

ELM GROVE LUTHERAN SCHOOL
“Equipping God’s Children for His Service”
Curriculum Synopsis
5th Grade through 8th Grade

Curriculum

Our school is established on the foundation of God’s Word. Students should read the Word of God, study it, and apply it to their lives, daily. In addition Lutheran doctrine is taught at all grade levels culminating in a confirmation class for eighth grade students.

Religion however is not just a segregated subject in the day’s schedule; rather, it is integrated through out the entire curriculum. We believe that only in keeping God’s Word can all secular subjects be properly understood and applied.

The curriculum in its entirety is drawn from curriculum guides for Lutheran schools of the Lutheran Church-Missouri Synod and from a study of the guidelines for elementary school developed by the State of Wisconsin.

The curriculum is meant to challenge students academically and prepare them for success as they prepare to move on to high school.

Purpose

The purpose of the “Parent’s Curriculum Guide” is to summarize for parents and prospective parents what is being taught at Elm Grove Lutheran School. It also identifies the texts that are being used to teach the curriculum. In addition the guide will demonstrate for parents the developmental nature of the curriculum building a solid foundation on which additional learning can take place. The purpose of this guide is not to provide a comprehensive curriculum guide (that can be obtained in the school office) but rather to briefly summarize what is being taught at each grade level.

Religion Curriculum

5th Grade Religion- Religion instruction in fifth grade is predominantly a study of the written Word. Instruction is done in units, with evaluation of the unit accomplished through a written test upon completion. Formal religion class is taught four times a week with the fifth session dedicated to a school wide chapel. Units taught include: God's Word- The Bible; God's Word in the Life of Martin Luther; God's Word- A Message of Deliverance; God's Word Tells about Old Testament Leaders; God's Word Tells about God's Prophecies; God's Word Tells of Israel's Captivity and Return. The basis of these unit objectives is largely Old Testament studies as well as some New Testament if time allows. In general, the objectives for religious instruction in fifth grade are to confront us with the Law, which shows us our sin and our need for salvation. The objectives also lead us to see God's grace in sending His son for our redemption, and to encourage us in our daily lives so that we may better carry out the great commission. Memory work in fifth grade is based mainly on the chief parts of Luther's Small Catechism. This includes Daily Prayers, the Books of the Bible, the Ten Commandments and their meanings, the Articles of the Apostles Creed, the Introduction/ Petitions/ and Conclusions or the Lord's Prayer, and the Sacrament of Holy Baptism. Students either recite or write assigned passages (depending on length), twice a week. Additional memory work is sometimes required as part of the Music Education/ Choir program and is assigned by those teachers. Students and parents are provided with a Memory Booklet covering the entire year as well as a quarterly schedule of assigned memory work.

6th Grade Religion- The sixth grade religion class is an in depth study of the life and teachings of Christ. We begin by reviewing the books of the Bible and their central theme and singular message. We follow this up with a study of The Sacraments that God has given to help us grow in faith and live a Christian life. Students receive memory work which is applicable to these lessons and discussion. The main thrust of the curriculum is the life and teachings of Jesus. The lessons and discussion not only review the information but point them to how they can incorporate His teachings into our daily life. Students lead daily devotions and also lead the middle school devotion once each quarter. **7th Grade Religion-** This class is an introductory study of Dr. Martin Luther's *Small Catechism*, together with "An Explanation of the Small Catechism" (1991 edition, Concordia Publishing House). Students will work through an overview of the entire *Small Catechism* as well as discuss aspect of Lutheran doctrine. Worship attendance and understanding are also monitored and evaluated. This class can lead to Confirmation at Elm Grove Evangelical Lutheran Church or at one of its sister congregations.

8th Grade Religion- This class is an intensive study of Dr. Martin Luther's *Small Catechism*, together with "An Explanation of the Small Catechism" (1991 edition, Concordia Publishing House). Students must demonstrate mastery of the entire *Small Catechism* as well as knowledge of Lutheran doctrine. Worship attendance and understanding are also monitored and evaluated. This class can lead to Confirmation at Elm Grove Evangelical Lutheran Church or at one of its sister congregations.

Religion Texts

5th Grade: Voyages/Exploring God's Word-Old Testament, CPH, 2001

6th Grade: Voyages/Exploring God's Word-New Testament, CPH, 2001

7th Grade: Luther's Small Catechism, CPH, 1991

8th Grade: Luther's Small Catechism, CPH, 1991

Language Arts Curriculum

Reading-Literature

5th Grade Literature- Reading in fifth grade does not use a basal text but instead makes use of paperback trade books. Each is taught in its entirety with emphasis placed on vocabulary, plot, character, main ideas, details, and other literary techniques. Author and background information is provided for each book. A variety of reading forms are utilized including silent, oral, and teacher-read. Comprehension is checked through in class discussion, pop quizzes, question sheets, as well as group and individual projects. Written tests are given at the end of most books and sometimes a special project or contest may culminate the study of a novel. If an appropriate movie version of the book is available the class will view it after the book is completed. Occasionally extra titles may be added at additional expense to the students if special circumstances arise with a particular story, such as the opportunity to attend a dramatic production of a certain story. In those cases the class may read the book prior to attending the dramatic production.

