



Middle School Curriculum Overviews

2017-2018

Nativity of Our Lord School

Curriculum Overview and Late Work Policy
Middle School School Religion
Mrs. Zubrinic

Here at Nativity of Our Lord Catholic School we follow the curriculum given to us from the Archdiocese of Denver. In Middle School Religion each grade will have a special focus that includes a variety of topics that fall within the four pillars of the *Catechism of the Catholic Church* (Profession of Faith, Celebration of the Eucharist, Mystery, Life in Christ, and Prayer).

6th Grade

The 6th grade will focus on the Old Testament, Morality and Revelation. The textbook we will be using is from Ignatius Press Image of God series titled *God's Merciful Love*.

7th Grade

The 7th grade will have a focus on the Person of Christ with an emphasis on the New Testament. We will begin this year taking a closer look at Catholic Identity and move into a focus on the New Testament toward the second half of the year. We will start by using a smaller textbook from RCL titled *Our Catholic Identity* (7th grade edition) and later use the Ignatius Press Image of God series textbook entitled *Jesus, the Way, the Truth and the Life*.

8th grade

8th Grade focus will be on Catholic Identity and Church History. They will, like the 7th grade, start with Catholic Identity using the RCL *Our Catholic Identity* (8th Grade edition) and will then use the Ignatius Press Image of God series *Lord, Give Me Eternal Life*.

In addition to the textbooks, all grades will use other sources to enhance learning and understanding such as the *Catechism of the Catholic Church*, the *YouCat*, and the *Bible*.

I believe that each student deserves to learn to the best of their ability. Therefore, as the teacher I will try to use differentiated styles of teaching in the classroom to reach different types of learners. In daily religious education lessons we will focus on our faith. We not only learn what the teachings and traditions are, but why they are practiced. This will help them to understand that through

Scripture and Tradition we can learn how to live as Christians and have eternal life with God. I will offer students opportunities to work independently, developing a sense of personal responsibility for their work. They will also be given the opportunity to work in cooperative groups allowing them to develop communication skills, critical thinking skills, and teamwork skills. However, it is important that the students come to class with all needed materials and understand that what we learn is both academic and spiritual. They will be required to take the class seriously and understand that they will be required to memorize information, complete all assignments, and study for quizzes and tests. Most importantly, I believe the teachings of the Holy Catholic Church are given to us by Christ and should be highly valued by all in our school. I will strive to teach my students the worth of following Jesus and living out their Catholic faith.

Classwork

Classwork is expected to be completed at school. If they are not able to complete the work in class it should be completed as homework and turned in the following day.

Homework

Homework will be assigned and is expected to be completed on the due date.

Latework

In the event that the homework is not completed, a late note will be sent home. The work should be completed and the late note must be signed by a parent and returned on the date given on the late note. Ten percent will be marked off for each day the work is not completed with the late note signed and returned. I will not take work after 5 days and the grade will be marked as a zero in the gradebook.

Notes/ Written Review

Please keep in mind that notes and written reviews are a completion grade. Work that is incomplete or not done on the due date will be marked as zero. Notes should follow the 3 column structure that I taught in class. First column is the topic of the topic or vocabulary word, second column is the definition or information and the third column is blank until I give them additional information.

Tests

Tests will be given at the end of the chapter/section. A study guide will be assigned for each chapter/section. A written review and oral review will be given for chapter/section. Test dates will be posted on Fast Direct. Students are expected to study for tests.

Absent Work

Students that are absent will have two days per missed day to complete the makeup work. Work that is not completed by that time will be given a zero in the gradebook. Please label absent work on assignments that are due to absence. Tests that are scheduled on a day that a child is absent are expected to be made up with in a day of returning to school.

Extra Credit

On occasion I may give an assignment for extra credit that will be available to the entire class. I will not give extra credit as a replacement for missed assignments.

Communication

It is key to keep the lines of communication open. It is important that if a student does not understand something, they should come and speak to me immediately. I will do my best to see that they understand and are clear on the expectations for each assignment. In addition, I will try to keep you updated through Fast Direct. Please consult my bulletin board for information about upcoming events and tests. If you have any questions or concerns, I prefer that you contact me via Fast Direct. I do check it regularly and will respond in a timely manner. Please look for information on Fridays in the yellow Friday Folder.

Thank you,
Mrs. Zubrinic

Mrs. Lisa Matthews
Middle School Social Sciences
8th Grade Homeroom Teacher
A Brief Overview of Curriculum, Classroom Expectations,
and Homework Policy

The middle school Social Sciences Curriculum is mandated by the Archdiocese of Denver, Office of Catholic Schools. It focuses on five of the Social Sciences – Geography, Political Science, Economics, History, and Culture in the following time frame:

6th Grade – Geography and Ancient Civilizations

7th Grade – World History

8th Grade – American History from the Civil War to the End of the Cold War

Special units, research papers, and projects are included with the curriculum.

