

# **Fifth Grade**

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## **Art**

This course is an introductory course that explores a variety of 2D and 3D visual art media. Students will study color, mixed media, drawing and painting techniques and textiles. Experimentation with these media will guide the students through the production of unified artworks. Active reflection will also be a part of our curriculum to help students understand their work and the work of others.

## **Math**

The fifth grade math program used the Every Day Math series. Fifth grade math is rooted in mastery of multiplication facts from 0-12. Concepts studied include multiplication, division and fractions. Students study number theories (factors, divisibility, and square numbers), estimation, decimals, percents, and using data to create graphs. We also look at geometry, including how to use a protractor, properties of polygons including area, volume, and capacity. Algebra is introduced, as well as probability, ratios, and rates. Student's assessment after each chapter includes a chapter test and an open response question that allows them to show a deeper understanding of what they covered in the completed chapter. These open response questions are very similar to questions students will see on the MCA state assessment.

## **Language Arts**

The fifth grade language arts program focuses on reading, grammar, writing and spelling. The reading program uses literature books in a variety of genres. Students are taught and practice comprehension strategies for each novel. In addition, students complete a project that reflects their understanding of the content at the end of each book. Grammar is taught daily through lessons that encourage the students to put into practice what they have learned through their literature studies. Students write five paragraph essays in a variety of modes to express meaning. Skills are taught to help with the writing process. The spelling curriculum focuses on a spelling rule each week. Students practice the rule and words during the week and are tested on Fridays. These rules are reviewed and repeated throughout the year.

## **Physical Education**

The students learn to demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Students will participate regularly in physical activity. They will achieve and maintain a health-enhancing level of fitness. The students will exhibit responsible personal and social behavior in physical activity settings. We will teach the students to value physical activity for health, enjoyment, challenge, self-expression, and social interaction. Some examples of activities that we do are team sports, Work out Wednesday, and physical fitness testing.

## **Science**

Students experience Science through a variety of hands on activities. After learning and practicing the skills and attitudes of a scientist, students focus on the steps of the Scientific Method. This knowledge is reinforced through a variety of experiments. Students learn about motion and simple machines, earth's structures and functions, flow of matter and energy, and learn how science and technology.

## **Social Studies**

Fifth grade Social Studies centers on geography and U.S. History from the exploration of America, up through the Civil War. Students work on weekly geography questions to develop a better understanding of the geography of the U.S. They use maps and reference books to answer a variety of questions on the 50 states, and the world.

Students use a lot of hands-on and multiple intelligence practices to develop a deeper understanding of U.S. history. The goal is for students to develop a love of history. Students may "dive" to a sunken Spanish ship to look for artifacts, or rewrite the Declaration of Independence in modern day language. We play "tug of war" to better show advantages and disadvantages each side had during the Revolutionary War. Our final unit, the Civil War, is an in-depth, project-based unit. Then students must choose a subject to research from the Civil War and do a 3D project and display board that they present to the public on our Civil War night.

## **Technology**

Is integrated into all areas of the curriculum. Students will use the media center twice weekly to practice typing and effectively make use of the technology tools available to them.

# Sixth Grade

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## Art

In this course students will focus on the elements and principles of art. Thoughtful use of the visual art elements will guide the production of unified artworks. Students will produce art in several different media including: drawing, painting, oil pastels, wood sculpture and ceramics. Art history is also a large part of this class as will be learning about important artists such as Georgia O'Keefe, Pablo Picasso and Maria Martinez.

## Language Arts

The sixth grade literature-based language arts curriculum encompasses areas of learning such as compare/contrast, comprehension, main idea, sequencing, summarizing, webbing and more. Assessments correlate with the piece of literature and include vocabulary and newly learned concepts. The writing, grammar and spelling components of this course such as punctuation, capitalization, parts of speech, and type of sentences correlate with the literature pieces that students study. Spelling focuses on word patterns and new lists are taught on a weekly basis.

## Mathematics

The sixth grade math program uses the Every Day Math series. The curriculum provides essential review and practice of previously learned skills and covers mathematical content necessary for student success. Some of the skills covered include graphing, operations with whole numbers and decimals, variables, formulas, fractions, geometry, number systems and algebra concepts, probability, rates and ratios.

## Physical Education

The students learn to demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Students will participate regularly in physical activity. They will achieve and maintain a health-enhancing level of fitness. The students will exhibit responsible personal and social behavior in physical activity settings. We will teach the students to value physical activity for health, enjoyment, challenge, self-expression, and social interaction. Some examples of activities that we do are team sports, Work out Wednesday, and physical fitness testing.