6th Grade Literature- The content of literature at the sixth grade level will cover a wide variety of genres. We analyze characters and plot and learn new vocabulary as we “travel” into different cultures and different places of the world. We discover how an author can use imagery through similes, metaphors and find how irony and parody put different twists on things. The students might even find that reading can be humorous, too.

7th Grade Literature- Through the use of trade books students in the 7th grade will explore a variety of literature styles. Students will identify and explore the setting, characters, plot, and themes of these works of literature. Students will also utilize the literature selections as a springboard for creative and critical writing selections. Students will also be encouraged to do independent reading outside of the assigned selections.

8th Grade Literature- In 8th grade students will also make use of a selection of trade books to explore and investigate a variety of literature styles. Through reading and discussing the various types of literature the students will develop and practice critical thinking skills and reading strategies that enable them to gain a fuller understanding of the selection. Students will also develop strategies for understanding and appreciating how words are used in literature (e.g. context clues, personification, allusions, puns, etc.) Students will also be able to recognize elements of narrative, descriptive, expository, and persuasive nonfiction. They will also be able to identify and describe types of poetry such as narrative, figurative, and lyric. Students will also use literature as a basis for creative and critical writing.

Literature Trade Books

5th Grade

The Hundred Dresses by Eleanor Estes

Where Do You Think You're Going, Christopher Columbus? by Jean Fritz

The Sign of the Beaver by Elizabeth George Speare

Mr. Popper's Penguins by Richard and Florence Atwater

The Lion, the Witch, and the Wardrobe by C.S. Lewis

Call It Courage by Armstrong Sperry (see note)

Number the Stars by Lois Lowry

6th Grade

In the Year of the Boar and Jackie Robinson by Bette Bao Lord

The Pushcart War by Jean Merrill

The Witch of Blackbird Pond by Elizabeth George Speare

Souder by William H. Armstrong
Tuck Everlasting by Natalie Babbitt
Bridge to Teribithia by Katherine Paterson
The View From Saturday by E.L. Konigsburg

7th Grade

The Westing Game by Ellen Raskin
Across Five Aprils by Irene Hunt
Old Yeller by Fred Gipson
Walk Two Moons by Sharon Creech
My Side of the Mountain by Jean Craighead George
The Incredible Journey by Sheila Burnford

8th Grade

Johnny Tremain by Esther Forbes
Poetry Unit (approx. 3 weeks duration)
A Christmas Carol by Charles Dickens
The Pearl by John Steinbeck
The Little Prince by Antoine de Saint Exupery
A Midsummer Night's Dream by Wm. Shakespeare
The Man Who Was Poe by Avi

Grammar/Writing Skills

5th Grade: The grammar curriculum is made up of a grammar unit and a writing activity to complement that unit. The following concepts are covered in fifth grade grammar and writing. All writing is done following the steps of the writing process, which are: prewriting, research and inquiry, draft, revise, proofread and publish. Grammar units include: sentence type (declarative, interrogative, imperative, and exclamatory), nouns and their usage, verbs and their usage, adjective review and usage, pronoun review and usage, adverbs and usage. Writing units include: personal narrative, persuasive letter, explanatory letter, descriptive paragraph, comparison writing, and creative expression. An important goal with this final writing project is that the student will incorporate all the parts of speech and correct grammar rules they have studied along with adverbs to create writing that is indicative of what has been learned throughout the year. Evaluation is done through daily work and chapter tests. Writing is evaluated both objectively and subjectively based on sentence structure, word usage, grammar, punctuation, and content. A final draft of each writing assignment is placed in an accumulative writing folder, which passes with the student from grade to grade as a sampling of their work.

6th Grade: One of the key elements in the development of writing skills is a clear understanding of English grammar. EGL has a history of excellence in this area and it will continue to be an area of emphasis in the future. Students in sixth grade will demonstrate competency in basic sentence structure as well as being introduced to the concepts of prepositional phrases, predicate nouns, indirect objects, independent and dependent clauses and the use of adjective and adverb clauses. Students will also demonstrate competency in the use of proper punctuation and capitalization. In terms of word usage, students will learn to identify and use personal, interrogative, demonstrative, relative, intensive/reflexive, and indefinite pronouns. Sixth graders will also demonstrate competency in the use of parts of speech and will be introduced to the concepts of prepositions, linking verbs, participles, gerunds, and infinitives. In addition to these grammar skills, students will also participate in activities that reinforce their ability to write paragraphs, expository accounts, descriptive accounts, persuasive accounts, and in the general writing process.

7th Grade: Seventh grade grammar will continue to reinforce the sentence structure concepts that were introduced in sixth grade including the use of direct and indirect quotes, prepositional phrases, direct and indirect objects, complex sentences, and the diagramming of sentences. Seventh grade students will demonstrate competency in the use of punctuation and capitalization in their writing. A number of word usage concepts will also be reinforced including being able to identify and use verb forms, use of adjectives and adverbs, and pronoun usage. A number of concepts in the parts of speech will also be reinforced such as concrete and abstract nouns, compound nouns, adjective usage, use of prepositions, linking verbs, and verbals. In addition to basic writing skills and types of writing students will also practice doing research and work through the process of writing a research-report.

