

Pre-School and Pre-Kindergarten

Literacy

Objectives	BSS Difference
<ul style="list-style-type: none">● Develop listening and speaking skills● Develop comprehension and thinking skills● Use appropriate ways of interacting with others with words● Participate in class discussion-ask and answer questions● Talk about personal experiences or interests● Listen to and use formal and informal language● Listen to various forms of literature● Develop familiarity with letter forms and print● Identify sounds● Link letters with sounds in play activities● Engage in read aloud activities● Listen to and recite familiar literature● Relate themes to personal experiences● Recognize and reproduce rhymes● Use emergent writing skills to make letters● Generate questions-use question words	<ul style="list-style-type: none">● Introduction to the Wilson Foundations program, as appropriate● Utilize instructional tools (iPads) to connect with current curriculum topics/themes● Integrate STREAM units (informational texts, read alouds, vocabulary, etc)● Listen to read alouds by various readers (secret readers, etc)● Letter of the week poems● Student created alphabet books● Small group instruction● Book buddies with older grade to support fluency, comprehension, and love of reading

Numeracy

Objectives	BSS Difference
<ul style="list-style-type: none">● Listen to and say the names of number● To connect quantities of concrete objects to numbers● Use ordinal numbers● Use concrete objects to solve simple addition and subtraction problems● Understand and use comparative language with quantities● Understand concepts of whole and half● Identify U.S. coins● Describe objects● Sort or categorize objects● identify and create patterns● Identify shapes● Use comparative words to describe an object's relationship to another● Use estimation in meaningful ways● Use non standard units of measurement	<ul style="list-style-type: none">● Utilize manipulatives to demonstrate concepts and complete assignments● Make reference to math in context of everyday life● Teach and recite number formation poems● Daily Calendar to reinforce rote counting and patterns● Introduce numbers, addition, and subtraction skills through math games● Introduce numbers, addition, and subtraction using iPad apps - PreK● Provide small group instruction● Integrate STREAM units (observation, counting, measurement, shapes, graphs)

Number Sense	Patterns and Relations
<ul style="list-style-type: none"> ● Know number names and count the sequence ● Use concrete objects to practice one-to-one correspondence ● Rote counting to 20-30 ● Ordering numbers on a number line ● Compare groups to find more, fewer, and same as ● Count the number of objects in each category and sort the categories by count ● Arrange objects in order (small to large, short to long) etc. ● Use ordinal numbers and position words correctly ● Understand the concepts of whole and half-identify examples of each ● Introduce US coins have value 	<ul style="list-style-type: none"> ● Identifying and creating patterns ● Use words that describe characteristics of objects ● Classify an object's different attributes ● Find patterns in everyday environment ● Repeat clapping patterns
Measurement and Data	Shapes and Spatial Sense
<ul style="list-style-type: none"> ● Describe length as a measurable attribute of objects ● Describe objects by more than one attribute ● Compare objects by length ● Compare objects by height ● Compare by weight ● Same and different ● Sorting the same set in different ways ● Sorting by more than one attribute ● Create class graphs related to various themes 	<ul style="list-style-type: none"> ● Identify and describe shapes (squares, circles, triangles, rectangles) ● Describes shapes and space ● Position and location of shapes (inside/outside, above, below, and on, in front of and behind, left and right) ● Same size, same shape ● Making shapes from other shapes ● Building with solid figures ● Measure with various containers and compare amounts ● Use a scale to compare weight of different materials

Religion

Note: In the fall of 2016, the Archdiocese of Boston released detailed Faith Formation Standards for use in all Archdiocesan schools. BSS is currently using these standards to evaluate the content and objectives of our current Religion curriculum to ensure alignment with these standards for Pre-School and Pre-Kindergarten.

See the curriculum page of our website for the Faith Formation Standards.

Kindergarten

Reading and Language

Objectives	BSS Difference
<ul style="list-style-type: none">• Sound mastery• Learn how to blend words with multi-sensory methods• Apply phonics skills to decode words, phrases, and sentences.	<ul style="list-style-type: none">• Author Studies• Phonics and vocabulary games• Utilize instructional tools (iPads) to connect with current curriculum topics/themes

<ul style="list-style-type: none"> ● Develop vocabulary from hearing stories read aloud and classroom discussions ● Record thoughts and ideas during journal writing ● Automatic recognition of 27 high frequency “trick” words ● Develop quick and automatic word recognition ● Begin to read with prosody and expression ● Understand that the key purpose of informational text is to teach or provide information about a specific topic ● Develop listening and speaking skills ● Develop comprehension and thinking skills 	<ul style="list-style-type: none"> ● Integrate STREAM units (informational texts, read alouds, vocabulary, etc) ● Listen to read alouds by various readers (book buddies, secret readers, etc) ● “Double Dose” small group lessons for students who need extra support in phonemic awareness, word study, handwriting, and spelling ● Book buddies with older grade to support fluency, comprehension, and love of reading
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Foundational Skills	Language and Writing
<ul style="list-style-type: none"> ● Identify both upper and lower case letters ● Identify the sound of each letter ● Listen to the sound and identify the corresponding letter(s) ● Identify direction of print (left to right, top to bottom) ● Differentiate between letters, words, and sentences ● Identify rhyming words ● Tap and blend sounds into words ● Read CVC words 	<ul style="list-style-type: none"> ● Identify and write first and last names ● Use writing grid appropriately ● Use proper pencil grip ● Proper letter formation for upper and lower case letters ● Respond to journal prompts ● Learn how to expand sentences to better reflect the meaning of the selected words ● Participate in shared writing experiences (collaborating and creating class books) ● Participate in class discussions ● Orally retell a story

	<ul style="list-style-type: none"> ● Express feelings and ideas ● Act out stories and poems
Literature and Informational	Vocabulary Use and Functions
<ul style="list-style-type: none"> ● Identify how to handle a book properly ● Choral reading of stories to help develop fluency ● Retell the sequence of events ● Create mental images with listening comprehension ● Understand the difference between narrative fiction and informational, nonfiction text ● Describe setting and characters in a story ● Describe major events and character feeling in a story ● Describe features of information text ● Identify and use terms author and illustrator with ease ● Make predictions ● Ask and answer questions related to a text ● Understand main idea of a text ● Construct visual images 	<ul style="list-style-type: none"> ● Use pictures to determine unknown words ● Identify opposites ● Identify synonyms ● Identify antonyms ● Identify position words (behind, after, next to, etc) ● Describe and give definitions of words

Math

Objectives	BSS Difference
<ul style="list-style-type: none"> ● Develop an understanding that numbers can be used for different purposes ● Develop an understanding that numbers can be 	<ul style="list-style-type: none"> ● Utilize manipulatives to demonstrate concepts and solve problems ● Make reference to math posters and visuals

<p>classified and represented in different ways</p> <ul style="list-style-type: none"> • Proper numeral formation (numbers to 20) • Solve quantitative problems by counting, comparing, and joining and separating sets • Apply strategies to answer quantitative questions • Recognize the cardinality of small sets of objects • Describe objects using geometric ideas • Identify, name, describe, and compare two-and three-dimensional shapes 	<ul style="list-style-type: none"> • Teach and recite number formation poems • Act out number stories and problems • Reinforce numbers, addition, and subtraction skills through math stories and games • Reinforce numbers, addition, and subtraction using iPad apps • Provide small group instruction • Integrate STREAM units (observation, counting, measurement, shapes, graphs)
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Operations and Algebraic Thinking	Numbers and Operations
<ul style="list-style-type: none"> • Know number names and count the sequence • Counting groups of ten • Ordinal numbers through fifth • Ordering numbers on a number line • Looking for patterns on a hundred chart • Represent addition with objects, fingers, drawings, etc. • Understand addition as putting together and adding to • Use the plus sign (+) to represent joining groups • Identify and use the equal sign (=) 	<ul style="list-style-type: none"> • Representing, relating, and operating on whole numbers, initially with set of objects • Work with numbers 11-19 to gain foundations for place value • Look for patterns in numbers • Compose and decompose numbers 11 to 19 • Creating sets to 19

<ul style="list-style-type: none"> ● Understand subtraction as taking apart and taking from ● Use the minus sign (-) to represent “take away” situations ● Compare two groups to find more, fewer, and same as ● Writing number sentences with sums to 10 ● Classify objects into given categories ● Count the number of objects in each category and sort the categories by count 	
Measurement and Data	Geometry
<ul style="list-style-type: none"> ● Describe length as a measurable attribute of objects ● Describe objects by more than one attribute ● Compare objects by length ● Compare objects by height ● Compare capacities ● Compare by weight ● Compare and contrast using language of same and different ● Sorting the same set in different ways ● Sorting by more than one attribute ● Classify objects into graphs ● Counting the number of objects in a graph ● Real graphs/picture graphs 	<ul style="list-style-type: none"> ● Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) ● Analyze, compare, create, and compose shapes ● Describes shapes and space ● Position and location of shapes (inside/outside, above, below, and on, in front of and behind, left and right) ● Same size, same shape ● Making shapes from other shapes ● Building with solid figures

Science

<u>Skills & Learning Objectives</u>	<u>Content</u>	<u>BSS Difference</u>
<ul style="list-style-type: none"> ● Demonstrate some of the different ways scientists make observations. ● Demonstrate some of the different ways scientists try to solve problems. ● Contribute to group projects and reports about the topic being learned ● Contribute to the development of class graphs and charts. ● Use scientific vocabulary appropriately. ● Recognize that plants are living things that grow, reproduce, and need food, air, and water. ● Observe and describe the changes in appearance that plants go through as the seasons change. ● Identify tools and simple machines used for a specific purpose. (e.g. ramp pulley, lever, wheel). ● Make observations on how simple machines make our life easier. ● The materials used (and their characteristics) and the way materials are put together affect the stability of a structure. 	<ul style="list-style-type: none"> ● Scientific Process: learn how scientists ask questions, conduct investigations, gather data, formulate explanations ● STREAM projects ● Students use pictures, graphs, writing, etc to track and report on their knowledge. ● Students will participate in group discussions ● Scientific vocabulary through informational text (read-alouds) and science videos ● Life cycle of plants through a hands-on experiments ● Students will observe and record the changes that take place in plants ● Plants and their importance in our lives ● Experiments to explore simple machines ● Explore the properties of building materials. Students will use a variety of materials to build a structure. Students will test the stability of their structure, make observations, and improve their design 	<ul style="list-style-type: none"> ● STREAM units are utilized to help students make connections in the various subject areas. ● Hands on exploration and creation in four STREAM units. <ul style="list-style-type: none"> ○ 3 Pigs STREAM unit (Build houses) ○ Weather STREAM unit (thermometer exploration, build windsock, build snow measuring tool) ○ Playground STREAM unit (design and build their own playground) ○ Plants STREAM unit (build garden/plant out of recycled materials) ● Opportunities to showcase their learning with the community ● Appropriate integration of technology into STREAM units (videos, digital stories, iPad apps, recordings of mock weather reports)

Social Studies

Skills & Learning Objectives	Content	BSS Difference
<ul style="list-style-type: none"> ● Students will investigate the symbols, traditions, and histories of national and religious holidays. ● Identify the current President of the United States. ● Students will practice civics by means of classroom community building (rule making, problem-solving, sharing, and voting). ● Identify sequences of days, weeks, months, years, and seasons. ● Students will identify themselves as members of a broader social structure/community. ● Describe characteristics of self. ● Identify self as a member of a family structure Develop appreciation for individual differences. ● Identify community helpers (i.e., firemen, policemen, teachers, priest, doctors, etc.) ● Students will also be introduced to narratives about historical events and people so as to develop an awareness of the differences and similarities between now and long ago. 	<ul style="list-style-type: none"> ● Student will develop understanding for various holidays and traditions. <ul style="list-style-type: none"> ○ Identify and describe the events and people during US holidays and why we celebrate. ○ Identify the following American symbols: The American flag, (its colors and shapes); The picture and name of the current president and vice president; The words of the pledge of allegiance. ● Students will help determine classroom rules. ● Students will learn the days, weeks, months, year, and season during daily calendar activities. Students will sing songs and recite poems to help learn content. ● Students will recognize that families share similarities and differences through class discussions and read alouds. ● Students will see the important roles/jobs that people in the community members have to take care of others. ● Students will learn about the First Thanksgiving. Students will participate in acting out the First Thanksgiving using song and prayer. 	<ul style="list-style-type: none"> ● Participate in daily Morning Assembly and classroom calendar time to actively participate in prayer and learning. ● Identify self as a creation of God. ● Students will collect items to gift to the local Fire and Police Department. ● Students will create cards to show appreciation to various members of the school and local community. ● Participate in school casual days and charity initiatives. ● Participate in enrichment activities to learn about various community jobs. <ul style="list-style-type: none"> ○ Walpole Fire Department (Fire Safety Presentation/Q&A with Firemen) ○ Dental Program (Learn about proper dental hygiene/role of a dentist) ● Form relationship with the Police Officer that serves as BSS mentor.

Religion

Note: In the fall of 2016, the Archdiocese of Boston released detailed Faith Formation Standards for use in all Archdiocesan schools. BSS is currently using these standards to evaluate the content and objectives of our current Religion curriculum to ensure alignment with these standards for Kindergarten.

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Grade 1

Reading and Language

Objectives	BSS Difference
<ul style="list-style-type: none">• Consonant and short and long vowel sound mastery• Blending and segmenting words up to five sounds	<ul style="list-style-type: none">• iPad phonics reinforcement games and activities• Secret Reader opportunities to foster love of reading

<ul style="list-style-type: none"> ● Application and recognition of digraphs and glued sounds for decoding and encoding ● Application and recognition of punctuation (?, !, and .) ● Proofreading strategies ● Bonus letter spelling rule ● Narrative story form including character, setting and main events ● Base word and suffix rules for decoding and encoding ● Reading with accuracy, prosody and expression ● Recognition of r-controlled vowels and vowel teams for decoding and encoding ● Recognition of syllable types ● Concept of multisyllabic and compound words and knowledge of division principles ● Automatic recognition and application of 79 grade level trick words 	<ul style="list-style-type: none"> ● STREAM literacy connections ● Literacy lessons focusing on making predictions, inferences, character traits, and more ● Reading week with themed reading activities ● Current events and non-fiction literacy with Scholastic News ● Creative written expression through Religion lessons ● Monthly writing portfolios to demonstrate mastery and growth ● Special occasion friendship letters and outreach ● Weekly written reflections in science journals ● Pull-out phonics support group ● Book Buddies to support fluency, comprehension, love of reading
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<p style="text-align: center;">Foundational Skills</p>	<p style="text-align: center;">Language and Writing</p>
<ul style="list-style-type: none"> ● Identify letter-keyword-sound/s (including consonants, long and short vowels, digraphs, and glued sounds) ● Automatic recognition and application of 79 grade level trick words ● Application and recognition of punctuation (?, !, and .) ● Identification of commas, quotation marks and apostrophes in written text ● Accurately and independently read and comprehend controlled grade level text 	<ul style="list-style-type: none"> ● Correct letter formation for upper and lowercase letters ● Correct pencil grip ● Active classroom participation ● Orally retell events from literature ● Consistently apply punctuation and capital letters ● Weekly journaling using familiar writing prompts ● Self-edit written work for capitalization, punctuation, word order and semantics ● Identification and application of taught contractions

<ul style="list-style-type: none"> Consistently recognize r-controlled vowels and vowel teams for decoding 	<ul style="list-style-type: none"> Independently generate a cohesive paragraph with a beginning, middle and end
Literature and Informational	Vocabulary Use and Functions
<ul style="list-style-type: none"> Document and identify characters, setting and main events from literature Make predictions and inferences with evidence to support ideas Use comprehension skills and strategies to retell both orally and in written form the details of a story Oral reading with accuracy, prosody and expression 	<ul style="list-style-type: none"> Define taught vocabulary and apply vocabulary in oral and written expression Discern between taught homophones Cross-curricular vocabulary introduction and application (science, math, religion) Understand new vocabulary before reading for application to text

Math

Objectives	BSS Difference
<ul style="list-style-type: none"> Develop understanding of addition, subtraction, and strategies for solving addition and subtraction problems to 20 Develop understanding of whole number relationships and place value, including tens and ones Develop understanding of measurement and measuring lengths Develop understanding of time and telling time to the hour and half hour Develop understanding of charts and organized lists, including using data to answer questions 	<ul style="list-style-type: none"> Reinforce addition and subtraction skills through iPads and themed games Provide small group instruction for diverse learners Hands on math strategies with age appropriate math tools Home-school connections Integrate STREAM butterfly unit through measurement

<ul style="list-style-type: none"> • Develop understanding of reasoning about attributes of and constructing and deconstructing geometric shapes • Develop mathematical vocabulary applicable to operations, place value, measurement, data, and geometry 	
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Operations and Algebraic Thinking	Numbers and Operations
<ul style="list-style-type: none"> • Spatial patterns for numbers to 20 • Connect addition and subtraction • Connect models and symbols • Recognize and represent numbers on a ten-frame • Find missing parts of numbers to 20 • Draw pictures to solve problems to 20 • Act out to solve problems to 20 • Solve problems with three numbers 	<ul style="list-style-type: none"> • Make and using numbers to 20 • Count on a hundreds chart • Make numbers on a hundreds chart • Count and solve on a number line • Use skip counting (2, 5, 10) • Identify patterns • Identify numbers made with tens • Express numbers in expanded form • Identify and using doubles and near doubles to solve problems
Measurement and Data	Geometry
<ul style="list-style-type: none"> • Collect and compare data • Make an organized list 	<ul style="list-style-type: none"> • Identify plane and solid shapes • Identify properties of plane and solid shapes

<ul style="list-style-type: none"> ● Use data from real, picture, bar and tally graphs ● Make picture and real graphs ● Understand the hour and minute hands ● Tell and write time to the hour and half hour ● Compare and order by length ● Indirect measurement ● Use units to estimate and measure length 	<ul style="list-style-type: none"> ● Identify flat surfaces and vertices ● Sort plane and solid shapes by attributes ● Build with shapes and solid figures ● Make and describe equal parts ● Make halves and fourths with plane shapes
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Science