## Science

Students will develop an understanding of the following concepts: Scientific Method, Units of Measurement, Technology, Structure of Matter, Chemical Reactions, Forms of Energy, Motion, and Forces of Nature through hands-on experiences and lab experiments.

## Social Studies

Sixth grade social studies curriculum focuses on the study of Minnesota History. Throughout the year students learn that understanding history is a process of uncovering and interpreting all sorts of evidence. They examine historical documents of all types, learn to compare and analyze data from maps and images and become adept at forming and presenting their own historical interpretations.

## Technology

Is integrated into all areas of the curriculum. Students will use the media center twice weekly to practice typing and effectively make use of the technology tools available to them.

# Seventh Grade

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## Art

### Art (one semester)

In this course students will continue learning and experimenting with the elements and principles of art. Multiple media will be used including wire, ceramics, drawing, and sculpture. During these projects we will take time to discuss the origin and history of specific art styles. These styles include Pop Art, abstract, African, Native American and Mexican artwork. There will be an emphasis on the critiquing method, communication and personal values in art appreciation and production.

## Language Arts

### Language Arts (full year)

This course engages students in reading, writing, and speaking effectively in the English language. Students read a variety of fiction, non-fiction, drama, and poetry selections for comprehension, vocabulary development, and appreciation. Grammar, punctuation, and word usage is incorporated into a variety of writing activities to reinforce paragraph and essay development.

Adventures for Readers textbook

Fiction

Non-fiction

Poetry

A Christmas Carol

Pacific Crossing

Mythology

Novels

Where the Red Fern Grows

Walkabout

Perfect Copy—Grammar

Punctuation

Word Usage

## Mathematics

### Transitions (full year)

This course covers the concepts needed to prepare students for Algebra. Areas of study include number sense, variable usage, representation of sets of numbers and shapes, patterns, some geometry ideas, multiplication in Geometry and Algebra, linear equations and inequalities, geometry in space, and basic statistics. These concepts are covered using both hands-on and traditional methods.

# Physical Education and Health

## Health (one semester)

7th grade health is an introductory look into a variety of health topics and their impact on physical, mental/emotional, and social areas of health. Topics covered in the class include what is health and wellness, decision making, character education, body systems/changes and healthy relationships, physical activity, nutrition, alcohol, tobacco, and other drugs, injury prevention and first aid. Activities in the class will include projects, discussion, workout days, and quizzes/tests to help students become health literate.

## Physical Education (one semester)

The students learn to demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Students will participate regularly in physical activity. They will achieve and maintain a health-enhancing level of fitness. The students will exhibit responsible personal and social behavior in physical activity settings. We will teach the students to value physical activity for health, enjoyment, challenge, self-expression, and social interaction. Some examples of activities that we do are team sports, Work out Wednesday, and physical fitness testing.

# Science

## Life Science (full year)

This course focuses on cell structure and function. Other topics include heredity, organization of the human body, ecology, diversity of living things, historic perspectives, and scientific worldview. Methodologies include laboratory experience, dissection, demonstrations, discussions, lectures, films, video, assigned reading, oral presentations, peer evaluation, and games.

# Spanish

## Advanced Spanish (full year) – no beginning 7<sup>th</sup> grade spanish

This course continues development of students' proficiency and awareness of the Spanish language by expanding their knowledge of Spanish grammatical structure & vocabulary. They will increase their productive and receptive vocabulary & improve their level of fluency. They end goal is to start high school in at least Spanish II and possibly Spanish III depending on their fluency level at the end of 8<sup>th</sup> grade.

# Social Studies

## World Cultures and Civilizations (full year)

The exploration of world cultures is a journey of discovery that excites and expands the mind, exploring our wonderful world's variety of sights, sounds, cultures and people.

The student will study world culture through the tools of Geography, History, Economics, cultures and lifestyles of ancient and modern peoples. Students will engage in lab experiments, investigations, re-creations, demonstrations, readings, technology, data analysis and inquiry.

Key Concepts of the class:

- Formation of Societies

- Formation of Pre-Classic – Post Empires

- Empires of North and South America: Maya, Aztec, Inca

- Empires of the Near East: Sumerian, Babylonian, Assyrian

- Empires of India: Mohinjardo, Manryan, Gupta

Empires of China: Shang, Zhou, Han, Mongol

Empires of Europe: Viking, Roman, Greek, Russian, Austrian/Hungarian, British

Empires of Africa: Egypt, Mali, Kush, Bantu, Zulu

## **Technology**

### **Computer Basics (one semester)**

The course is designed to give students an introduction to a variety of computer applications. Students will create projects using programs such as Microsoft Word, Excel, and Power Point, as well as Inspiration, Comic Life, and iMovie. They will learn how to make presentations, websites, spreadsheets, graphs, comic books, and movies. Students will also use Typing Instructor Platinum to improve their typing speed and accuracy.