8th Grade: By the end of their eighth grade year, students will demonstrate mastery in all areas of sentence structure including the diagramming of sentences. Eighth grade students will also demonstrate mastery in the use of punctuation and capitalization as well as word usage. Students will also be expected to demonstrate mastery in the use of the parts of speech such as identifying and using participles, gerunds, and infinitives. Eighth grade students will also demonstrate the ability to write in a number of different styles including narrative, expository, persuasive, and comparison/contrasting. They will also demonstrate the ability to utilize a number of sources to do research, take notes, outline, and write a research report.

Grammar/Writing Texts:

5th Grade:	Language Arts	McMillan/McGraw-Hill 2001
6th Grade:	Elements of Language Intro	Holt Rinehart Winston 2004
7th Grade:	Elements of Language Book 1	Holt Rinehart Winston 2004
8th Grade:	Elements of Language Book 2	Holt Rinehart Winston 2004

Spelling

5th Grade: Spelling is taught weekly using twenty basic words, five challenge words, and five extra words, which are curriculum related. Each weekly unit emphasizes a specific spelling pattern such as long and short vowel sounds, silent letters, compound words, homophones, words with prefixes and/or suffixes etc. Students are introduced to the rules for the lesson, and each word is defined and pronounced. Each unit provides both guided (done in class) and independent (done as homework) practices to help master the words and the rule for the week. In addition, each unit provides a vocabulary section and either proof reading or a dictionary usage section, which is done as guided practice in class. Also, several "theme words" are provided each week for extra vocabulary if time permits. At the end of each week, a written test is given to assess knowledge of the correct spelling of the words in this week's list. Review tests are given after every five chapters as well. Spelling on daily written work in all subjects is also assessed and evaluated for accuracy.

6th Grade: The spelling words for the sixth grade are based on the following areas: frequency of use in student compositions, frequency of appearance in reading materials, reading familiarity, and spelling difficulty. The lessons are set up to follow a theme for each week. After every five units there is a review unit.

7th Grade: Students work through one basic unit a week. Content area themes enhance every basic unit so that students practice spelling, vocabulary writing and other language art skills within a meaningful context. At the core of every basic unit is a reliable phonetic pattern or vocabulary-principal. Words are grouped so that spelling and meaning relationships are specific. Students broaden their vocabulary as they learn to spell new words. In addition, dictionary skills, such as alphabetic order, multiple meanings, and etymology, are presented and practiced frequently in the basic units.

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Spelling Texts

5th Grade:	<u>Spelling and Vocabulary</u>	Houghton Mifflin	1994
6th Grade:	<u>Spelling and Vocabulary</u>	Houghton Mifflin	1994
7th Grade:	<u>Spelling and Vocabulary</u>	Houghton Mifflin	1994
8th Grade:	<u>Spelling and Vocabulary</u>	Houghton Mifflin	1994

Social Studies Curriculum

5th Grade Social Studies/ U.S. History- The fifth grade curriculum in history begins with a study of Spanish explorers (Columbus, Cortes, Coronado, etc.). It then follows the European settlement of the original thirteen colonies in the early 1500s-1600s. The curriculum also gives emphasis to the founding of the new nation through the study of the Revolutionary War, the Articles of Confederation and the Declaration of Independence. Through the study of Constitution, students learn about the three branches of government and how they operate. Students also learn about the exploration and settlement of the new country through the study of political and historical figures. Study skills are introduced with each unit such as points of view, fact and opinion, etc. Map skills are included in most lessons so that, students become efficient in reading and interpreting maps of all kinds. Practice is done with directional reading as well as interpreting a variety of map keys and labeling maps correctly. A written test is given at the completion of each chapter. Unit tests are also given to evaluate a more comprehensive body of retained knowledge. Notes are taken in class to assure comprehension of important vocabulary and facts from the lesson.

6th Grade World History-Through the use of textbooks and additional audio-visual resources, the sixth grade goes back in time to the early civilizations of our world. We find that through artifacts and others sources we can learn a lot about how the ancient people lived. By learning about the development of a people's technology, we get a glimpse of their life. We try to grasp how the interaction of cultures has shaped the world, as we know it today. As we study the rise and fall of empires, kingdoms, and countries in conflict, we see the importance of learning from past mistakes and look forward to our fast and ever-changing world around us that will be part of tomorrow's history. We are the participants of the future history. We are blessed to be able to do this in a Christian setting, keeping in mind scientists, archeologists, and historians aren't always working with the same time line as the Bible.

7th Grade World Geography- The world is divided into different regions in a variety of ways, and the seventh grade reaches to the ends of the earth through map studies and the study of charts and graphs. By dividing the world into different sections we can compare and contrast the physical features of the land as well as see how the resources of a land impact the economy of the countries. Student-led projects will bring the sights as well as the tastes of these countries into our classroom as we look into the different cultural aspects of people, who live, in our world.