In addition to the general expectations outlined by the other middle school teachers, I would like to outline my expectations for the middle school students in my classroom so that it will be a successful school year for everyone. Students are expected to come to class daily on time and with the following supplies:

- Social Studies textbook
- Social Studies Spiral notebook
- Folder
- Blue or Black Pen
- Assignment notebook

Middle school students are aware that they may not go to their locker during class, nor may they call home for missed assignments, forgotten books, etc.

Each student is expected to pay attention during class and participate in all discussions. Each student is expected to follow the Nativity BeAttitudes.

Homework will be given 3 to 4 times a week. There will be no homework on Fridays with the exception being long term projects.

A copy of my late work policy follows this overview. At the discretion of the teacher, this policy will be adjusted for special needs students on a case by case basis. This policy does not apply to absent work. Students have two days for every day that they are absent to turn in absent work for full credit. A period of three (3) school days is the limit before a late assignment becomes a permanent zero. I encourage students to keep up their grades on FastDirect, maintain an up-to-date and accurate assignment notebook and use their time wisely. Late work is strongly discouraged and should be avoided.

I love teaching Social Studies! I am looking forward to sharing my knowledge and enthusiasm with your student this year.

Mrs. Lisa Matthews

Mrs. Lisa Matthews
Middle School Social Sciences
Graduated Late Work Policy

September, 2017

Every middle school teacher has developed a late work policy best suited to their subject matter and educational philosophy. A graduated late work policy will be used in my classroom. It is explained below. A copy is posted in my classroom as a reminder of what is required in Social Studies.

This policy is based on the following educational beliefs.

Homework is an integral part of the learning process that goes on in the classroom.
Homework is meaningful work that reinforces, strengthens and enriches what is taught in the curriculum.
An appropriate amount of homework, projects and tests are given during the school year.
A reasonable time frame is established for the completion of each assignment.
It is important that the student s develop the good study habit of turning work in on time.
Being on time and meeting deadlines are skills necessary in high school and life.
It is important that students be accountable for all the choices they make, including those about turning work in on time.

Work that is turned in on time is eligible to receive full credit. Work that is not turned in on time is considered late work, subject to the following policy.

All work must be completed by the beginning of the period on the day it is due. Late work will be accepted on the following schedule:

Work turned in 1 school day late will have 20 points deducted from its grade.
Work turned in 2 school days late will have 40 points deducted from its grade.
On the 3rd school day, the late assignment becomes a zero (0) in the grade book and can no longer be turned in for any credit.

At the discretion of the teacher, this policy will be adjusted for special needs students on a case by case basis.

This policy does not apply to absent work. Students have two days for every day that they are absent to turn in absent work for full credit.

8th Grade Literature and Language Arts

Mrs. Bakes-Gleissner

Course Description: The 8th Grade Literature and Language Arts course is designed to involve the student in applying reading, writing, listening, and speaking skills in an independent manner through meaningful interdisciplinary tasks. Students will continue to develop an appreciation for literature through the study of literary elements in classic and contemporary selections. Emphasis is placed on moving from the literal to the abstract in the students' critical thinking skills and in the use of language. 7th Grade Literature is included in this description and specific 7th Grade novels are listed. Our tasks will be similar, however, 8th Grade scholars will have more rigorous reading and writing projects.

Methods of Instruction: Students will be engaged in the learning process by :

- Individual exploration and research
- Group lectures and discussions
- Small group team oriented activities
- Hands-on activities such as projects and portfolio work
- Oral presentations
- Written compositions

Course Competencies

1. Use word recognition and vocabulary skills to communicate.
2. Apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.
3. Express, communicate, evaluate, or exchange ideas effectively.
4. Understand parts of speech, examine/analyze word origin, syntax and semantics
5. Analyze literary elements
6. Apply Standard English to communicate

Course Themes for 8th Grade:

- Short Stories - the importance of personal narratives; fact vs. fiction
- *Anne Frank* - relationships and generosity during times of hardship and terror
- *The Outsiders* - belonging and bridging the gap between groups
- *Animal Farm* - corruption and the importance of democratic values
- Poetry - language's capacity to relay experiences and emotion

Course Themes for 7th Grade:

- Short Stories - the importance of personal narratives; fact vs. fiction
- *Across Five Aprils* - redemption and forgiveness; seeing both sides of a conflict
- *A Christmas Carol* - compassion and forgiveness; inner struggle
- *Call of the Wild* - individual vs. society; identity and belonging
- *Tom Sawyer* - Social and moral maturation; redemption
-

Course Expectations:

- Attendance is necessary to keep up with the class. If a student misses class time, they are missing the instruction time needed to learn a skill. However, if a student must miss class, they are required to make up missed work in a timely manner (2 days for each day missed, after which deductions will be made for late work).
- Students are expected to be in their seat at the beginning of class. I do not allow food or drinks in class (except for water in a clear bottle).
- Students are required to participate in class and be respectful to their peers, themselves, and their teacher. Consequences for misconduct may include missing recess, written assignments, parent notification, detention, conference/mediation or office referral.
- **Plagiarism and cheating have no place in a community of learners.** Each student is required to put forth his or her personal best. Everyone has something important and valuable to add to our learning experience. If a student is suspected of plagiarism or cheating, the parents and the principal will be notified and consequences will be determined.
- Students are required to keep up with their assigned reading and turn in assignments on time. Students will lose valuable learning experiences if they come to class unprepared.

Major Works and Assignments: We have many exciting and enriching activities to look forward to this year. Some of these will require outside preparation and the aid of a parent to be successful. Here is a list of required major projects that each student will be responsible for.

- **Summer Reading: It is expected that all students have complete their summer reading and corresponding projects.** These are due the second Friday we are in school. Please check your calendar.
- **Research Papers and PowerPoints:** It is imperative that your child keep up with their work and deadlines. They will be responsible for their research note cards, 5 valid sources, an outline, works cited page, rough and final copy of their paper. Because these projects are long term, students often forget deadlines. I will remind them as we get close to each deadline. Please help them to stay on track - last minute papers and projects can be a headache for all involved, but especially for our students. They truly do care about their grades and performance, even if they tend to procrastinate at times.
- **Independent book Studies:** Students will be responsible for multiple independent studies of various fiction novels that must be **approved** by the teacher and parent. **These books should be grade level or above and of appropriate subject matter.** The student may choose from a list of assignments: a typical "book report" or a number of portfolio activities. They will also be responsible for keeping up with a reading journal, which will be turned in with their report.
- **Class Novels:** We will read and study several novels as a class. Various activities and projects will be tied to the novels. These readings may include, but are not restricted to:
 - 8th Grade:*
 - *The Diary of Anne Frank*
 - *The Outsiders*
 - *Animal Farm*
 -
 - 7th Grade*
 - *Across Five Aprils*
 - *A Christmas Carol*
 - *Call of the Wild*
 - *Tom Sawyer*

- **Literature Circles and Socratic Seminars:** Each semester students will be grouped together to engage in a group novel study. Students will be able to select from a number of short texts selected by the teacher. The groups will set reading goals and will hold meetings periodically to analyze and explore the reading. The teams will build a portfolio of assignments and will be charged with creating a group project and test. Socratic seminars will be used to help students discuss novel themes before our writing assessments. The class dialogues will help to improve evidence-based discussions (students will refer to page numbers and quotes), inquiry skills, peer-to-peer communication and inspire a deeper connection with the novels. It is also valuable for students to spend time thinking and speaking together in a positive, collaborative, academic environment.
- **8th Grade Cross Cultural Holocaust Writing Project** As a tie in with our unit of the Holocaust and *The Diary of Anne Frank*, Students will engage in researching North American and Latin American countries that welcomed Jewish refugees during the Holocaust. We will be connecting our learning to current situations involving refugees and these same countries. Students will be considering the big question, 'Why didn't they just leave?' Their research of both past and present day refugees is intended to complicate the question and give a deep, relevant, and compassion-filled response to victims of genocide.
- **Enrichment:** Throughout the year, the students may be presented with optional enriching experiences. These could take the form of fieldtrips to plays, attending the Holocaust Memorial presented every year by our governor in Denver, creating our own Holocaust Memorial presentation with research presentation stations, a mock trial of a book character, and even a poetry night. Hopefully, we will have many opportunities for these types of experiences this year.
-

Grading: Students will be graded in a variety of ways including formal assessments such as tests; participations grades for daily work; and authentic assessments using rubrics for oral presentations, projects, and written assignments. Students will be encouraged to self evaluate their work and to evaluate their peers' work. My grading categories and weights are as follows:

- Major Assessments - 50%
- Minor Assessments - 20%
- Classwork and Homework - 20%
- Habits of Mind/ Nativity Attitudes - 10%

Thank you for being involved and active in your student's educational experience. We look forward to a great year!