<u>Skills & Learning Objectives</u>	<u>Content</u>	<u>BSS Difference</u>
<ul style="list-style-type: none"> ● Students recognize that landforms change over time through study of different natural materials and resources using comparing, communicating and observing ● Students recognize that solids, liquids, and gasses makeup the natural world around them as well as identify materials that take on different states using comparing, communicating and observing ● Students recognize the cycle of life of a butterfly and how God's creations in our own environment change and grow over time. ● Students can identify and explain the life cycle from caterpillar to butterfly using pertinent science terminology ● Students can identify and explain each of the five senses and their important 	<ul style="list-style-type: none"> ● Properties of pebbles, sand, and silt ● Properties of solids and liquids ● Properties of materials both familiar and unfamiliar and identify the ways in which their properties are alike and different both orally and in written form ● The life cycle of a butterfly through a hands-on multi-week lab experiment ● Hands-on activities to explore each of their five senses and the importance role each sense plays in exploration of our environment ● The ways in which animals and insects in their environment are helped or hindered by their use of the five senses 	<ul style="list-style-type: none"> ● Hands-on pebbles, sand and silt sorting activities using magnifying glasses, sifters and other science tools ● Using various solids, students act as engineers to create bridges using their knowledge and imagination ● Each student raises a caterpillar and use a daily journal to record observations ● Students participate in a science expedition to release butterflies into their natural habitat. ● Celebrate the release with song and prayer ● Five senses museum where they touch, smell, taste, feel

<p>roles using correct science terminology</p> <ul style="list-style-type: none"> • Students explore their local environment and learn about the ways in which the five senses support animals and insects in this environment 		<p>and observe different materials</p> <ul style="list-style-type: none"> • Students travel to a wildlife sanctuary to focus on animals and their five senses
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Social Studies

<u>Skills & Learning Objectives</u>	<u>Content</u>	<u>BSS Difference</u>
<ul style="list-style-type: none"> • Identify sequences of days, weeks, months, years, and seasons. Use language and phrases related to time. • Describe a map as a representation of a space. • Identify directions (north, east, south, west) and apply them to familiar maps • Give examples to show understanding of the character traits of St. Francis celebrated at BSS • Give examples of services that people do for each other. • Give examples of the choices people have to make about the goods and services they buy and why the choices are made • Identify the current President of the United States and describe basic voting • Say Pledge of Allegiance and sing America the Beautiful and explain their meaning 	<ul style="list-style-type: none"> • Identify days, dates and time during daily calendar and discuss change of seasons • Create basic maps of our school and town communities • Introduce and discuss basic map vocabulary and how to follow a map with directionality • Using first grade literature explore and discuss qualities of being a citizenship • Lead and participate in service projects to support the school and community • Locate and understand state and capital position on a map and the capital of the US • Incorporate current events 	<ul style="list-style-type: none"> • Daily morning meeting with focus on current events and dates • Walking field trip to learn directionality and familiarity with town community • Create school and community maps and explain using taught vocabulary • Through casual days and school wide charity initiatives, students learn about those in need and how we can support those people • Participate in daily Morning Assembly with focus on citizenship, prayer and current events • Guests from Plimoth

<ul style="list-style-type: none"> • Give reasons for celebrating the events or people commemorated in various holidays. • sons for noting the days that mark the changes in seasons. • Using American literature, students describe character's qualities • Explain that Americans have a variety of faiths and customs and explain them. 	<p>(ex: presidential election)</p> <ul style="list-style-type: none"> • Identify the American Flag and its importance and history of our nation. • Explore literature related to various holidays and customs and connect them to those we celebrate 	<p>Plantation and other historical figures to illustrate important Americans and historical events</p> <ul style="list-style-type: none"> • Service project opportunities through Parish • Enrichment activities based on current events/topics
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Religion

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Grade 2

Reading and Language

Objectives	BSS Difference
<ul style="list-style-type: none"> ● Identify main topic or idea in grade-level text ● Show understanding of key details in a text ● Find evidence in the text to support the author's message ● Retail stories with detail ● Describe main message, lesson or moral from stories ● Describe actions and responses of characters in a story ● Determine meanings of words or phrases relevant to the topic ● Find connections between a series of events, ideas, concepts or steps in a text ● Identify differences in points of view of characters ● Use texts to find information and answer questions following a step-by-step inquiry process ● Read and understand grade-level literary and informational text independently ● Write a paragraph 	<ul style="list-style-type: none"> ● iPad phonics reinforcement games and activities ● Book Buddies to support fluency growth ● Secret Reader opportunities to foster love of reading ● STREAM literacy connections ● Reading week with themed reading activities ● Current events and non-fiction literacy with Scholastic News ● Creative written expression through thematic projects ● Monthly writing portfolios to demonstrate mastery and growth ● Special occasion projects ● Weekly written reflections in journals ● Phonics support group, as needed

Foundational Skills	Language and Writing
<ul style="list-style-type: none"> ● Apply grade level phonics and word analysis skills in reading words ● Decode irregularly spelled grade-level words ● Read grade-level texts with purpose and understanding 	<ul style="list-style-type: none"> ● Write stories that include details, put events in order, and provide a conclusion ● Express ideas and feelings clearly ● Describe people, places, things and events with

<ul style="list-style-type: none"> Orally read grade-level texts with accuracy, expression, and fluency Confirm and self-correct words during oral reading 	<ul style="list-style-type: none"> relevant details from text Give and follow simple two-step directions Participate in conversations with partners and groups Listen to and respond to others with focus and care Edit work with support Take part in research and writing projects Gather information from various sources to answer questions Create written and visual works to summarize and share information
Literature and Informational	Vocabulary Use and Functions
<ul style="list-style-type: none"> Read and react to literary text Read and react to informational text Ask and answer questions about key details in a text or in an oral presentation Tell an experience with appropriate facts and relevant details Make predictions based on support from text Make inferences with evidence to support ideas Make text-to-self connections Make text-to-text connections Make text-to-world connections 	<ul style="list-style-type: none"> Use legible printing skills with accurate letter formation Correctly use nouns, pronouns, verbs and adverbs Produce complete simple sentences Capitalize names, holidays, and geographic names (states, countries, continents, cities) Use end punctuation Use of beginning dictionaries and other reference materials Use simple, common spelling rules

Math

Grade 2 - Math	Objectives	BSS Difference
	<ul style="list-style-type: none"> Develop understanding of addition, subtraction strategies for solving addition 	<ul style="list-style-type: none"> Reinforce addition and subtraction skills through iPads and themed games

	<p>and subtraction problems to 1,000</p> <ul style="list-style-type: none"> ● Develop understanding of whole number relationships and place value, including tens, ones, hundreds, thousands ● Develop strategies for mentally addition and subtraction ● Develop understanding of measurement and measuring lengths ● Develop understanding of time and telling time to the hour and half hour ● Develop understanding of charts and organized lists, including using data in graphs to answer questions ● Develop understanding of time to quarter hour ● Develop understanding of reasoning about attributes of and constructing and deconstructing geometric shapes ● Develop mathematical vocabulary applicable to operations, place value, measurement, data, money, and geometry 	<ul style="list-style-type: none"> ● Provide small group instruction for diverse learners ● Hands on math strategies with age appropriate math tools ● Home-school connections
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Operations and Algebraic Thinking	Numbers and Operations
<ul style="list-style-type: none"> ● Solve 1 or 2 step addition and subtraction problems within 1,000 ● Mentally add and subtract within 20 with speed and accuracy 	<ul style="list-style-type: none"> ● Read, write, compare numbers to 1,000 ● Identify numbers as odd or even ● Understand place value through one thousands ● Understand 100 as one hundred, zero tens, zero ones

<ul style="list-style-type: none"> • Work with equal groups to build foundations for multiplication and division 	<ul style="list-style-type: none"> • Skip count by twos, fives, tens, and hundreds to 1,000 • Understand the concept of zero • Write numbers up to three digits in expanded form (123 = 100 + 20 + 3) • Mentally add or subtract 10 from a number 100 thru 1,000 • Estimate sums and differences with multiples of 10
Measurement and Data	Geometry
<ul style="list-style-type: none"> • Choose appropriate tools to measure units and length • Measure and estimate using inches, feet, centimeters and meters • Measure to compare lengths of objects • Solve addition and subtraction problems using same-unit lengths • Represent sums and differences within 100 on a number line • Tell and write time (am and pm) to the nearest 5 minutes • Explain relationships between seconds, minutes, hours and days • Solve word problems using dollar bills and coins • Generate measurement data • Represent data on a bar graph or circle graph • Analyze and solve problems with data on line plots, picture graphs or bar graphs 	<ul style="list-style-type: none"> • Recognize and draw shapes with specified attributes • Identify triangles, quadrangles, pentagons, hexagons • Identify cubes, rectangular prisms, spheres, pyramids and cones • Describe a whole as two halves, three thirds, four quarters

Science

<u>Skills & Learning Objectives</u>	<u>Content</u>	<u>BSS Difference</u>
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<ul style="list-style-type: none"> ● Explore concepts of balance, counterweight, and stability ● Understand systems that are unstable and modify them to reach equilibrium ● Recognize different ways to produce rotational motion ● Construct and observe toys that spin. ● Describe some of the variables that influence the spinning of objects ● Observe and compare rolling systems with different-sized wheels ● Explore and describe the motion of rolling spheres ● Understand the vocabulary associated with balance and motion ● Identify and understand importance of nonfiction text features (Headings, Table of Contents, Glossary) ● Explore and classify living and nonliving things. ● Identify the needs of living things. ● Identify the parts of plants as leaves, stem, roots, flowers, fruits, seeds. ● Understand the life cycle of a plant ● Identify animal groups as mammals, birds, reptiles, amphibians, fish and insects. ● Identify and understand that animals need air, water, food and shelter. ● Order the life cycle of various animals. ● Identify the stages in the life cycle of a chick. 	<p>FOSS Kit:</p> <p>Balance and Motion</p> <ul style="list-style-type: none"> ● Properties of balance, counterweight, stability ● Use science vocabulary appropriately orally and in writing ● Hands-on activities to explore balance and motion <p>Life Science-McGraw Hill Unit A: Plants and Animals</p> <ul style="list-style-type: none"> ● Observe, draw, diagram and chart the growth of plants and animals ● Collaborate with peers in documenting growth <p>STREAM: "Protect the Eggs!"</p> <ul style="list-style-type: none"> ● Integration of subject areas in celebration of life, growth, development of animals 	<ul style="list-style-type: none"> ● Students keep an "Interactive" notebook-define words-record concepts and ask questions. ● Hands-on experiments-balance various objects, construct tops, mobiles, "twirler birds". ● Peer collaboration: student helping student ● Field trip-Mass Audubon's Broadmoor Wildlife Sanctuary, Natick, MA ● In addition to observing eggs in classroom, watch eggs "live" on Nest Cam from home. ● Students help take care of eggs/chicks' needs: air, food, water. ● Estimate the number of eggs that will hatch; discuss "dozens/fractions" ● Easter Celebration: decorate eggs-symbolic of the Resurrection of Jesus Christ. ● Students design device to prevent egg from breaking after being dropped from school roof, taking the forces of gravity, drag and impact
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		into consideration.
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Social Studies

<u>Skills & Learning Objectives</u>	<u>Content</u>	<u>BSS Difference</u>
<ul style="list-style-type: none"> ● Compare maps/globes, use symbols, compass rose to identify cardinal directions. ● Identify characteristics of community/neighborhood. ● Find places on a neighborhood map ● Compare characteristics of cities/suburbs ● Read a calendar ● Characteristics of rural, urban, suburban communities ● Locate visual representations of global address:community, state, country, continent, world. ● Locate on globe the poles, hemispheres, and equator. ● Identify landforms, bodies of water. ● Tell difference between weather/climate. ● Compare places that have different climates. ● Describe, identify landform/ regions. ● Identify main idea and supporting details of a passage. ● Use Timeline to determine sequence. ● Explain importance of American 	<p>STREAM:Postcard Project: Different forms of Communication around the World</p> <p>Houghton Mifflin, <u>Social Studies:Neighborhoods</u></p>	<ul style="list-style-type: none"> ● Postcard Project: students collect postcards from all over the world and display on wall according to continent of origin. ● Field Trips: Mapparium/ Town Center of Walpole. ● Continent Song. ● Children send get well cards to members of the community. ● Send postcards to Antarctica re:Penguins in hopes of receiving postmarked items from uninhabited continent. ● Scholastic News ● Daily calendar work. ● Social Studies “Sparkle” ● Timeline incorporated into Biography Project. ● American Symbols Scavenger Hunt ● Using Sound as

<p>symbols/landmarks,</p> <ul style="list-style-type: none"> • Explain difference among national, state and religious holidays. 		<p>communication-make musical instruments and decorate.</p> <ul style="list-style-type: none"> • Discuss the Gospel and how the Word of God has been communicated throughout the world.
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Religion

Note: In the fall of 2016, the Archdiocese of Boston released detailed Faith Formation Standards for use in all Archdiocesan schools. BSS is currently using these standards to evaluate the content and objectives of our current Religion curriculum to ensure alignment with these standards for Grade 2.

See the curriculum page of our website for the Faith Formation Standards.

Grade 3

Reading and Language

Objectives	BSS Difference
<ul style="list-style-type: none">● Retell story describing, setting, characters, plot, solution● Make connections - text to text, text to self, and text to world● Make predictions using support from text● Make inferences using pictures and support from text● Determine main idea of informational texts and use information to answer comprehension questions in writing● Write in various genres	<ul style="list-style-type: none">● Guided reading groups, book clubs● Daily 5 Reading Centers: Listening to reading, Read to Self, Word Work, Read to Buddy, Work on Writing, Teacher Time● Book Buddies with younger grade to increase fluency, comprehension, love of reading● Book trailers on iPads/Cereal Box Book Report● Secret Readers● STREAM literacy connections● Reading week with themed reading activities● Current events and non-fiction literacy with Scholastic News● Language-based math curriculum that includes writing to explain answers● Monthly writing portfolio entries to demonstrate growth● Paragraph of the Week● Grammar workbooks and daily language morning work● Theme based writing activities and books

Literature	Informational Text
<ul style="list-style-type: none"> ● Demonstrate explicit comprehension of text by answering related questions ● Determine the moral and message of different types of fables, folktales, and myths ● Describe character and traits by reading thoughts and actions and then predict the character's response to situations based on traits ● Determine meaning of words based on context clues ● Determine author's point of view and compare it to own ● Use illustrations to enhance comprehension of text ● Begin to develop understanding of different types of poetry 	<ul style="list-style-type: none"> ● Demonstrate explicit comprehension of informational texts by answering related questions ● Begin to develop skills in determining the main idea and supporting details ● Determine cause and effect of scientific and historic events using time lines, sequencing maps, and graphic organizers ● Identifies meaning of vocabulary and keywords ● Begins to develop skills in using text features and online search tools to locate information ● Gain additional information from visual text features including maps, charts, illustrations, and diagrams ● Uses appropriate transition words to relay knowledge in a to sequence
Vocabulary Acquisition and Use	Language: Understand, Edit for Grammar, Usage
<ul style="list-style-type: none"> ● Use glossaries or dictionaries to determine or clarify the meaning of words ● Use context clues to determine meaning of words ● Begin to determine meaning of words using Latin roots and affixes 	<ul style="list-style-type: none"> ● Identify nouns, pronouns, verbs, adjectives and adverbs in sentences and understands their function ● Properly use appropriate verb tense (past, present, future) when forming sentences ● Identify and use simple, compound, and complex sentences ● Identify complete sentences and fragments

	<ul style="list-style-type: none"> ● Identify the subject and predicate in a simple sentence ● Write contractions for pairs of words ● Identify the correct articles to use with nouns
Language: Understand, Edit Mechanics	Writing
<ul style="list-style-type: none"> ● Identify and properly punctuate the four types of sentences ● Capitalize proper nouns, book titles, and the beginning of a sentence ● Use commas to separate words in a series ● Indicate a speaker's words with the proper use of quotation marks ● Distinguish between proper use and spelling of grade-level homophones ● Use proper spelling of high-frequency words and when adding suffixes to base words 	<ul style="list-style-type: none"> ● Brainstorm personal narrative topics ● Focus stories on specific, small moments rather than on an entire event or day. ● Organize narrative writing into sequence of events ● Use dialogue and descriptions to demonstrate actions, feelings ● Introduce an opinion on a topic and provide reasons that support the opinion ● Provide an introduction, body, and conclusion to form a full opinion writing piece ● Identify and research an informative topic ● Develop topic with facts, definitions, and detail

Math

Objectives	BSS Difference
<ul style="list-style-type: none"> ● Expand understanding of whole number relationships and properties to solve 3-digit arithmetic ● Develop understanding of place value, up to 4-digits ● Develop understanding of estimation, to nearest 10 and 100 	<ul style="list-style-type: none"> ● Provide small group instruction to differentiated groups ● Provide engaging math centers that support spiraling curriculum ● Challenge students' knowledge in a PBL multiplication and division project

<ul style="list-style-type: none"> • Develop understanding of the properties of multiplication and is able to represent and solve basic facts • Develop an understanding of the relationship between the multiplication and division • Represent and solve problems involving the four operations • Identify equal parts of a whole as fractions • Identify and distinguish between shapes based on their attributes • Develop an understanding of time telling to the nearest half hour, quarter hour, and minute • Develop problem solving-skills by representing data using charts, diagrams, organized lists, and pictures • Define and utilize mathematical vocabulary terms when describing the steps taken to solve problems 	<ul style="list-style-type: none"> • Integrate math concepts into Mayflower and Oil Spill STREAM projects • Allow for partner and small group work
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Operations and Algebraic Thinking	Numbers and Operations
<ul style="list-style-type: none"> • Represent basic multiplication facts as repeated addition • Represent basic multiplication facts using arrays • Break complex arrays into simpler known facts to solve more complicated multiplication problems • Write and solve single-digit multiplication word problems using key words • Identify and use properties of multiplication to solve problems • Identify multiplication keywords when problem solving. • Solve multi-step multiplication word problems • Understand the relationship between multiplication and division through fact families 	<ul style="list-style-type: none"> • Use knowledge of place value to solve multi-digit addition and subtraction problems • Name and represent 4-digit numbers with drawings and base-ten blocks • Identify and write 4-digit numbers in word form, expanded form, and standard form • Identify and write 6-digit numbers in standard form • Identify and use properties of addition to solve equations • Use understanding of place value to round whole numbers to the nearest 10 or 100 • Use knowledge of place value to round and estimate

<ul style="list-style-type: none"> • Represent division facts as repeated division. • Rewrite division number sentences as multiplication equations with a missing factor • Solve word problems involving the four operations while using keywords to identify the appropriate operation to use 	<ul style="list-style-type: none"> • sums and differences of multi-digit numbers • Recognize wholes that have been divided into equal parts • Uses fractions to name the parts of a whole • Represent fractions on a number line • Use fractions to estimate parts of a whole • Compare fractions with the same denominator • Compare fractions with the same numerator • Identify equivalent fractions
Measurement and Data	Geometry
<ul style="list-style-type: none"> • Tell time to the nearest half hour and quarter hour • Tell time to the nearest minute • Change between units of time • Measure elapsed time • Identify the perimeter around a polygon • Measure the area of a shape • Use a formula to find area 	<ul style="list-style-type: none"> • Understand basic geometric terms • Distinguish among different polygons based on number of sides • Uses knowledge to distinguishes among different quadrilaterals based on characteristics • Recognize and name triangles based on length of sides and types of angles • Form new shapes by combining known shapes

Science

<u>Skills & Learning Objectives</u>	<u>Content</u>	<u>BSS Difference</u>
<ul style="list-style-type: none"> • Identify the difference between ecosystems, habitats, communities, populations and how they relate. 	Life Science-McGraw Hill Unit B: Where Plants and Animals Live	<ul style="list-style-type: none"> • Stony Brook Field Trip: Habitat and Food Chain Programs

- Make connections between food chains and food webs with an understanding that all parts of an ecosystem are connected.
- Explore various animal adaptations and understand their purpose for survival.
- Identify the relationship between predators and prey and explain how it keeps an ecosystem in balance.
- Identify how changes in an ecosystem affect the plants and animals that live there.