8th Grade Constitution/U.S. History- With the knowledge that the naturalized U.S. citizen knows much more about the workings of our national government than the average native-born citizen, it has become the desire of educators that students at some point in their education thoroughly study the Constitution of the United States. A good portion of the first quarter in eighth grade is dedicated to introduce the background and purpose of the Constitution and then take an in depth look at the actual writings of the document that is so important to our country. The rest of the year is spent learning about the history of this great country, from the time of the

industrial revolution through most of the twentieth century. A look at the people, places, and events that compose this story of our country's past make it possible for us to more fully appreciate and thank God for our citizenship in this country.

Social Studies Texts

5th Grade: <u>Our Nation</u>	Macmillan/McGraw-Hill	2003
6th Grade: <u>Our World</u>	Macmillan/McGraw-Hill	2003
7th Grade: <u>Our World Today</u>	Glen Coe/ McGraw-Hill,	2003
8th Grade: <u>Creating America 1877-21st Century</u>	McDougal Littel	2003
<u>Our Constitution</u>	McGraw-Hill	1987
<u>We the People...</u>	Center for Civic Education	1988

Mathematics Curriculum

5th Grade Mathematics- Mathematics curriculum at the fifth grade level stresses review of the four basic computation operations: addition, subtraction, multiplication and division. Each is reviewed and practiced almost daily in a variety of ways, which include word problems, mental math, calculator skills, and basic fact review. Students that are weak in the area of basic facts are given additional drill and supplements in their daily lessons to aid in mastery. The main emphasis of relatively new concepts for fifth graders include: Geometry/ Decimals/ Fractions/ Place Values to Billions (whole numbers)/ Place Value to Thousandths (for decimals)/ Long Division (2 & 3 digits and remainders/ Mean, Media, Mode. Various methods are used to teach the above and appropriate tools are also used (i.e. using a protractor to measure angles in geometry). Math vocabulary is also important and is written down in class notes, reviewed regularly in class, and is included on most tests and quizzes (two or three per chapter) and tests at the end of every chapter. Students are also evaluated through daily work and class participation performance.

6th Grade Mathematics- The focus of sixth grade math is on numerical reasoning. The use of estimation such as rounding, front-end one and two digit, and logical reasoning are stressed through out the year. Geometric instruction includes units of measurement, area and volume of polygons, and area of circles, which includes an introduction to Pi. Lines and angles are measured and the transformations of polygons are introduced. Graphing of data is covered with scatter plots, tallies, frequency charts, line plots, bar graphs, and stem and leaf diagrams. Mean, median, and mode are emphasized with the graphing concepts. The adding, subtracting, multiplying, and dividing of decimals is taught as a lead to the relationship between decimals and fractions. Adding, subtracting, multiplying and dividing of fractions is emphasized in the second semester. Integers and the graphing of these on a coordinate plane are introduced. The year closes with ratios, rates, proportions, and percents. At the end of the sixth grade a recommendation based on standardized test scores and teacher recommendation is made for the student to continue in either regular seventh grade math or pre-algebra.

7th Grade Math- The focus of seventh grade math is on proportional reasoning. Estimation is stressed throughout the text including the estimation of fractions, mixed numbers, ratios, and rates. Geometric instruction includes the exploration of polyhedrons, Pi and circumference of circles, and transformations. The Pythagorean theorem, squares and roots, areas of triangles, parallelograms, trapezoids, and irregular polygons are covered. Graphing data, mean, median, and mode are reviewed. The language of algebra is introduced through the use of formulas, expressions, and equations. The use of equations is continued in the study of the number sense of decimals and fractions, ratios, rates, proportions, percents, scale, and similarity. The order of operations and algebraic patterns are studied using equations and graphs. Comparing, ordering,

adding, subtracting, multiplying, dividing, and graphing of integers is studied. Students who successfully complete this course will be enrolled in pre-algebra in the following year.

7th/8th Grade Pre-Algebra- Pre-algebra weaves three-themes: applied arithmetic, pre-algebra, and pre-geometry by focusing on arithmetic operations in mathematics and the real world. Variables are used as pattern generalizers, abbreviations in formulas, and unknowns in problems, and are represented on the number line and graphed in the coordinate plane. Basic arithmetic and algebraic skills are connected to corresponding geometric topics.

8th Grade Algebra- This text has a scope far wider than most other algebra texts. Applications motivate all topics. Exponential growth and compound interest are covered. Statistics and geometry are settings for work with linear expressions and sentences. Probability provides a context for algebraic fractions, functions, and set ideas. Automatic graphing is utilized.

Mathematics Texts

5th Grade	SF-AW 5th Math	Scott Foresman-Addison Wesley	2004
6th Grade	PH Middle School Math-1	Prentice Hall	2004
7th Grade	PH Middle School Math-2	Prentice Hall	2004
7th/8th Grade	PH Pre-algebra	Prentice Hall	2004
8th Grade	PH Algebra	Prentice Hall	2004

Science Curriculum

5th Grade Science- The science curriculum at the fifth grade level is a study of life, earth, and physical science. Areas of study include: processes of living things; systems and interactions in nature; processes that change the Earth; the solar system and beyond; building blocks of matter; energy and motion. Instruction is achieved through a combination of discussion, experimentation, and demonstrations during which students use the tools and processes of scientific inquiry. In each chapter the history and nature of science and the work of scientists are featured for study and discussion also. Emphasized in every aspect of instruction is the fact that God created and preserves this world, it's inhabitants, and the systems of which it is composed. Students are assessed through daily work, participation in and completion of experiments/demonstrations, quizzes and chapter tests.

