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## **Mission Statement**

St. John School equips children through excellent Christian education to courageously serve Christ in a changing world.

## **Core Values**

St. John School has a long and rich history of providing for the intellectual, spiritual, physical and emotional development of young people. Our Early Childhood, Elementary and Middle School programs operate with four core values as the guiding principles for our strategic planning and decision making on the way to realizing our mission:

**Spiritual Growth:** Encouraging young people to draw nearer to their Savior and strengthen their Christian convictions is part of what sets St. John apart from other schools in the area. Through weekly Chapel, daily Bible study, prayer and mission projects, children come to know the love of Jesus and walk in the way that leads to eternal life.

**Academic Excellence:** Maintaining a learning culture of high expectations and rigor with low anxiety allows students to maximize their potential in all subject areas. St. John students routinely score in the 80<sup>th</sup> percentile or above when normed with other private schools administering the Stanford Achievement Test across the nation.

**Leadership Development:** Fostering personal confidence, character and a heart for service are goals at every level of the school. Middle School students are given multiple opportunities to demonstrate leadership with younger students, as part of their peer group, and in whole-school activities such as Chapel and fund raisers.

**Quality Learning Environment:** Providing a safe and fun place to actively participate in their learning gives students the surroundings and resources to be truly successful. From our degreed and dedicated teaching staff to innovative technology integration, we are intentional about nurturing an environment of inquiry, respect and collaboration.

## **Accreditation and Memberships**

St. John School is accredited by the following national and state educational agencies:

- **National Lutheran School Accreditation**, initial accreditation conferred 1991; updated annually
- **AdvancED** – the largest academic accreditation agency, regulating the performance of more than 35,000 nationally and internationally has conferred full accreditation status with commendations for several “powerful practices” as of July 2015. We will report on our continued improvement plan annually within a five-year accreditation cycle.
- **Missouri Non-Public School Accrediting Agency**, initial accreditation conferred 1991; updated annually.
- Our school is affiliated with the **Lutheran Elementary School Association (LESA)** which assists joint programs between 30 Lutheran schools in the greater St. Louis area.
- St. John School is a member of **American Christian Schools International (ACSI)**.

St. John School in Ellisville, Missouri, admits students of any race, color, creed, nationality, ethnic origin or personal belief to all the rights, privileges, programs, and activities generally accorded to its students. St. John Lutheran School does not discriminate on the basis of race, color, creed, nationality, ethnic origin or personal belief in the administration of its policies and programs.

### **Our Philosophy of Education**

St. John School, in partnership with the church and home, provides students with a foundation of faith on which each child develops their God-given abilities to lead productive lives. This team of parents, students and teachers can make a strand of three that is not easily broken. We believe as Proverbs 22:6 states:

**“Train up a child in the way he should go, and when he is older he will not leave it”**

The purpose of St. John School is to assist parents in providing a Christian education for children of the congregation and community, so they may, through God’s Word and Spirit, know God and His forgiving love in Jesus Christ. Together we encourage children to respond to that love with lives of Christian faith, worship, love, and service while identifying themselves as children of God, members of Christ’s body. As they grow in self-understanding and self-acceptance, they will relate responsibly to God’s creation and develop their talents and skills to their greatest potential. We will foster participation in the activities of the church and school for self-growth and to strengthen the community of believers. Jesus stated the importance of spiritual nurture with these words:

**“Therefore go and make disciples of all nations, baptizing them in the name of the Father, and of the Son, and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I will be with you always, to the very end of the age.” (Matthew 28:19-20)**

The Word of God stresses the importance of teaching and modeling Godly principles in Deuteronomy 6:

**“Love the Lord your God with all your heart, and with all your soul and with all your strength. These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up.” (Deuteronomy 6:5-7)**

St. John School is a partner with the home in nurturing a child’s life with God. We believe the uniqueness of St. John Lutheran School lies in the following: instruction from a Christian perspective; the impact of professionally trained Christian teachers; the potential to meet the child’s spiritual, intellectual, physical, social, emotional, and aesthetic needs in a Christian environment; and the opportunity and motivation to witness for Christ in Christian worship, living, and service. Parents are, therefore, encouraged to contact the teacher(s) on matters pertaining to their child’s welfare.

“A strand of three is not easily broken.” The pattern of worship, prayer and devotional life practiced in the home as well as the school reaps great blessings. May God grant us the strength and courage to guide the next generation of Christian students into lives of witness and service wherever God may lead them.

## **Early Childhood Overview**

St. John introduces young children to school through a loving and engaging environment. We offer flexible full-day and half-day programs for children two through five, including Junior Kindergarten. We focus on empowering children to think for themselves, giving them a chance to reach their highest potential.

## **A Place for Academic Excellence**

Our dedicated staff creates a community of learners that are loved and know the greatest love of all comes from Jesus.

We utilize [Project Construct](#), based on the Missouri Department of Education standards. This curriculum is process-orientated and is based on the premise that children learn best when they are actively involved in experiences to make learning meaningful.

## **A Place for Spiritual Growth**

Our goal is for each child to develop a relationship with Jesus as their personal Savior and friend. We focus on character development by modeling Christ-like behavior. Through daily Jesus time, prayer, mission projects and group worship, children learn about God's love for them and others.

## **A Quality Learning Environment**

- Introduction to Spanish
- Average 7 to 1 student-to-teacher ratios
- Teacher assistants in most classes
- Large motor rooms for physical education
- Playground with age-appropriate equipment
- Quality hot lunch program
- Healthy snacks
- Creative Studio space

## **Elementary School Overview**

St. John's elementary school extends from kindergarten through fifth grade. We offer a full-day kindergarten class with full-time aides to allow for a low 10 to 1 student-to-teacher ratio. Our student to teacher ratio in 1<sup>st</sup> – 5<sup>th</sup> grade is 16 students.

Our kindergarten program provides our students with the fundamentals, while fostering a loving environment to instill a love of learning. First and second grades build on the fundamentals of our core subjects, while third through fifth grades focus on building independent students with an individualized project approach to learning.

The kindergarten and first grade classrooms are located in the south wing of the facility, separate from the older grades, and second through fourth grades are located on the first floor of the Next Generation Center. Our fifth grade classrooms are on the second floor of the Next Generation Center.

Our elementary students all have Art, Spanish, Music and Physical Education weekly. Technology is integrated into the curriculum daily through the use of SmartBoards® in all grade level classrooms, as well as a separate computer lab for elementary classes. In addition, the kindergarten through second grade classrooms work with iPads and the 3rd and 4th graders have classroom Chromebooks to provide one-to-one computing capability. We employ a Educational Technology Coordinator who devotes time to collaborating with teachers to enhance students' experience in the classroom.

Religion is taught at each grade level and is also reinforced in everything we do. Our focus is to ensure our students know and love their Savior, Jesus Christ. We want every student to develop a personal relationship with Jesus and truly understand what it means to live a Christian life.

## **Middle School Overview**

Middle School includes grades 6 – 8. Students in grades 6-8 begin exploring electives and experience a full rotational schedule. In addition to preparing them for high school, we feel blessed to have the opportunity to work with adolescents on their faith walk during this important time in their lives.