- Understand the role of environmental engineers that help solve problems related to the environment.
- Understand that environmental problems are almost never isolated because all parts of an ecosystem are connected.
- Understands that the Engineering Design Process is a tool that can be used to help solve problems and can name the steps.
- Make a model river to test which materials work better to absorb and contain an oil spill.
- Gain experience following the steps of the Environmental Engineer Process to design a process for cleaning an oil spill.
- Learn how to successfully solve an environmental problem while staying within budget.
- Observe the interaction of permanent magnets with a variety of common

- Nonfiction text features are introduced and students are taught skills to aid in text navigation.
- Students circulate through adaptation centers to explore various animal adaptations and their purpose.
- Interactive Jeopardy Review Game

**Engineering is Elementary:
Cleaning an Oil Spill**

- Engineer design process
- Test pH levels of soil samples from a fictional town affected by pollution
- Create an interconnected web to demonstrated the relationship between different parts of an ecosystem
- Use iPads to create a YouTube tutorial on how to clean an oil spill
- Fulfill God's call for Christians to act as environmental stewards
- Apply knowledge of poetry and write diamante poems comparing healthy ecosystems to polluted ones
- Graph their use of the budget

- I Have, Who Has Activities
- **STREAM unit**
- Integration of technology as appropriate to enhance learning opportunities
- GREEN Week

<p>materials.</p> <ul style="list-style-type: none"> • Understand that magnets are attracted to materials containing iron. • Discover that magnets display forces of attraction and repulsion. • Identify materials that are conductors and insulators. • Create open, closed, parallel, and series circuits. • Identify and define vocabulary terms associated with magnetism and electricity. • Use science thinking processes to conduct investigations. 	<p>using a pie chart and fractions</p> <p>FOSS Kit: Magnetism and Electricity</p> <ul style="list-style-type: none"> • Various hands-on activities and experiments exploring the properties of magnets. • Collaboration of students on the constructing of electric circuits 	
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Social Studies

<u>Skills & Learning Objectives</u>	<u>Content</u>	<u>BSS Difference</u>
<ul style="list-style-type: none"> • Understand how and why people establish communities to meet basic needs. • Identify the unifying characteristics of different communities • Use maps and globes to locate places, physical features such as landforms and bodies of water, and features made by humans • Understand the environment varies from one place to another and influences how and where people, plants, and animals live • Recognize that communities change over 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What makes a good community? • How do we interact with our planet? • How does our past affect our present? • Why do we have government? • How can I participate? • How does life change 	<ul style="list-style-type: none"> • Participate in daily Morning Assembly with focus on citizenship, prayer and current events • Plimoth Plantation visitor and other historical figures to illustrate important Americans and historical events • Mayflower STREAM Project

<p>time</p> <ul style="list-style-type: none"> ● Understand that conflicts sometimes arise over resources ● Recognize and explain that our nation has been shaped by events and actions of the past ● Understand that the actions of individuals can affect history ● Explain that the U.S. government was founded on democratic principles and beliefs ● Understand and distinguish among the three branches of government and each branch's power to protect the rights of citizens ● Distinguish among local, state, and national governments' abilities to enforce laws and provide different kinds of services to meet the needs of citizens ● Understand that good citizens participate in their communities and work for the common good ● Identify American heroes and explain how they have taken risks and overcome obstacles to help others ● Explain the importance of civic organizations that work to benefit the common good ● Describe how and why communities change over time ● Explain how technological developments affect how people live ● Understand how individuals can affect 	<p>throughout history?</p> <p>Text: My World Social Studies, We are Connected</p> <ul style="list-style-type: none"> ● Our Communities ● Our Environment ● Communities Build a Nation ● U.S. Government ● Citizenship ● A Growing Nation 	<ul style="list-style-type: none"> ● Scholastic News - integration of current events ● Field trip to Plimoth Plantation <p>Use of instructional strategies that integrate reading and language arts skills:</p> <ul style="list-style-type: none"> ● Generalize ● Cause and effect ● Sequence ● Summarize ● Fact and opinion ● Draw conclusions ● Main idea and detail
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<p>communities</p> <ul style="list-style-type: none">• Explain that some things may change over time in a community and some things remain the same		
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Religion

Note: In the fall of 2016, the Archdiocese of Boston released detailed Faith Formation Standards for use in all Archdiocesan schools. BSS is currently using these standards to evaluate the content and objectives of our current Religion curriculum to ensure alignment with these standards for Grade 3.

See the curriculum page of our website for the Faith Formation Standards.

Grade 4

Reading and Language

Objectives	BSS Difference
<ul style="list-style-type: none"> ● Use details to summarize, infer, determine setting, describe characters and events ● Compare and contrast characters, similar topics, myths, stories from different cultures ● Make connections independently to literary and informational texts ● Write routinely over extended time frames ● Build speaking and listening skills across disciplines ● Demonstrate conventions of standard English - punctuation, capitalization, and spelling when writing and speaking ● Demonstrate meaning and understanding of figurative language, word relationships, and nuances in word meanings 	<p>Reader's Theater - Greek Mythology</p> <p>Reader's Theater - Tall Tales</p> <p>Interactive vocabulary and grammar games</p> <p>Design, plan, and present projects</p> <p>Book buddies with younger grades to increase love of learning</p>

Literature	Informational Text
<ul style="list-style-type: none"> ● Read with fluency and comprehension ● Make predictions, inferences ● Visualize ● Understand author's purpose ● Use story mapping, attribute web, graphic organizers to understand text 	<ul style="list-style-type: none"> ● Read for understanding ● Paraphrase portions of text ● Understand main idea ● Understand cause and effect ● Use pictures, graphs, and charts to understand text

<ul style="list-style-type: none"> ● Explain how author finds reasons and evidence to support outcomes ● Compare and contrast characters, topics, myths, stories from different cultures ● Explain major elements and differences in poetry and dramatic prose ● Discuss text in variety of settings <p>Examples:</p> <p>“Toto” by Marietta Moskin Daedalus and Icarus retold by Geraldine McCaughrean Greek Myth Reader’s Theater - Midas and the Golden Touch, Athena and Arachne, Demeter and Persephone, Pandora’s Box <i>Sarah, Plain and Tall</i> by Patricia MacLachlan <i>Poppy</i> by Avi Salt by Harve Zemach <i>Snow Treasure</i> by Marie McSwigan <i>The Year of the Boar and Jackie Robinson</i> by Bette Bao Lord McBroom and the Big Wind by Sid Fleischman Tall Tale Reader’s Theater - The Legend of Slappy Hooper, Lightning Larry, Wiley and the Hairy Man <i>Frindle</i> by Andrew Clement</p>	<p>Examples:</p> <p>“Starting a Business” by Arlene Erlbach “California Gold Rush” by Elizabeth Van Steenwyk “Henry Wells and William G. Fargo” by Edward F. Dolan, Jr. “The Story of Susan La Flesche Picotte” by Marion Marsh Brown</p>
<p style="text-align: center;">Vocabulary Acquisition and Use</p>	<p style="text-align: center;">Language: Understand, Edit for Grammar, Usage</p>
<ul style="list-style-type: none"> ● Determine the meaning of words and phrases in context ● Use glossaries or dictionaries to determine or clarify the meaning of words ● Clarify meaning of unfamiliar and multiple meaning words and phrases ● Build knowledge of synonyms, antonyms, homophones 	<ul style="list-style-type: none"> ● Identify nouns, pronouns, verbs, adjectives, adverbs, prepositions in sentences and understands their function ● Properly use appropriate verb tense (past, present, future) when forming sentences ● Identify and use simple, compound, and complex

<ul style="list-style-type: none"> ● Begin to determine meaning of words using Latin roots and affixes <p>Resources:</p> <p>Open Court Reading 2002 Sadlier Vocabulary Workshop - Level Orange</p>	<p>sentences</p> <ul style="list-style-type: none"> ● Identify complete sentences and fragments independently ● Identify the subject and predicate in a simple sentence ● Write contractions for pairs of words ● Identify the correct articles to use with nouns <p>Resources:</p> <p>John Collins Writing Program Sadlier Grammar Workshop - Level Orange</p>
<p>Language: Understand, Edit Mechanics</p>	<p>Writing</p>
<ul style="list-style-type: none"> ● Identify and properly punctuate the four types of sentences independently ● Capitalize proper nouns, proper adjectives, book titles, and the beginning of a sentence ● Use commas to separate words in a series, independent and dependent clauses ● Indicate a speaker's words with the proper use of quotation marks ● Distinguish between proper use and spelling of grade-level homophones ● Use proper spelling of high-frequency words and when adding suffixes to base words <p>Resources:</p> <p>John Collins Writing Program Sadlier Grammar Workshop - Level Orange</p>	<ul style="list-style-type: none"> ● Write routinely over extended time frames ● Express own ideas with clarity ● Expand on own ideas and those of others ● Plan for writing ● Plan for presentations ● Take notes and categorize information and provide a list of sources ● Revise with support and independently ● Proofread for grammar and spelling errors ● Use technology to publish and present writing ● Reflect on writing process <p>Resources:</p> <p>John Collins Writing Program</p>

Math

Objectives	BSS Difference
<ul style="list-style-type: none">• Develop an understanding of place value beyond 4-digit numbers• Develop understanding and fluency with multi-digit multiplication• Develop understanding of dividing to find quotients involving multi-digit dividends• Develop an understanding of fraction equivalence• Develop an understanding of addition and subtraction of fractions with like denominators• Develop an understanding of multiplication of fractions by whole numbers• Develop an understand that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry• Develop an understanding of measurement and conversion of measurements from a larger unit to a smaller unit	<ul style="list-style-type: none">• Math celebrations: Multiplication Boot Camp and Division Day• Encourage mastery through math games on each specific topic• Apply math to real life problems integrated across the curriculum• STREAM units

Operations and Algebraic Thinking	Numbers and Operations
<ul style="list-style-type: none"> ● Generate and analyze patterns ● Multiplication and Division: <ul style="list-style-type: none"> ○ Write and solve multiplication and division word problems using key words ○ Use properties of multiplication and division ○ Solve word problems involving the four operations while using keywords to identify the appropriate operation to use 	<ul style="list-style-type: none"> ● Use knowledge of place value to solve multi-digit addition and subtraction problems ● Name and represent numbers beyond 4-digits ● Identify and write numbers beyond 4-digit numbers in word form, expanded form, and standard form ● Use properties of addition to solve equations ● Increase number sense: Multiplying by 1 and 2-digit numbers and dividing by 1-digit divisors ● Developing fluency: Multiplying by 1 and 2-digit numbers and dividing by 1-digit divisors ● Understand, compare, order fractions ● Add, subtract, multiply fractions and mixed numbers with like denominators
Measurement and Data	Geometry
<ul style="list-style-type: none"> ● Tell time to the nearest half hour, quarter hour, minute with fluency ● Understand and measure elapsed time ● Change between units of time ● Identify the perimeter around a polygon ● Measure the area of a shape ● Use a formula to find area 	<ul style="list-style-type: none"> ● Understand basic geometric terms including shapes, lines, angles ● Distinguish among different polygons based on number of sides ● Use knowledge to distinguish among different shapes based on characteristics ● Form new shapes by combining known shapes

Science

<u>Skills & Learning Objectives</u>	<u>Content</u>	<u>BSS Difference</u>
<ul style="list-style-type: none"> ● Understand the characteristics of animals. ● Compare and contrast characteristics of animals including the presence or absence of a backbone and body plan. ● Classify animals based on symmetry ● Compare and contrast the characteristics of invertebrates: sponges, cnidarians, flatworms, roundworms, segmented worms, mollusks, echinoderms, and arthropods. ● Compare and contrast the characteristics of vertebrates: three classes of fish, amphibians, reptiles, birds, and mammals. ● Describe ways animals can help people. ● Compare and contrast the structures of organ systems in animals. ● Describe the functions of organ systems in animal. ● Explore that animals must reproduce for their species to survive. ● Describe the ways animals change as they grow. ● Compare and contrast different ways animals reproduce. ● Describe cloning as another example of asexual reproduction. ● Infer the importance of camouflage to survival. ● Recognize adaptations and explain how each benefits different animals. 	<ul style="list-style-type: none"> ● McGraw-Hill Science, Life Science Unit B <ul style="list-style-type: none"> ○ animal characteristics ● National Energy Education Development Project: Energy <ul style="list-style-type: none"> ○ Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. ○ renewable and nonrenewable resources for energy production. ● FOSS kit: <ul style="list-style-type: none"> ○ Physics of Sound ● Develop students' understanding of the physics of sound. ● Develop students' abilities in technological design. ● Develop students' understandings about science and technology. 	<ul style="list-style-type: none"> ● Live animals into the study of animals, including comparing goldfish and snails, regenerating planaria, observing and interacting with earthworms, and comparing multiple live vertebrates. ● Field trip to the Harvard Natural History Museum where we participate in the "Jaws and Claws" presentation on adaptations. ● STREAM unit ● Science Fair, where students are required to create visual displays as well as present them and answer questions. ● Hands-on experiments and completion of lab reports

- Compare and contrast inherited and learned behaviors.
- Describe ways animals can be trained to help people.
- Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment
- Apply scientific ideas to test a device that converts energy from one form to another
- Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
- Develop students' abilities to do and understand scientific inquiry.
 - Ask and answer questions
 - Plan and conduct simple investigations.
 - Employ tools to gather data.
 - Use data to construct reasonable explanations.
 - Communicate investigations and explanations.
 - Understand that scientists use different kinds of investigations and tools to develop explanations using evidence and knowledge.
- Define a simple design problem reflecting a need or want that includes specified criteria for success and constraints on materials, time, or cost
- Generate and compare multiple possible

- Engineering Is Elementary Kit
 - Lighten Up: Designing a Lighting System
- McGraw-Hill Science, Unit F Light
- McGraw-Hill Science, Unit D Water

solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

- Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
- Understand colors of light.
- Describe visible light as a part of the electromagnetic spectrum.
- Compare the reflection and refraction of light.
- Explain why we see colors.
- Classify materials as transparent, translucent, or opaque.
- Explore where water is found as a solid, liquid, and gas.
- Describe the physical features of oceans and other saltwater communities.
- Define groundwater and explain how it forms.
- Explore what happens to standing water.
- Describe condensation, precipitation, evaporation, freezing, and melting.
- Describe the steps of the water cycle.
- Compare and contrast snow, sleet, and hail.
- Explore how temperature changes produce ocean currents.
- Explore how much water people use.
- Identify major sources of fresh water and describe how it is used.
- Identify ways water can be wasted or conserved.

Social Studies

<u>Skills & Learning Objectives</u>	<u>Content</u>	<u>BSS Difference</u>
<p>Five Themes of Geography</p> <ul style="list-style-type: none"> ● Understand the themes of geography and impact on how they impact way of life <ul style="list-style-type: none"> ● Location ● Place ● Regions ● Movement ● Human/environment Interaction ● Understand how different landforms affect how people live and adapt to the environment ● Understand that Native Americans both shaped and adapted to their environment, creating thriving civilizations throughout the Americas ● Recognize that Native Americans thrived by creating diverse ways of life, adapting to the climate, resources, and other environmental factors ● Understand Native Americans developed rich cultural traditions, societies with complex economies, governments, languages, arts, and technologies ● Understand that trade spurred European explorers in the 15th and 16th centuries to seek new opportunities 	<p>Essential questions:</p> <ul style="list-style-type: none"> ● What is the study of geography? ● How does the environment shape how we live? ● Why do people explore? ● Why do people leave their homelands? ● How does where we live affect where we are? <p>Text: My World Social Studies, Building Our Nation</p> <ul style="list-style-type: none"> ● The First Americans ● Age of Exploration ● Settlements Take Root ● Regions: The Northeast ● Regions: The Southeast ● Regions: The Midwest ● Regions: The Southwest ● Regions: The Northwest 	<p>Use of instructional strategies that integrate reading and language arts skills:</p> <ul style="list-style-type: none"> ● Make generalizations ● Fact and opinion ● Categorize ● Cause and effect ● Compare and Contrast ● Draw conclusions <p>Volcano project: independent research and creation</p> <p>Landform project: cooperative groups to design and create a clay landform relief map</p> <p>Time for Kids - integration of current events</p> <p>Celebrate the USA - States project and presentations</p> <p>Appropriate use of technology for</p>

<ul style="list-style-type: none">● Recognize that Columbus's voyages led to a period of interaction and exchange among Europe, Africa, the Americas● Understand the results and effects of Columbus's voyages● Understand that immigrants leave their homelands due to political and economic problems and to seek economic opportunities and religious freedom● Analyze the intended and unintended consequences of colonization of the Americas● Understand that when people from different cultures first meet, there is cooperation, compromise, and conflict● Recognize why Europeans and Native Americans often had different points of view ● Understand that the United States is divided into geographical regions The Northeast:● Understand that the Northeast has unique landforms, bodies of water, resources and weather● Recall that the Northeast was the location of the founding of the United States● Understand that immigrants were instrumental in the growth of the country and helped shape the culture and economy● Recognize the Northeast has more urban areas with higher population density than other regions		research
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The Southeast:

- Understand that the Southeast has unique landforms, bodies of water, resources and wildlife
- Recognize the people of the Southeast adapt to the region's unique climate, including extreme weather
- Understand that the Southeast played an important role in the founding and growth of the U.S.
- Identify the many social and economic changes undergone in the Southeast since the Civil War

The Midwest:

- Understand that the Midwest has unique climate, landforms, bodies of water, resources
- Recognize how the Midwest became a transportation center of the country
- Understand how the Midwest's farmland and other resources attracted settlers which led to the growth of cities and factories

The Southwest:

- Understand that the Southwest has unique landforms, bodies of water, resources and wildlife
- Recognize the people of the Southwest adapt to the region's arid and semi-arid warm climate
- Understand the Southwest has a diversity of cultures that contributed to its history,

<p>including Mexican, Native American, and Spanish cultures</p> <ul style="list-style-type: none"> • Understand the Southwest was home to many Native American groups before explorers, missionaries, and settlers came to the region <p>The West:</p> <ul style="list-style-type: none"> • Understand the West has a variety of landforms, climates, and unique resources that have shaped the way of life of people who live there • Understand the West was home to many Native American groups before Spanish settlers arrived • Recognize the West has many ports and trades with countries that border the Pacific Ocean 		
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Religion

Note: In the fall of 2016, the Archdiocese of Boston released detailed Faith Formation Standards for use in all Archdiocesan schools. BSS is currently using these standards to evaluate the content and objectives of our current Religion curriculum to ensure alignment with these standards for Grade 4.