MIDDLE SCHOOL SCIENCE CURRICULUM OVERVIEW

Mr. TeBockhorst & Mrs. Sandgren

2017-2018

Text: Glencoe Science

Publisher: McGraw Hill

Copyright: 2008

6th Grade

Animal Diversity
Earth's Materials and Processes
Waves, Sound and Light

7th Grade

Life's Structure and Function
Human Body Systems

8th Grade

Electricity and Magnetism
The Nature of Matter
Motion, Forces, and Energy

My expectation for the students as well as myself is the golden rule. Students need to be respectful and courteous to one another and me. Students need to come to class prepared. Students need to have their textbook and notebooks with them. Students need to come to class quickly and quietly. They need to have their homework assignments completed prior to arriving in class. Students may use only blue or black ink pens or pencils. Any writing that I judge illegible will have to be rewritten by the next day to receive credit. 50% of the student's grade is classwork. The following are labeled as classwork based on the following criteria:

- Homework assignments
- Guided reading worksheets
- Section reviews from the textbook,
- Projects. (The project grade is based on written standards given to the students before they start a project, as well as conduct during the lab.) Examples 6th grade creates models of the earth, 7th grade investigates osmosis by soaking egg membranes in different liquids, and 8th grade creates electromagnets.
- Selected Labs (The lab grade is based on worksheets that accompany the lab, as well as conduct during the lab. Some labs are computer generated.)
- Chapter assessments (These will be open book.)
- Basically everything but the tests is considered classwork.

50% of the student's is based on teacher-designed quizzes and tests. These are not open book. Tests may be retaken once. Tests may only be retaken at specific times. The two tests results will be averaged for the final test grade.

I look forward to this year helping your child explore, observe, and discover science. If you have any questions, please feel to contact me.

Paul TeBockhorst

p.tebockhorst@nool.us

Science Late Work Policy

2017-2018

Homework is a necessary part of the educational program. In order for students to be prepared for the next day's class, homework needs to be completed on time.

- Students will turn in all assigned work on due date to receive total credit.
- Work turned in 1 school day late will have 15 points deducted from its grade.
- Work turned in 2 school days late will have 30 points deducted from its grade.
- Work turned in 3 to 5 school days late will have 45 points deducted from its grade.
- Work will not be accepted after 5 school days and a 0 will be given for that assignment.

Curriculum Overview and Late Work Policy for Miss Berger's classes

In addition to the general expectations outlined by the other middle school teachers, the following are my expectations for the middle school students in my classes. I will be teaching sixth grade literature and language arts, and seventh grade language arts. Please read this overview together so that we may all take part in a successful school year.

Students need to come to class on time with all of their necessary supplies. This includes the following: black or blue pen, red pen, pencil, spiral notebook, textbook, workbook, assignment notebook, and any assignment due that day. Middle school students are aware that they will not be allowed to call home if they forget an assignment and that assignments must be completed prior to the start of a class period. However, I will accept assignments after I have collected them from the rest of the class based on my late work policy which is attached to this letter.

Sixth and Seventh grade language arts students will usually have assignments from their *Voyages in English: Grammar and Writing* textbook and/or workbook. They may also have assignments from supplemental sources to meet curriculum standards. Assignments will be started in class and may be finished in class. However, if an assignment is not finished in class, it is homework. Please notice that our textbooks are divided into two parts. The textbook starts with grammar in part one, and part two focuses on written and oral communications. We will be working in both parts of our textbook throughout the year, so do not be alarmed if it seems like we are jumping around.

Most of the workbook assignments in language arts focus on grammar concepts. In addition to this grammar study, students will be working on Daily Oral Language (DOL) almost every day. The writing assignments will include personal narratives, how-to articles, descriptions, persuasive writing, expository writing, business and personal letters, creative writing and research reports using MLA formatting. Many of the writing assignments will need to be typed or word processed. If a computer is not available at home, students should make arrangements to use the computer in my classroom or in the computer lab. Of course, these arrangements need to be made well before the assignment is due. If a student cannot print his or her document, please send the Microsoft Word attachment to me via FastDirect or email (m.berger@nool.us). Likewise, students can bring in a USB drive and print their document from my computer.

In sixth grade literature, the students will read short stories, dramas, nonfiction, poetry, myths, folk tales, and novels. In addition to reading the different types of literature, students are expected to respond to the selections through writing and speaking. These assignments may include essays, letters, 'writers' notebook' entries, reviews, and oral presentations. The students are also expected to learn new vocabulary from the stories as well as literary terms throughout the book.

Sixth grade students will also have a workbook in literature class. *Vocabulary Workshop* focuses on the study of vocabulary words using analogies, word associations, antonyms, word families, context, and classical roots. Approximately one unit will be completed every other week. Unit tests on these vocabulary words will be given at the end of each unit. In addition to the unit tests, students will have review spelling tests after every three units.

I rarely allow corrections on an assignment, quiz and/or test. I assess whether or not corrections may be made based on each student's abilities/understanding of the material covered on the assignment, quiz and/or test.

Please find my late work policy which follows this letter. A period of five (5) school days is the limit before a late assignment becomes a permanent zero. Keep up with your grades on FastDirect, budget your time well, and avoid late work. One zero for late work will affect your grade in my class.