The HOUSE System is designed for 5<sup>th</sup>-8th students to gain a sense of community and accountability. This is accomplished through mixed grade level groups (Houses) which consist of students in grades 5 – 8 led by two adult mentors. In order to reinforce doing the right thing, students are awarded points for their House through positive actions. Examples can include serving in Wednesday morning chapel service, assisting a classmate or picking up trash. House groups take pride in the points their group earns and expect their members to value making positive decisions and contributions. In addition, the House model also reinforces the leadership development and spiritual growth aspects of our school's Core Values. Students within each House engage in a variety of activities ranging from student-led devotions to team-building exercises. As a result, students deepen their commitment to their Savior, school and one another.

## Curriculum Objectives

St. John's curriculum is taught in a Christ-centered, Bible-based manner. Our goal is to provide an environment for the development of the total child with a Christian view of life which touches the child spiritually, intellectually, physically, socially, emotionally, and aesthetically. A wide variety of curriculum materials are used in order to enhance and develop the gifts of each child. Core grade level curriculum includes Religion, Math, Language Arts, Science and Social Studies. Classes that complement these core classes include Music, Art, Physical Education and Foreign Language. Technology is integrated throughout the curriculum.

## Religion

St. John's religion curriculum is designed to help students develop a personal understanding and faith relationship with the Triune God: Father, Son, and Holy Spirit. Students will learn to live a lifestyle that reflects their Christian values, attitudes, and heart. They will be able to:

1. Develop a stronger faith relationship with Jesus through daily prayer and Bible study, weekly memory verses (beginning in first grade), and real-life applications;
2. Understand the role their life of worship plays both individually and corporately;
3. Understand their role as Christian leaders in sharing their faith with others through their interpersonal relationships<sup>[1][2]</sup>;
4. Understand the active role God plays in their daily lives.

In Kindergarten, students begin their study of the Bible by learning:

- That God loves us and is always with us
- Old Testament Bible stories including:
  - Creation
  - The Fall into Sin
  - Joseph
  - Moses and the Promised Land
  - Gideon
  - Ruth
  - Samuel
  - David
  - Shadrach, Meshach, and Abednego and the Fiery Furnace
- New Testament stories that share how Jesus lived and died for us, including his birth, growth, miracles, death, and resurrection
- To share the Good News equipped with the Armor of God and Fruits of the Spirit
- To retell the Bible lessons through class books, songs, acting out, art, writing, timelines, Photostories, and VoiceThreads

First graders grow in their faith by learning:

- To memorize weekly Bible verses including Psalm 23 in order to instill God's Word in our hearts
- To apply God's Word to their daily life through discussions and memory cards
- To find Bible stories or memory verses in the Bible
- To see God the Father's promises in Old Testament stories
- To understand God's commands



- Through New Testament stories how Jesus the Son was born, lived, died and rose again for us
- To see the Holy Spirit at work in us
- To see how God used Paul to spread the Good News about Jesus
- To reflect on God's work in a weekly individual time with God

Students in second grade focus on important overarching themes that include:

- Old Testament Bible stories, beginning with Creation
- The Lord is faithful
- The Lord has a plan
- Bible leaders
- Jesus' birth and names
- Jesus' ministry
- Jesus performs miracles
- Holy Week and Easter
- Sharing the Gospel

Third grade students will:

- Come to know God, our Lord, Who created them and blesses them
- Study the graciousness of God extended to all people
- See how Jesus' offering was given for them and they are free from sin to serve in joy with all their gifts because of Jesus' suffering, death, and resurrection
- Become familiar with God's faithfulness to His people
- Learn about themes represented in:
  - Genesis 1-37
  - Exodus 15-20
  - Job 1, 2, and 42
  - Numbers 13-21
  - Joshua 3-4
  - Judges through 1 Samuel
  - Elijah
  - 1 Kings

In fourth grade students will focus on ideas that include:

- God fulfilled His promise of the Savior
- John the Baptist prepares the way for Jesus's ministry
- Jesus cares about human concerns, big and little
- Jesus uses parables that, by faith, provide spiritual applications
- Jesus performs miracles
- Jesus leaves the disciples with His power
- Defending Christ, the Christian faith, and Biblical Creation through the books:
  - The Case for Faith for Kids
  - The Case for Christ for Kids
  - The Case for a Creator for Kids
- All who are received into God's kingdom enter solely by grace through faith

- Equipped with the power of the Holy Spirit, God's people are part of the ongoing effort to bring the Good News of Jesus into all the world

Students in fifth grade focus on God's Word through:

- The character and qualities of God (Apostle's Creed)
- Loving God and other people (Ten Commandments)
- Communication with God (Prayer and the Lord's Prayer)
- The life and influence of Martin Luther
- Repentance and Forgiveness (Confession and Absolution)
- Tangible ways that God interacts with people (Baptism and Holy Communion)
  
- Studying the Bible
- Prayer
- Memorizing Scripture
- Applying Biblical Concepts

Sixth graders learn about:

- Learning Bible characters in depth, including:
  - Thoughts
  - Feelings
  - Motivations
  - Applications to our own lives
  
- Studying the Bible
- Prayer
- Memorizing Scripture
- Applying biblical concepts

Students in seventh grade focus on:

- Learning Bible characters in depth, including:
  - Thoughts
  - Feelings
  - Motivations
  - Applications to our own lives
- Studying a specific section of Scripture in depth
- Clarifying perplexing passages
- Making connections to other parts of the Bible
- God's word as revealed in the Gospel of Matthew
- God's word as revealed in the New Testament letters
- Presentations of letters of the New Testament shared with the class
  
- Studying the Bible
- Prayer
- Memorizing Scripture
- Applying biblical concepts

Eighth graders culminate their religious studies by learning about:

- Essential qualities of leadership, including humility
- 7 checkpoints that build character:
  - o Others first
  - o Spiritual disciplines
  - o Wise choices
  - o Godly friends
  - o Moral boundaries
  - o Respecting authority
  - o Genuine faith
- The Case for Faith
- Luther's Small Catechism
  
- Studying the Bible
- Prayer
- Memorizing Scripture
- Applying biblical concepts

## Language Arts

Overarching goals for all St. John students in the area of language arts include:

- Reading, comprehending, interpreting, evaluating and using written materials.
- Listening critically and analytically.
- Understanding the various forms of significant literature representative of different cultures, genres, eras and ideas.
- Understanding how and why language functions and evolves.
- Developing reading, listening, and thinking skills to the best of each child's God-given abilities.