See the curriculum page of our website for the Faith Formation Standards.

Grade 5

Reading and Language

Objectives	BSS Difference
<ul style="list-style-type: none"> ● Use correct conventions of standard English when writing and speaking ● Use writing process: plan, draft, edit and revise written work ● Use context for determining the meaning of unfamiliar words or multiple meaning words ● Read with accuracy and fluency to support comprehension in literature and nonfiction texts 	<p>Cross-curricular: All Saints Day Project</p> <p>Pen Pal Letters to Africa</p> <p>Mini Projects for Social Studies/short research projects</p> <p>Cross-curricular units: Social Studies with Language Arts</p> <p>Technology integration for teaching and learning</p>

Literature	Informational Text
<ul style="list-style-type: none"> ● Find the main idea of a paragraph ● Find the main idea of a story/ longer selection ● Draw conclusions ● Make inferences ● Accurately quote from a source to support idea ● Determine causes and effects ● Analyze character and plot development ● Explain author's style and purpose ● Understand and analyze theme/ tone /mood...focus on poetry ● Identify/explain: symbolism, foreshadowing, satire, 	<ul style="list-style-type: none"> ● Find the main idea of a paragraph ● Find the main idea of a longer selection ● Determine important details ● Draw conclusions ● Distinguish between fact and opinion ● Accurately quote from a source to support idea ● Determine cause and effect ● Determine appropriate sources for research ● Provide list of resources

<p>dramatic irony, similes, metaphors, personification, hyperbole, alliteration, allusion</p> <p>Examples of grade level selections:</p> <p>“The Marble Champ” by Gary Soto “S.O.R. Losers” by Avi The Abacus Contest” Pricilla Wu “Stray” by Cynthia Rylant “Class President” by Johanna Hurwitz “Dragon, Dragon” by John Gardener A variety of myths, folk tales and poems</p> <p>Novels:</p> <p><i>The Penderwicks</i> <i>Holes</i> <i>Roll of Thunder</i> <i>Crash</i> <i>Bloomability</i> <i>Al Capone Does My Shirts</i> <i>The Boy Who Saved Baseball</i> <i>The Egypt Game</i> <i>Walk Two Moons</i> <i>The Applewhites</i></p>	<p>Resources:</p> <p>My World, Growth of Our Country, Pearson</p>
<p style="text-align: center;">Vocabulary Acquisition and Use</p>	<p style="text-align: center;">Language: Understand, Edit for Grammar, Usage</p>
<ul style="list-style-type: none"> ● Determine the meaning of words and phrases in context ● Use glossaries or dictionaries to determine or clarify the meaning of words ● Clarify meaning of unfamiliar and multiple meaning words and phrases ● Build knowledge of synonyms, antonyms, homophones 	<ul style="list-style-type: none"> ● Identify the parts of speech ● Understand the functions of words in sentences: subject, predicate, adjectives, adverbs, prepositions, direct object, indirect objects ● Diagram sentences ● Using verb tenses correctly

<ul style="list-style-type: none"> ● Begin to determine meaning of words using Latin roots and affixes <p>Resources:</p> <p>Sadlier Vocabulary Workshop...Blue Level</p>	<p>Resources:</p> <p>John Collins Writing Program 4-Square Writing Program</p>
<p style="text-align: center;">Language: Understand, Edit Mechanics</p>	<p style="text-align: center;">Writing</p>
<ul style="list-style-type: none"> ● Use correct capitalization, punctuation, and spelling ● Use commas, apostrophes, quotation marks ● Identify run-on sentences and fragments <p>Resources:</p> <p>John Collins Writing Program 4-Square Writing Program</p>	<ul style="list-style-type: none"> ● Expand, combine, or reduce sentences to improve meaning ● Eliminate run-ons and fragments in own work ● Use graphic organizers: venn diagrams, attribute webs, 4-Square organizer, story maps, T charts ● Summarize and paraphrase information ● Outline information ● Compose opinion pieces with clear point-of-view supported with reasons/evidence ● Compose informative/explanatory pieces to examine a topic and convey ideas and information clearly ● Develop topics with facts and details/ evidence/examples related to the topic ● Compose the 5 paragraph 3 point essay ● Write narratives of real or imaginary events ● Writing with dialogue ● Write a friendly letter ● Compose a How-To paragraph ● Compose a compare/contrast essay ● Use technology for short research projects <p>Resources:</p> <p>John Collins Writing Program 4-Square Writing Program</p>

Math

Objectives	BSS Difference
<ul style="list-style-type: none">• Demonstrate fluency with multi-digit addition, subtraction, multiplication, and division• Apply an understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators• Develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them• Use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense• Develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations.• Apply understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths• Use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers, to understand and explain why the procedures for multiplying and dividing finite decimals make sense• Compute products and quotients of decimals to hundredths efficiently and accurately• Recognize volume as an attribute of three-dimensional	<ul style="list-style-type: none">• Small group and pair work to encourage collaboration and peer teaching• Real life and cross curricular STREAM activities to extend and reinforce learning• Use of DynaMath Scholastic Magazine to promote everyday use of math concepts• Math games to encourage enjoyment in math

<p>space</p> <ul style="list-style-type: none"> ● Understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps ● Understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume ● Students will decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes ● Accurately measure necessary attributes of shapes in order to determine volumes to solve real-world and mathematical problems 	
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Science

<u>Skills & Learning Objectives</u>	<u>Content</u>	<u>BSS Difference</u>
<p>Grade 5: Earth Science</p> <ul style="list-style-type: none"> ● Understand Earth's relationship to the Sun, Moon, and other stars that explain <ul style="list-style-type: none"> ○ (a) why people on Earth experience day and night ○ (b) patterns in daily changes in length and direction of shadows over a day ○ (c) changes in the apparent position of the Sun, Moon, and stars at different times during a day, over a month, and over a year. 	<ul style="list-style-type: none"> ● McGraw-Hill SCIENCE - Earth Science 	<p>STREAM unit - designing parachutes for use in different atmospheres</p>

- Explore the parts and function of the eye.

Grade 5: Physical Science

- Explain common phenomena involving gases, and phase changes between gas and liquid and between liquid and solid.
 - Examples of common phenomena the model include adding air to expand a balloon, compressing air in a syringe, and evaporating water from a salt water solution.
- Measure and graph the weights (masses) of substances before and after a reaction or phase change to provide evidence that regardless of the type of change that occurs when heating, cooling, or combining substances, the total weight (mass) of matter is conserved.
- Observe and measure substances to describe characteristic properties of each, including color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility.
- Describe how each substance has a unique set of properties.
- Conduct an experiment to determine whether the mixing of two or more substances results in new substances with new properties (a chemical reaction) or not

- Pearson: Project STEM, Building a Super Sneaker

The Engineering Design Process
program from the Science Museum
of Boston, MA

<p>(a mixture).</p> <ul style="list-style-type: none"> • Use a model to describe that the food animals digest (a) contains energy that was once energy from the Sun, and (b) provides energy and nutrients for life processes, including body repair, growth, motion, body warmth, and reproduction. <p>Technological Systems</p> <ul style="list-style-type: none"> • Use informational text to provide examples of improvements to existing technologies (innovations) and the development of new technologies (inventions). • Recognize that technology is any modification of the natural or designed world done to fulfill human needs or wants. • Use sketches or drawings to show how each part of a product or device relates to other parts in the product or device.* 	<p>Using MacBooks and iPads to graph obtained data.</p>	
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Social Studies

Skills & Learning Objectives	Content	BSS Difference
<ul style="list-style-type: none"> • Understand social, political and economic differences can lead to conflict and some expected and unexpected results • Analyze how when change is forced, it is more difficult 	<p>Essential questions:</p> <ul style="list-style-type: none"> • What is worth fighting for? • How did different groups experience the growth of the 	<p>Use of instructional strategies that integrate reading and language arts skills:</p> <ul style="list-style-type: none"> • Sequencing

- Explain why people will fight for beliefs and way of life
- Understand that in wars, people and the environment are affected
- Explain the resources of the West and expansion of nation
- Analyze that while U.S. grew through Western expansion, Native Americans struggled to survive
- Describe how growth of nation led to U.S. as a world power
- Understand how inventions and technology changed the way people worked and lived
- Describe how immigrants to the U.S. in the late 19th and early 20th centuries contributed
- Understand social and economic reform movements in response to growth of cities and industry
- Explain how poverty and prejudice in the South led to migration of many African Americans
- Analyze women's fight for social and political equality through today
- Recognize issues of isolation vs. involvement in WWI
- Understand collapsed economy and environmental crisis of Great Depression
- Explain how New Deal created a larger role for government
- Understand factors leading to U.S. involvement in WWII
- Analyze anti-Semitism and Holocaust

U.S.?

- What are the costs and benefits of growth?
- When does change become necessary?
- How do people respond to good times and bad?
- What is worth fighting for?

Text: **My World Social Studies, The Growth of Our Country**

- Civil War and Reconstruction
- Expanding West and Overseas
- Industry and Immigration
- Struggle for Reform
- Good times and Hardships/World War I
- World War II
- The Cold War
- America Changes
- Americans Today

- Compare and contrast
- Draw conclusions
- Summarize
- Cause and effect
- Main idea and details
- Fact and opinion
- Generalize

Scholastic News - integration of current events

Short research projects

Appropriate use of technology for research

during WWII and world-wide ramifications		
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Religion

Note: In the fall of 2016, the Archdiocese of Boston released detailed Faith Formation Standards for use in all Archdiocesan schools. BSS is currently using these standards to evaluate the content and objectives of our current Religion curriculum to ensure alignment with these standards for Grade 5.

See the curriculum page of our website for the Faith Formation Standards.

Middle School Math

Grade 6

Objectives	BSS Difference
<ul style="list-style-type: none"> Extend the operations with whole numbers, decimals, 	<ul style="list-style-type: none"> 1:1 iPad with etext

<p>and fractions to estimating, comparing and ordering.</p> <ul style="list-style-type: none"> ● Extend fraction concepts and uses of basic number theory ● Extend the study of Algebra to solving one-step equations and evaluating expressions. ● Introduce ratios and percents ● Introduce Integers and Rational Numbers ● Extend the understanding of polygons to finding their area. ● Develop an appreciation of math as it applies to real world situations 	<ul style="list-style-type: none"> ● Use of various apps to connect math concepts ● Use of a Promethean Board to provide enhancement for various lessons ● Learn various strategies to assist with standardized testing ● Integrate various math concepts into the STREAM program ● Scholastic Math magazine as a supplement to connect math to current issues. ● Various games to reinforce certain math concepts ● Opportunity to be placed in an accelerated class
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<p>Operations and Algebraic Thinking</p>	<p>The Real and Complex Number Systems</p>
<ul style="list-style-type: none"> ● Estimate, order and compare decimals and fractions ● Add, subtract, multiply and divide decimals and fractions ● Use order of operations to simplify numerical expressions ● Use algebraic expressions to describe relationships ● Add, subtract, multiply and divide one-step equations involving whole numbers, decimals and fractions. ● Write and solve equations to solve problems ● Use divisibility rules, prime numbers, multiples and factors to solve problems ● Equivalent fractions and decimals and expressing decimals as terminating or repeating ● Write and simplify expressions using exponents ● Use properties of arithmetic to simplify expressions ● Solve problems involving ratios and rates ● Finding equivalent ratios, and rates to solve proportions ● Determining sensible units of customary and metric units 	<ul style="list-style-type: none"> ● Use Integers, Rational Numbers, Opposites and Absolute Value to represent real world situations ● Use a number line to compare and order integers and rational numbers ● Introduce basic computations with integers ● Introduce square roots and perfect squares.

<p>of measure.</p> <ul style="list-style-type: none"> • Use ratios to convert customary and metric units of measure. • Understanding the relationship between fractions, decimals and percents • Use percents to understand everyday situations 	
Statistics and Probability	Geometry
<ul style="list-style-type: none"> • Use ratios to determine the probability of an event • Determine the mean, median, mode and range in a set of data. • Collect, organize, display and interpret data using different types of graphs. 	<ul style="list-style-type: none"> • Identify points and parts of line and pairs of lines • Measure and classify angles • Identify and classify polygons • Identify parts of a circle • Use proportions to determine congruency and similarity • Identifying lines of symmetry • Finding perimeter and area of triangles and parallelograms • Identify three-dimensional figures • Finding the volume of prisms

Grade 7

Objectives	BSS Difference
<ul style="list-style-type: none"> • Extend the operations of numbers to include integers and rational numbers 	<ul style="list-style-type: none"> • 1:1 iPad with etext • Use of various apps to connect math concepts

<ul style="list-style-type: none"> ● Extend solving equations to include integers, decimals and fractions ● Extend the concepts of ratios, rates and proportions as they apply to various situations ● Extend the solving of percent problems ● Review the basic figures of geometry ● Review statistical concepts and extend them to making inferences ● Extend the concepts of ratios and percents to probability ● Develop an appreciation of math as it applies to real world situations 	<ul style="list-style-type: none"> ● Use of a Promethean Board to provide enhancement for various lessons ● Integrate various math concepts into the STREAM program ● Learn various strategies to assist with standardized testing ● Scholastic Math magazine as a supplement to connect math to current issues ● Various games to reinforce certain math concepts ● Opportunity to be placed in an accelerated class
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<p style="text-align: center;">Operations and Algebraic Thinking</p>	<p style="text-align: center;">The Real and Complex Number Systems</p>
<ul style="list-style-type: none"> ● Compare and order integers and rational numbers ● Using arithmetic properties to add, subtract, multiply and divide integers and rational numbers ● Using the distributive property to simplify algebraic expressions ● Evaluate algebraic expressions ● Solving word problems leading to one-step and two-step equations and inequalities ● Writing inequalities and graphing their solutions ● Reinforcement of ratios, rates and unit rates ● Write and solve proportions ● Use rates and proportions to solve problems involving similar figures, maps and scale models ● Determining proportional relationships ● Expand the comparing, ordering and converting of fractions, decimals and percents ● Solve percent problems using proportions and equations 	<ul style="list-style-type: none"> ● Reinforce square roots and cube roots <p style="text-align: center;">Accelerated Math</p> <ul style="list-style-type: none"> ● Difference between rational and irrational numbers ● Estimating square roots of non-perfect squares

<ul style="list-style-type: none"> ● Use percents to solve real world problems ● Writing numbers in standard and scientific notation <p style="text-align: center;">Accelerated Math</p> <ul style="list-style-type: none"> ● Identify the number of solutions to an equation ● Identify and describe linear and nonlinear functions ● Finding the slope of a line ● Using a table and equation to graph a linear function ● Write a function rule from words, tables and a graph ● Compare the properties of two functions ● Using properties of exponents to multiply and divide numbers in scientific notation 	
Statistics and Probability	Geometry
<ul style="list-style-type: none"> ● Gathering data about a population ● Making predictions and estimations about a population using data samples ● Classifying data and analyze surveys ● Comparing two populations ● Finding the theoretical probability of an event ● Finding the experimental probability of an event using simulations ● Using a sample space and the Counting Principle ● Finding the probability of compound events ● Finding the odds in favor and against an event <p style="text-align: center;">Accelerated Math</p> <ul style="list-style-type: none"> ● Finding the probability of mutually exclusive and overlapping events 	<ul style="list-style-type: none"> ● Review classifying angles and polygons and finding unknown angle measures. ● Analysis of the angles and sides of a triangle ● Find the area of parallelograms, triangles, trapezoids and irregular shapes ● Find the circumference and area of a circle ● Identifying three-dimensional solids ● Finding the surface area and volume of prisms and cylinders. <p style="text-align: center;">Accelerated Math</p> <ul style="list-style-type: none"> ● Use Pythagorean Theorem to find the length of the hypotenuse in a right triangle ● Converse of the Pythagorean Theorem ● Demonstrate that two triangles are congruent ● Graph translations, reflections and rotations ● Determine rotational and line symmetry

Grade 8

Objectives	BSS Difference
<ul style="list-style-type: none"> ● Review and extend computing with integers, rational and irrational numbers ● Review and extend solving equations involving multi-step ● Introduction to linear and nonlinear functions ● Extend the solving of percent problems and probability ● Introduce algebraic expressions with exponents ● Review graphing in the coordinate plane ● Review and extend the application of ratios, rates, proportions and indirect measurement ● Review and extend the properties of two-dimensional figures ● Develop an appreciation of math as it applies to real world situations 	<ul style="list-style-type: none"> ● 1:1 iPad with etext ● Use of various apps to connect math concepts ● Use of a Promethean Board to provide enhancement for various lessons ● Learn various strategies to assist with standardized testing ● Integrate various math concepts into the STREAM program ● Scholastic Math magazine as a supplement to connect math to current issues ● Various games to reinforce certain math concepts ● Math Clinic to prepare students for High School Entrance Exams