In my FastDirect gradebook, each category is weighted. For example, tests account for 35% of the grade, quizzes are 30%, homework is 20%, and classwork/participation/oral reading is 15%. Most long-term projects/writing assignment grades are placed in the test category.

I hope that the students will work to make this a successful year of learning. If you have questions now or at any time throughout the school year, please contact me via email (m.berger@nool.us), FastDirect messaging, or the school phone (303-466-4177).

Middle School Math – Mr. Cadran
8th Grade Algebra Course Description

The 8th grade Algebra math curriculum at Nativity of Our Lord Catholic School is designed for the highly motivated students who have demonstrated, by previous achievement, a high level of competency in computational mathematics. This course requires a keen aptitude for problem solving and abstract concepts. Students must have demonstrated diligence in completing assignments and the ability to handle a demanding pace and workload. This course is equivalent to the first full year of high school Algebra I.

The daily goal and responsibility of each student is to take good notes in class, participate in daily discussions, and practice new concepts learned in their notebook in order to take that knowledge home and continue to practice in preparation for future assessments. The 8th grade will have at least one quiz per chapter, finishing with a chapter test to assess what they have learned over the course of the chapter. At the end of each of the four quarters, the students will have a quarterly exam to assess the knowledge they have gained from the previous chapters from the current quarter.

The following are the concepts that the 8th grade students will cover during the school year:

Algebra 1

Chapter		Chapter	
1	Basic Concepts of Algebra	8	Factoring Polynomials
2	Linear Equations	9	Radical Expressions and Equations
3	Linear Inequalities	10	Quadratic Functions and Equations
4	Relations and Functions	11	Ratio Proportion and Trigonometry
5	Linear Functions	12	Rational Expressions and Equations
6	Systems of Linear Equations and Inequalities	13	Exponential and Other Nonlinear Functions
7	Operations with Polynomials	14	Data Analysis and Probability

8th Grade Pre-Algebra Course Description

The 8th grade Pre-Algebra math curriculum at Nativity of Our Lord Catholic School will introduce students to the more abstract language of Algebra; this course will reinforce junior high math skills. Students are expected to be proficient in general computational mathematics. Besides learning equation solving and simplification of algebraic expressions, students will also work with geometric concepts. This course strives to foster improvement in problem-solving skills, problem analysis, and independent thinking in preparation for high school mathematics.

The daily goal and responsibility of each student is to take good notes in class, participate in daily discussions, and practice new concepts learned in their notebook in order to take that knowledge home and continue to practice in preparation for future assessments. The 8th grade will have at least one quiz per chapter, finishing with a chapter test to assess what they have learned over the course of the chapter. At the end of each of the four quarters, the students will have a quarterly exam to assess the knowledge they have gained from the previous chapters from the current quarter.

The following are the concepts that the 8th grade students will cover during the school year:

Foundations of Algebra

Chapter		Chapter	
1	Rational Numbers	8	Percent Applications
2	Real Numbers	9	Two-Dimensional Geometry
3	Expressions and Equations	10	Geometric Measures and Coordinate Geometry
4	Inequalities	11	Patterns and Nonlinear Functions
5	Polynomials and Factoring	12	Three-Dimensional Geometry
6	Linear Functions and Inequalities	13	Data Analysis and Statistics
7	Ratio and Proportion	14	Probability and Logic

7th Grade Course Description

The 7th grade math curriculum at Nativity of Our Lord Catholic School will be designed to prepare students for high school level mathematics. This year students will increase proficiency in essential mathematics skills, including a wide variety of junior high math topics, and an introduction to pre-algebra and geometric concepts. Problem-solving strategies and critical thinking skills will also be stressed in a cooperative learning environment. As warranted, remediation of basic computational skills will be included in the curriculum. From this course students will progress into Pre-Algebra or Algebra I in the eighth grade.

The daily goal and responsibility of each student is to take good notes in class, participate in daily discussions, and practice new concepts learned in their notebook in order to take that knowledge home and continue to practice in preparation for future assessments. The 7th grade will have at least one quiz per chapter, finishing with a chapter test to assess what they have learned over the course of the chapter. At the end of each of the four quarters, the students will have a quarterly exam to assess the knowledge they have gained from the previous chapters from the current quarter.

