bloser style cursive
- Demonstrate knowledge of the writing process by writing complete sentences and short paragraphs
- Use revision and editing strategies using the Six Traits of Writing Program
- Use correct punctuation and capitalization
- Understand the function of nouns, adjectives, verbs and adverbs in simple sentences

## **Science**

At the end of third grade the student will be

- Able to identify and describe the phases of matter
- Introduced to physical and chemical changes
- Introduced to the earth, moon, sky, their structure, dynamics, and interactions
- Introduced to the make up of the earth, its land forms and its resources
- Able to observe and describe how plants and animals interact and are affected by their environment

## **Service Projects**

- Organizing and collecting items for the parish Thanksgiving food drive
- Earning money during Lent for the school's almsgiving project
- Participate in activities to clean up our community

## **Parent Volunteer Opportunities**

- Help chaperone field trips
- Help grade papers
- Help with math activities

## **FOURTH GRADE**

### **Religion**

In fourth grade, students will be

- Introduced to the call to work for the Kingdom of God through understanding and living the theological virtues, the Law of Love, The Beatitudes, and the Corporal and Spiritual Works of Mercy and the Sacraments
- Developing an Understanding of the Ten Commandments and how to live them
- Developing understanding and thoughtful participation in the liturgical seasons of the Church
- Introduced to the importance of the guidance of the Holy Spirit in their lives
- Prayers: Angelus, Way of the Cross

### **Social Studies**

In fourth grade the student will be

- Introduced to the geography, history and territorial expansion of the regions of the US with emphasis on the history, geography and development of Colorado
- Introduced to the structure of state and federal government
- Introduced to major economic activities and the contributions of a variety of cultures to the development of the regions of the US and Colorado

### **Math**

In fourth grade the students will be

- Developing number-sense through an understanding of place value to millions
- Developing the proficient memorization of addition, subtraction, multiplication and division facts through the 12's
- Developing addition and subtraction of five digit numbers, including estimation and word problems

- Developing the understanding of time, including clocks and calendars, and the use of English and metric units in the measurement of lines, volume, weight, mass, temperature, perimeter, area and capacity
- Developing skills in computation, estimation and word problems for multiplication and division, using up to four digit multiplicands and dividends and three digit multipliers and divisors
- Developing geometry concepts, including one, two and three dimensional figures
- Understanding fractions, including, comparing equal, mixed numbers, fractional parts, adding and subtracting with unlike denominators with answers in the lowest terms
- Understanding decimals through hundredths; including addition, subtraction, comparing, ordering, rounding, and estimation
- Developing an understanding of percent and ratio
- Introduced to statistics, graphing and probability, including number pairs, outcomes, and collection of data

## **Language Arts**

### *Reading*

At the end of fourth grade the students will be able to

- Analyze, locate main ideas and supporting details, summarize, and critique narrative text
- Read orally from selected texts and read silently for a sustained period of time from self-selected texts
- Demonstrate the ability to locate, research, and collect information of various topics

### *Writing*

At the end of fourth grade, using the Six Traits of Writing, the student will be able to

- Develop details to enhance writing
- Use a variety of words and sentence patterns
- Edit writing and use conventions of grammar, punctuation, and standard spellings
- Demonstrate creative thinking skills when writing
- Demonstrate the ability to take notes in subjects across the curriculum
- Develop a paragraph – topic sentence, supporting ideas, conclusion

### *Listening*

At the end of fourth grade, the student will be able to

- Demonstrate grade level listening/viewing skills
- Recognize the effects of word choice on comprehension
- Demonstrate the ability to identify nonverbal actions that increase clarity or more effectively reinforce a verbal message

### *Speaking*

At the end of fourth grade the student will be able to

- Demonstrate the ability to emphasize meaning in conversations and oral presentations
- Demonstrate responsible behavior in speaking practices
- Organize personal thoughts for better oral communication
- Demonstrate the ability to view similar messages and indicate how they differ when they are conveyed by different media

*Handwriting*

At the end of fourth grade the students will be able to

- Maintain correct cursive writing procedures in the Zaner-Bloser style
- Integrate basic handwriting skills into other areas of the curriculum