Operations and Algebraic Thinking	The Real and Complex Number Systems
<ul style="list-style-type: none"> ● Use appropriate operations to solve problems involving integers and rational numbers ● Review writing and solving equations including multi-step and variable on both sides ● Write, solve and graph inequalities ● Review the Distributive Property to simplify expressions ● Review solving problems involving ratios, rates and 	<ul style="list-style-type: none"> ● Write and use numbers with exponents including scientific notation ● Multiply and Divide Exponential expressions ● Review finding the square root of perfect squares and cube roots of perfect cubes ● Approximate the value of an irrational number ● Review graphing points in a coordinate plane

proportions

- Review real-world applications of proportions to scale models and indirect measure
- Review comparing and ordering integers, percents, fractions and decimals
- Identify proportional relationships
- Identify linear and nonlinear functions
- Finding the slope of a line
- Graphing a linear function
- Write a function rule from a table. graph and words

Accelerated Math

- Writing and Solving Compound Inequalities
- Graphing and describing the shape of a quadratic, absolute value and exponential function
- Determining the axis of symmetry and the maximum and minimum point of a quadratic function
- Writing a function rule in the form of $f(x)$
- Finding the domain and range for a function
- Identifying a sequential arithmetic pattern and writing it in function notation
- Writing and graphing a direct variation
- Writing and graphing a linear function in slope-intercept form, point-slope form and standard form
- Writing equations of parallel and perpendicular lines
- Solving and graphing systems of equations and inequalities
- Add and Subtract Polynomials
- Factoring Polynomials
- Multiply two binomials using the distributive property and FOIL
- Finding the square of a binomial
- Factoring Trinomials

Accelerated Math

- Classifying Polynomials

Statistics and Probability	Geometry
<ul style="list-style-type: none"> ● Review theoretical and experimental probability ● Finding the probability of compound mutually exclusive and overlapping events ● Make and interpret frequencies and histograms 	<ul style="list-style-type: none"> ● Use Pythagorean Theorem to find the length of the hypotenuse in a right triangle ● Translate, reflect, rotate and dilate figures in a coordinate plane ● Determining rotational symmetry ● Review finding area of geometric shapes ● Construct congruent angles and parallel lines using a compass and straightedge ● Review classifying three-dimensional figures ● Finding surface area and volume of three-dimensional figures

Middle School Science

Grade 6

<u>Skills & Learning Objectives</u>	<u>Content</u>	<u>BSS Difference</u>
<ul style="list-style-type: none"> ● 6-8.PS.2. Differentiate between volume and mass. Define density. ● 6-8.PS.3. Recognize that the measurement of volume and mass requires understanding of the sensitivity 	<ul style="list-style-type: none"> ● Matter ● study of Chemistry ● Substance ● Physical vs. Chemical Property 	<ul style="list-style-type: none"> ● Students partake in frequent hands-on labs and experiments relating to the content

<p>of measurement tools (e.g., rulers, graduated cylinders, balances) and knowledge and appropriate use of significant digits.</p> <ul style="list-style-type: none"> ● 6-8.PS.5. Recognize that there are more than 100 elements that combine in a multitude of ways to produce compounds that make up all of the living and nonliving things that we encounter. ● 6-8.PS.6. Differentiate between an atom (the smallest unit of an element that maintains the characteristics of that element) and a molecule (the smallest unit of a compound that maintains the characteristics of that compound). ● 6-8.PS.7. Give basic examples of elements and compounds. ● 6-8.PS.8. Differentiate between mixtures and pure substances. ● 6-8.PS.10. Differentiate between physical changes and chemical changes. 	<ul style="list-style-type: none"> ● element, atom, molecule and compound ● chemical formula ● Chemical bonds ● Mixtures ● SI units (Mass, volume, density) ● Mass vs. Weight ● Physical vs. Chemical Changes ● Law of Conservation of Mass ● 3 states of matter 	
<p>6-8.LS.13. Give examples of ways in which organisms interact and have different functions within an ecosystem that enable the ecosystem to survive.</p> <p>6-8.LS.14. Explain the roles and relationships among producers, consumers, and decomposers in the process of energy transfer in a food web.</p> <p>6-8.LS.15. Explain how dead plants and</p>	<ul style="list-style-type: none"> ● Organisms, species, population, community, ecosystem ● Abiotic/biotic factors ● Natural selection - adaptations ● Interactions among organisms - competition and predation 	<ul style="list-style-type: none"> ● STREAM Project – Eco-cleaner ● Students partake in frequent hands-on labs and experiments relating to the content

<p>animals are broken down by other living organisms and how this process contributes to the system as a whole.</p>	<ul style="list-style-type: none"> ● Types of symbiosis ● Food chain vs. food web ● Producers, consumers, decomposer ● Energy pyramid ● Dynamic equilibrium and stable ecosystems ● The water cycle, oxygen and carbon cycle, and nitrogen cycle ● 6 different biomes ● Natural resources - renewable and nonrenewable, ● Environmental science ● Forms of pollution ● Sustainable use, conservation and ecological footprint ● Benefits of biodegradable substances and recycling on the Earth ● Impacts of landfills 	
<ul style="list-style-type: none"> ● 6-8.ESS.1. Recognize, interpret, and be able to create models of the earth's common physical features in various mapping representations, including contour maps. ● Identify three main landforms (Mountains, plateaus, plains) ● Understand how weathering and 	<ul style="list-style-type: none"> ● Features of topography (landforms, relief, elevation) ● Reading and creating topographic maps ● Longitude and latitude ● Reading a map using a key, symbols and scale 	<ul style="list-style-type: none"> ● STREAM - Building for erosion control ● Students partake in frequent hands-on labs and experiments relating to the content

<p>erosion change the shape of Earth's land.</p> <ul style="list-style-type: none"> ● Identify and recognize difference between agents of Mechanical and Chemical Weathering. ● Identify forms of erosion (wind, water, wave, glacial) and landforms created as a result of each. 	<ul style="list-style-type: none"> ● Agents of mechanical and chemical weathering ● Water, wave, wind and glacial erosion. ● Land features created as result of 4 forms of erosion. 	
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Grade 7

<u>Skills & Learning Objectives</u>	<u>Content</u>	<u>BSS Difference</u>
<ul style="list-style-type: none"> ● What forms mechanical waves. ● Types of mechanical waves. ● Understand the amplitude, wavelength, frequency and speed of a wave. ● Explain how frequency, wavelength and speed of wave are related. ● Identify three things that change the direction of a wave. ● Identify two types of wave interference. ● Explain how standing waves form. ● Explain what sound is and factors that affect the speed of sound. ● Identify factors that affect loudness. ● Explain the Doppler Effect. 	<ul style="list-style-type: none"> ● Waves (energy, medium) ● 3 types of mechanical waves (transverse, longitudinal, surface) ● Aspects of 3 waves (crest, trough, compression, rarefaction) ● Properties of waves (amplitude, wavelength, frequency, speed) ● Reflection, refraction and diffraction ● 2 types of wave interference 	<ul style="list-style-type: none"> ● Students partake in frequent hands-on labs and experiments relating to the content

<ul style="list-style-type: none"> ● Identify factors that affect pitch. 	<p>(constructive/destructive)</p> <ul style="list-style-type: none"> ● Standing wave (nodes/antinodes) ● Resonance ● Factors that affect speed of sound (temperature, density, stiffness of medium) ● Pitch ● Factors affecting loudness (energy, intensity) ● Measuring loudness (decibel) ● Doppler Effect 	
<ul style="list-style-type: none"> ● 6-8.LS.3. Compare and contrast plant and animal cells, including major organelles (cell membrane, cell wall, nucleus, cytoplasm, chloroplasts, mitochondria, vacuoles). ● 6-8.LS.4. Recognize that within cells, many of the basic functions of organisms (e.g., extracting energy from food and getting rid of waste) are carried out. The way in which cells function is similar in all living organisms. ● 6-8.LS.5. Describe the hierarchical organization of multicellular organisms from cells to tissues to organs to systems to organisms. ● 6-8.LS.7. Recognize that every organism requires a set of instructions 	<ul style="list-style-type: none"> ● Animal vs. Plant Cell (Structure and function) ● Parts of microscope and appropriate use ● Cell theory ● Cell Membrane (passive vs. active transport, endo/exocytosis) ● Heredity ● Traits ● Genetics ● Dominant/recessive allele ● Purebred vs. hybrid ● Homogenous vs. heterogeneous ● Fertilization ● How to determine 	<ul style="list-style-type: none"> ● STREAM Project - Designing a species. ● Students partake in frequent hands-on labs and experiments relating to the content

<p>that specifies its traits. These instructions are stored in the organism's chromosomes. Heredity is the passage of these instructions from one generation to another.</p>	<p>probability of specific traits being passed to offspring</p> <ul style="list-style-type: none"> ● How to make and read a Punnett Square ● Phenotype vs. genotype ● Multiple alleles ● Codominance ● Incomplete dominance. 	
<ul style="list-style-type: none"> ● 6-8.ESS.2. Describe the layers of the earth, including the lithosphere, the hot convecting mantle, and the dense metallic core. ● 6-8.ESS.3. Differentiate among radiation, conduction, and convection, the three mechanisms by which heat is transferred through the earth's system. ● 6-8.ESS.5. Describe how the movement of the earth's crustal plates causes both slow changes in the earth's surface (e.g., formation of mountains and ocean basins) and rapid ones (e.g., volcanic eruptions and earthquakes). ● 6-8.ESS.6. Describe and give examples of ways in which the earth's surface is built up and torn down by natural processes, including deposition of sediments, rock formation, erosion, and weathering. 	<ul style="list-style-type: none"> ● Earth's system (biosphere, hydrosphere, atmosphere, geosphere) ● Difference between constructive and destructive forces ● Examples of destructive/constructive forces. ● Earth's interior layers ● Heat Transfer (radiation, conduction, convection) ● Movement of convection currents within the mantle ● The rock cycle ● Process of seafloor spreading and subduction ● Movement of plate tectonics ● Three types of boundaries, faults, and stress in Earth's crust 	<ul style="list-style-type: none"> ● STREAM - Building for Earthquakes ● Students partake in frequent hands-on labs and experiments relating to the content

	<ul style="list-style-type: none"> • Three types of seismic waves • Instruments used to measure earthquake intensity 	
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Grade 8

<u>Skills & Learning Objectives</u>	<u>Content</u>	<u>BSS Difference</u>
<ul style="list-style-type: none"> • 6-8.PS.1. Differentiate between weight and mass, recognizing that weight is the amount of gravitational pull on an object. • 6-8.PS.11. Explain and give examples of how the motion of an object can be described by its position, direction of motion, and speed. • 6-8.PS.12. Graph and interpret distance vs. time graphs for constant speed. 	<ul style="list-style-type: none"> • Motion • Using reference point to determine if something is in motion • SI units of measurement • Speed (average and instantaneous) • Velocity • Graphing and being able to read speed and velocity graphs • Calculating slope for speed • Acceleration (being able to 	<ul style="list-style-type: none"> • STREAM Project - Building Bridges • Students partake in frequent hands-on labs and experiments relating to the content

	<p>graph and read a graph of acceleration)</p> <ul style="list-style-type: none"> ● Force ● Calculating net force of an object ● Newton (unit of measure) ● Newton's laws of motion ● Gravity ● Various types of friction and being able to identify examples ● Mass vs. weight ● Inertia 	
<ul style="list-style-type: none"> ● 6-8.LS.5. Describe the hierarchical organization of multicellular organisms from cells to tissues to organs to systems to organisms. ● 6-8.LS.6. Identify the general functions of the major systems of the human body (digestion, respiration, reproduction, circulation, excretion, protection from disease, and movement, control, and coordination) and describe ways that these systems interact with each other. 	<ul style="list-style-type: none"> ● Cell structure (membrane, nucleus, cytoplasm) ● Body organization (cell, tissue, organ, organ system) ● Types of tissue (muscle, nervous, connective, epithelial) ● Transporting materials in body (getting food, breathing, moving waste) ● Nutrient (absorption) ● Glands and hormones ● Stimulus and response ● Maintaining homeostasis ● Parts of skeletal system (vertebrae, skeletal muscle, joints, ligament, 	<ul style="list-style-type: none"> ● Students partake in frequent hands-on labs and experiments relating to the content

	<p>compact bone, spongy bone, marrow, cartilage)</p> <ul style="list-style-type: none"> ● Osteoporosis ● Parts of Muscular System (involuntary/voluntary muscle, tendon, smooth/cardiac/striated muscle) ● Features of skin (epidermis, melanin, dermis, pore, follicle) ● Skin Cancer ● Features of nervous system (neuron, nerve impulse, dendrite, axon, nerve, sensory/inter/motor neuron, synapse) ● Functions of central and peripheral Nervous system ● Somatic and autonomic nervous system ● Features of brain (spinal cord, cerebrum, cerebellum, brain stem) 	
<ul style="list-style-type: none"> ● 6-8.ESS.8. Recognize that gravity is a force that pulls all things on and near the earth toward the center of the earth. Gravity plays a major role in the formation of the planets, stars, and solar system and in determining their motions. 	<ul style="list-style-type: none"> ● Earth's movement in space (axis, rotation, revolution, orbit) ● Summer/winter solstice, Autumnal/vernal equinox ● Explanation for seasons ● Newton's first law of motion 	<ul style="list-style-type: none"> ● STREAM - Building a space vehicle ● Students partake in frequent hands-on labs and experiments relating to the content

<ul style="list-style-type: none"> • 6-8.ESS.9. Describe lunar and solar eclipses, the observed moon phases, and tides. Relate them to the relative positions of the earth, moon, and sun. • 6-8.ESS.10. Compare and contrast properties and conditions of objects in the solar system (i.e., sun, planets, and moons) to those on Earth (i.e., gravitational force, distance from the sun, speed, movement, temperature, and atmospheric conditions). • 6-8.ESS.11. Explain how the tilt of the earth and its revolution around the sun result in an uneven heating of the earth, which in turn causes the seasons. 	<ul style="list-style-type: none"> • Effects of inertia and gravity on moon and Earth's orbit • Features and topography of the moon • Moon phases • Solar and lunar eclipses • Space Race • History of space exploration • Space shuttles • ISS • Space probes (orbiters/landers) • Exploration of objects in solar system • Features of the 4 inner and 4 outer planets • Features of Pluto 	
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Middle School - English Language Arts

Grade 6

Objectives	BSS Difference
<p>To develop critical thinkers who can take a position and develop arguments that support the position</p> <p>To improve reading comprehension</p> <p>To develop critical-reading skills the comprehension of fiction and nonfiction texts</p> <p>To expand knowledge of literary style and devices for the purpose of interpreting literature</p> <p>To develop writers who can express their ideas clearly and who approach writing confidently</p> <p>To build vocabulary and language mechanics expertise through explicit instruction</p> <p>To develop study skills so every student understands how he/she learns effectively and efficiently</p> <p>To use electronic resources to enhance learning</p>	<p>Emphasizing skill development so that students become independent learners and gain confidence in their ability to learn, read, and write well</p> <p>Providing explicit instruction on how to study and how to organize assignments and materials</p> <p>Teaching students study techniques and helping them to recognize which techniques are effective and efficient for them</p> <p>Providing rich feedback on written assignments through conferencing and comments in order to maximize the revision step of the writing process.</p> <p>Scaffolded teaching of the research process from plan to finished paper</p>

Literature	Informational Text
<p><u>Short Stories</u></p> <ul style="list-style-type: none"> • “The King of Mazy May” by Jack London 	<p><u>Reading Comprehension in Varied Subject Matter by Jane Ervin - Book 4</u> - short nonfiction selections to build and assess</p>

<ul style="list-style-type: none"> • “The Sound of Summer Running” by Ray Bradbury • Other stories from Prentice Hall Literature - Copper Level <p><u>Novels</u></p> <ul style="list-style-type: none"> • <i>The Graveyard Book</i> • <i>Where the Red Fern Grows/Bud, Not Buddy</i> • A Retelling of <i>The Odyssey</i> <p><u>Poetry</u></p> <p>Unit 9 on Poetry from Prentice Hall Literature - Copper Level</p> <ul style="list-style-type: none"> • Lyric, narrative, Haiku, Limerick, Concrete poems • Poetic devices and figurative language <p><u>Drama</u></p> <p><i>Romeo and Juliet</i> by Shakespeare <i>The Phantom Tollbooth</i></p>	<p>comprehension skills</p> <p><u>Nonfiction selections from Prentice Hall Literature - Copper Level - Unit 7</u></p> <ul style="list-style-type: none"> • “The Shutout” by • “Restoring the Circle” by • “How the Internet Works” by • “Turkeys” by <p><u>Scholastic Scope</u> - various articles from the monthly periodical</p> <p><u>Articles on ancient Greece as part of the grade 6 research project</u></p> <p><u>Background information (articles) on the novels, short stories, and plays and their author.</u></p>
<p style="text-align: center;">Vocabulary Acquisition and Use</p>	<p style="text-align: center;">Language: Understand, Edit for Grammar, Usage</p>
<p>Sadlier Vocabulary - Level B Membean.com - vocabulary Vocabulary from literature</p>	<p><u>Loyola Exercises in English</u></p> <ul style="list-style-type: none"> • Sentences - purpose, structure, and analysis (including diagramming) • Nouns • Verbs • Pronouns • Modifiers: adjectives and adverbs • Phrases and clauses • Punctuation Rules <p><u>Daily Language Workouts</u> - brief edit sessions for proofreading practice and review of rules.</p>

	Collins method of highlighting language mechanics errors in student writing so the student can make the corrections.
Other	Writing
<u>Oral Presentations</u> <ul style="list-style-type: none"> Recitation of a speech from <i>Romeo and Juliet</i> 	<ul style="list-style-type: none"> Fiction and nonfiction summaries Fiction and nonfiction narratives Friendly letter Essay about a literary character's traits that includes quotations from the text(s) that supports the student's opinion. Theme essay Grade 6 research project paper Poems: haiku and couplets in iambic pentameter, simile and metaphor use, free verse to explore use of literary technique