The following are the concepts that the 7th grade students will cover during the school year:

Fundamentals of Algebra

Chapter		Chapter	
1	Integers	8	Data Analysis and Statistics
2	Expressions and Equations	9	Two-Dimensional Geometry
3	Inequalities	10	Two-Dimensional Geometry and Measurement Applications
4	Rational Numbers: Decimals	11	Three-Dimensional Geometry
5	Rational Numbers: Fractions	12	Probability
6	Ratio and Proportion	13	Patterns Relations and Functions
7	Percent and Consumer Applications	14	Polynomials Equations and Inequalities

6th Grade Math Course Description

Sixth grade students at Nativity of Our Lord Catholic School can expect a follow-up of the basic mathematical skills they have learned in their elementary grades in addition to a more challenging year of computations, equations, and mathematical problems. In 6th grade, math will enhance basic math skills of number sense & operations, using formulas, and problem solving. Along with these concepts the students will be studying basic probability and statistics where they will learn how to analyze and interpret graphs and data. Geometry will also be taught to them, where they will learn about the different geometric figures. The latter part of the course will be on measurements and how to solve for perimeter, circumference, area, volume, and more.

The daily goal and responsibility of each student is to take good notes in class, participate in daily discussions, and practice new concepts learned in their notebook in order to take that knowledge home and continue to practice in preparation for future assessments. The 6th grade will have at least one quiz per chapter, finishing with a chapter test to assess what they have learned over the course of the chapter. At the end of each of the four quarters, the students will have a quarterly exam to assess the knowledge they have gained from the previous chapters from the current quarter.

Here is a general look at the topics that we will cover in 6th grade mathematics this year:

Progress In Mathematics

Chapter		Chapter	
1	Number Sense, Addition and Subtraction	8	Fractions: Multiplication, Division and Probability
2	Multiplication: Whole Numbers and Decimals	9	Data and Statistics
3	Division: Whole Numbers and Decimals	10	Geometry
4	Expressions and Equations	11	Ratio, Proportion, and Percent
5	Integers	12	Percent Applications
6	Number Theory and Fractions	13	Measurement
7	Fractions: Addition and Subtraction	14	More Concepts in Algebra

Middle School Math – Algebra A

Mrs. Angelica Reyes

We follow the curriculum set by the Archdiocese of Denver. As a result, our textbooks are used to support this curriculum, rather than using the textbooks as the guide for what we discuss. Therefore, there will be sections of the textbook that are not covered, as well as other topics which are taken up in class, but are not detailed in the book. Supplementary material from other sources will be provided.

Homework should be expected everyday. These are posted on my calendar in FastDirect; online assignments are posted at least a week before it is due and can be done in advance. No late work will be accepted for any reason as they are corrected and discussed in class the day they are due.

The students are expected to come in class on time with the following supplies: Math textbook, math notebook, pen/pencil, eraser, 1/8 sheet of paper, and any assignment that is due. They are to ask questions and/or approach the teacher if they need additional explanation or assistance. Each student is expected to give the class a strong effort, which includes paying attention, participating in class discussions, and treating other students and all school personnel with respect at all time.

If you have any questions, please contact me via email (a.reyes@nool.us) or FastDirect messaging.

Thank you,
Mrs. Reyes

Computer Curriculum Overview

Mrs. Angelica Reyes

Nativity has 30 work stations running Windows 7 as our operating system. This enables more students to use the computer room during each class period as well as allowing for more contact time. All students, grades K-6, will attend computer classes during the school year and be introduced to basic keyboarding, word processing, several types of graphics applications, and safely navigating the internet. Grades 7 and 8 will take computer classes as part of their elective schedule and will focus on computer keyboarding, desktop publishing, writing skills, painting and graphics, basic animation multimedia presentations, math, internet safety, and web developing/blogging.

All work is done in the computer lab. There will be specific objectives and assigned lessons in class. Student time at the computers is limited but valuable and always a positive experience. Students will need to know and follow the Student Internet Use Policy to assure a safe computer environment.

If you have any questions, please contact me via email (a.reyes@nool.us) or FastDirect messaging.

Thank you,
Mrs. Reyes

ART

Middle School

Ms. Vuletich

Curriculum in art is based on the following Archdiocesan standards:

- Art Making (Student uses variety of media, learns techniques, demonstrates safe and proper use of tools.)
- Art Literacy and Visual Communication (Students learn art vocabulary, read about, write about, and discuss art.)
- Art Appreciation (Expression, critique, problem solving, planning, creativity, and enjoyment will be demonstrated by students.)
- Connections (Catholic themes, other disciplines, art history, and cultural heritage will be integrated in art lessons.)

One or more of these standards will be addressed in the lessons taught throughout the year. Students 6th through 8th grade will create and use a sketchbook to brainstorm, plan, express, and demonstrate their learning in art.

Grading Criteria

Grading criteria will be as follows. Some percent variance may occur, depending on the class offered.