*Spelling*

At the end of fourth grade the students will be able to

- Learn conventional spelling through phonetic information, knowledge of pattern placement, knowledge of common sound and letter patterns and dictionary use
- Apply their spelling skills to other areas of the school curriculum
- Students will improve their proofreading skills and writing mechanics

**Science**

At the end of fourth grade, the student will be able to

- Understand the meaning and importance of the science process skills
- Interpret results of an experiment and draw conclusions
- Analyze ways in which living things interact with their environment
- Investigate earth's geological features, atmosphere, and stars seen from earth
- Illustrate examples of energy transfer and transformation
- Do a project for the fourth grade Science Fair in order to develop an understanding of the scientific process

**Service Projects**

- Collect Christmas toys for children in Juarez, Mexico
- Make holiday place cards for nursing home
- Help kindergartners with projects
- Participate in school, church, and community service projects

**Parent Volunteer Opportunities**

- Help in classroom with math
- Chaperone on field trips
- Serve as room parents and assist with parties
- Help pack Christmas gifts from toy drive

**FIFTH GRADE****Religion**

In fifth grade the students will be developing

- An awareness that Jesus shows us God
- A further awareness of the Sacraments of Initiation (Baptism, Confirmation, Eucharist), Healing (Reconciliation and Anointing of the Sick) and Service (Holy Orders and Matrimony)
- A further awareness of the Liturgical Year, The 10 Commandments and The Beatitudes
- An awareness of the virtues of faith, hope and love, the marks of the Church, the understanding of grace, the role of Mary in the Church and the saints in the Church
- Knowledge of the basic prayers of the Church and the mass including the planning and participation in liturgy
- An understanding of morality
- An awareness of the need to serve others
- A respect for other beliefs and religions

- Memorize the basic prayers of the Church and a knowledge of the prayers of Mass (Confiteor, Glory to God, Nicene Creed, Holy, Lamb of God)

## **Language Arts**

### *Reading*

In fifth grade the students will

- Identify and use related words
- Recognize and apply structural analysis of base words and word parts, prefixes, suffixes, and context clues
- Expand vocabulary
- Locate and use information from a variety of sources
- Use elements of book structure
- Use time for silent reading
- Experience and respond to a variety of literary forms
- Recognize and analyze various literary techniques and devices
- Demonstrate literal understanding of literature
- Demonstrate interpretive understanding of literature

### *Writing and grammar*

At the end of fifth grade the students will

- Use and practice the writing process: brainstorming, conferring, proofreading, and editing
- Write letters, description, exposition, persuasion, poetry, and newspaper articles
- Demonstrate a knowledge of grammar, mechanics, and usage

### *Listening*

At the end of fifth grade the student will

- Gather information related to a topic from listening and viewing sources
- Engages in active listening during oral reading, discussions, and peer presentations
- Distinguish between relevant and irrelevant information

### *Speaking*

At the end of fifth grade the student will

- Demonstrate the ability to restate a comment to make it clearer to the listener
- Demonstrate the ability to speak impromptu
- Demonstrate the ability to work in a group preparing and delivering a presentation
- Demonstrate the ability to use technology to prepare and/or deliver a presentation

### *Spelling*

At the end of fifth grade the student will be expected to

- Distinguish between short and long vowel sounds
- Recognize and spell the schwa sounds
- Recognize and spell words with silent letters and digraphs
- Recognize and spell words with the following sounds: m, n, j, f, sh, ch
- Identify and spell words with prefixes, suffixes, contractions, homophones, homographs, compound words and state names

## **Science**

Scientific inquiry: At the end of fifth grade the students will plan and perform simple investigations to solve problems.

*Physical Science:* At the end of the fifth grade the student will

- Describe physical and chemical properties of matter
- Recognize that the Periodic Table is a chart of information about elements
- Classify and describe matter in terms of elements, compounds, mixtures, atoms, and molecules

*Earth Science:* At the end of the fifth grade the students will

- Identify renewable and nonrenewable resources
- Examine processes used to reduce, reuse, and recycle resources

*Life Science:* At the end of fifth grade the students will

- Describe processes of photosynthesis and respiration
- Compare and contrast food webs with ecosystems
- Investigate the change of matter and energy as it goes through the ecosystem
- Identify the basic cell structure of plants and animals
- Identify the circulatory, respiratory, digestive, muscular, skeletal and nervous systems

