SAN ANTONIO ACADEMY

2018-2019

Curriculum

HANDBOOK

Be honest.
Be kind.
Be the best you can be.®

Mission Statement

San Antonio Academy of Texas
offers prekindergarten through eighth grade boys
an exceptional academic program
that features small classes, a family-like atmosphere,
the development of a positive self-image and
a foundation for life based upon love of God and
country, integrity and respect for each other.

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FACULTY PROFILE

NAME	YRS EXP	UNIVERSITY/COLLEGE	SUBJECT AREA/GRADE LEVEL
ALLISON, J.J.	11	University of Texas at Austin	2nd Grade
ATKERSON, Patrick	20	University of Texas at San Antonio, Master of Arts Elementary Education University of the Incarnate Word, PhD, Education	5th Math Chairman of Math Department Learning Specialist
BAUMGARDNER, Cathy	30	University of Texas at Austin Houston Baptist University, Master of Education	4th Science Robotics Coordinator Chairman of Science Department
BEELER, Virginia	36	Texas Christian University	Associate Head of School/ Academic Dean
BERG, Ruth	37	University of Texas at Austin	Primary & Upper School Music Concert Choir Chairman of Music Department
BIEHL, Melinda	44	Sul Ross University, Masters in Education	6th English & Reading
BOCK, Natalie	15	Texas Christian University	7th & 8th Spanish Yearbook Co-sponsor
BRADLEY, Barry	43	State University of New York at Geneseo North Adams State College	6th Contemporary World Cultures I 8th American History
COLGLAZIER, Jennifer	11	Texas A&M University	3rd Math, Uniform Store Director
COLLIER, Terry	14	Texas A&M University	3rd Language Arts & Science
CUMMINS, Cathy	48	University of the Americas in Mexico City University of Texas at Austin, Master of Education	Reading Institute Enrichment Director
DAVIS, Claudia	19	University of Texas at San Antonio Master of Arts, Curriculum Instruction/Technology	3rd-6th Spanish
DAVIS, Paul	33	Southwest Texas State University, Masters of Arts in History King's College, University of London, Ph.D. in War Studies	7th Texas History
DEBOW, Faith	17	Butler University, Bachelor of Music Eastman School of Music, Master of Music	Primary & Upper School Music

NAME	YRS EXP	UNIVERSITY/COLLEGE	SUBJECT AREA/GRADE LEVEL
DEHLINGER, Kathryn	18	University of Texas at Austin	7th Contemporary World Cultures II Chairman of History Department
DOUGLASS, Laura	35	Texas State University	5th English & Social Studies
DUBOSE, Clint	24	University of Houston Houston Baptist University Master of Education, Curriculum and Instruction	Head of School
DUGGAN, Owen	24	McGill University University of North Texas, Master of Music University of Texas at Austin, Doctor of Musical Arts	Concert Choir 6th Elective Drum Corps
EVERSBERG, Elizabeth	7	Texas Tech University	Primary Art
GATES, Cary	24	University of Texas at Austin Glassell Art School	1st - 8th Art Chairman of Art Department
GIELEN, Alan	18	University of Texas-Pan American University of Southwestern Louisiana, Master of Education	Technology Curriculum Director Prekindergarten - 6th Computer
GIELEN, Linda	19	University of Texas-Pan American University of Southwestern Louisiana, Master of Education	Technology Facilitator
GIRARDEAU, Amy	37	University of Texas at Austin Master of Education	Primary & Upper School Music Concert Choir
GRAF, Karl	32	Villanova University Trinity University, Master of Education	6th Math, 6th Honors Math 7th & 8th Algebra I
GUTIERREZ, Marci	4	University of Texas at San Antonio	Prekindergarten
HAIDUK, Connie	29	University of Texas at San Antonio Early Childhood	Primary Tutor
HANSEN, Mike	34	University of Texas at San Antonio	Geometry, 7th & 8th Pre-AP Algebra, MATHCOUNTS
HAYES, Jennifer	15	University of New Mexico Master of Arts, Elementary Education	7th & 8th Science
HEINEMAN, Mike	29	University of Wisconsin	Athletic Director Physical Education, Coach