Sketchbook (sketches, plans, drawings): 20%

Attitude and Application/Effort: 10%

Writing and Homework: 10%

Final Projects (Grading will be based on rubrics): 60%

Art Late Work Policy

- Homework will seldom be given in art. If students cannot finish assignments in the class time provided, then sketchbooks or other assignments may be taken home to complete. Research and writing assignments may occasionally be given.
- All late work will have 10% deducted from the total project grade.
- All assignments will be graded according to the due date listed on Fast Direct.
- Unfinished assignments will receive credit for criteria completed. Assignments that are not turned in will receive a zero.
- Students may complete or fix ALL assignments (complete, incomplete, or not turned in) for ½ credit.
- Due to the limited time students have in art, an absence on the day of a single day assignment will be given the grade of excused (noted as **abs** on Fast Direct). Assignments that continue for several class periods will not be excused and must be completed on the due date given.
- Extra credit may be earned prior to the last two weeks of each quarter. No extra credit will be given the last two weeks of the quarter.

6th Grade Art



All 6th grade students will explore the elements of art: line, shape, form, color, value, texture, and space, and principles of design: contrast, rhythm, movement, pattern, balance, emphasis, and unity in creating artwork. This will prepare them for 7th and 8th grade electives, as well as assure success in high school art. Students will create artworks that exemplify elements and principles. Mediums and techniques will be varied in lessons taught.

7th and 8th Grade Art

7th and 8th grade students will apply the elements of art and principles of design to create divergent artworks. The elective selection below is **tentative** and may change throughout the school year. A syllabus describing content and rubric expectations will be given to each student at the beginning of each course. Students and parents may ask for a syllabus or rubric if they have questions during the year.

1st Quarter: Calligraphy & Illumination, Watercolor, Tangle

2nd Quarter: Pottery, Jewelry Making & Wire Wrapping, Set Design

3rd Quarter: Sculpture, Acrylic Painting, Color Theory

4th Quarter: Op Art, Perspective, Collage & Assemblage

Possible courses options:

2-D Design, 1-Point and Atmospheric Perspective, 2-Point Advanced Perspective, Batik, Ceramic Sculpture, Collage, Color Theory, Jewelry Making, Paper Making and Book Making, Picture Book Illustration, Portrait, Metal Smithing, Metal Tooling and Tin Punch, Milagros Cross Design, Pen and Ink, Rosary Making, Sculpture and 3-D Design, Sketch, and Textile Design

Middle School Curriculum Preview: Music

Mrs. Rothe

Sixth Grade

Sixth grade meets twice weekly for one semester of music. Children work on harmony through singing rounds and two and three part songs. An example of assessment for rounds includes students creating their own movement round and performing it for the class. Students experience rhythm reading through both songs and games. Percussion and pitched Orff instruments are frequently played by students to reinforce singing and reading. A lesson will often include singing, playing and a structured movement (dance). Connecting music to the real world is important. Students participate in a unit in which they create an original product, and write a jingle describing that product.

Seventh and Eighth Grades

The Seventh and Eighth Grades have the choice of a new curriculum every nine weeks. Please keep in mind that these classes may change. Grades vary depending on the course.

First Quarter

All About Music- This class will take a look at music history, composers, genres, instruments, and some basic theory. These classes will have predominantly whole group lessons with a final individual project.

Recorder- Utilizing a combined instruction of individual, small and whole group lessons, participants will begin to learn the recorder. We will look at individual notes and put together a few simple melodies. For the final assignment for this class, students will create their own melody on the recorder and share it with the class.

*Choir-*Students will have the opportunity to take choir at least once during the school year in either the first, second, or fourth quarters. The choir sings at every all school Mass typically on Tuesday's but occasionally on a Wednesday or Thursday morning. All students must have a black binder for this course.

Second Quarter

Motown- Students learn about the turmoil of the 1960s. They can see how the rise of a predominately African American company impacted the world at the time. Yet artists under contract had to follow strict rules to comply and uphold the standards set by Berry Gordy. In this class students will have to complete a group collaborative project by the end of the quarter that allows students to create their own record label. They will study what kind of artists they may want to sign, how much money it would take to record an album, some of the rules which their company would want their employees/artists to follow.

Ukulele- In these classes students will learn tuning techniques, proper handling/care, basic music theory and chords. While the majority of this course will involve whole group lessons, children will have occasional opportunities for individual classroom performance.

*Choir-*Students will have the opportunity to take choir at least once during the school year in either the first, second, or fourth quarters. The choir sings at every all school Mass typically on Tuesday's but occasionally on a Wednesday or Thursday morning. All students must have a black binder for this course.

Third Quarter

Musical Revue- This popular elective is taught by both Mrs. Green and Mrs. Rothe and is a pre-selected medley of songs that students learn over the entire quarter. While learning to sing the music in both melody and harmony, students simultaneously memorize corresponding choreography to each piece of music. At the end of the nine weeks students are REQUIRED to be present in THREE performances (this includes an evening show) of the Revue.