Grade 7

Objectives	BSS Difference
<p>To develop critical thinkers who can take a position and develop arguments that support the position</p> <p>To improve reading comprehension</p> <p>To develop critical-reading skills the comprehension of fiction and nonfiction texts</p> <p>To expand knowledge of literary style and devices for the</p>	<p>Emphasizing skill development so that students become independent learners and gain confidence in their ability to learn, read, and write</p> <p>Providing explicit instruction on how to study and how to organize assignments and materials</p> <p>Teaching students study techniques and helping them to recognize which techniques are effective and efficient for</p>

<p>purpose of interpreting literature</p> <p>To develop writers who can express their ideas clearly and who approach writing confidently</p> <p>To build vocabulary and language mechanics expertise through explicit instruction</p> <p>To develop study skills so every student understands how he/she learns effectively and efficiently</p> <p>To use electronic resources to enhance learning</p>	<p>them</p> <p>Providing rich feedback on written assignments through conferencing and comments in order to guide the maximize the revision step of the writing process.</p> <p>Teaching explicitly the entire research process from plan to finished paper</p>
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Literature	Informational Text
<p><u>Short Stories from Prentice Hall Literature - Bronze Level</u></p> <ul style="list-style-type: none"> ● “Phaethon, Son of Apollo” retold by Olivia E. Coolidge ● “Demeter and Persephone” retold by Anne Terry White ● “Icarus and Daedalus” retold by Josephine Preston Peabody ● “Two Kinds” by Amy Tan ● “After Twenty Years” by O. Henry ● “All Summer in a Day” by Ray Bradbury ● Others depending on time <p><u>Novels</u></p> <ul style="list-style-type: none"> ● <i>The Outsiders</i> ● <i>To Kill a Mockingbird</i> 	<p><u>Reading Comprehension in Varied Subject Matter by Jane Ervin - Book 5</u> - short nonfiction selections to build and assess comprehension skills</p> <p><u>Select Works from Prentice Hall Literature - Bronze Level</u></p> <ul style="list-style-type: none"> ● “Rattle Hunt” by Marjorie Rawls ● “From Barrio Boy” by ● “I Am a Native of North America” by ● “All Together Now” by Barbara <p>OR</p>

<p><u>Poetry</u></p> <p><u>Unit 9 - Prentice Hall Literature - Bronze Level</u></p> <ul style="list-style-type: none"> ● "The Cremation of Sam McGee" ● "Washed in Silver" ● "Winter" ● "Seal" ● "The Pasture" ● Three Haiku ● "Annabel Lee" ● "Martin Luther King" ● "Full Fathom Five" ● "Onomatopoeia" ● "Maestro" ● "The Village Blacksmith" ● "Life" ● "Loo-Wit" ● Other selected poems ● "If --" and "Thumbprint" ● "The Charge of the Light Brigade" and "Enemy" <p><u>Drama</u></p> <ul style="list-style-type: none"> ● <i>Twelfth Night</i> by Shakespeare ● <i>The Monsters Are Due on Maple Street</i> by Rod Serling 	<ul style="list-style-type: none"> ● "No Gumption" by Russell Baker ● "From An American Childhood" by Annie Dillard ● "The Night the Bed Fell" by James Thurber <p><u>Scholastic Scope</u> - various articles from the monthly periodical</p> <p><u>Texts</u></p> <ul style="list-style-type: none"> ● <i>Lincoln: A Photobiography</i> ● Selected readings on the Civil War that support the grade 7 research project. ● "Shakespeare and His World" - Prentice Hall Literature - Bronze Level
<p>Vocabulary Acquisition and Use</p>	<p>Language: Understand, Edit for Grammar, Usage</p>
<p>Sadlier Vocabulary Program - Level C Membean.com - vocabulary Vocabulary from fiction and nonfiction reading</p>	<p><u>Loyola Exercises in English*</u></p> <ul style="list-style-type: none"> ● Sentences - purpose, structure, and analysis (including diagramming) ● Nouns ● Verbs

	<ul style="list-style-type: none"> • Pronouns • Modifiers: adjectives and adverbs • Phrases and clauses and conjunctions • Punctuation Rules <p><u>Daily Language Workouts</u> - brief edit sessions for proofreading practice and review of rules.</p> <p><u>Collins method</u> of highlighting language mechanics errors in student writing so the student can make the corrections.</p> <p>*Topics are the same as Grade 6 curriculum but are covered in more depth.</p>
Other	Writing
<p><u>Oral Presentations</u></p> <ul style="list-style-type: none"> • The Gettysburg Address • Presentation of the research process and what was learned • Recitation of a speech from <i>Twelfth Night</i> 	<p>Theme essay (<i>The Outsiders</i> and <i>To Kill a Mockingbird</i>)</p> <p>Opinion essay about a literary character and using the text to support it</p> <p>Compare and contrast essay</p> <p>Grade 7 research project on the Civil War</p> <ul style="list-style-type: none"> • Formal outlining • Argumentation writing <p>Writing poetry - couplets in iambic pentameter</p> <p>Short responses to literary questions</p> <p>Fiction and nonfiction summaries</p>

Grade 8

Objectives	BSS Difference
To develop critical thinkers who can take a position and	Emphasizing skill development so that students become

<p>develop arguments that support the position</p> <p>To improve reading comprehension</p> <p>To develop critical-reading skills within the comprehension of fiction and nonfiction texts</p> <p>To expand knowledge of literary style and devices for the purpose of interpreting literature</p> <p>To develop writers who can express their ideas clearly and who approach writing confidently</p> <p>To build vocabulary and language mechanics expertise through explicit instruction</p> <p>To develop study skills so every student understands how he/she learns effectively and efficiently</p> <p>To use electronic resources to enhance learning</p>	<p>independent learners and gain confidence in their ability to learn, read, and write</p> <p>Providing explicit instruction on how to study and how to organize assignments and materials</p> <p>Teaching students study techniques and helping them to recognize which techniques are effective and efficient for them</p> <p>Providing rich feedback from teacher and peers on written assignments through conferencing and comments in order to guide the revision step of the writing process</p> <p>Teaching explicitly the entire research process from plan to finished paper</p>
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Literature	Informational Text
<p><u>Short Stories</u></p> <ul style="list-style-type: none"> ● “Thank You, M’am” ● “Flowers for Algernon” ● “Charles” ● “The Drummer Boy of Shiloh” ● “The Necklace” ● “The Gift of the Magi” 	<ul style="list-style-type: none"> ● <u>Nonfiction selections from Prentice Hall Literature -Silver Level</u> ● Articles from Commonlit.org and Newsela.com ● Background information (articles) on the novels, short stories, and plays and their author.

- Other stories from Prentice Hall Literature - Copper Level

Novels

- *The Outsiders*
- *The Five People You Meet In Heaven*
- Leveled war novels
- Leveled dystopia novels

Poetry

Collections from:

- Robert Frost
- Walt Whitman
- Edgar Allen Poe
- Emily Dickenson
- Harlem Renaissance period poets
- Various contemporary and classical poets

Drama

- *The Diary of Anne Frank* (drama adaptation in Prentice Hall Anthology)
- *A Midsummer Night's Dream*

Vocabulary Acquisition and Use

Language: Understand, Edit for Grammar, Usage

Membean.com - vocabulary
Vocabulary taken from literature

Loyola Exercises in English

- Sentences - purpose, structure, and analysis (including diagramming)
- Nouns
- Verbs
- Pronouns
- Modifiers: adjectives and adverbs
- Phrases and clauses

	<ul style="list-style-type: none"> ● Punctuation Rules <p><u>Noredink.com</u> - individualized practice sessions and assessments in grammar, editing, and usage</p> <p><u>Daily Language Workouts</u> - brief edit sessions for proofreading practice and review of rules.</p>
Other	Writing
<ul style="list-style-type: none"> ● Presentation skills ● Generating discussion questions ● Participating in discussion ● Understanding/reading media (commercials, social media, webpages, etc.) 	<ul style="list-style-type: none"> ● Emphasis on the process of composition including editing and revising ● Use of various graphic organizers to guide pre-writing ● Letter writing: personal and business ● Literary response and analysis incorporating text evidence from multiple sources ● Argument essay including counterclaim and counterpoints ● Persuasive essays ● Grade 8 research project paper ● Fiction and nonfiction narrative ● Exploration of poetry and prose by literary techniques

Middle School Social Studies

Grade 6

<u>Skills & Learning Objectives</u>	<u>Content</u>	<u>BSS Difference</u>
<p>On a historical map locate:</p> <ul style="list-style-type: none"> ● Tigris and Euphrates Rivers ● Sumer, Babylon, and Assyria as successive civilizations and empires in this region ● Explain why the region is sometimes called “the Fertile Crescent.” <p>On a modern map of western Asia:</p> <ul style="list-style-type: none"> ● Identify the modern countries in the region (Iraq, Iran, and Turkey). <p>The growth of Mesopotamian civilizations:</p> <ul style="list-style-type: none"> ● Describe importance of irrigation, metalsmithing, slavery, the domestication of animals, and inventions such as the wheel, the sail, and the plow <p>On a historical map of the Mediterranean region locate:</p> <ul style="list-style-type: none"> ● the Mediterranean and Red Seas ● the Nile River and Delta ● the areas of ancient Nubia and Egypt ● the locations of ancient Upper and Lower Egypt <p>On a modern map:</p> <ul style="list-style-type: none"> ● Identify the modern countries of Egypt and Sudan 	<ul style="list-style-type: none"> ● The Fertile Crescent ● Ancient Egypt ● Ancient Greece ● Ancient Rome ● Research Paper 	<ul style="list-style-type: none"> ● Emphasizing skill development so that students become independent learners and gain confidence in their ability to learn, read, and write ● Study skills ● Research process from plan to finished paper

Describe the role of:

- pharaoh as god/king
- Dynasties
- the importance of at least one Egyptian ruler
- the relationship of pharaohs to peasants, and the role of slaves in ancient Egypt

Summarize important achievements of Egyptian civilization

On a historical map of the Mediterranean area, locate:

- Greece and trace the extent of its influence to 300 BC/BCE

On a modern map of the Mediterranean area, locate:

- Europe
- the Middle East
- the Indian subcontinent
- Locate England, France, Greece, Italy, Spain, and other countries in the Balkan peninsula, Crete, Egypt, India, the Middle East, Pakistan, and Turkey.

Explain how the geographical location of ancient Athens and other city-states contributed to their role in maritime trade, their colonies in the

Mediterranean, and the expansion of their cultural influence

Explain why the government of ancient Athens is considered the beginning of democracy and explain the democratic political concepts developed in Ancient Greece.

Compare and contrast life in Athens and Sparta

Describe the status of women and the functions of slaves in ancient Athens

Analyze the Persian Wars:

- Causes
- Course
- Consequences
- including the origins of marathons

Analyze the Peloponnesian Wars between Athens and Sparta

- Causes
- Course
- Consequences

Describe the rise of Alexander the Great and the spread of Greek culture.

On a historical map, identify:

- ancient Rome and trace the extent of the Roman Empire to 500 AD/CE

Explain how the geographical location of Ancient Rome contributed to the shaping of Roman society and the expansion of its political power in the Mediterranean region and beyond.

Explain the rise of the Roman Republic and the role of mythical and historical figures in Roman history.

Describe:

- the government of the Roman Republic
- its contribution to the development of democratic principles
 - separation of powers
 - rule of law
 - representative government
 - notion of civic duty

Describe the influence of Julius Caesar and Augustus in Rome's transition from a republic to an empire

Explain the reasons for the growth and long life of the Roman Empire.

Describe the characteristics of slavery under the Romans.

<p>Determine the central ideas or information of:</p> <ul style="list-style-type: none"> • primary or secondary source • provide an accurate summary of the source distinct from prior knowledge or opinions. • distinguish among fact, opinion, and reasoned judgment in a text 		
<p><u>Grade 7</u></p> <p>Use map and globe skills learned in prekindergarten to grade five to interpret:</p> <ul style="list-style-type: none"> • different kinds of projections • topographic, landform, political, population, and climate maps <p>Interpret geographic information from a graph or chart</p> <ul style="list-style-type: none"> • construct a graph or chart that conveys geographic information (e.g., about rainfall, temperature, or population size data) <p>Explain impact of:</p> <ul style="list-style-type: none"> • urban sprawl on people and the planet • American consumption patterns • migration on the lives of people and the character of places • use of the resources of the rainforest • valuable resources on a region 	<ul style="list-style-type: none"> • The tools of geography • American consumption patterns • Immigration and migration to the United States • Urban Sprawl in the United States • Supranational Cooperation in the European Union • Oil in Southwest Asia • Research paper -Civil War 	<ul style="list-style-type: none"> • Skill development so that students become independent learners and gain confidence in their ability to learn, read, and write • Study skills • Research process from plan to finished paper

<p>Explain what forces work for and against cooperation in the European Union.</p> <p>Determine the central ideas or information of:</p> <ul style="list-style-type: none"> • primary or secondary source • provide an accurate summary of the source distinct from prior knowledge or opinions. • distinguish among fact, opinion, and reasoned judgment in a text 		
<p><u>Grade 8</u></p> <p>Students analyze primary source images to evaluate:</p> <ul style="list-style-type: none"> • how close African Americans came to full citizenship during Reconstruction <p>In a Problem Solving Groupwork activity, students create:</p> <ul style="list-style-type: none"> • a music video to illustrate how western settlement impacted the Nez Percé • examine how settlers changed the West and impacted other American Indian groups. 	<ul style="list-style-type: none"> • Reconstruction • Native Americans and the West • The Immigrant experience in the U.S. • The Progressive Era • U.S. Imperialism • U.S. and WWI • Roaring 20s • Great Depression • New Deal • WWII • Research paper 	<ul style="list-style-type: none"> • Skill development so that students become independent learners and gain confidence in their ability to learn, read, and write • Study skills • Research process from plan to finished paper

<p>In a Writing for Understanding activity, students create:</p> <ul style="list-style-type: none">● scrapbooks illustrating what life was like for immigrants in the early 1900s <p>Progressive era leaders:</p> <ul style="list-style-type: none">● evaluate whether progressives improved life in the United States● Panel discussion <p>In a Social Studies Skill Builder:</p> <ul style="list-style-type: none">● analyze political cartoons about U.S. actions in world affairs around the turn of the 20th century● evaluate the differing viewpoints of those actions. <p>In a Visual Discovery activity:</p> <ul style="list-style-type: none">● analyze and bring to life images depicting key events of the Roaring Twenties, the Great Depression, and New Deal <p>In a Problem Solving Groupwork activity:</p> <ul style="list-style-type: none">● present radio broadcasts on the impact of World War II on eight social and ethnic groups in the United States		
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Middle School Theology

Note: In the fall of 2016, the Archdiocese of Boston released detailed Faith Formation Standards for use in all Archdiocesan schools. BSS is currently using these standards to evaluate the content and objectives of our current Theology curriculum, to ensure alignment with these standards at all grade levels.

	<u>Skills & Learning Objectives</u>	<u>Content</u>	<u>BSS Difference</u>
Grade 6	<p>THEME: THE COVENANT AS A TESTAMENT BETWEEN GOD AND ISRAEL IN THE JEWISH SCRIPTURES AND BETWEEN GOD AND THE WHOLE HUMAN COMMUNITY IN THE CHRISTIAN SCRIPTURES ESTABLISHED BY THE BLOOD OF JESUS CHRIST.</p> <ul style="list-style-type: none"> ● Understand the Bible as a revelation of God’s saving love. ● Understand how God’s saving love was manifested toward the people of God in the Jewish Scriptures/Old Testament. ● Understand how God used special people (Kings, prophets, etc.) to form the Israelites into a community. ● Understand that God chose leaders to help bring about the promised covenant. ● Understand that the Church is a community of those who have been called to acknowledge that Lordship of Jesus and to be a sign of communion with God to others 	<p>Continuous focus:</p> <ul style="list-style-type: none"> ● Prayer ● The Liturgical Year ● Application to our lives <p>Textbook:</p> <p>Bible: Old Testament study</p> <p><i>We Believe</i>. Vol. 6. New York: Sadlier, 2011. Print. <i>We Are God's People</i>.</p> <ul style="list-style-type: none"> ● Chapter 1 - God’s Revelation = Scripture and Tradition ● Chapter 2 - Creation ● Chapter 3 - People Turn from God ● Chapter 4 - God Promises to Help People ● Chapter 5: The Patriarchs - God Chooses a People 	<p>STREAM research and project on Social Justice principle 1</p> <p>Matthew 25 Service Program</p>

	<p>(Lumen Gentium).</p> <p>THEME: WE ARE CALLED TO CARE FOR ALL OF GOD'S CREATION.</p> <ul style="list-style-type: none"> ● Understand that we are to respect all life. <ul style="list-style-type: none"> ○ Racism, sexism, and discrimination are barriers to respect for life ● Understand that respect for life includes caring for the earth and our environment. 	<ul style="list-style-type: none"> ● Chapter 8 - An Enslaved People ● Chapter 9 - A Free People <p>Social Justice Principle 1</p> <p>Diocesan program: "God's Plan for Life and Love" Book and video clips</p> <ul style="list-style-type: none"> ● Identity 	
<p>Grade 7</p>	<p>THEME: THE PERSON, MESSAGE, AND MISSION OF JESUS</p>	<p>Continuous focus:</p> <ul style="list-style-type: none"> ● Prayer ● The Liturgical Year <p>Textbook:</p>	<p>70 Words Every Catholic Should Know</p>