6th Grade Science- The students in sixth grade science will be studying the topics of cells, genetics, heredity, classification, botany, and zoology. Students will grow in their knowledge that God is the Creator of the universe and all things in it. His love for us as His children is evident in the beauty and mystery of the world around us.

7th Grade Science/Physical Science- All matter is composed of atoms and subatomic particles. The structures of chemicals and of observable objects are dependent upon the structures of atoms and their interactions with one another. The flow of energy through systems is also a result of different kinds of interactions. Through all of these interactions, God's divine hand is at work, controlling the changes that occur in our world. Motion is the result of forces that interact with each other and act on objects. Gravity and friction are two examples of such forces. Machines change the direction of movement or the amount of force needed to move an object. God has put our universe into motion at the time of creation. Through His power and might, forces continue to act on all things. We can use these forces in our lives.

8th Grade Science/Life Science- All living things are composed of cells. The organelles inside of a cell are vital to the survival of the cell. Living organisms have needs, which must be met. Cellular processes such as respiration, photosynthesis, mitosis and meiosis are studied. An overview of the human body and the eleven systems that work together shows God's divine hand in the creation of each student. Dissection of an amphibian and mammal allows synthesis of all concepts studied through the year.

- All students at Elm Grove Lutheran School participate in an all school science fair, which is held every other year.

Science Texts

5 th Grade:	<u>Science</u>	Harcourt School Publishers	2007
6 th Grade:	<u>Science</u>	Harcourt School Publishers	2007
7 th Grade:	<u>Physical Science</u>	Prentice Hall Science Explorer	2001
8 th Grade:	<u>Life Science</u>	Prentice Hall Science Explorer	2001

Health Curriculum

5th Grade Health/Dare- Health class is offered once a week to the students in fifth grade. The health curriculum begins with a unit on disabilities entitled "Friends Who Care", which was developed by the National Easter Society. It includes both a video and written materials about different disabilities and what it is like to deal with them in our own lives as well as the lives of others. The disabilities that are discussed include learning, vision, hearing, developmental, and physical. The unit incorporates written, listening, and motor activities in fulfilling the objectives. Health curriculum units are also taken from the Health Promotion Wave materials. Units include: Personal Health- includes setting personal milestones and goals, personal and mental health evaluations, pursuing health-promoting activities, healthy leisure time activities, and creating a personal wellness project; Family Life- includes family roles, responsibilities and challenges, coping with change, and role-playing; Safety- covers basic first aid (utilizing a trained nurse for instruction), bicycle and boating safety. Health curriculum assessment is accomplished through written work and class participation. **The Dare Program** (Drug Awareness Resistance Education) is a ten-week course that replaces the health class during that time frame. The Elm Grove Police Department supplies the instructor and all materials necessary for the class. The instructor through written work, discussion, and a summary essay written by the student accomplishes course evaluation. An informational parent meeting is held prior to the course and then parents are invited to participate in the graduation ceremony. The DARE program covers the dangers of drugs and alcohol and provides students with strategies to say no to these temptations. Students are provided with legal, moral, and physical reasons for why they should resist the use of drugs and alcohol.

6th Grade- Students participate in a "Getting Along" unit that involves them in learning God-pleasing ways to develop positive relationships with others through effective communication skills and peaceful conflict resolution. Fitness and hygiene topics include learning about fitness components and guidelines for exercise, proper hygiene and goal setting to acquire active and healthy habits. Students will identify the leading causes of diseases and strategies for disease prevention. In community and environmental units, students will participate in exploring health issues and analyzing health policies both locally and nationally.

7th Grade- In personal health, students will describe the interrelationship of mental, emotional, social, physical and spiritual health during adolescence and how health is influenced by the interaction of body systems. Concepts related to stress are reviewed and students practice stress management techniques. Students will identify injury prevention strategies and learn first aid skills related to illness and injury. Students apply God's word to responsible decision-making in goals, relationships and using their God-given talents to glorify Him.

8th Grade- In the family living unit, students will become familiar with how relationships and responsibilities change with maturity especially in the family unit. Because of our own sinfulness, students will identify types of violence and learn God-pleasing strategies to protect oneself from harm and violence. Consumer health issues will help students analyze validity of health information, products and services; including identifying and analyzing media influences. In nutrition-units, students will apply daily food choices according to the Food Guide Pyramid,

evaluate nutrition information on food labels, and identify fad diets and eating disorders. Students will record and evaluate personal food intake to understand the importance of establishing early healthy habits.