Language Arts at St. John is broken down into five critical components:

1. Reading/Literature Genre
2. Writing Concepts
3. Phonics/Spelling/Vocabulary
4. English/Grammar
5. Listening/Speaking

In the kindergarten year, students focus on:

- Identifying short and long sounds, consonant blends, and digraphs
- Writing individual letters, and working up to writing lists, thoughts, and sentences
- Using capital and lowercase letters,
- Identifying punctuation marks
- Spelling short (cvc) words
- Phonemic Awareness activities to:
  - identify beginning/medial/final sounds
  - blend/segment sounds
  - substitute/add/delete phonemes
  - rhyme

Integrating technology in the form of:

- Skype
- Wordle
- Voice Thread
- SMARTBoard activities
- Accelerated Reader tests
- Class books
- Photostories

First grade students will continue to focus on the core skills learned in kindergarten, as well as work on:

- Reading skills such as:
  - Metacognition
  - Inferences
  - Generalization
  - Prediction
  - Sequencing
  - Questioning
  - Visualization

- connections (text to self, text, and world)
- summarization and drawing conclusions
- Writing thank you notes, telling and asking sentences, directions, details, titles, more than one sentence about an idea, and beginning/middle/end parts of stories
- Spelling by introducing individualized spelling tests
- Grammar rules like:
  - I and me
  - possessives
  - suffixes
  - plural words
  - parts of a sentence
  - parts of speech
  - past/present tenses
  - position words
  - proper nouns
  - adjectives
- Speaking skills practiced when they answer questions, share information, and tell stories in front of a group
- Integrating technology through ipad apps and Microsoft Word activities

In second grade, Language Arts knowledge is expanded as students:

- Read tall tales, myths, non-fiction, biographies, mysteries, and basal books
- Focus on the 6 traits of writing:
  - Ideas
  - Organization
  - Voice
  - Word choice
  - Fluency
  - Conventions
- Phonics
  - vowel digraphs
  - vowel combinations
  - suffixes
  - digraphs and trigraphs
- Grammar
  - sentence types
  - pronouns
  - verbs
  - adjectives
  - singular/plural nouns
  - subjects/predicates
- Grow their speaking skills through Readers Theater, state reports, autobiographies, and a focus on reading with expression
- Use technology through Spelling City, word work apps, Kidspiration, the creation of trading cards and webquests

Third grade brings together the knowledge of previously learned elements, along with new ideas about:

- Literature concepts including:
  - Character/details/setting
  - problem/solution
  - point of view
  - figurative language
  - comparing/contrasting
  - fact/opinion
  - character development
  - rhythm/rhyme/alliteration
- Writing elements such as:
  - parts of paragraphs (topic sentences and supporting details)
  - dictionary skills
  - time-order words
  - the writing process (pre-write, draft, revise, proofread, publish)
  - \*incorporates six trait writing
  - personal narratives
  - explanatory writing
  - \*compare/contrast writing
  - \*creative writing
  - \*expository writing
  - \*friendly letters
  - \*poetry
- Spelling new vowel and consonant combinations, sight words, using contractions, and recognizing homophones and new suffixes and prefixes
- Kinds of sentences, subjects, predicates, nouns, verbs, linking and irregular verbs, subject and object pronouns, adjectives, and adverbs
- Oral presentations focused on voice intonation, gestures, projection, and eye contact
- Technology integration through PowerPoints, blogs, Kid Blog, Photo Story, VoiceThread, Videos, and Wordle

Students in fourth grade learn new concepts through:

- Novel studies taken from the following genres:
  - historical fiction
  - legend
  - mystery
  - humor
  - fantasy
  - realistic fiction
- Quarterly, project-based book reports with oral presentations
- Accelerated Reader quarterly point goals
- Literature circles and storyboarding
- Focused activities targeting a deeper understanding of the 6 traits of writing
- Writing concepts that include:
  - persuasive writing
  - personal narrative

- story writing with published books for each child
- explanatory writing
- poetry
- compare/contrast
- Weekly vocabulary homework and quizzes based on prefixes, suffixes, and Greek/Latin roots
- Cursive handwriting development and daily practice
- Increased emphasis on parts of sentences, including subjects, predicates, adjectives, adverbs, pronouns, and prepositions
- Integrated technology focused on project research and document writing

The fifth grade year introduces students to:

- New novel studies that explore various themes such as:
  - grief
  - honor/responsibility, guilt
  - friendship, individuality, gender roles, creativity/imagination
  - challenges, disabilities, bullying
  - man vs. nature, power of positive thinking, coming of age, urban vs. wilderness
- Writing concepts built around novel activities and themes, with new focus on:
  - paragraph writing
  - business/friendly letters
  - outlines, research, and note taking
  - completing final drafts upon revisions/editing
  - poetry forms including alliteration, haiku, concrete, color, and limerick
- Spelling and vocabulary using selected words from Sadler-Oxford Curriculum, classroom novels, independent reading selections, and content areas
- Grammar concepts including parts of the sentence, nouns, verbs, adjectives, and pronouns
- Technology integration through Senteo quizzes, Google Docs and forms, Microsoft Word, and Internet research

In sixth grade, the Language Arts experience is enhanced through:

- Additional novel studies that explore themes like:
  - Racism and discrimination
  - Friendships, fate, cruelty, and history
  - Gluttony, Satan's power, and mankind's redemption
  - Appearances, family, and identity
- Writing concepts built around novel activities and themes:
  - Essays - Compare and Contrast, Religious Symbolism, Character Analysis
  - Layered Assessment Projects
  - Research Paper
  - Short Response Tests
- Continued spelling and vocabulary work taken from Sadler-Oxford Curriculum, classroom novels, independent reading, and content areas
- Grammar studies that create a deeper understanding of all parts of a sentence
- Student presentations of novel projects and research papers
- Continued use of technology through SmartBoard, Senteo, Google Docs, and Microsoft Word usage

Students in seventh grade focus on:

- Reading a wide range of print and non-print texts to:
  - build an understanding of texts, themselves, and the cultures of the United States and the world
  - acquire new information
  - respond to the needs and demands of society and the workplace
  - find personal fulfillment
- An understanding reading, why we read, and what happens when we read
- Explaining, analyzing, comprehending, interpreting, and evaluating text
- Sharing plot, symbol, theme, point of view, and other literary elements
- Writing a biography, essay, thesis, and literary analysis
- Composing text with:
  - an awareness of audience
  - an effective beginning, middle, and end
  - appropriate paragraphing
  - a variety of sentence structure, including complex sentences
  - cohesive devices, especially transitions
- Definitions, completing the sentence, synonyms/antonyms, choosing the right words, and vocabulary in context for given words in a unit
- Kinds of sources, source cards, note-cards, in-text citation, Works Cited, title pages, and outlines
- Identifying design components of visual presentations and creating digital visuals for use with a class presentation
- Using the Internet to read/interact with works of literature, properly cite sources, trace family roots, and practice punctuation marks

Finally, eighth grade students round out their Language Arts education by:

- Focusing on themes of:
  - Coming of age/intolerance
  - Community and the importance of memory and the individual
  - Survival
  - Generosity and greed in wartime
- Reading grade-level text with fluency, accuracy, and expression
- Using details from the text to:
  - Demonstrate comprehension skills
  - Identify and explain flashback, mood, and theme
  - Analyze point of view
  - Analyze the author's purpose
  - Determine how an incident foreshadows a future event
  - Interpret behaviors, motives, and consequences of a character's actions
  - Evaluate the problem-solving processes of characters
  - Evaluate the effectiveness of solutions
- Following a writing process to:
  - Use appropriate prewriting strategies needed
  - Generate a draft
  - Reread and revise for audience purpose, ideas, and content



- Edit for conventions
- Share writing
- Writing a compare/contrast essay, thesis paper, PQP Memo to an author, analysis of a story, eyewitness essay, and reflection paper
- Focusing on elements of discussion and presentation such as:
  - Speaking clearly and staying on topic
  - Using appropriate vocabulary
  - Using appropriate body language
  - Incorporating media or technology
  - Responding to questions
- Correctly using dialogue, semi-colons, verb tenses, and participles/infinitives in writing
- Creating a portfolio project of 3-5 activities using word processing, publishing, videos, websites, music, and/or Google Earth