*Nature of Science:* At the end of fifth grade the students will

- Follow plans to conduct scientific investigations using the scientific method while observing appropriate safety measures
- Interpret results of experiments conducted in class and/or at home
- Design charts, graphs, and tables in order to explain results
- Use and identify scientific equipment, including but not limited to flask beakers, graduated cylinders, and balances
- Apply metric units for mass, volume, and length
- Describe how the use of technology can solve individual and community problems
- Compare and contrast advantages and disadvantages of advances in technology
- Recognize and discuss the role of ethics in the advancement of science and technology
- Report on contributions of women and men to various areas of scientific investigation

## **Math**

At the end of fifth grade the students will have developed

- A further knowledge of estimating and place value, rounding and ordering whole numbers and decimals
- A knowledge of multiplication by one, two and three digit multipliers
- A knowledge of division with one, two and three digit divisors and writing remainders as decimals and fractions
- A knowledge of decimals including addition, subtraction, multiplication and division of decimals by a whole number
- A further knowledge of fraction concepts including adding, subtracting, multiplying and dividing with like and unlike denominators, and mixed numbers
- A further knowledge of geometric solids and measurement, both customary and metric
- A knowledge of statistics, graphing, probability, patterns, and coordinate graphing
- A broad base application of solving word problems using all four operations, and measurement, and other applications and strategies
- A proficiency in the knowledge of all math facts 0-12

- The ability to differentiate between prime and composite numbers, prime factors and exponents
- The use of Algebra to explore, model and describe patterns and functions involving numbers, shapes, data and graphs

### **Social Studies**

At the end of fifth grade the students will have developed

- A grasp of geographic terms and the five themes of geography
- Skills in reading various types of maps, graphs, projections and directions
- A basic knowledge of culture, economics and political systems
- A knowledge of ancient civilizations: the Fertile Crescent, Egypt and Nubia, India, China, Greece and Rome
- The ability to recognize the influence of earlier civilizations and ages upon the present
- A knowledge of major world religions and philosophies
- The ability to gather, report and analyze current events

### **Service Projects**

- Students will have various opportunities to work as mentors with the children in preschool.
- They take part in the Lenten almsgiving program
- Participate in other school fund raising projects

### **Parent Volunteer Opportunities**

- Parents assist with supervision of class parties, especially Dia de los Muertos in October and AmeriTowne every other year
- Chaperone field trips

Students in fifth grade participate on alternate years in either Ameritown or at Easter time in a Seder Meal

## **SIXTH GRADE**

### **Religion**

Upon completion of the sixth grade at Notre Dame the student will have had an opportunity to focus on the following areas of our Catholic faith:

- The books of the Old Testament and their important characters, including: the patriarchs, matriarchs and prophets
- The Jewish roots of our Christian faith, including: Sacrifice, priesthood, Passover, Isaiah, the suffering servant and Lamb of God
- The roles of God the Father, Jesus and the Holy Spirit
- The traditions of celebrating Advent, Christmas, Lent, Easter and the feasts of the various saints
- The importance of human dignity and caring for all of creation
- The Ten Commandments as a moral guideline
- The role of servant leadership to which each Christian is called

### **Science**

Upon completion of sixth grade, the student is expected to be proficient in the following areas:

- Defining science; developing a hypothesis, collecting, organizing and evaluating data from an experiment and reporting a conclusion

- Examining the relationship between science and technology and their impact on our everyday lives and future
- Investigating changes in ecosystems, including patterns of growth, stimulus/response, adaptation of structure and seasonal behavior of plants and animals
- Memorization of parts of the microscope, its functions and uses as well as recognition of various microorganisms and their characteristics
- Identification and function of detailed parts of plant and animal cells

At the sixth grade level students discover and learn of the latest trends in science and technology through use of the periodical "Current Science" and the accompanying skill sheet.

### **Math**

Upon completion of the sixth grade year at Notre Dame School a student is expected to be proficient in the following areas of mathematics:

- Addition, subtraction, multiplication and division of multi digit whole numbers, decimals and fractions
- Ability in identifying information, organizing that information, and using that information to solve word problems
- Place value, rounding, estimating, and comparing and ordering whole number decimals
- Graphing in all quadrants including identifying and labeling pairs, plotting points and writing ordered pairs
- Memorize the parts of math problems (addends, sums, etc.) and the associative, commutative and property of zero rules, and be able to apply them to math problems using the four basic operations, divisibility rules.
- Basic geometric concepts including: angles, angle measurement, constructing angles, bisecting angles; supplementary and complementary angles; polygons, types of triangles, quadrilaterals, circles, congruent/similar figures, and three dimensional figures.