# **Eighth Grade**

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## **Art**

### **Design Basics (one semester)**

This required course takes a thematic approach to art. Students learn how artists from all around the world interpret and create art. Students will continue to learn about the elements and principles of design as the visual language we can all understand. Students design and produce art using a variety of different media and techniques including; sculpture, clay, painting, watercolor and drawing.

## **Language Arts**

### **Language Arts (full year)**

This course engages students in a variety of reading, writing and formal speaking activities. Students analyze and interpret a variety of novels, short stories, non-fiction, drama, and poetry. Grammar, vocabulary, punctuation, and word usage skills are addressed in a variety of writing and research methods.

Elements of Literature, Second Course

Fiction

Non-fiction

Poetry

Novels

Johnny Tremain

The Call of the Wild

The Pearl

Perfect Copy—Grammar

Punctuation

Word Usage

### **J-Term**

The Giver

Z for Zachariah

## **Mathematics**

### **Algebra I (full year)**

This course will cover the basic Algebra concepts. These concepts are using algebra to explain and describe, linear equations and inequalities, division and proportions in algebra, slopes and lines, patterns, powers and roots, quadratic equations and functions, linear systems, and polynomials. Students will be expected to apply in class learning to real life situations. The class will use both traditional and hands on methods. Students will also have the opportunity to participate in math league.

# Physical Education

## Physical Education (one semester)

The students learn to demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Students will participate regularly in physical activity. They will achieve and maintain a health-enhancing level of fitness. The students will exhibit responsible personal and social behavior in physical activity settings. We will teach the students to value physical activity for health, enjoyment, challenge, self-expression, and social interaction. Some examples of activities that we do are team sports, Work out Wednesday, and physical fitness testing.

# Science

## Earth Science (full year)

This course focuses on the structure of Earth and processes that shape the surface. Other topics covered include the water cycle, rocks and minerals, planets, stars, galaxies, historic perspectives, and a scientific worldview. Methodologies include laboratory experience, demonstrations, discussions, lectures, films, video, assigned reading, oral presentations, peer evaluation, and games.

# Spanish

## Advanced Spanish (full year)

This course continues development of students' proficiency and awareness of the Spanish language by expanding their knowledge of Spanish grammatical structure & vocabulary. They will increase their productive and receptive vocabulary & improve their level of fluency. They end goal is to start high school in at least Spanish II and possibly Spanish III depending on their fluency level at the end of 8<sup>th</sup> grade.

## Spanish I (full year)

This is a full-year beginning language course encompassing pronunciation, basic vocabulary, conversations, and basic reading and writing. Students learn to communicate in Spanish about real life topics such as likes and dislikes, activities, family, school, friends, telling time, geography, etc. Students practice their Spanish skills through games, songs, skits, partner practice, small group interactions, and videos. Spanish as the mode of communication and instruction is stressed as much as is possible. Students learn about various Hispanic holiday customs, foods, family practices, and social customs. Cultural studies will be drawn from Hispanic United States, Mexico, and Puerto Rico. Upon completion of this course, students that maintain a C- or higher will be given the option to test for 1 high school credit. Students who pass the course and the optional test may continue on to take the Spanish II course in 9<sup>th</sup> grade at the upper school. Students will have the opportunity in high school to continue their language study through Spanish IV.

# Social Studies

## American History: Pre-Columbian to Re-construction: (full year)

History enables a person to learn about the past, understand the present, and prepare for the future. Our goal is to engage students as tomorrow's citizens and makers of American History.

Students will engage in Historical knowledge by using lab experiments, investigations, demonstrations, readings, technology, data analysis and inquiry.



The following are key concepts of the class:

Pre-History Columbian

Exploration

Colonization

American Revolution

Formation of American Government

Settlement

Westward Expansion

Pre-civil War

Civil War

Reconstruction

Western Expansion

# Band

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## Beginning Band

**Grade Level: 5/6 (7/8 with permission)**

### Prerequisite(s)

None

### Required Materials:

Band instrument (limited school rental instruments available)  
Standard of Excellence Book One (Red)

### Description:

Beginning band establishes a foundation for instrumental music performance. Students learn the idiomatic skills required for their instruments (tone control, articulation, fingering, sticking, etc.) as well as the essential elements of music notation.

The course will present a scope and sequence of musical challenges that build from a single note to combinations of notes and rhythms to performance of elementary repertoire. Although the course is designed for 5<sup>th</sup> and 6<sup>th</sup> graders, older students are often allowed to participate with the permission of the instructor and pending administrative approval.

Ideally, instruction begins with summer "Jump Start" lessons in August, but students are allowed to begin during the school year with permission of the instructor.