Health Text

5th-6th Grade Current Health 1

Weekly Reader Publishing, 2006

7th-8th Grade Current Health 2

Weekly Reader Publishing, 2006

Physical Education Curriculum

“In Him we live and move and have our being.” Acts 17:18

“You were bought with a price. Therefore honor God with your body. 1Cor. 6:20

The purpose of physical education is to help each child reach his or her God-given potential through physical activities. Now because by faith we belong to Him, we can serve and honor God in everything we do and say as the Holy Spirit works in our lives. Integrating the faith in each grade level on a day-to-day basis includes:

- assisting children in recognizing that God has given each of us unique talents and abilities;
- enjoying fellowship with one another through cooperation and sportsmanship; and
- glorifying God by doing our best according to our individual abilities.

The following grade level synopsis is also based on the standards developed by the National Association of Sports and Physical Education. (Copyright 1995). The following content standards in physical education will be applied to instruction at all grade levels.

A Physically Educated Person:

1. Demonstrates competency in many movement forms and proficiency in a few movement forms.
2. Applies movement concepts and principles to the learning and development of motor skills.
3. Exhibits a physically active lifestyle.
4. Achieves and maintains a health-enhancing level of fitness.
5. Demonstrates responsible personal and social behaviors in physical activity settings.
6. Demonstrates understanding and respect for differences among people in physical activity settings.
7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

5th Grade Students will:

1. Demonstrate mature patterns for all basic skills previously learned and begin to acquire the basic skills of select sport, dance, and gymnastic activities.
2. Transfer knowledge and understanding to the learning and development of new skills such as personal self-assessment and identifying proper warm-up and cool down techniques.
3. Participates in games, sports, dance and outdoor activities in and out of school based on interests and capabilities.
4. Participate in moderate to vigorous physical activity in a variety of settings and develop a strategy for the improvement of selected fitness components.
5. Participate in establishing rules, procedures, and etiquette for activity situations; demonstrate courtesy, self-control, loyalty, truthfulness, and Christian conduct in cooperative and competitive activities.

6. Acknowledge differences and cooperate with people of like and different backgrounds and skill levels; appreciate the body as a marvelous creation of God.
7. Recognize the social benefits of participation and choose physical activities where they experience success.

6th Grade Students will:

1. Demonstrate mature patterns for all basic skills previously learned and begin to acquire the basic skills of select sport, dance, and gymnastic activities.
2. Transfer knowledge and understanding to the learning and development of new skills such as personal self-assessment and identifying proper warm-up and cool down techniques.
3. Participate in games, sports, dance and outdoor activities in and out of school based on interests and capabilities.
4. Participate in moderate to vigorous physical activity in a variety of settings and develop a strategy for the improvement of selected fitness components.
5. Participate in establishing rules, procedures, and etiquette for activity situations; demonstrate courtesy, self-control, loyalty, truthfulness, and Christian conduct in cooperative and competitive activities.
6. Acknowledge differences and cooperate with people of like and different backgrounds and skill levels; appreciate the body as a marvelous creation of God.
7. Recognize the social benefits of participation and choose physical activities where they experience success.

7th/8th Grade Students will:

1. Demonstrate competency in basic motor skills and apply them to more complex movement activities
2. Explain and demonstrate game strategies in individual, dual and team sports.
3. Participate in at least one activity outside the school setting on a regular basis.
4. Demonstrate knowledge of fitness components and assess their fitness status in each. They will interpret results and set goals for improvement as they accept the responsibility as a child of God to maintain a healthy lifestyle.
5. Demonstrate responsibility and cooperation, to accomplish group or team goals in both cooperative and competitive activities.
6. Accept and respect individual differences in performance potential and abilities as part of God's overall plan.
7. Recognize the social benefits of participation in physical activities and express a desire to participate.

Art Curriculum

5th Grade- The goal of art instruction at the fifth grade level is to provide opportunities for students to learn more about themselves and their world through experiences with artistic forms. Fifth graders participate in weekly art classes through which students are exposed to a wide variety of creative experiences such as drawing, painting, and 3-dimensional art. Students learn new skills through the use of varied media and create personal works of art. These works of art illustrate the elements and principles of design: line, color, shape, texture, form, space, balance, rhythm, variety, emphasis, proportion, and unity of design elements. In addition students also study the works and artistic styles of Edward Hicks, Albrecht Durer, Georges Seurat, and Paul Cezanne. Art assignments are designed to illustrate and gain experience with specific art processes and design elements. Completion of these assignments is required. While certain criteria are essential to each assignment, students are encouraged to exhibit individuality in the completion of each project. These assignments serve to help the students improve artistic skills, use of media, practice art elements, and explore art as a means of communication of ideas

and feelings. Evaluation is based primarily on cooperative participation, an understanding of the concepts taught, and following directions.

6th Grade- The students are given an overview of three different artists and their paintings: O'Keefe, Wood, and Monet. Different types of projects include the use of overlapping techniques, mosaics, grid-reproductions, impressionistic tissue work, complimentary colors, blending paint colors, and paper-mache sculpture. Step-by-step two-dimensional drawing is introduced, with an opportunity to practice these techniques.

7th Grade- The students are given an overview of five different artists and their paintings: DaVinci, Michelangelo, Rembrandt, Renoir, and Gauguin. Different types of projects include the use of lines, patterns, and printing, charcoal sketches, wire sculpting, and impressionist-style painting. Eight key words for three-dimensional drawing are introduced, with an opportunity to practice these drawing techniques.