### **Language Arts**

#### *Literature*

At the end of sixth grade, the student

- Will have been introduced to various genres of literature: fiction, nonfiction, poetry, drama
- Will understand basic literary elements appropriate to those genres
- Will have developed an extended vocabulary
- Will have practiced writing forms of literature: fiction, nonfiction, poetry
- Will have increased comprehension of various reading forms

#### *Writing and Grammar*

- Will have reviewed and developed skills in analyzing grammatical structures
- Will have developed skills in organization, development, clarity, and word choice in both creative and essay writing
- Will have intensified awareness of correct use of mechanics in final draft
- Will give priority to presentation of written work through legible handwriting, following directions, order, and neatness
- Will integrate skills in listening, viewing, researching, and speaking through presenting reports on various topics

#### *Spelling*

- Will have increased spelling skills through weekly tests

- Will have increased spelling skills through application in daily assigned writing and correct spelling in finished drafts
- Will have completed exercises in word structure, meaning, and dictionary use

### **Social Studies**

At the end of the sixth grade, the student

- Will have developed skills in reading, interpreting and creating various kinds of maps related to historical periods as well as identifying geographic effects of medieval and modern times
- Will have knowledge of the economic systems of feudalism, capitalism, socialism and their effects upon the evolution of society
- Will have discussed the rise and spread of major world religions
- Will have traced the rise and fall of civilization in the Byzantine Empire, India, China, Africa, the Aztec Empire, the Incan Empire and Medieval and Modern Europe
- Will have become aware of the rise of nations and the various philosophies of government which led eventually to social issues resulting in change
- Will have developed an understanding of and some proficiency in the political and physical geography of Latin America and its history and culture
- Will have received and discussed information on current events.

### **Service Projects**

Sixth graders serve the school as mentors or buddies to the first graders. This program affords students a valuable opportunity for personal and direct service to the younger students in the school community.

### **Parent Volunteer Opportunities**

- Chaperone field trips
  - Assist with grading papers
  - Assist with supervision of class parties
- 

## **SEVENTH GRADE**

### **Religion**

Students at the end of seventh grade will have

- An understanding of the beliefs of different Christian and non Christian faiths
- An understanding of the Holy Trinity as introduced in scripture, the Catechism, and the Nicene Creed
- An understanding of the role of Mary in Catholic life
- An understanding of the importance of Christian mysteries through the study of the sacraments
- An understanding of Faith in Action, including "Faith and Justice" and the preferential treatment of the poor
- Experienced different forms and expressions of prayer
- Prayers memorized: *basic prayers of the Church, Morning Offering, Memorare, Hail Holy Queen*
- A familiarity with *Acts of Faith, Hope, Love; the Angelus; the Mysteries of the Rosary; the Stations of the Cross.*

### **Math**

*Number Systems and Operations*

- The student will be expected to display proficiency in multiplication, division, addition, and subtraction using whole number, fractions, and decimals
- The student will be expected to display proficiency in defining integers, ordering integers and using integers in one step equations; will define the properties of operations using integers

#### *Geometric Concepts*

- The students will be expected to display proficiency in identifying geometric shapes, their properties, and measurement problem solving using those properties
- The student will be expected to display proficiency in constructing and identifying polygons and circles and their components; area, perimeter, circumference, diameter, radius will be computed for these geometric shapes
- The students will be expected to display proficiency in problem solving for surface area and volume in three dimensional figures

#### *Algebraic Concepts*

- The student will be expected to display proficiency in ability to solve one and two step equations using whole numbers, decimals and fractions
- The student will be expected to display proficiency in writing equations to solve real world problems
- The student will be expected to display proficiency in evaluating expressions, equations, and inequalities for a given variable
- The student will be expected to display proficiency in defining exponents and using exponents to factor numbers to prime factorization