	<ul style="list-style-type: none"> • Understand the historical Jesus through an informed reading of the Gospels • Understand the message of Jesus. • Examine the mission of Jesus the Christ • Understand the meaning of the mystery of Christ for contemporary Christian life. <p>THEME: WE ARE CALLED BY GOD TO RESPECT THE HUMAN DIGNITY AND HUMAN RIGHTS OF ALL PEOPLE</p> <ul style="list-style-type: none"> • Understand that the human person fashioned in God's image has inherent rights that are to be protected and promoted. • Understand that peace flows from justice. • Understand that we are called to be peacebuilders. <p>THEME: WE ARE CALLED TO MAKE DECISIONS IN THE WAY GOD INTENDED</p> <ul style="list-style-type: none"> • How does Jesus want us to live? • Call to vocation 	<p>*****</p> <p>Scripture and the Gospels</p> <ul style="list-style-type: none"> • Alternative Assessment: Gospel Step Book Chapters 1, 2, 5 <p>Jesus the Messiah - the Promised Fulfillment of Salvation History</p> <ul style="list-style-type: none"> • Chapter 7 <p>Jesus - the Incarnation - both God and Man Mary, Mother of God</p> <ul style="list-style-type: none"> • Chapter 8 <p>Jesus the Teacher and Healer The Parables The Beatitudes</p> <ul style="list-style-type: none"> • Chapters 9 and 10 	<p>(inclusive of Grade 6 words)</p> <p>"The Nativity Story" Movie and essay</p> <p>"Altaration" by Ascension Press</p> <p>Movie and essay: God is Not Dead</p> <p>STREAM research and project on Social Justice principle 1, 4, and 7.</p> <p>Complete portion of Social Justice portfolio.</p> <p>Matthew 25 Service Program</p>
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		<p>Jesus, the Savior</p> <ul style="list-style-type: none"> • Chapters 11 and 12 • Chapter 16 <p>The Eucharist/The Mass</p> <ul style="list-style-type: none"> • <i>Chronicles of Narnia</i> 	<ul style="list-style-type: none"> • Essay
Grade 8	<p>THEME: THE HISTORY AND MISSION OF THE ROMAN CATHOLIC CHURCH</p> <ul style="list-style-type: none"> • Understand the origins and purpose of the Church. • Understand the history of the Church from the Post-Apostolic Era • Examine the mission of the Church. • Understand the meaning of the mystery of the Church in the modern world. <p>THEME: ALL LIFE IS GOOD, AND HUMAN LIFE IS PRECIOUS!</p> <ul style="list-style-type: none"> • Understand living by the principle of a “consistent life ethic”. 	<p>Continuous focus:</p> <ul style="list-style-type: none"> • Prayer • The Liturgical Year <p>Textbook:</p> <p><i>We Live Our Faith. as Members of the Church.</i> New York, NY: Sadlier, 2007. Print.</p> <p>The Early Church</p> <ul style="list-style-type: none"> • Chapter 7 • Apostles Research <p>Channing Bete -</p> <ul style="list-style-type: none"> • The History of the 	<p>STREAM research and project on Social Justice principle 1-7</p> <p>Complete portion of Social Justice portfolio.</p> <p>Active learning activities that simulate justice/ injustice.</p> <p>Matthew 25 Service Program</p>

		<p>Catholic Church</p> <ul style="list-style-type: none"> ● Timeline project ● What is the Church? ● What does it mean to be Catholic? ● Chapter 21 - Images of the Church, Marks of the Church ● Church Map project ● Chapter 22 - Sacrament, prayer and liturgy ● Chapter 23 - Pope, Bishops, Vocations, Parish work ● Social Justice Unit and portfolio ● Chapter 19 - Caring for the Whole Human Family <p>Diocesan program: “God’s Plan for Life and Love” Book and video clips</p> <ul style="list-style-type: none"> ● God’s Call and My Response 	
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		<ul style="list-style-type: none"> ● Freedom/Happiness ● Chapter 1 - The Goodness of God ● Chapter 2 - Making Moral Choices ● Chapter 3 - Introduction to the Ten Commandments, The Great Commandment, The Beatitudes ● Chapters 4-6 - The Ten Commandments in world today. 	
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Spanish

BSS Difference: Students are able to experience the Spanish language and culture grades K-8

Exposure to a modern language with peers

Multiple opportunities to understand the language and culture of Spanish speaking countries

Introduction of Spanish expressions and stories

Use Spanish for communication and self-expression (both practical and humorous)

Short narratives, skits, plays

Exposure to picturesque views and know and not well known aspects of Hispanic culture

Use of audio and video materials

	<u>Skills & Learning Objectives</u>
Kindergarten (1 x week)	<ul style="list-style-type: none">● Recite the days of the week and the months of the year in Spanish● Identify what day it is, what month it is, and what day of the week it is in Spanish● Tell name in Spanish● Count 1-20 in Spanish● Identify the colors of the rainbow in Spanish● Identify basic fruits in Spanish● Compare and contrast Hispanic holidays to American celebrations<ul style="list-style-type: none">○ Day of the Dead○ La Navidad○ Semana Santa/La Pascua○ Cinco de Mayo
Grades 1-4 (1 x week)	<ul style="list-style-type: none">● Hold a basic conversation in Spanish (hola, como estás, bien/mal, etc.)● Recite the days of the week and months of the year in Spanish● Talk about the date in Spanish relative to other aspects of the calendar● Count 0-50 in Spanish● Students master the colors in Spanish● Talk about the weather in Spanish● Compare and contrast holidays in Spanish-speaking countries to American celebrations

	<ul style="list-style-type: none"> ○ Day of the Dead ○ La Navidad ○ Semana Santa/La Pascua ○ Cinco de Mayo ● Recite the alphabet in Spanish ● Name classroom objects in Spanish ● Name basic fruits in Spanish ● Name basic foods in Spanish ● Name farm animals in Spanish ● Name the members of the family in Spanish
Grade 5 (2 x week)	<ul style="list-style-type: none"> ● Write the date in Spanish ● Write numbers in Spanish ● Count from 0-100 in Spanish ● Use previous vocabulary learned in conversation ● Understand masculine and feminine nouns and begin to distinguish the two ● Understand and use “Me gusta/No me gusta” ● Understand basic infinitive verbs ● Compare Day of the Dead and Halloween ● Discuss Christmas in Spanish-speaking countries and compare and contrast these traditions with own family traditions ● Use interrogatives in Spanish
Grade 6 (2 x week)	<ul style="list-style-type: none"> ● Identify the body parts in Spanish ● Use descriptive adjectives in Spanish ● Describe the personality of themselves and others using Spanish vocabulary
Grade 7 (3 x week)	<ul style="list-style-type: none"> ● Recall greetings, colors, numbers 0-100, body parts and other previously covered vocabulary/grammar units ● Tell time in Spanish ● Talk about favorite school subjects and class schedule ● Talk about classroom objects and items in backpack or desk ● Use verbs: gustar and encantar ● Understand verb infinitives

	<ul style="list-style-type: none"> • Talk about what they and others like to do and do not like to do • Use the present tense of -ar, -er, -ir verbs in conversation and in writing
Grade 8 (3 x week)	<ul style="list-style-type: none"> • Use the present tense in Spanish for -ar, -er, and -ir verbs with accuracy • Describe the physical appearance of people and things • Use the verb “tener” • Use possessive adjectives • Understand the basic differences between ‘ser’ and ‘estar’ and use appropriately in oral and written sentences

Physical Education

	<u>Skills & Learning Objectives</u>	<u>Content</u>	<u>BSS Difference</u>
Early Childhood: PS-K & Grade 1	Movement Concepts, Body Management, Locomotion Movement: Students will be able to demonstrate motor skills and movement patterns needed to perform a variety of physical activities. <ul style="list-style-type: none"> • Travel within a large group, travel in variety of directions forward, back sideways, curved, zigzag. • Demonstrate speed changes, create shapes, high, medium, low levels. 	Cooperative Games: <ul style="list-style-type: none"> • Messy Backyard • Gladiator Pins only • Freeze Dance • 4 Corners • 7 Up • Fishy Fishy • Duck Duck Goose • Cut the Cake 	In all grade levels at BSS we stress the importance of respect, empathy, humility, perseverance, teamwork, leadership, cooperation, sharing, and self-discipline. We highlight the value of physical activity for health, enjoyment, self expression, social interaction, and overall

	<ul style="list-style-type: none"> ● Practice balancing on a # of body parts, knowing personal space and general space. ● Practice jogging, running, hopping, sliding, galloping at different rates of speed. ● Manipulation Skills: striking, tossing, underhand, overhand catching, kicking, dribbling, bouncing continuously with a variety of balls. ● Learn about muscular strength endurance, flexibility. ● Identify heart, muscles, and bones. ● Demonstrate self responsibility, teamwork, leadership, cooperation, and sharing. 	<p>Gross Motor Skill Building:</p> <ul style="list-style-type: none"> ● Small Group Relay Races ● Students will learn various ways to move across the gym <p>Sports:</p> <ul style="list-style-type: none"> ● Soccer ● Beat the Ball ● Bok Ball ● Steal the Bacon 	<p>physical and emotional wellness.</p> <p>Create an atmosphere that is safe, fun, and challenging.</p> <p>Foster the love of God, family, and all people regardless of physical differences or abilities.</p>
<p>Grades 2 - 5</p>	<p>Movement Concepts, Body Management, and Locomotion:</p> <p>Students will improve motor skills and movement patterns needed to perform a variety of physical activities accompanied by manipulation skills.</p> <ul style="list-style-type: none"> ● Improve locomotion skills while moving to open spaces while traveling at increasing speed in large and small groups. ● Jumping for distance, height, proper 	<p>Cooperation Games:</p> <ul style="list-style-type: none"> ● Gladiator ● Newcomb Ball ● Treasure Hunt ● Dunk and Run ● Swamp Ball ● Keeper of the Castle ● Bok Ball ● Steal the Bacon <p>Ice Breaking Games:</p> <ul style="list-style-type: none"> ● Ships and Sailors 	

	<p>take-off and landing skills.</p> <ul style="list-style-type: none"> • Learn kicking a rolling ball, hand dribbling with control, foot dribbling with control, punting, jumping rope, underhand and overhand throwing with proper technique, accuracy, and distance <p>Increase muscular strength, endurance, and flexibility.</p> <ul style="list-style-type: none"> • Identify specific muscle groups responsible for physical activities. <p>Demonstrate growth and maturity in the areas of self responsibility, teamwork, leadership, cooperation</p> <ul style="list-style-type: none"> • Express encouragement to others • Accept roles of group members and abide by officials • Value physical activity for health, enjoyment, self expression, and social interaction. 	<ul style="list-style-type: none"> • Untie the Knot • Keep it Up • Monkey in the Middle • Castle Ball <p>Sports:</p> <ul style="list-style-type: none"> • Soccer • Basketball • Kickball • Matball <p>Life skills:</p> <ul style="list-style-type: none"> • Proper Warm-Ups • Stretching • Cool Downs • Basic Weight Training • Functional Training • Core Training • Bootcamp • Yoga • Pilates <ul style="list-style-type: none"> • Flexibility Testing • Beep Test, President's Challenge <ul style="list-style-type: none"> • Sprint/Jump Circuit 	
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		<ul style="list-style-type: none"> ● Obstacle Course 	
<p>Grades 6 - 8</p>	<p>In Middle School physical activities emphasize:</p> <ul style="list-style-type: none"> ● working cooperatively to achieve a common goal, ● meeting challenges, ● decision making, ● teamwork, ● problem solving. <p>Movement Concepts, Body Management, and Locomotion:</p> <ul style="list-style-type: none"> ● Improve locomotion skills while manipulating an object within a physical activity. ● Learn volleying an object repeatedly, striking a ball, dribbling to teammates with and without guarding with improved accuracy. ● Incorporate advanced overhand, side-arm, underhand catching, kicking, punting, striking, trapping, dribbling with hands and feet. ● Offense and defense techniques. ● Increase understanding of muscular strength, endurance and flexibility ● Increase understanding of muscle groups responsible for physical activities. 	<p>All of the above - Cooperative Games, Ice Breaking Games, Sports</p> <ul style="list-style-type: none"> ● Increase of rules, leadership, and decision making. <p>Detailed instruction of:</p> <ul style="list-style-type: none"> ● Warm ups ● Stretching ● Cool Downs ● All types of aerobic, strength, core, flexibility, agility training, Yoga, Pilates <p>Detailed explanation of:</p> <ul style="list-style-type: none"> ● functions of major muscle groups ● Flexibility Testing ● Beep Test ● President's Challenge 	

	<p>Demonstrate proper warm-up and cool down activities.</p> <p>Learn weight bearing exercises, core exercises, resistance weight training exercises and agility training.</p> <p>Participate productively in a group physical activity.</p> <ul style="list-style-type: none">● Agree on a common goal while participating in cooperative physical activities.● Solve problems● Demonstrate leadership while participating in the physical activity.● Accept differences in physical development and personal preferences as they affect participation in physical activities.● Abide by officials, accept roles of group members, learn leadership responsibilities. <p>Value physical activity for health, enjoyment, self expression, social interaction, and overall physical and emotional wellness for a lifetime.</p>		
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Music

	<u>Skills & Learning Objectives</u>	<u>Content</u>	<u>BSS Difference</u>
Early Childhood: PS - K	<p>National Standards:</p> <p>Singing, alone and with others. a varied repertoire of music. Performing on instruments, alone and with others a varied repertoire of music.</p> <ul style="list-style-type: none"> ● Rules of the classroom ● Matching Pitch ● Movement ● Steady Beat ● Tempo 	<p>Songs:</p> <ul style="list-style-type: none"> ● <i>Sing Hello,</i> ● <i>This Is Music Day,</i> ● <i>Washing Hands.</i> <p>Various Fall Songs and Halloween songs</p> <p>rhythm instruments</p>	<p>Sacred songs</p> <p>All children are taught within a Christian context.</p>
	<p>National Standards:</p> <p>Singing alone and with others a varied repertoire of music. Understanding music in relation to history and culture.</p> <ul style="list-style-type: none"> ● Blending of Voices ● Good stage behavior 	<p>Christmas concert songs</p>	<p>Christmas music emphasizing the birth of Jesus</p>
	<p>National Standards:</p>	<p>Seasonal selections -</p>	<p>Within the context of the</p>

	<p>Singing alone and with others a varied repertoire of music. Performing on instruments, alone and with others, a varied repertoire of music. Improvising melodies, variations and accompaniments.</p> <ul style="list-style-type: none"> ● Tempo ● Beat ● Good vocal techniques ● Movement with music ● Quarter notes, half notes and rests. 	<ul style="list-style-type: none"> ● <i>Snowy Flakes, Playing in the Snow,</i> ● <i>Snow, Snow Snow</i> ● <i>Snowy Flakes</i> ● <i>What Did You Do?</i> ● <i>Keep Moving</i> ● <i>Stand Up Sit Down</i> ● <i>Bingo</i> ● <i>The Ants Go Marching</i> ● <i>BSS School Song</i> in preparation for the Catholic Schools week ● Valentine's Day songs ● St Patrick's Day songs ● Movement songs ● Rhythm instruments 	<p>music, we learn Christian Values and discuss them as they arise.</p> <p>Spirituals</p> <p>Songs reinforcing Christian stories</p>
	<p>National Standards:</p> <p>Understanding music in relation to history and culture Singing, alone and with others, a varied repertoire of music Performing on instruments, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> ● Classical Music ● Instrument Families ● Continuing earlier concepts ● Continuing movement and rhythm instrument use 	<ul style="list-style-type: none"> ● <i>My First Classical Book</i> ● Grandparents' Day Music ● End of the Year programs 	<p>Music history is discussed in the context of God's gifts and talents.</p>

<p>Grades 1- 2</p>	<p>National Standards:</p> <p>Singing alone and with others, a varied repertoire of music. Performing on instruments, alone and with others, a varied repertoire of music</p> <ul style="list-style-type: none"> ● Rules of the Classroom ● Tempo ● Steady Beat ● Singing Together and Singing Alone ● Movement in Music 	<p>Various Fall and Halloween Songs:</p> <ul style="list-style-type: none"> ● <i>Grey Squirrel,</i> ● <i>Falling Leaves,</i> ● <i>The Ants Go Marching,</i> ● <i>I've Got An Autumnish Feeling,</i> ● <i>The Ghost of John,</i> ● <i>3 Black Cats,</i> ● <i>Pumpkin Stew</i> ● <i>The Old Gray Cat</i> 	<p>Halloween songs discussed within Christian context</p>
	<p>National Standards:</p> <p>Singing alone and with others, a varied repertoire of music Understanding music in relation to history and culture.</p> <ul style="list-style-type: none"> ● Blending of Voices ● Dynamics ● Vocal Breathing ● Diction ● Good Stage Behavior 	<p>Repertoire for Christmas concert</p>	<p>Concert pieces include at least one Christian Carol</p>
	<p>National Standards:</p>	<p>Winter songs:</p>	<p>BSS Song</p>

	<p>Performing on instruments alone and with others, a varied repertoire of music. Reading and notating music</p> <ul style="list-style-type: none"> • Tempo • Beat • Musical Notation • Dynamics • Rhythm 	<ul style="list-style-type: none"> • <i>Falling Snowflakes,</i> • <i>Playing in the Snow,</i> • <i>What Did you Do?</i> <p>Rhythm instruments</p> <p>BSS School Song in preparation for Catholic Schools Week</p>	
	<p>National Standards:</p> <p>Understanding relationships between music, the other arts and disciplines.</p> <ul style="list-style-type: none"> • Music Time Periods • Instrument Families • Dynamics • Rhythm 	<ul style="list-style-type: none"> • <i>My First Classical Book</i> • Valentine's Day songs • St. Patrick's Day songs 	<p>Musical gifts are presented as gifts from God.</p>
	<p>National Standards:</p> <p>Understanding relationships between music, the other arts and disciplines. Reading and Notating music. Singing, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> • Continued music notation • In second grade, introduction to treble clef note names 	<p>Easter/Spring songs :</p> <ul style="list-style-type: none"> • <i>Here Comes Peter Cottontail,</i> • <i>Six Little Ducks.</i> • <i>In God's Circle of Love</i> • (for the end of the year mass.) <p>Musical concept story books:</p>	<p>Celebrating Easter</p>