## Math

The goal for the Mathematics curriculum is to provide necessary number, problem solving and higher-order thinking skills that will benefit the students in all phases of their lives. St. John utilizes Saxon Math™, a cumulative, spiraling curriculum for grades K-8. It is grouped into nine main topics:

1. Numbers and Operations
2. Measurement
3. Geometry
4. Patterns, Algebra, and Functions
5. Statistics, Data Analysis, and Probability
6. Problem Solving
7. Communication
8. Mathematical Reasoning
9. Connection

During the kindergarten year, students will use hands on activities to learn about:

- Number sense and numeration
- Concepts of whole number operations
- Division of sets (by sharing)
- Fractions ( $\frac{1}{2}$ )
- Money
- Shapes, designs and patterns
- Length, weight, capacity and size comparisons
- Time and calendar
- Data analysis with graphs
- Story problems
- Addition and subtraction

In first grade, kindergarten skills are reinforced as new concepts are introduced, including:

- Addition and subtraction math facts
- Line segments, angles, and geometric solids
- Line of symmetry
- Skip counting by 2's, 5's and 10's
- Spatial awareness
- Measurement to the nearest inch or centimeter
- Logic and reasoning using Marcy Cook activities
- Time to the hour and half hour
- Fractions ( $\frac{1}{2}$  and  $\frac{1}{4}$ )
- Problem solving with lists and tables

During the student's second grade year, additional skills include:

- Using comparison symbols
- Rounding to the nearest 10
- Adding multiples of 10 and 100
- Writing addition and subtraction fact families

- Subtracting with regrouping
- Multiplication facts through 5
- Equivalent fractions
- Numerator, denominator and mixed numbers
- Horizontal, vertical, parallel and perpendicular lines
- Right angles
- Lines of symmetry and ordered pairs on a graph
- Units of measurement
- Temperature using Fahrenheit
- Perimeter and area
- Time (hour, half hour and minute)
- Writing the dates using digits
- Graphs and Venn diagrams

In third grade, students begin using a math text book. They are introduced to:

- Reading and writing numbers to 999,999
- Perfect squares and square roots
- Locating integers on a number line
- Multiplication facts 0 through 12
- Multiplies a multi-digit by a single-digit, three or more factors and multiples of 10, 100, and 1000
- Division facts
- Divides a multiple of 10 by 10
- Divides multi-digit dividends by one-digit divisors, without a remainder
- Compare fractions with and without common denominators
- Makes change
- Identifies congruent, parallel, perpendicular lines, polygons, acute/obtuse angles and length/width
- Identifies perimeter, area, and volume
- Faces, edges, and vertices of solids
- Probability
- Rounding and estimating numbers
- Capacity and Mass
- Measures to the nearest  $\frac{1}{4}$  inch and millimeter
- References miles and kilometers
- Measures using Fahrenheit and Celsius
- Identifies freezing/boiling points and normal body temperature
- Reads time to the quarter hour and minute
- Uses a.m. and p.m.
- Locates information on a chart, map or with a compass

Fourth grade mathematics focuses on:

- Place value, ordinal numbers, expanded notation
- Adding, subtracting, multiplying and dividing whole numbers, fractions, decimals and mixed numbers
- Powers of whole numbers (base and exponent)

- Fraction concepts that include reducing, improper, least common denominator and converting to decimals and percents
- Reading, writing, comparing and ordering decimals and percents
- Rounding and estimating numbers
- Multiplication and division fact families
- Factors, multiples and divisibility
- Negative numbers
- U.S. Customary and Metric units of length, capacity and mass
- Square and cubic units (volume)
- Polygons, triangles and quadrilaterals
- Radius and diameter of circles
- Faces, edges and vertices of solids
- Tessellations
- Rotation, reflection and translation
- Algebraic story problem patterns, sequences, variables, equations, functions and properties
- Mean, median, range and mode
- Probability
- Problem-solving strategies and mathematical reasoning
- Using money, estimating price, change back and tax

### **Middle School Math**

As of fifth grade, students take an exam to determine placement into the appropriate ability group that will yield the greatest success for each child. Students are either placed at grade level or in the next math course in the sequence. This is true for grades sixth, seventh and eighth as well. Therefore, some students will complete an Algebra I course before entering high school, often garnering them high school credit for that Algebra course, while other students will remain on target to complete their middle school math curriculum.

The 5<sup>th</sup> grade Math class (Saxon 6/5) focuses on:

- Adding and Subtracting 3-digit numbers
- Multiplying and Dividing 3-digit numbers
- Comparing Fractions
- Adding and Subtracting Fractions with common denominators
- Introduction to Integers
- Greatest Common Factor (GCF)
- Converting units of measure
- Two-step word problems
- Finding averages
- Multiplying Fractions
- Mean, Median, Mode and Range
- Perfect squares

The 6<sup>th</sup> grade Math (Saxon Course 1) class focuses on:

- Place value through the Trillions

- Missing variables in equations
- Order of Operations
- Adding, Subtracting, Multiplying, and Dividing Fractions
- Simplifying fractions – mixed numbers
- Adding, Subtracting, Multiplying, and Dividing Fractions
- Compute Area and Perimeter
- Classifying Angles
- Prime and Composite Numbers
- Prime Factorization
- Coordinate Plane
- Exponents
- Perfect Squares

The 7<sup>th</sup> grade Math (Saxon Course 2) class focuses on:

- Missing variables in equations
- Positive and Negative Numbers
- Properties of equations
- Place value through the hundred trillions
- Adding, Subtracting, Multiplying and Dividing Fractions and Mixed Numbers
- Algebraic Expressions
- Two-step word problems
- Averages
- Using Prime Factorization to reduce fractions
- Using Prime Factorization to find the GCF and LCM
- Using a protractor and compass
- Graphing on a Coordinate Plane
- Volume
- Exponents
- Square roots
- Absolute Value
- Area and perimeter of complex figures
- Ratios and rates
- Plotting Positive and Negative Numbers
- Plotting coordinates on a coordinate graph
- Inferring data
- Adding, Subtracting, Multiplying and Dividing Decimals
- Comparing and rounding real numbers
- Converting Fractions → Decimals → Percents
- Unit Multipliers
- Triangles
- Integers (adding and subtracting)
- Circumference and Pi
- Scientific Notation
- Order of Operations
- Proportions

The 8<sup>th</sup> grade Math (Saxon Course 3) class focuses on:

- Properties of Operations
- Real numbers, Rational numbers, and Irrational numbers
- Multi-step word problems
- Perimeter, Area, Surface Area, and Volume
- Graphing Coordinates, Functions, and Equations
- Scatter Plots
- Solving equations
- Proportional Relationships
- Converting Fractions ->Decimals -> Percents
- Exponents (positive and negative) and Square Roots
- Pythagorean Theorem
- Distributive Property
- Order of Operations
- Adding, Subtracting Multiplying and Dividing Real Numbers
- Linear Equations
- Functions
- Ratios, Proportions, Rates
- Polygons
- Transformations
- Symmetry
- Similarity
- Congruency
- Volume
- Probability
- Computation of Integers
- Slope of a line
- Multiply and Divide with Scientific Notation
- Percents of increase and decrease
- Measures of central tendency
- Graphing and solving inequalities
- Direct Variation
- Polynomials

The Algebra 1 course (completed by many but not all 8<sup>th</sup> graders) focuses on:

- Expressions, Equations and Functions
- Linear Equations
- Linear Functions and Relations
- Linear Inequalities
- Systems of Linear Equations and Inequalities
- Polynomials
- Factoring and Quadratic Equations and Functions
- Pythagorean Theorem

- Distance and Mid-point
- Rational Functions and Equations
- Probability

## Science

Through exposing students to how science intersects with other disciplines, especially math, and by allowing students to question and observe, each year of science instruction becomes increasingly hands on and inquiry driven. As we prepare students for high school and beyond, Next Generation Science standards as well as STEM standards inform our objectives aimed at both content and skill mastery.