8th Grade- The students are given an overview of five different artists and their paintings: Van Gogh, Remington, Toulouse-Lautrec, Matisse, and Picasso. Different types of projects include the use of lines, patterns, shading techniques, printing, pen and ink sketches, clay sculpting, chalk sketches, and Picasso-style painting. Lines of perspective are introduced, and eight key words for three-dimensional drawing are reviewed with an opportunity to practice these drawing techniques.

Music Curriculum

5th Grade- Students continue learning basic music reading skills begun in 3rd and 4th grades. They are required to participate on an elective basis in band or hand bells. Music appreciation focuses on American folk and popular music with some attention given to ethnic music. The students become more familiar with the families and the instruments of the orchestra. Students have the opportunity to attend a performance of an opera or a symphony orchestra concert. A great emphasis is placed on learning Lutheran hymnody as a means of teaching the faith and encouraging greater participation in worship.

6th Grade- Music reading skills continue to be developed through participation in band, hand bells or a "performance basics" class, which focuses, in alternate years, on hand bells and recorders. Music appreciation includes some of the important composers of American music, especially musical theater as well as a number of great composers from music history. Special attention is given to keyboard instruments including a special presentation of the Casavant organ in the EGL sanctuary. Students have the opportunity to attend a performance of an opera or a symphony orchestra concert. A great emphasis continues to be placed on learning Lutheran hymnody as a means of teaching the faith and encouraging confident participation in worship.

7th Grade- Students continue participation in band or hand bells, developing their music reading skills through these performance groups and the performance basics class. Music appreciation introduces a number of the great composers of history. Form in music, including two and three part song form, fugue, theme and variations and march form, is introduced. Students have the opportunity to attend a performance of an opera or a symphony orchestra concert. A great emphasis continues to be placed on learning Lutheran hymnody as a means of teaching the faith and encouraging confident participation in worship.

8th Grade- Students continue participation in band or hand bells, honing their music reading skills through these performance groups. Students not in the formal performance groups participate in the performance basics class where music reading fundamentals are developed and practiced through the use of hand bells and recorders, in alternate years. Music appreciation continues the study of the great composers of history and the periods, in which they lived and wrote. Attention is also given to 20th century music, with students writing their own 12-tone, or serial, compositions. Students have the opportunity to attend a performance of an opera or a symphony orchestra concert. A great emphasis continues to be placed on

learning Lutheran hymnody as a means of teaching the faith and encouraging confident participation in worship. Students are encouraged to choose their graduation song from this corpus of hymnody as an expression of their faith and life in Christ.

Music Texts

5th Grade	<u>Share the Music-5</u>	Macmillan/McGraw Hill	1995
6th Grade	<u>Share the Music-6</u>	Macmillan/McGraw Hill	1995
7th Grade	<u>Share the Music-7</u>	Macmillan/McGraw Hill	1995
8th Grade	<u>Share the Music-8</u>	Macmillan/McGraw Hill	1995

Computer Education Curriculum

5th Grade- Computer literacy continues at this level. Students become familiar with computer related terminology and understand more about the parts of the computer, which they can identify. Students utilize computers in the computer LAB and in centers in the classrooms. Students continue to utilize numerous software programs that reinforce classroom objectives. Students will be able to: operate computers constructively; refine and demonstrate keyboard skills; store, retrieve, and print documents; use technology to complete classroom assignments; describe the influence of technology in the United States; identify computers as tools for accessing current information; describe the need for protection of software and hardware from vandalism.

6th Grade- Students utilize computers in the computer LAB and in centers in the classrooms. Computer literacy continues at this level. Students become familiar with computer related terminology and understand more about the parts of the computer, which they can identify. Their familiarity with the keyboard and word processing skills allows them to use technology to complete classroom assignments. Desktop publishing skills and knowledge about file sharing continue. Students will utilize numerous software programs to enhance curricular objectives. Students are introduced to the usefulness of databases. Students will discuss several online topics such as: Private Identity Information, E-mail Safety, Computer Ethics, Netiquette, Search Engines and Directories, Communications Inventions, and How the Internet Works. Students will be able to: operate computers; constructively; refine and demonstrate keyboard skills; create, format, store, retrieve, and print documents; create and print their own databases; identify ways that telecommuting promotes a global community; given a list of actions, identify the ones that are violations of copyright laws.

7th Grade- Computer literacy continues along with the use of computers in the computer LAB and in centers in the classrooms. Besides terminology and understanding the various functions a computer can perform, students study the history of computers and look ahead into the future generations of computers and their possible uses. For students, who have progressed through the program, keyboarding skills have reached a high level of ability and use, which enables them to use computers not only in the computer classroom setting, but across the curriculum in other areas such as the preparation of papers and presentations utilizing numerous software programs to enhance curricular objectives. In addition to understanding and using on-line services in the LAB, students continue with their use and application of databases and desktop publishing. Students will discuss several Internet safety topics such as: Private Identity Information, E-mail Safety, Computer Ethics, Netiquette, Strategies students should know in order to effectively use Search Engines and Directories, Communications Inventions, and How the Internet Works. Students will be able to: identify the role of technology in a variety of careers; identify, as intellectual property, work created using a computer; discriminate between ethical and unethical access to information stored on a computer system.