	<ul style="list-style-type: none"> ● Singing alone and in groups ● Instrument Families 	<ul style="list-style-type: none"> ● <i>The Philharmonic Gets Dressed</i> ● <i>Jazz Fly.</i> ● <i>Peter and the Wolf (second grade)</i> ● <i>Grandparent's Day music</i> 	
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Grades 3 - 4	<p>National Standards:</p> <p>Singing, alone and together, a varied repertoire of music Reading and notating music understanding music in relation to history and culture</p> <ul style="list-style-type: none"> ● Rules of the classroom ● Expectations ● Singing together ● Matching Pitch ● Steady Beat ● Call and response singing ● Rounds 	<ul style="list-style-type: none"> ● <i>Flea</i> ● <i>Sing Hello</i> ● <i>This is music day</i> ● <i>Fall Songs</i> ● <i>Halloween songs</i> <p>"Lives of the Musicians" book</p> <p><i>Fourth Only:</i></p> <ul style="list-style-type: none"> ● <i>This Land is Your Land by Woody Guthrie</i> ● <i>Dem Bones</i> ● <i>Will the Circle be Unbroken?</i> 	<p>Discussing rules within a Christian context</p> <p>Gifts as given by God</p>
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	<p>National Standards:</p> <p>Singing, alone and with other, a varied repertoire of music Evaluating music and music performances</p>	<p>Christmas repertoire for the Christmas Concert.</p>	<p>Christmas concert preparation is done with the Christian meaning of Christmas.</p>
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	<p>Improvising melodies, variations and accompaniments</p> <p>Performing on instruments, alone and with others a varied repertoire of music. Understanding relationships between music the other arts and disciplines.</p> <ul style="list-style-type: none"> ● Blending of voices ● Steady Beat ● Stage behavior 		
	<p>National Standards:</p> <p>Reading and notating music Understanding music in relation to history and culture. Improvising melodies, variations, and accompaniments. Performing on instruments, alone and with others a varied repertoire of music</p> <ul style="list-style-type: none"> ● Tempo ● Note Reading ● Dynamics ● Note and Rest Names ● Recorder Technique ● Steady Beat 	<ul style="list-style-type: none"> ● Recorders ● Recorder Karate sheets ● Belts 	<p>Values of hard work, patience and understanding in context of the Christian faith.</p>

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<p>Grades 5 - 6</p>	<p>National Standards:</p> <p>Singing, alone and with others, a varied repertoire of music. Listening to, analyzing, and describing music. Evaluating music and music performances. Understanding music in relation to history and culture.</p> <ul style="list-style-type: none"> ● Rules and Expectations ● Listening ● Learning to Critique Music ● Melody ● Pitch ● Rhythm ● Song Share ● rounds ● call/response 	<p>Songs:</p> <ul style="list-style-type: none"> ● <i>Flea</i> ● <i>Now Let Us Sing</i> ● <i>This Land is Your Land</i> ● <i>Dem Bones</i> <p><i>Stereo System</i> <i>Projector</i></p>	<p>Discussing music and expectations in general is within the context of the Christian community.</p>
	<p>National Standards:</p> <p>Singing, alone and with others, a varied repertoire of music. Listening to, analyzing, and describing music.</p>	<p>Preparation of class songs for the Christmas concert.</p>	<p>Christmas is presented in relation to Christianity.</p>

	<p>Evaluating music and music performances. Understanding music in relation to history and culture.</p> <ul style="list-style-type: none"> • Blending of voices • Stage presence 		
	<p>National Standards:</p> <p>Listening to, Analysing, and describing music. Evaluating music and music performances. Reading and notating music. Understanding relationships between music, the other arts and disciplines. Understanding music in relation to history and culture.</p> <p>Fifth grade- Opera vs. Oratorio vs. Musical Theatre</p> <p>Sixth Grade- THE LANGUAGE OF MUSIC note names</p> <ul style="list-style-type: none"> • note values • rest names • rest values • staff • clefs 	<p>Opera recordings-</p> <ul style="list-style-type: none"> • <i>Magic Flute</i> • <i>Ballad of Baby Doe</i> • <i>Julius Ceasar</i> • Oratorio recordings- • <i>Messiah</i> <p>Oratorio Recordings-</p> <ul style="list-style-type: none"> • <i>Gloria</i> • <i>Mass in C</i> • Musical Theatre recordings- • <i>Sound of Music</i> • <i>Godspell</i> • <i>Annie</i> • <i>West Side Story</i> • Video projector <p>Notation</p>	<p>Oratorio is discussed in its' relation to the history of the church. Gifts of God as shown in different genres of music.</p>

	<ul style="list-style-type: none"> ● time signature ● dynamics 		
	<p>National Standards:</p> <p>Reading and notating music. Understanding music in relation to history and culture. Composing and arranging music within specific guidelines. Listening to, analyzing, and describing music.</p> <p>Fifth Grade: Rhythm Tournament-</p> <ul style="list-style-type: none"> ● note names ● note values ● rest names ● rest values ● dynamics ● tempo markings <p>Sixth Grade:</p> <ul style="list-style-type: none"> ● Independent research projects on favorite popular music artist. presentations ● introduction to <i>Garage Band</i> <p>Square Dancing</p>	<p>Rhythm tournament</p> <p>iPads for music research and <i>Garage Band</i>.</p> <p>Recordings for square dancing</p>	<p>Understanding music as a gift from God.</p>

<p>Grades 7 - 8</p>	<p>National Standards:</p> <p>Improvising melodies, variations and accompaniments. Listening to and analyzing, and describing music. Understanding music in relation to history and culture. Composing and arranging music within specific guidelines.</p> <p>Rules and Expectations “Song Share” Rhythm name games-</p> <ul style="list-style-type: none"> ● tempo ● beat <p>Introduction to <i>GARAGE BAND</i></p>	<p>iPads</p>	<p>Christian language is required in all compositions and in songs that are brought in for sharing.</p>
	<p>National Standards:</p> <p>Understanding music in relation to history and culture. Listening to, analyzing, and describing music. Evaluating music and music performances.</p> <ul style="list-style-type: none"> ● Blending of voices ● STREAM connections 	<p>iPads</p> <p>STREAM materials as needed</p> <p>Music for the Christmas concert</p> <p>Christmas Carol Trivia Game</p>	<p>Concert music is from sacred repertoire. STREAM projects as related to Christian faith.</p>

	<ul style="list-style-type: none"> • Continued sharing of compositions “Song Share” • Christmas carol research project 		
	<p>National Standards:</p> <p>Listening to, analyzing, and describing music.</p> <p>Evaluating music and music performances.</p> <p>Understanding music in relation to history and culture.</p> <p>Jazz Unit - Grade 7</p> <p>Catholic Music History - Grade 8</p> <ul style="list-style-type: none"> • scat • improvisation • swing • blues • dixieland • big band • smooth <ul style="list-style-type: none"> • chant • monophonic vs, polyphonic • Pope Gregory I • Plainsong 	<p>IPADS</p>	<p>Catholic music history is offered.</p> <p>Jazz, as part of creation is presented in relationship to God’s gifts.</p>

	<p>National Standards: Understanding music in relation to history and culture. Listening to, analyzing, and describing music. Evaluating music and music performances.</p> <p>Music of the Civil Rights Era (7th) History of Rock and Roll (8th) Square Dancing</p> <ul style="list-style-type: none"> ● protest songs ● spirituals and their influence ● Bill Haley and the Comets ● Elvis Presley ● Rolling Stones ● ● Beatles ● Guns and Roses 		<p>How Christianity plays a huge part in music history.</p>
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Art

	<u>Skills & Learning Objectives</u>	<u>Content</u>	<u>BSS Difference</u>
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<p>Pre-Kindergarten</p>	<ul style="list-style-type: none"> ● Progression of self portrait with proper placement of body features (eyes, nose, mouth, arms, legs, etc.) ● Fine Motor Skills ● Beginner tracing skills ● Using glue properly 	<ul style="list-style-type: none"> ● Self portrait (October and May) ● Cutting pre-traced shapes ● Hand tracing projects (Baby chicks hatching, reindeer) ● Dinosaur skeleton with q-tips as bones 	<p>Various Catholic Holiday projects</p>
<p>Kindergarten</p>	<ul style="list-style-type: none"> ● Continuation of understanding self-portrait with more specific features (eyebrows, teeth, hair, etc.) ● Have a basic understanding of the technique and work of Vincent Van Gogh and other various artists (Claude Monet). ● Identify the 6 colors of the color wheel ● Blending colors 	<ul style="list-style-type: none"> ● Self Portrait (October and May) ● Introduction of Claude Monet/Sponge Painting Project ● Color Wheel Flowers ● Starry Night 	<ul style="list-style-type: none"> ● Various Catholic Holiday projects. ● School wide Christmas card contest to select BSS yearly Christmas card. ● Catholic School Christmas card contest to be selected by the Archdiocese of Boston. ● Decorate bags for Mass of Anointing for the Spiritual Life Committee in our community.
<p>Grade 1</p>	<ul style="list-style-type: none"> ● Continuation of understanding of the technique and work of Vincent Van Gogh and other 	<ul style="list-style-type: none"> ● Pointillism color wheel project (Georges Seurat) 	<ul style="list-style-type: none"> ● Various Catholic Holiday projects. ● School wide Christmas

	<p>various artists (Pablo Picasso, Georges Seurat).</p> <ul style="list-style-type: none"> • Understand the 6 colors of the color wheel (primary, secondary) • Symmetry • Collage 	<ul style="list-style-type: none"> • Hand drawing with flowers (Pablo Picasso) • Butterfly symmetry project 	<p>card contest to select BSS yearly Christmas card.</p> <ul style="list-style-type: none"> • Catholic School Christmas card contest to be selected by the Archdiocese of Boston. • Decorate bags for Mass of Anointing for the Spiritual Life Committee in our community. • Advent Wreath • Butterfly STREAM project to correlate with first grade classroom curriculum.
Grade 2	<ul style="list-style-type: none"> • Continuation of understanding of the technique and work of Vincent Van Gogh and other various artists (Wassily Kandinsky). • Enhance understanding of the color wheel (complementary colors). 	<ul style="list-style-type: none"> • Oil pastel circle project (Wassily Kandinsky) • Complimentary colors snail painting. 	<ul style="list-style-type: none"> • Various Catholic Holiday projects. • School wide Christmas card contest to select BSS yearly Christmas card. • Catholic School Christmas card contest to be selected by the Archdiocese of Boston. • Decorate bags for

			Mass of Anointing for the Spiritual Life Committee in our community.
Grade 3	<ul style="list-style-type: none"> Continuation of understanding of the technique and work of Vincent Van Gogh and other various artists (Pablo Picasso, Piet Mondrian). Elements of art: straight lines. Demonstrate their knowledge of observation and expression in a variety of media, materials and techniques. 	<ul style="list-style-type: none"> Cubism painting of faces from various angles (Pablo Picasso) Composition with primary colors (Piet Mondrian) Still life (sunflowers, Van Gogh) 	<ul style="list-style-type: none"> Various Catholic Holiday projects. School wide Christmas card contest to select BSS yearly Christmas card. Catholic School Christmas card contest to be selected by the Archdiocese of Boston. Decorate bags for Mass of Anointing for the Spiritual Life Committee in our community.
Grade 4	<ul style="list-style-type: none"> Continuation of understanding of the technique and work of Vincent Van Gogh and other various artists Use of various drawing pencils Demonstrate their knowledge of observation and expression in a variety of media, materials and 	<ul style="list-style-type: none"> Starry Night with oil pastels Pencil tree drawings 	<ul style="list-style-type: none"> Various Catholic Holiday projects. School wide Christmas card contest to select BSS yearly Christmas card. Catholic School Christmas card contest

	techniques.		to be selected by the Archdiocese of Boston. <ul style="list-style-type: none"> Decorate bags for Mass of Anointing for the Spiritual Life Committee in our community.
Grade 5	<ul style="list-style-type: none"> Continuation of understanding of the technique and work of Vincent Van Gogh and other various artists (Michelangelo, Da Vinci). Demonstrate their knowledge of observation and expression in a variety of media, materials and techniques. 	<ul style="list-style-type: none"> Self portrait (Van Gogh), learning how to draw a proportional face Caricatures Modern Day Mona Lisa (Da Vinci) Paper taped under the desk, lay on back and paint (Michelangelo) 	<ul style="list-style-type: none"> Various Catholic Holiday projects. School wide Christmas card contest to select BSS yearly Christmas card. Catholic School Christmas card contest to be selected by the Archdiocese of Boston. Decorate bags for Mass of Anointing for the Spiritual Life Committee in our community. Egyptian Hieroglyphics STREAM project to correlate with fifth grade classroom curriculum.
Grade 6	<ul style="list-style-type: none"> Continuation of understanding of 	<ul style="list-style-type: none"> Henna Handprints 	<ul style="list-style-type: none"> Various Catholic

	<p>the technique and work of Vincent Van Gogh and other various artists</p> <ul style="list-style-type: none"> • Learning about various art in other cultures • Demonstrate their knowledge of observation and expression in a variety of media, materials and techniques. 	<ul style="list-style-type: none"> • Representing climate through the use of warm and cool colors 	<p>Holiday projects.</p> <ul style="list-style-type: none"> • School wide Christmas card contest to select BSS yearly Christmas card. • Catholic School Christmas card contest to be selected by the Archdiocese of Boston. • Decorate bags for Mass of Anointing for the Spiritual Life Committee in our community. • Cards for the sick dropped off at local hospitals. • BSS Battle of the Books t-shirt logo design contest. • Create recycling posters for BSS cafeteria. • STREAM project to correlate with sixth grade classroom curriculum
<p>Grade 7</p>	<ul style="list-style-type: none"> • Continuation of understanding of the technique and work of 	<ul style="list-style-type: none"> • Almond Blossom branches, mixed media 	<ul style="list-style-type: none"> • Various Catholic Holiday projects.

	<p>Vincent Van Gogh and other various artists (Hokusai)</p> <ul style="list-style-type: none"> ● Influence of art in other cultures (Japan) ● Modern artists (Greg Visitier) ● Demonstrate their knowledge of observation and expression in a variety of media, materials and techniques. 	<p>(Van Gogh, inspired by Japanese art)</p> <ul style="list-style-type: none"> ● Printmaking ● Optical Illusion Art ● Drawing half face, magazine composition ● Viz Art Ink inspired drawing with pen 	<ul style="list-style-type: none"> ● School wide Christmas card contest to select BSS yearly Christmas card. ● Catholic School Christmas card contest to be selected by the Archdiocese of Boston. ● Decorate bags for Mass of Anointing for the Spiritual Life Committee in our community. ● Cards for the sick dropped off at local hospitals. ● BSS Battle of the Books t-shirt logo design contest. ● Hokusai lesson correlates with science curriculum STREAM
Grade 8	<ul style="list-style-type: none"> ● Continuation of understanding of the technique and work of Vincent Van Gogh and other various artists (Andy Warhol) ● Demonstrate their knowledge of observation and expression in a variety of media, materials and 	<ul style="list-style-type: none"> ● Landscape on canvas with acrylic (Impasto, Van Gogh) ● Pop Art acrylic Painting 	<ul style="list-style-type: none"> ● Various Catholic Holiday projects. ● School wide Christmas card contest to select BSS yearly Christmas card. ● Catholic School

	techniques.		<p>Christmas card contest to be selected by the Archdiocese of Boston.</p> <ul style="list-style-type: none"> Decorate bags for Mass of Anointing for the Spiritual Life Committee in our community. Cards for the sick dropped off at local hospitals. BSS Battle of the Books t-shirt logo design contest. BSS Art Show program cover design contest.
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Technology

	<u>Skills & Learning Objectives</u>	<u>Content</u>	<u>BSS Difference</u>
<p>Pre-Kindergarten (1x per week 30 minutes)</p>	<ul style="list-style-type: none"> Expose the student to tablet technology Enhance classroom instruction via online resources with applications that focus on matching, colors, letter 	<p>Sampling of Apps</p> <ul style="list-style-type: none"> PBS Gracie & Friends Paint Splat Toonia Colorbook Toonia TwinMatch PreK Learning Games by 	<p>iPad Cart brought to PreK classroom where tables & chairs are age appropriate</p> <p>iPad Cart available for classroom teachers to use in</p>

	and number recognition	Kevin Bradford	addition to weekly scheduled visit
Kindergarten - Grade 2 (1x per week 45 minutes)	<ul style="list-style-type: none"> • Expose student to tablet and laptop technology • Enhance classroom instruction via online resources with applications that focus on letters, numbers, reading, math, and strategy • Use a left-hand / right-hand keyboarding position • Proficient with a mouse and touchpad as input devices • Open and close an application • Navigate to a teacher-directed website 	Sampling of Apps & Projects <ul style="list-style-type: none"> • minimouse.us • Kindergarten Learning Games by Kevin Bradford • Endless Numbers • Endless Letters • ABCYA.com • What I Learned in Kindergarten Project 	Students visit the technology lab to use laptops. iPad Cart available for classroom teachers to use in addition to weekly scheduled visit
Grade 3 - 5 (1x per week 45 minutes)	<ul style="list-style-type: none"> • Enhance classroom instruction via online resources with applications that focus on reading, math, and strategy • Learn “home row” keyboarding finger positioning 	Sampling of Apps & Projects <ul style="list-style-type: none"> • Learning Games by Kevin Bradford • ABCYA.com • Hoodamath.com • Sense-lang.org • All About Me (Grade 3 	Students visit the technology lab to use laptops. iPad Cart available for classroom teachers to use in addition to weekly scheduled visit

	<ul style="list-style-type: none">● Learn online “safe searching” techniques and citing resources● Introduce digital safety in protecting your identity● Learn about fonts and basic page formatting● Use applications to type papers and make presentations learning how to edit / save / close a file on a laptop (Grade 3 & 4)● Use Google Apps to type papers, make a spreadsheet and do a presentation (Grade 5)	<p>project)</p> <ul style="list-style-type: none">● Animal Research & Presentation (Grade 4)● States Project (Grade 4)● Saints Project (Grade 5)● Morning Prayers (Grade 5)	
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<p>Grade 6 - 8 (1x per week 45 minutes)</p>	<ul style="list-style-type: none"> ● Continued development of keyboarding skill: Grade 6 Goal - 25wpm Grade 7 Goal - 35wpm Grade 8 Goal - 45wpm ● Learn and practice Nine Elements of Digital Citizenship ● Read and discuss about current technology and learn computer terminology via such articles ● Continued enhancement of research and data interpretation skills ● Learn advanced design layout features ● Create and collaborate via Google Apps suite (Docs, Sheets, Slides & Classroom) ● Manage and organize digital files ● Exposed to being a digital consumer and personal finances 	<p>Sampling of Apps & Projects</p> <ul style="list-style-type: none"> ● Typing.com ● iAM poem with Images (Grade 6) ● Digital Citizenship Collage (Grade 7) ● Digital Citizenship Pledge (Grade 8) ● STREAM projects (each grade, 2x a year) ● Banzai (Grade 8) 	<p>Students use an iPad in all classes via the one-to-one, school manage iPad program, the technology lab laptops, and 3D printer</p>
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