St. John students will be able to:

1. Have a working knowledge of the concepts and basic vocabulary of biological, physical, and environmental sciences and their application to life and work in our society;
2. Have a working knowledge of the social and environmental implications of technological society;
3. Know the scientific method and apply it to research projects;
4. Understand and apply the processes, techniques, methods, equipment, and available technology in science.

Kindergarten students begin by learning about:

- Plant parts and their growth
- The changing of the seasons
- Animal habitats
- Life cycle of Butterflies
- Personal health
- Food groups
- Weather
- The five senses
- Reducing, reusing, and recycling
- Insect parts
- Bird parts

First graders continue their knowledge of science as they study:

- Interdependence
- Classifying – sounds, food groups, plants, and animals
- Nutrition
- Animal families
- Cycles - life and water cycles
- Live chicks as they incubate and hatch

Students in second grade learn new things about:

- Animal classification
- Plant needs and uses
- Land habitats
- Water habitats
- Food webs and chains
- Planet, moon, and star characteristics and facts
- Nutrition
- States of matter
- Simple machines



Third grade knowledge is expanded through the study of:

- Living things, plant and animal, and their roles
- Producers, consumers, and decomposers
- Ecology and ecosystems
- Rocks, minerals, soils, and fossil fuels
- Earth's landforms and how they have been shaped over time
- Phases of the moon
- How the earth moves
- The sun and its planets
- Motion, speed, and forces
- Work, levers, and pulleys
- Building blocks of matter
- How heat, light, sound, and electricity travel

In fourth grade students build on the information previously learned by studying:

- The cells in living things
- Organisms of the past
- Changes in ecosystems
- Animal characteristics, including vertebrates and invertebrates
- Organ systems
- Development and reproduction
- Animal survival
- Energy and tools, including heat/light/sound
- Static and current electricity
- Magnets
- Plant growth and reproduction
- Arbor day, including parts of a tree and conservation
- Air, wind, and atmosphere and their effects on weather and climate

Fifth grade brings new knowledge of:

- The parts and functions of plant and animal cells
- Identifying organisms in their Kingdoms (Invertebrates and Vertebrates)
- Photosynthesis
- Classes of animals
- Adaptations
- Interactions in ecosystems, such as biotic/abiotic factors and how changes in populations can affect an ecosystem
- Organism interactions: symbiosis, mutualism, parasitism, commensalism, and competition
- Cells to Organisms: structures of living things, parts of a cell, movement and nutrition in cells (diffusion, passive transport and osmosis)
- The Earth and Moon: rotation, revolution, phases
- Solar System: Inner and Outer Solar Systems
- Weather and Weather Patterns: climate, atmosphere and air temperature, water vapor and humidity, clouds and precipitation, air masses and fronts, air pressure and wind)

- Inertia, force, action/reaction, speed, and acceleration

In sixth grade students focus on following utilizing inquiry-based investigation:

- Kingdoms of life
- Biomes
- Ecological relationships
- How Earth Changes Over Time: Geologic plates, earthquakes, volcanoes, erosion and deposition, rocks (igneous, sedimentary and metamorphic)
- Astronomy
- Circulatory system, the heart, and the respiratory system
- Physical properties and changes
- Mixtures
- Motion and Energy: Newton's Laws of Motion, Sound and Light Energy
- Atoms and elements
- Combining elements to make compounds
- What is inside matter? Properties and structure of matter (solid, liquid, and gas through heating and cooling) Forms of matter and energy (physical or chemical) (acids and bases) (potential or kinetic)
- Chemical changes of matter
- Speed, position, velocity, inertia, and momentum

Seventh graders will explore:

- Cell organization and functions
- Heredity with sexual and asexual reproduction
- Characteristics that enhance successful reproduction
- Natural selection and evolution through common descent
- Christian response to evolution within the boundaries of science
- Genes and genetic technology
- Designing ways to sustain biodiverse ecosystems
- Science Fair preparation which includes:
  - Use of the scientific method
  - Hypothesis
  - Variables
  - Trial runs
  - Writing a science report
  - Assembling a science project

Students round out their science education in eighth grade by studying:

- Chemical and physical properties and changes
- Law of Conservation of Mass
- Exothermic and Endothermic Reactions
- Newton's Third Law of Motion
- Force and Motion

- Energy Transfer
- Atoms, sub-atomic particles, and chemical bonding
- Waves and the movement of waves
- Science project experiment practice
- Students also research, set up, and complete science fair projects, as well as communicate and defend the results of their projects.

## Social Studies

St. John students will focus on skills and information to help them:

1. Understand and analyze comparative political and economic systems, with an emphasis on the United States;
2. Understand and analyze events, trends, personalities, and movements that shape the history of the world, the United States, and Missouri;
3. Demonstrate knowledge of the basic concepts of the social sciences and how these help interpret human behavior;
4. Demonstrate knowledge of world geography with emphasis on the United States;
5. Apply skills and knowledge gained in the social sciences to decision making in life situations;
6. Understand God's hand in our role to live peacefully in society, including our role as a citizen and leader.

In Kindergarten, students learn about:

- A different country of the world each week focusing on:
  - Cultural traditions
  - Geography
- Fire safety
- The First Thanksgiving
- Christmas traditions from around the world
- Presidents
- Occupations
- Helping others

First graders focus on:

- Identifying, comparing, and contrasting communities
- Building classroom community through morning meetings and shared experiences[3]
- Needs and wants using the Junior Achievement program
- Identifying problems and solutions as they read biographies
- Using maps
- Using and creating a timeline
- Answering the five "W" questions – Who? What? Where? When? Why?
- Class Flat Stanley projects
- Class interviews
- Integrating technology through iPads, Google Earth and Microsoft Word

Students in second grade learn about:

- Characteristics of communities
- How to read a timeline
- Geography – maps and landforms
- The first Thanksgiving
- Slavery, the Underground Railroad, Martin Luther King, Jr., and Harriet Tubman
- Presidents
- US History and state facts

- Biographies
- Continents
- Integrating technology through Brainpop Jr., SmartBoard maps, President trading cards, videos, and webquests

In third grade students will expand on the knowledge gained previously and also learn about:

- The immigrant experience
- How their lives compare to the lives of children in other countries
- Supply and demand
- How global trade ties many parts of the world together
- Public services
- Some of the positions and departments in the government of a community
- Ways people have a voice in their communities
- How people have solved environmental problems and helped the global community
- The different types and purposes of government
- The US government's ideals and symbols
- Famous African Americans
- General information about the presidents of the US
- How and why early Americans migrated to the West

Fourth grade students use two textbooks, the first focusing on:

- The four social sciences
- Map skills
- The five major racial/ethnic groups in the U.S. and their contributions
- The regions of the United States, including their:
  - Importance to settlement growth
  - Geography and how it affects life in the area
  - Population density
  - Climate
  - Natural and constructed features
  - States and capitals

The second textbook focuses on Missouri, including:

- Understanding and identifying the four regions
- State facts
- The history of the state
- The state's government, including a trip to the capital Jefferson City

Fifth grade students are thematically introduced to the study of geography, current issues, and the ancient cultures of

- Mesopotamia
- Israel
- Egypt
- India

- China

5th graders also explore their role in the economy of their community by participating in a month long learning experience through Junior Achievement which culminates in a day spent at JA Biztown.