Performances are considered the "final product" of a unit of study and are, therefore, required. A beginning band recital is presented in the fall and two other concerts are scheduled. Dates are published on the instructor's website and in the NLA newsletter.

In order to enhance group and individual student achievement, lessons are also required. Students may choose to take lessons at a private music studio or, without charge, from the instructor at NLA.

This course is designed to introduce and master musical concepts over an entire school year and, therefore, it is important that students enroll for an entire year. Participation in the fall semester will result in expecting the student to continue for the spring semester. Exceptions are allowed only with the approval/recommendation of the instructor.

## Intermediate Band

**Grade Level: 6 and 7 (8 if appropriate)**

### Prerequisite(s)

One or two years of band experience or  
Completion of Standard of Excellence Book 1 (or similar method) or  
Audition and permission of the instructor

### Required Materials:

Band instrument (limited school rental instruments available)  
Standard of Excellence Book One (Red) and Two (Blue)

### Description:

The focus of Intermediate Band is to improve and extend the skills and concepts presented in beginning band. Students will continue to develop instrumental music skills (tone control, articulation, fingering, sticking, etc.), build their knowledge of the elements of music notation, begin study of musical scales, and perform intermediate band repertoire.

Performances are considered the "final product" of a unit of study and are, therefore, required. An Intermediate/Varsity Band recital is presented in the fall and two other concerts are scheduled. Dates are published on the instructor's website and in the NLA newsletter.

In order to enhance group and individual student achievement, lessons are also required. Students may choose to take lessons at a private music studio or, without charge, from the instructor at NLA.

This course is designed to introduce and master musical concepts over an entire school year and, therefore, it is important that students enroll for an entire year. Participation in the fall semester will result in expecting the student to continue for the spring semester. Exceptions are allowed only with the approval/recommendation of the instructor.

## **Advanced Band**

**Grade Level: 8 (7 with permission)**

### **Prerequisite(s)**

Two years of band experience and  
Completion of Standard of Excellence Book 2 (or similar method) or  
Recommendation of the instructor

### **Required Materials:**

Band instrument (limited school rental instruments available)  
Standard of Excellence Book Two (Blue)

### **Description:**

Advanced Band is an accelerated course for the most skilled middle school musicians. Students entering this course should have largely completed Standard of Excellence Book Two in their lessons and demonstrated good practice habits. This course places emphasis on development of instrumental technique and includes advanced rhythm and scale study. The course also shifts emphasis from the Standard of Excellence method books in class to modern band repertoire as the medium for instruction.

Although the course is designed with eighth grade students in mind, a few seventh grade students are invited to participate each year based on their musical readiness and motivation for learning instrumental music.

Performances are considered the "final product" of a unit of study and are, therefore, required. The Advanced Band presents concerts in the fall, winter and spring. Dates are published on the instructor's website and in the NLA newsletter.

In order to enhance group and individual student achievement, lessons are also required. Students may choose to take lessons at a private music studio or, without charge, from the instructor at NLA.

This course is designed to introduce and master musical concepts over an entire school year and, therefore, it is important that students enroll for an entire year. Participation in the fall semester will result in expecting the student to continue for the spring semester. Exceptions are allowed only with the approval/recommendation of the instructor.

## **Husky Band**

**Grade Level: 9 - 12**

### **Prerequisite(s)**

Two years of band experience or  
Completion of Standard of Excellence Book 2 (or similar method) or  
Audition and permission of the instructor

### **Course Credits:**

1 Fine Arts credit or 1 elective credit

### **Description:**

Husky Band is a performance course designed to introduce, in a rehearsal setting, the skills needed to apply stylistic and fundamental musical elements to a variety of music. Importantly, students in this course will present their music to an audience.

The course will present a repertoire of music that includes classical, modern and popular genres as well as music of non-Western cultures. Students will perform in large and small groups and, occasionally, as a soloist. In addition to performing on instruments, students will be expected to research musical topics, master music theory concepts such as scales, rhythms and terms, and compose short musical works.

Performances are considered the "final product" of a unit of study and are, therefore, required. A concert schedule is published at the beginning of each year. Changes and additions to the schedule do occur and the instructor will generally provide at least three weeks notice. Updates will be posted on the instructor's website and in the school newsletter.

In order to enhance group and individual student achievement, lessons are also required. Students may choose to take lessons at a private music studio or, without charge, from the instructor at NLA.

This course is designed to introduce and master musical concepts over an entire school year and, therefore, it is important that students enroll for an entire year. Participation in the fall semester will result in expecting the student to continue for the spring semester. Exceptions are allowed only with the approval/recommendation of the instructor.

Pep band, jazz band and summer marching band are extensions of this course.