8th Grade- Computer literacy continues along with the use of computers in the computer LAB and in centers in the classrooms. Besides terminology and understanding the various functions a

computer can perform, students study the history of computers and look ahead into the future generations of computers and their possible uses. For students, who have progressed through the program, keyboarding skills have reached a high level of use and ability enabling them to use computers not only in the computer classroom setting, but across the curriculum in other areas such as the preparation of papers and presentations utilizing numerous software programs to enhance curricular objectives. In addition to understanding and using on-line services in the LAB, students continue with their use and application of databases and desktop publishing. Students will discuss several Internet safety topics such as: E-mail Safety; Students social, legal and ethical responsibilities when they use the Internet; Strategies students should know in order to effectively use resources on the Internet; and what information students should know about the past, present and future of the Internet. Students learn about and use spreadsheets and databases. Students will further be able to: identify commercial messages online and know how to protect their privacy; identify technological skills required for various careers; distinguish between different types of data as to which are public and which are private; state the need for protection of software and hardware from computer viruses.

Computer Education Texts
5th/6th Grade Tech Knowledge

SRA/McGraw-Hill

2003

Music Program

Special Programs- The children present special programs during different seasons of the year under their teachers' direction. These performances are opportunities for the children to practice stage manners and public speaking before audiences larger than their classroom groups. Examples of these special programs include the Christmas Concert, School Musical/Drama, Spring Concert, and Concordia Hand Bell Concert and many others.

School Choirs- Children enjoy singing praises to God in regular and special services. Elm Grove Lutheran has three grade-level choirs: Grades Kindergarten through 2nd -all students, Grades 3 through 5 -all students, Grades 3-8 -elective. In addition, students in grades 5 thru 8 have the opportunity to participate in several hand bell choirs or a performance basics course, which focuses on hand bells and recorders, in a two-year cycle.

Band/Instrument Lessons- Students in grades five through eight may take lessons on a band instrument through a program offered by a contracted band instructor. Individual and group lessons are offered during the school day. The instructor also provides lessons for students in fourth through eighth grade on stringed instruments. The cost, payable monthly, is the parents' responsibility. In addition to individual lessons, there are also weekly band rehearsals at school and a Saturday morning mass band practice at Milwaukee Lutheran or Martin Luther High School. Two mass band concerts are held each year.

Academic Contests/Exhibitions

During the school year, students are encouraged or in some cases required to participate in a number of extracurricular academic contests/exhibits. The classroom teacher will provide details and rules for these events. The following contests/exhibitions occur on an annual or bi-annual basis:

- Spelling Bee: Grade 3-8 (January)
- National Geographic Geography Bee: Grade 6-8 (January)
- Science Fair: All grades (March every other year)
- Mission Fair: All grades (March every other year-effective 04-05 school year)
- Knowledge Bowl: Grades 6-8 (May)
- Fine Arts Fair: All grades (In conjunction with the spring concert)

- Forensics: Grades 4-8

PAWS (Positive Active Wildcat Students)

PAWS Goals

- Students will grow in their faith as they demonstrate Christian love and concern for other through their actions.
- Students will develop leadership skills.
- Students will develop organizational skills.
- Students will learn to work together and share the work.
- Students will learn responsibility.
- Students will develop and utilize their God given talents for the benefit of others.
- Students will develop a sense of ownership in the school.

PAWS Duties & Responsibilities

- PAWS will sponsor two student events, one each semester and will be responsible for choosing, planning, and leading the event.
- PAWS will sponsor two service projects, one each semester and will be responsible for choosing, planning, and leading the project.
- PAWS members will be responsible for writing, getting approval, and reading the announcements every Friday morning.
- PAWS members will also be responsible for leading or finding someone to lead the all-school closing prayer everyday at 3:25 p.m.
- PAWS Members may also be asked to volunteer at events such as the PEP assembly, Spirit Tournament, etc.

To become a member of PAWS students in grades 5-8 must fill out an application form and be recommended by two middle school teachers. The application will be submitted to the PAWS Advisor. Students applying will then be interviewed by the advisor and another staff member using a set of predetermined questions. Based on their application form and the oral interview, the advisor and staff member may then choose up to two members from each class to serve in PAWS for the coming school year.

EGLS Athletics

Students in grades 5-8 are eligible to participate in the after school sports program at EGLS. A variety of sports are offered for both boys and girls including: Fall- girls softball, boys flag football, Winter- boys and girls basketball, Spring- girls and boys volleyball, co-ed soccer, and boys and girls track. Students do need to maintain a minimum C- average and not have a failing grade on their mid-quarter or quarterly report cards. Athletics are an important part of the EGLS program. However, academics must always take precedence.

Student of the Month

Each month of the school year teachers nominate students for either Academic Leadership or Christian Leadership. A student of the month for each category is then elected from the nominees. These students then have their names placed on a plaque in the Middle School hallway, are recognized in the school newsletter and have their name announced at chapel.

Revised: January, 2009