Sixth graders will build on the knowledge previously obtained, and also study the geography, current issues and ancient cultures of

- Greece and Rome
- The Rise of Islam
- West African Kingdoms
- European Colonization of Africa and India
- The Middle Ages through the Renaissance, Reformation, and Exploration

Seventh grade students will:

- Recognize and appreciate history of people who make up America
- Explain and identify the importance of events, explorations, and conquests of early Europeans
- Recognize and identify characteristics and qualities of early colonial settlements
- Study environmental, social, political, and economic factors contributing to the development of different regions in colonial settlements
- Describe the road to the American Revolution
- Distinguish deciding factors that resulted in American victory and independence through the Revolutionary War
- Recognize the intentions of Constitutional concepts and how they daily affect our lives/freedoms
- Categorize the priorities and goals of each president in The New Republic and how these developed into political parties
- Identify factors that strengthen and threaten democracy such as Nationalism, Sectionalism, and Jacksonian Democracy
- Identify and explain key factors that contributed to Westward expansion
- Familiarize and relate to some famous American authors/literary works, as well as their social relevancy

Eighth grade St. John students will complete their Social Studies education by learning about:

- The Civil War
  - Sectionalism
  - Popular sovereignty
  - Election 1860
  - Key battles
  - People
  - Strategies
  - Reconstruction
- America's transformation due to
  - Indian decline in the west
  - Social, political, and economic problems of the west
  - Farmers/ranchers/miners
  - Labor unions in the east

- Progressivism, including Roosevelt, anti-trust, amendments, national parks, and women's vote
- Imperialist expansion – money, moral, military
- World War I causes and effects
- Events whose effects are still seen today.
  - The Great Depression and New Deal economic policies and public/government responses
  - World War II key leaders, battles, events, causes, and effects
  - The Cold War
  - The Civil Rights Movement
  - The War on Terror

## Spanish

### Spanish K-3 Spanish Curriculum

The primary goal of Spanish in Kindergarten through Third Grade is to develop a student's receptive language skills in an immersion based environment. Students will laugh, sing, and learn as they are exposed to the Spanish language. They will begin to understand messages spoken to them in Spanish as they experience visual cues, hand gestures, and repetition. Once a student has a basic framework for understanding a language they can begin to build confidence creating their own messages in that language.

Spanish is broken down into several categories. Vocabulary increases each cumulative year in each category. The following categories are presented throughout K-3<sup>rd</sup> grade with vocabulary and language/sentence formation increasing each year. At St. John School, a few minor adaptations to the *Calico* Spanish curriculum ensure students are prepared for Spanish in 4<sup>th</sup> grade which utilizes an a more academic approach that will prepare students for high school level Spanish courses.

1. Emotions
2. Opposites
3. Manners
4. Classroom words
5. Animals
6. Weather
7. Body Parts
8. Action Words
9. Holidays
10. Alphabet
11. Grammar/Pronunciation

### Kindergarten and First Grade

In the first two years of Elementary Spanish, the main objective is familiarity with the Spanish Language Classroom. Students should be able to respond collectively to basic, routine instructions and phrases in the target language (TL). The following categories are used to carry out this objective:

- Emotions - understanding of various 1st person emotional phrases
- Opposites - to be prompted with a word and to recite, demonstrate, or indicate the opposite word
- Manners - to use manners words appropriately in the TL
- Classroom words- students can DO the actions that go with each classroom phrase
- Animals - to recall animal names and sounds in the TL
- Weather- to answer questions about the current weather in TL
- Body Parts - to associate body parts with TL vocabulary
- Action Words - to hear the action word in TL and make the connection to its meaning without first going to NL (Native Language)
- Holidays- basic knowledge of special occasions in various Spanish speaking cultures

*Throughout Kindergarten and 1<sup>st</sup> Grade students will have an increased amount of vocabulary as each year progresses.*



### Second and Third Grade

The latter two years of Elementary Spanish continue to cultivate familiarity with the Spanish Language classroom, with an emphasis on a deeper understanding by listening, reading and speaking in Spanish. Two additional categories are introduced in second and third grade to facilitate this added layer of experience:

1. Alphabet - to recognize each letter in the Spanish alphabet and its corresponding sound
2. Grammar/Pronunciation- to attempt correct pronunciation and basic grammatical concepts

Additionally, students will have an increased amount of vocabulary as the year(s) progress in the categories previously introduced in First and Second Grade:

- Emotions - understanding of various 1st & 3rd person emotional phrases
- Opposites - to be prompted with a word and to recite, demonstrate, or indicate the opposite word
- Manners - to use manners words appropriately in the TL
- Classroom words\*- students can DO the actions that go with each classroom phrase
- Animals - to recall animal names and sounds in the TL
- Weather- to ask and answer questions about the current weather in TL
- Body Parts - to associate body parts with TL vocabulary
- Action Words - to hear the action word in TL and make the connection to its meaning without first going to NL (Native Language)
- Holidays- basic knowledge of special occasions in various Spanish speaking cultures

### **4<sup>th</sup>-8<sup>th</sup> Grade Spanish**

The goal for the 4<sup>th</sup>-8<sup>th</sup> Grade Spanish curriculum is to prepare students for High School Spanish by engaging them in conversational fluency and written language production.