#### *Ratio, Proportions, Percent, Data Analysis*

- The student will be expected to display proficiency in defining and using proportions and ratio in real world problem solving
- The student will be expected to display proficiency in gathering, comparing and analyzing data from charts, graphs, and tables

### **Language Arts**

At the end of 7<sup>th</sup> grade the student is expected to be

#### *Listening*

- Demonstrate the ability to evaluate the content of a speaker's message through listening

#### *Speaking*

- Speaking with increasing independence, clarity, and fluency through a variety of presentations

#### *Reading*

- Read with increasing independence, understanding and fluency through an understanding of language, plot, theme, motive, character traits and setting (fiction)
- Be familiar with various genre: fiction, non-fiction, poetry, drama, mystery
- Improving comprehension of various forms of reading
- Read with increasing independence, understanding and fluency through an understanding of detail, main ideas, and cause and effect (nonfiction)
- Be able to identify, locate and use information from the library and other sources and to analyze and use this information

*Writing and Grammar*

- Demonstrate good use of ideas, reasoning, examples, commentary, knowledge of grammar, mechanics and usage in writing
- To develop self-initiated writing skills
- Develop skills for the purpose of note taking and overview, as well as the ability to write skillfully on research material

*Spelling*

In seventh grade the student will develop

- A phonetic and structural analysis approach to encode more complex words and concepts
- Improvement in spelling proficiency in daily work and building on vocabulary including learning derivations of words

**Science**

At the end of seventh grade students will be expected to know the following:

## Characteristics of living organisms

- Classification of living organisms
- The five kingdoms of organisms, their structures and characteristics
- life processes of plants and animals
- basic physiology and anatomy of the human body
  - the systems of the human body
    - skeletal and muscular
    - circulatory and respiratory
    - digestive and excretory
    - endocrine and reproductive
    - nervous
    - the skin
    - immune
  - how they are interrelated
  - structures and functions
  - diseases
  - comparative anatomy
    - dissection of frogs and fetal pigs
- ecosystems and biomes and the interactions of the organisms that live in them
- Students will also develop skills to solve problems using the scientific method by participation in the Science Fair.

**Social Studies**

Students will explore the geographic, economic, historical, civic, social, cultural and religious cause, effects, impacts, and reasons of American civilization from the Age of Exploration through Colonization to the Civil War.

**Service Opportunities**

- Participate in the Peer Counseling Program
- Serve as Student Council officers

**Parent Volunteer Opportunities**

- Assist with graduation dance and reception
- Assist as chaperones of field trips
- Science Fair judging
- Inventor's Fair participant

---

## **EIGHTH GRADE**

### **Religion**

At the end of eighth grade the students will be expected to display knowledge of

- The Ten Commandments (memorized) and their implications for daily life
- An awareness of Catholic social justice teaching and the mission of the Catholic Church to work for justice in the world
- The definition of Catholic morality for individuals, society, and the Church
- The implications of discipleship in each person's life and commitment to Christian principles in every human interaction
- A familiarity with the New Testament and an exploration of the gospels
- A familiarity with the origin of the Church
- The historical background of Jesus' time
- Knowledge of positive Christian leadership models in contemporary society
- Prayers memorized: *basic prayers of the Church, Morning Offering, Apostles' Creed, Grace for meals, Memorare, Act of Contrition*
- Prayers: have familiarity with *Hail Holy Queen, Acts of Faith, Hope, Love; Angelus, Mysteries of the Rosary; Stations of the Cross.*

Preparation for the Sacrament of Confirmation will take place through the Notre Dame Parish Religious Education program.

### **Language Arts**

At the end of eighth grade the student is expected to

#### *Listening and comprehension*

- Demonstrate the ability to evaluate the content of a speaker's message through listening and/or a viewing a variety of media as well as understanding the meaning of non-verbal communication

#### *Speaking*

- Speak with increasing independence, clarity and fluency through a variety of oral presentations

#### *Reading*

- Identify the use of structures styles, and genres in literature
- Identify and discuss relationships among basic literary elements, including plot, conflict, setting, characterization, theme, and point of view
- Use contextual clues to understanding multiple meanings of unfamiliar words and background knowledge to understand text, literary terms, and inferences
- Read with increasing independence, understanding, and fluency through an understanding of detail, main ideas, cause and effect, prediction, purpose and bias the author may use
- Be able to identify, locate, and use information from the library and other courses and to analyze and use this information