Fourth Quarter

Rap Class- Not only will students explore the history of rap they will also analyze and create various rhythmic patterns. They will then use the rhythmic patterns as an underlay to their rap lyrics. Each week they will write a different rap based on a multitude of topics. Once composed, they will have the class perform the rhythm while they rap to it. The final project will be to choose their own subject, write lyrics, and come up with their own beat.

Hand Chimes- Each student will have the opportunity to play one or two of these instruments. Working together to create chords and a flowing piece of music teaches the children teamwork. At the end of the quarter students will perform a song during an all school Mass.

Choir-Students will have the opportunity to take choir at least once during the school year in either the first, second, or fourth quarters. The choir sings at every all school Mass typically on Tuesday's but occasionally on a Wednesday or Thursday morning. All students must have a black binder for this course.

Nativity of Our Lord School
2017-2018 Physical Education
Lance Murrow - Instructor

The focus in Physical Education will vary according to class level and ability as follows:

Grades K-2: Students will be introduced to the basic concepts of fitness. Emphasis will be on basic hand-eye skills, gross motor skills, locomotor skills, and balance. Students will be involved in group games, tumbling, rhythm activities, creative play, and introduction to very basic sports skills. Bean bags, hoops, balls, parachutes, mats, and other apparatuses will be employed.

Grades 3-4: Students will begin to work on more advanced skills with an emphasis on group games and activities, fitness activities, and sports lead-up skills. Work will continue on all motor and balance skills. Fitness evaluation programs begin with the third grade, as well as an introduction to the effects of exercise on the heart, lung, joints, and muscle.

Grades 5-6: The emphasis will be on lifetime physical fitness, health awareness, and mastering basic sport skills. Students will participate in a variety of team sports and activities, as well as individual sports and fitness activities. Students will become familiar with the names of the major muscle groups, and with some basic physiology of the cardiovascular system.

Grades 7-8: Nativity School offers 7th and 8th grade students an elective program in Music, Art, Computers and Physical Education. Students will be offered a variety of classes to choose from. In each case the emphasis will be placed on learning lifetime fitness skills through participation in classes built around a particular activity or theme.

The goals of the Physical Education Program, in accordance with Archdiocese curriculum guidelines, are as follows:

1. Students will demonstrate knowledge and competent skills in a variety of movements, physical activities, and sports.
2. Students will achieve and maintain a health-enhancing level of physical fitness and understand the benefits of physical activity.
3. Students will demonstrate personal and social responsibility, and respect diversity among people in physical activity settings.
4. Students will demonstrate knowledge necessary to participate in lifetime physical activities.

Middle School Spanish

Señora Lissette Gutierrez

Curriculum Overview

Spanish classes at Nativity follow the curriculum set forth by the Archdiocese of Denver. While in class, the students will have the opportunity to practice the four skills necessary for learning a language. These skills are:

1. Listening - As a way to familiarize students with the language and encourage them to speak it, I will be conducting a majority of the class in Spanish. Students will need to listen as I give clues to what I'm communicating to them. In addition, they will learn and practice new vocabulary every day.
2. Speaking - During class there will be time to participate in dialogue for practicing the learned vocabulary. My goal is to make the class more conversational in nature.
3. Reading – Students will also engage in activities that will encourage them to read short narrative texts in Spanish.
4. Writing - All middle school students will experience verbs, grammar and spelling of the language. The good news is that the Spanish language is spelled the way it sounds and pronounced the way it is spelled.

In addition, students will be expanding their cultural awareness of the many Spanish countries. They will have opportunities to research religious influence, people, holidays, and customs.

Textbooks and Language Skills

- 6th Grade: ¡Viva el español! and ¡Hola!
- 7th Grade: Realidades, Part A
- 8th Grade: Realidades, Part B

Class Expectations

It is very important for students to give the class a strong effort, be ready to learn, and come to class prepared with all necessary materials. I expect them to be respectful and support their classmates as we practice the language. Students will be encouraged to participate in class on a daily basis, and work is to be done neatly and turned in when it's due. I also encourage students to ask questions when they don't understand something and need additional help.

Late and Absent Work

Students will receive partial credit for work turned in late, unless it is due to an absence. Ten percent will be deducted for each day that an assignment is late. After four days late, an assignment will receive a grade of zero. Students will have two days per day of absence to make up the work.

Religious Focus

Students will recite common prayers such as Sign of the Cross, Hail Mary, Our Father, and the Glory Be. In addition, they will be introduced to some Mass responses, as well as recognize the impact of religion on the Spanish culture.

I encourage parents to check grades and read my bulletin board frequently. Please feel free to contact me through Fast Direct.

Thank you, and God bless!

Lissette Gutierrez