In 4<sup>th</sup> Grade, the students transition from the immersion style of learning done in previous years. Students build their Spanish binder, by using notes and activities for these topics:

- Greetings
- Numbers
- School
- Colors/Shapes
- Animals
- Calendar
- Places
- Activities
- Weather/Seasons
- Countries

In 5<sup>th</sup> Grade, students begin the middle school curriculum and focus on these topics:

- Conversational Greetings
- Alphabet/Numbers
- Calendar
- Body Parts

- Clothing
- School
- Telling Time
- Weather/Seasons
- Food
- Countries

In 6<sup>th</sup> Grade, Spanish becomes an elective class. If a student elects to take Spanish through 8<sup>th</sup> Grade, s/he will have completed High School level Spanish 1 coursework, and typically will be able to take Spanish 2 as a freshman in High School. Reading comprehension, listening skills, and speaking skills are developed through various activities. At St. John, we use the *Realidades A/B* curriculum. Students cover the following topics:

- Likes/Dislikes of activities
- Activity Verbs
- Describe yourself and others
- Definite/Indefinite article usage
- Subject Pronouns
- Talking about a day at school
- Present Tense conjugation of –ar verbs
- The verb *estar*
- Location of objects
- Identify the gender and quantity of nouns
- How to indicate possession

#### 7<sup>th</sup> Grade:

- Present Tense conjugation of –er and –ir verbs
- Likes/Dislikes/Love of objects
- The verb *ser*
- The verb *ir*, including the use of *ir + a + infinitive*
- The verb *jugar*
- Plurals of Adjectives
- Using Interrogatives to ask questions
- Vocabulary terms involving breakfast, lunch, dinner, and beverages
- Health/Wellness
- Leisure Activities
- How someone feels
- What time something happens
- How to extend, accept, and decline an invitation

#### 8<sup>th</sup> Grade:

- Family members/relationships
- Discuss/Compare ages
- Describe people and things

- Celebrations and activities at parties
- Table settings
- Dining out
- What is inside your home (rooms, furniture, etc.)
- Household chores
- Shopping/Clothing/Prices
- Colors
- Possessive adjectives
- Demonstrative adjectives
- Comparing/contrasting
- Affirmative *tú* commands
- The verb *tener*
- The verb *venir*
- The stem-changing verbs *dormir, poder, pensar, preferir, querer*
- When to use *ser* vs. *estar*
- Present participles

## Visual Arts

Visual Art is offered to students in grades K-8 and is an integral component of the St John curriculum. Concepts and skills are introduced each year and built upon so that our students are practiced and proficient in the processes and techniques for the production of visual art.

Through the study of art students develop creative and critical thinking skills to become effective problem solvers both in and out of school. In-class emphasis is on student experience, and students demonstrate knowledge and skills through the production of artwork. They are given the tools necessary to help them understand the diversity found in our global society and express their own ideas and personal identity.

Students are exposed to various art genres and artists' styles to gain an appreciation for art history and the vast modes of creative expression found in two and three dimensional art making.

During the kindergarten year students will learn to:

- Follow directions
- Listen silently
- Create artwork that communicates ideas about familiar subject matter:
  - Self, family, animals, indoors and outdoors
- Students will be introduced to new and different mediums to express ideas and tell stories through:
  - Beginning drawing skills - using crayon, pencil, marker
  - Beginning printmaking and stamping skills
  - Beginning clay - creating spheres
- Introduction to the elements of art includes:
  - line, shape, color, texture, form

During the first grade year students will:

- Create artwork that communicates ideas about familiar subject matter:
  - Self, family, friends, animals, indoors, outdoors and still life (things)
- Create wearable and functional art
- Create art inspired by Asian cultures
- Students will be introduced to new and different mediums to express ideas and tell stories through:
  - Beginning drawing skills - using crayon, pencil and marker to fill areas with solid color
  - Beginning painting skills - applying tempera paint by dragging, crayon resist to watercolor
  - Beginning printmaking and stamping skills
  - Introduction to collage
  - Beginning clay - creating pinch pots
- Continued introduction to and reinforcement of the elements of art (line, shape, color, texture and form) also occurs.

During the second grade year students will:

- Create artwork that communicates ideas about:
  - Still life – things, Landscape - nature and places, Non-objective or abstract art, Art in architecture
- Create art inspired by African cultures

- Students will use new and different mediums to express ideas and tell stories through:
  - Drawing - using different pressure to create different values using crayon and pencil
  - Introduction to oil pastels
  - Painting - paint lines with control, mix two colors to create third
  - Paper weaving
  - Collage
  - Beginning clay - roll coils
- Students will use the following elements of art:
  - Line, shape, color, texture, form, space and value

During the third grade year students will:

- Create artwork that communicates ideas about:
  - Community, groups and cityscapes
- \*Create art inspired by Australian cultures
- Students will use new and different mediums to express ideas and tell stories through:
  - Drawing - layering color using crayon, pencil, oil pastels
  - Painting - apply paint in even strokes, create water thinned tempera wash
  - Printmaking - foam prints
  - Beginning clay - clay slabs with focus on texture
- Introduction to and use of elements and principles of art will include:
  - Line, shape, color, texture, form, space, value, balance, proportion, repetition, contrast, emphasis, unity

During the fourth grade year students will:

- Create art inspired by South American cultures
- Students will use many different mediums to express ideas and tell stories through:
  - Drawing - using pencil to create light, medium and dark shades
  - Painting - watercolor techniques
  - Fiber - weaving on cardboard looms
  - Clay - organic forms added to pinch pot with appropriate joining techniques
- Introduction to and continued use of elements and principles of art will include:
  - line, shape, color, texture, form, space, value, balance, proportion, repetition, contrast, emphasis and unity

During the fifth grade year students focus on:

- Self portraits
- Landscapes
- Still life
- They will create art inspired by North American cultures
- Students will use many mediums to express ideas and tell stories through:
  - Drawing - creating texture

- Painting - color mixing, producing a clean edge between areas of color
  - Printmaking - Styrofoam or erasers
  - Collage
  - Clay - building forms using coil, pinch pot or slab techniques
- Use of elements and principles of art is reinforced:
    - line, shape, color, texture, form, space, value, balance, proportion, repetition, contrast, emphasis and unity

During the sixth grade year students will continue to grow and use art to express:

- Personal identity
- Self-portrait using correct proportions
- Art in our culture, history and religion
- Students will continue using multiple mediums to communicate through:
  - Drawing - continuous line that describes object from observation
  - Painting - color mixing, producing a clean edge between areas of color, creating smooth surface by overlapping paint strokes
  - Printmaking - Linoleum cuts printed with black ink
  - Clay - clay slabs to create a functional mug
  - Fiber - threading needles, stitching or weaving
- Continued use of elements and principles of art include:
  - line, shape, color, texture, form, space, value, balance, proportion, repetition, contrast, emphasis and unity

During the seventh and eighth grade years art is broken into various electives to expose students to multiple art mediums and processes.

- Drawing - human figure, still life from observation
- Painting
- Printmaking - Linoleum cuts printed with a variety of ink colors
- Clay hand building - Pinch pot, coil and slab methods practiced in uniform thicknesses and appropriate joining techniques, explore different glazing techniques
- Fiber - coiling baskets
- Copper embossing
- Paper Mache
- Collage
- Students will review and apply elements and principles of art:
  - line, shape, color, texture, form, space, value, balance, proportion, repetition, contrast, emphasis and unity

## Performing Arts

General Music is offered at St. John to students in grades K-5. The primary focus is to encourage students in their God-given abilities while growing their skills in basic rhythms and pitch matching and exploring many different styles and cultures of music. Some activities are community-wide such as the hymn of the month or the Christmas musical. These projects are specifically designed to grow students at a young age to proclaim God's word through drama and song.

Music classes are cumulative in learning. Layering what was experienced in kindergarten, music knowledge now grows each year as students master the skills necessary to read, play, and create music through a variety of songs, instruments, and performance opportunities.