#### *Writing*

The student will be expected to

- Master varying writing styles according to purpose
- Refine the ability to use a variety of organizational structures involving narrative, persuasive, expository, transactional, poetic and expressive writing
- Adapt vocabulary to audience and purpose

- Use the writing process with increasing independence
- Use correct writing mechanics in final draft
- Students will develop five paragraph writing assignments

### *Spelling*

The student will be expected to

- Develop spelling proficiency by use of a structured program including weekly tests and related lessons regarding sound and meaning
- Improve spelling proficiency in daily work and build on vocabulary knowledge

### **Social Studies**

At the end of eighth grade the student is expected to

- Have a knowledge of major events in US history from the Industrial Revolution, to the US becoming a world power, to cause and effect of WWI and WWII, to the US involvement in other world conflicts
- Have an understanding of the structure and characteristics of the US government by examining the Constitution, the Bill of Rights, the amendments, and civil rights
- Have an understanding of the impact that labor unions, world trade, urbanization, and technology have had on US history
- To develop an understanding and respect for cultural diversity in the US and the impact this has had on US history; e.g. the influence of immigrants, the roles of the UN and US foreign policy

### **Math**

#### *Number systems and Operations*

- The student will be expected to display proficiency in addition, subtraction, multiplication and division using whole numbers, fractions decimals, integers and rational numbers
- The student will be expected to display proficiency in defining integers and rational numbers, ordering integers and rationals and using integers and rationals in algebraic equations

#### *Geometric concepts*

- The student will be expected to display proficiency in identifying geometric shapes in one, two and three dimensions to model and solve real world problems
- The student will be expected to display proficiency in identifying and defining the properties of polygons, circles, parallel and perpendicular lines, pairs of angles. Using deductive and inductive reasoning to solve for measurements in geometric figures
- The student will be expected to display proficiency in finding perimeter, volume, area, circumference, surface area in prisms, pyramids, cones, cubes, cylinders, regular polygons and circles

#### *Algebraic Concepts*

- The student will be expected to display proficiency in solving one and two step equations using whole numbers, fractions, decimals, integers and rational numbers
- The students will be expected to display proficiency in writing equations to solve real world problems and to analyze data from graphs and tables
- The student will be expected to display proficiency solving and graphing equations and inequalities, graphing pairs of equations, writing equations from graphs and graphing in four quadrants

- The student will be expected to display proficiency in polynomials, including equations with similar terms, equations with variables in both members, integers, adding and subtracting polynomials, multiplying monomials and polynomials, powers of monomials
- The student will be expected to display proficiency in quotients and factoring, including factoring integers, division and factoring of monomials, factors of polynomials, factoring squares of binomials, multiplying binomials, factoring trinomials, solving polynomial equations by factoring
- The student will be expected to display proficiency in using fractions in polynomials, factoring, multiplying and dividing equations, dividing polynomials by polynomials and fractional equations. Uniform motion problems and rate of work problems are solved.

### **Science**

Eighth Graders will be studying Earth and Space Science this year. The following topics will be explored:

- matter and its properties.
- rocks and minerals
  - types
  - rock cycle
- land forming processes
  - earthquakes
  - volcanoes
- theories of Plate Tectonics
- Earth's resources
  - what they are
  - how they are developed
  - the pros and cons of development.
- Space Science
  - theories of the formation of the universe
  - the processes that occur on the sun
  - life cycle of stars
  - types of galaxies
- Students will also develop skills to solve problems using the scientific method by participation in the Science Fair.

### **Service Opportunities**

- Assist Senior Citizens with monthly luncheon
- Assist SAND with monthly luncheon
- Tutor students in lower grades
- Participate in Peer Counseling Program
- Serve as Student Council officers
- Operation Shoe Box for children in Bosnia

### **Parent Volunteer Opportunities**

- Field Trips
  - Science Fair judges
  - Dances
-

## **SPECIALS PROGRAMS**

### **MUSIC EDUCATION**

#### **Preschool and Pre-Kindergarten**

The student will

- Listen and respond to a variety of music
- Sing along with others
- Develop a repertoire of songs
- Explore age appropriate instrument and use them to accompany songs, music, or movement
- Express rhythm through movement
- Reproduce simple rhythm patterns
- Learn songs from different cultures