During the kindergarten year, students will learn how to:

- Listen silently
- Follow directions
- Clap a steady beat Echo
- Call & Response Learn Seasonal, Holiday, Patriotic and Faith Songs by memory

During the first grade year, in addition to music skills learned in Kindergarten are able to:

- Keep a steady beat vs. the rhythm of a song
- Recognize pitch, high and low
- Know the hymn of the month and the composer
- Memorize songs and actions for the Christmas musical
- Sing and present seasonal, holiday, patriotic and faith songs by memory
- Recognize instrument families in preparation for trip to symphony
- Understand and demonstrate concert etiquette
- Learn songs related to the Asian culture to be presented at Encore Night
- Follow simple square dance instructions
- 

During the second grade year, students will continue building their music skills:

- Identifying major and minor sounds
- Singing using vocal dynamics and identify the direction of the melody
- Know the hymn of the month and the composer
- Memorize songs and actions for the Christmas musical
- Sing and present seasonal, holiday, patriotic and faith songs by memory
- Learn songs related to the African culture to be presented at Encore Night
- Grow in their ability to perform square dances
- 

During the third grade year, students will be able to:

- Begin identifying basic music symbols
- Work towards pitch and rhythm competency
- Read and perform simple rhythm patterns on drums, xylophones, and other percussion instruments
- Know the hymn of the month and the composer
- Memorize songs and actions for the Christmas musical

- Sing and present seasonal, holiday, patriotic and faith songs by memory
- Learn songs related to the Australian culture to be presented at Encore Night
- Read notes on the treble clef in conjunction with playing recorders

During the fourth grade year, students will be able to:

- Review all music symbols
- Sing in a small group or independently rounds or partner songs
- Read music performing with recorders in Chapel
- Know the hymn of the month and the composer
- Audition for a speaking part in the Christmas musical
- Memorize songs and actions for the Christmas musical
- Sing and present seasonal, holiday, patriotic and faith songs by memory
- Learn songs related to the South American culture to be presented at Encore Night
- Perform simple line dances

During the fifth grade year, students should be able to take prior experiences and be able to:

- Identify accurately instruments of the orchestra
- Audition for the lead roles in the Christmas musical
- Be a leader of younger students for stage presence and expectations
- Explore North American music beginning with jazz, blues, rock n roll, pop, and current artists
- Gain appreciation of popular musicals

During the sixth – eighth grade years, music is an elective course.

- Students who choose this elective in the first semester focus on elements of vocal production such as proper breath support and other vocal exercises. Students learn holiday and faith based songs to share in Chapel and in the larger community.
- During the second semester, students who choose this elective work on drama and acting skills, stage presence, and all aspects of the spring musical.



## Physical Education

Physical Education is offered at St. John School to students in grades K-8. The primary focus is to encourage students in their God given abilities while growing their skills in basic movement and exploring many different styles and activities as we encourage them to be active for a lifetime.

Physical Education classes build both skills and knowledge. Skills and movements are refined each year as the students grow and progress through the curriculum.

While in kindergarten, students will:

- Demonstrate competency in large muscle group movements needed to perform a variety of physical activities including: walk, skip, hop, jump, leap, slide, gallop, run, jog
- Practice the skill of kicking a ball. Students will perform movement patterns utilizing the kicking motions toward more mature form and complexity (stationary and moving).
- Exhibit basic rope jumping skills
- Utilize the concepts of throwing and catching to engage in reciprocal movement tasks
- Demonstrate ways to balance on different body parts at different levels
- Recognize the differences between personal space and general space
- Develop movement patterns utilizing concepts of direction such as up, down, left, right and sideways
- Identify and explain their favorite activities, and modify physical activities according to their personal ability
- Play collaboratively in groups to enhance their practice of sharing and sportsmanship
- Follow basic rules and directions

During first grade, students will:

- Demonstrate a variety of pathways, speeds, directions and levels using increasingly refined locomotor movements
- Exhibit fine motor skills while manipulating small objects
- Attempt basic tumbling skills
- Take part in dodging/fleeing activities in slower speeds without running into others or objects
- Participate in basic organized games
- Combine two or more locomotor skills in a sequence
- Develop responsibility for safe movement practices
- Display a more sophisticated understanding of rules guiding fair play

During the second grade year, Physical Education students will be able to:

- Combine motor skills and knowledge of rules while participating in basic organized games
- Demonstrate smooth transitions between sequential locomotor skills
- Exhibit proper form while executing all locomotor movements
- Further develop large muscle groups and fine motor skills
- Demonstrate control in traveling (walking, running, skipping), weight-bearing, and balancing activities
- Begin fitness testing and tracking progress
- Start learning basic teaming concepts

- Practice good sportsmanship

Third graders will:

- Display proper form while executing all locomotor and non-locomotor movements
- Apply safe moving practices while showing understanding and control of general and self-space
- Move accurately in various directions (behind, ahead of, next to, near to, over, under, on, through, beside)
- Participate successfully in dodging/fleeing activities without running into others or objects
- Take part in physical activities without interfering with others or objects
- Participate successfully in obstacle course activities
- Demonstrate an increase in balance

During the fourth grade, students continue building their Physical Education skills as they:

- Learn rules and participate in a variety of sport and lead-up activities
- Demonstrate control while manipulating object(s) to change direction and/or distance
- Identify and practice key elements of non-locomotor and manipulative skills (twisting, bending, stretching, swinging and turning) and practice the skills individually, with partners or in small groups working towards development of mature form
- Sequence combinations of more complex weight transfer and balance movements
- Apply fundamental and specialized skills in game situations with increased proficiency
- Continue to develop skills to work in cooperation and collaboration with others
- Practice good sportsmanship

As fifth graders, students will:

- Use locomotor movements using a variety of changes in effort, flow, space, and time
- Demonstrate confidence and competency in a wide range of physical activities
- Display increasing control with specific skills and movement patterns
- Connect with the importance of posture and body positions while performing various skills
- Demonstrate sport-specific manipulative skills in games and modified sports activities

During the sixth grade year, students will be able to:

- Develop and practice offense and defensive skills as part of participation in multiple sports
- Apply terminology, scoring, etiquette, player position and equipment, safety principles and game rules for individual, dual and team sports
- Demonstrate basic competence in a variety of outdoor pursuits and recreational activities
- Master fundamental and sequential skills in game situations with increased proficiency
- Work through a series of team building challenges
- Understand and practice good sportsmanship in all situations
- Apply concepts of effort, flow, space, and time into establishment of mechanically correct form
- Further appreciate the importance of personal fitness

Seventh grade students will:

- Perform selected sport skills using correct form
- Apply critical elements of movements to various activities (e.g., transfer of learning, swing, throwing, strike, and biomechanics)
- Evaluate key elements of mature form for verification and improvement in basic skills of specialized sports
- Define principles of training (FITT: frequency, intensity, time, and type) in a physical activity
- Analyze activities to determine whether they promote health-related fitness, skill-related fitness, or both
- Demonstrate knowledge of practice and conditioning principles as they pertain to activities and specific disciplines
- Set personal health-related fitness goals
- Develop a list of healthy behavioral choices to improve fitness levels

Students in eighth grade will:

- Display mechanically correct form while performing skills during activities, games or sport
- Make self-adjustments to form and execution of skills during activities, games or sport
- Demonstrate effective skill performance in selected activities, games, or sport
- Apply appropriate game rules at all times
- Demonstrate appropriate skill techniques, scoring and safety practices for each activity
- Understand his/her own developmental level and work toward a personal knowledge of self
- Demonstrate various sport tactics/strategies in modified games/activities