#### **Grades K-2**

The student will

- Sing independently and expressively
- Learn songs from varied repertoire
- Sing in groups
- Explore unpitched and pitched instruments
- Play in groups and independently
- Handle instruments with respect and proper technique
- Improvise melodies and accompaniments using voice or instruments
- Respond to simple visual representation of sound
- Begin to identify basic music terminology
- Listen to and describe music
- Respond to music through movement
- Participate in dances and songs from a variety of cultures
- Demonstrate appropriate audience and performance behavior
- Participate musically in the liturgy

#### **Grades 3-5**

The student will

- Sing independently, expressively from a varied repertoire, including religious music, patriotic songs, and folk songs
- Sing in a group beginning in unison and progressing to 2-part harmony
- Perform on unpitched instruments, differentiating between rhythm and beat, accompanying songs
- Perform on pitched instruments (recorders, Orff instruments, etc.) echoing melodic patterns, melodies by ear, simple accompaniments, using good technique
- Play in a group following a conductor
- Learn to improvise and compose
- Learn to read and notate music and use basic music terms
- Listen, respond and describe music
- Participate musically in the liturgy

#### **Grades 6-8**

The student will

- Continue to add to their repertoire of songs, both secular and liturgical
- Explore singing in 3-part harmony
- Continue performing on pitched and unpitched instruments adding 3 or 4 part instrumental music

- Continue to improvise and compose using a variety of tradition and non-traditional sound sources
- Read melodies on treble and bass clef and use standard notation to record musical ideas
- Demonstrate knowledge of music terms and concepts
- Will explain personal preferences for musical works and styles using appropriate music terminology
- Identify music and various historical periods and a variety of cultures
- Participate musically in the liturgy

## **ART EDUCATION**

At the end of the given grade, the student will be able to:

### **Grades K-3**

- Identify and respond to the elements of art
- Identify and skillfully use appropriate tools and techniques or processes to create an artistic product
- Recognize that works of art have cultural and/or historical similarities or differences
- Make connections between works of art, personal experiences and the experiences of others

### **Grades 4-6**

- Use the elements of art to describe works of art
- Demonstrate the skillful use of a variety of tools and techniques or processes to create an artistic product
- Distinguish works of art from different cultures and/or historical periods and identify common themes
- Describe points of view in art and make connections between these points of view and real life situations

### **Grades 7-8**

- Use the elements of art to critique works of art
- Create artistic products by skillfully combining tools, techniques, and processes
- Compare, contrast, and apply characteristics of works of art from a variety of cultures and/or historical periods
- Compare diverse points of view as expressed in works of art and relate these points of view to their own ideas and those of others

### **Parent Volunteer Opportunities**

- Assist with field trip chaperoning

## **PHYSICAL EDUCATION**

### **Kindergarten**

At the end of kindergarten the student will be expected to:

- Travel in different ways in a large group without bumping into others or falling
- Sustain moderate physical activity
- Identify selected body parts, skills, and movement concepts

**1<sup>st</sup> grade**

At the end of first grade the student will be expected to:

- Travel in all directions and change directions quickly using safe and controlled movements
- Manage own body weight while hanging or climbing
- Identify changes in the body during physical activity

**2<sup>nd</sup> grade**

At the end of second grade the student will be expected to:

- Combine various traveling patterns in time to music and participate in a wide variety of activities that involve locomotion, non-locomotion and the manipulation of various objects
- Move each joint through a full range of motion
- Demonstrate safety while participating in physical activity

**3<sup>rd</sup> grade**

At the end of third grade the student will be expected to:

- While traveling, avoid or catch an individual or object, and develop pattern and combinations of movements into repeatable sequences
- Maintain appropriate body alignment, support, lift, and control body weight in a variety of activities
- Describe healthful benefits that result from regular and appropriate participation in physical activity

**4<sup>th</sup> grade**

At the end of fourth grade the student will be expected to:

- Regularly participate in physical activity for the purpose of improving skillful performance and physical fitness
- Maintain continuous aerobic activity for a specified time
- Recognize fundamental components and strategies used in simple games and activities

**5<sup>th</sup> grade**

At the end of fifth grade the student will be expected to:

- Design and perform gymnastics and dance sequences that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences with intentional changes in direction, speed, and flow
- Design and play small group games that involve cooperating with others to keep an object away from opponents (basic offensive and defensive strategy, e.g., by throwing, kicking, or dribbling a ball)
- Participate in vigorous activity for a sustained period of time while maintaining a target heart rate

**6<sup>th</sup> grade**

At the end of sixth grade the student will be expected to:

- Detect, analyze, and correct errors in personal patterns
- Correctly demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility, and cardio respiratory functioning
- Identify proper warm-up conditioning and cool down techniques, and the reason for using them, and identify principles of training and conditioning for physical activity

**7<sup>th</sup> grade**

At the end of seventh grade the student will be expected to:

- Use basic offensive and defensive strategies in a team sport and an individual sport
- Participate in an individualized physical activity program and engage in physical activity at the target heart rate for a minimum of 20 minutes
- List long-term physiological, psychological, and cultural benefits that may result from regular participation of physical activity

**8<sup>th</sup> grade**

At the end of 8<sup>th</sup> grade the student will be expected to:

- Explain and demonstrate some game strategies involved in team sports, individual sports, and perform a variety of simple folk dances
- Plan a training program designed to meet physical fitness goals
- Participate in fitness enhancing physical activities outside of school (e.g., gymnastic programs, school/community sponsored youth sports)

**COMPUTER EDUCATION**

**Is integrated across the curriculum**

**1<sup>st</sup> grade**

At the end of first grade the student will be expected to:

- Use basic computer terminology and be able to operate computers in the computer lab
- Be familiar with the computer keyboard
- Use software to practice language and math skills

**2<sup>nd</sup> grade**

At the end of second grade the student will be expected to:

- Use the computer to continue practicing language and math skills
- Use a simple word processing program
- Use a graphics program

**3<sup>rd</sup> grade**

At the end of third grade the student will be expected to:

- Use the computer to put together a report using text and graphics
- Learn early keyboarding skills
- Know how to use a reference CD ROM

**4<sup>th</sup> grade through 8<sup>th</sup> grade** – Computer instruction and use will be integrated into classroom instruction.

**FOREIGN LANGUAGE ELECTIVES (7<sup>th</sup>/8<sup>th</sup> grades)**

**Italian** – *An introductory course offered to 7<sup>th</sup> graders on an elective, first-come-first-served basis.* Meets three days a week for 45 minutes.

Students will learn

- Basic speaking, reading, listening and writing skills
- The various aspects of Italian culture
- Different categories of grammar, vocabulary and verbs, including irregular verbs

- Greetings, statements of time, family members, sports and activities places, weather, school terms, foods, the alphabet, pronunciation, prayers, etc

**Spanish** – *An introductory course offered to 8<sup>th</sup> graders on an elective, first-come-first-served basis. Meets three days a week.*

By the end of the school year, the students will have

- Learned the alphabet in Spanish and mastered the sound system
- Learned basic vocabulary dealing with school, friends, family, days of the week, months of the year, telling time, the weather and idioms with the verbs *ser, estar, tener* in order to carry on simple conversations
- Learned how to conjugate regular *-ar, -er, -ir* verbs and the irregular verbs *ser, estar, tener, ir*
- Learned basic grammatical principles such as agreement of nouns and adjectives, agreement of subjects and verbs, correct placement of adjectives, use of demonstrative adjectives and short form possessive adjectives
- Learned the *Our Father* and the *Hail, Mary* in Spanish and be able to structure simple “homemade” prayers in Spanish
- Become familiar with a variety of cultural concepts including *The Day of the Dead, Christmas and Epiphany customs, Holy Week observances, and secular holidays.*
- Become familiar with the important Hispanic heritage in the US, including Florida as well as the southwestern US
- Become familiar with the great variety that is to be found within the Hispanic world and the difference between the various Spanish speaking countries of the Americas as well as Spain
- Learned that “different” is just that – not better or worse than their own culture

---

### **SCHOOL WIDE SERVICE PROJECTS**

- Thanksgiving Food Drive
- “Rice Bowl” collection during Lent
- Fourth Grade Mission Project for children of Juarez, Mexico
- School supplies for SUN (inner city) schools
- Adopt-a-Family at Christmas
- Disaster relief collection as the need arises