NAME	YRS EXP	UNIVERSITY/COLLEGE	SUBJECT AREA/GRADE LEVEL
HIEGER, Iliana	20	Texas A&M University	Prekindergarten, Kindergarten 1st & 2nd Spanish Chairman of Spanish Department
HILL, Kathleen	19	Texas A&M University	3rd Language Arts & Social Studies
IVY, Anne	15	Texas A&M University Georgia Institute of Technology	Kindergarten
KERNAGHAN, Jane	50	Texas State College for Women Trinity University, Master's University of North Carolina Oklahoma State University	Coordinator of Library Books
KRAMME, Lindsay	9	Texas State University	1st Grade
LONGORIA, Maree	22	St. Mary's University University of Texas at San Antonio	4th & 5th Reading Chairman of Reading Department
MARSHALL, Steve	28	Texas A&M at Commerce Texas State University	Athletic Trainer Military Program
MCCLINTOCK, Mike	28	University of Wisconsin	Physical Education Intramurals / Coach
MCNEIL, Leon	25	Abilene Christian University	Physical Education / Coach
MOORE, Brendan	32	University of Dublin (Trinity College)	8th English & Literature Chairman of English Department Summer Director
MOORE, Siomha	6	University of Notre Dame Columbia University Teachers College, Masters in Teaching English	4th English & Math PawPrint Sponsor
MOORE, Theresa, LMSW-ACP, LPC	41	University of Minnesota Our Lady of the Lake University, Master of Science	Counselor
MULLINS, Moye	10	Abilene Christian University University of Texas at San Antonio	2nd Grade
PARISH, Dana	13	Trinity University	Art Electives
POWER, Priscilla	28	Southern Methodist University	7th English & Reading Yearbook Co-sponsor

NAME	YRS EXP	UNIVERSITY/COLLEGE	SUBJECT AREA/GRADE LEVEL
POWERS, Tyna	19	University of Texas at Austin	4th Social Studies Robotics Co-sponsor
RAILSBACK, Kristin	10	University of Texas at Austin University of Texas at San Antonio, Master of Arts in Counseling	Kindergarten
SCHRADER, Brittany	8	University of the Incarnate Word	Physical Education / Coach Summer Kids Place Director
SINCLAIR, Trisha	14	Connecticut College University of the Incarnate Word, Master of Arts	Prekindergarten
SMITH, Julie	23	University of Texas at San Antonio, Early Childhood	Coordinator of Library Services
SNOW, Elizabeth	13	University of the Incarnate Word Master of Arts in Education Our Lady of the Lake University, Library Science Degree	Library Director
STANAGE, Frank	34	Southern Nazarene University, OK Concordia University Texas, Master of Education	Associate Head / Dean of Students / Commandant
STANAGE, Kim	18	Northeast State University, Monroe, LA	5th & 6th Science
TURLINGTON, Charlotte	13	Texas Christian University Master of Arts in Education	Director, After-school Care Primary Advisor
WALLS, Lauren	1	Western Governors University Bachelors of Science, Nursing	Nurse
WEIS, Tanya	22	Seton Hill College, PA Early Childhood	1st Grade Primary Director
WILDE, Mary	32	University of Texas at Austin	Associate Head / Admissions Dean
VELDT, Matt	31	Wheaton College	Physical Education / Coach

AVERAGE YEARS OF TEACHING EXPERIENCE = 25

Over 60% of SAA's teachers have taught at The Academy for 10 or more years.

INTRODUCTION

Overview

San Antonio Academy's curriculum provides a strong foundation of academic skills. Students study reading, language arts, social studies, math, science and foreign language. Fine arts, music, integrated technology, library/research skills and physical education broaden their perspective. We believe that a good education should teach students:

- to solve problems; i.e., to think analytically.
- to express themselves clearly, correctly and cogently.
- to become task-committed and self-disciplined.

This book presents a brief overview of the courses The Academy offers. Our academic standards are high, and the courses are challenging. Homework is introduced in the primary grades, and by the eighth grade it amounts to an average of an hour and a half each night. A major goal of our program is to provide individualized instruction and a high degree of personal attention.

Evaluation

San Antonio Academy uses Renweb, an online information management system that allows you to access your son's vital school data, including his report card grades, via a secure and confidential parent-student portal.

Prekindergarten and kindergarten record progress reports every four weeks and report cards every nine weeks. The Academy evaluates the students' progress in first through eighth grade every three weeks. Three-week grades, which are not permanent, report the cumulative average in each course for that three-week period only. Six-week reports, which contain permanently recorded grades, are recorded on the Monday following each six-week grading period.

The school encourages communication between parents and their son's teachers via email or via face-to-face conferences. In the primary grades, parent conferences are held two times each year. In the third grade conferences are held once a year. Parents may also schedule individual conferences.

In addition, each spring The Academy administers the ERB/CTP Test to every student from first grade through eighth grade. The ERB/CTP, a nationally-normed and independent-school-normed achievement test, helps us measure each student's yearlong progress and helps the school assess the curriculum.

The Academy emphasizes each student's positive accomplishments and achievements, because we believe that 95% of a student's success is contingent upon the development of a positive self-image.

Teachers' Objectives

- Create enthusiasm for the subject matter.
- Teach creative and inspiring classes that engage and challenge our boys.
- Ensure that students master necessary subject area skills, including
  - analytical reasoning/problem solving
  - correct, clear and cogent communication in English
  - self-discipline and task-commitment
- Foster each student's positive self-image and self-confidence, and treat students with respect.
- Provide positive individual attention to students.
- Reinforce traditional values, and emphasize the difference between right and wrong.
- Reinforce The Code: Be honest. Be kind. Be the best you can be.®
- Be a living example of integrity.
- Involve the students' parents, whenever appropriate, in their sons' education by maintaining ongoing communication with parents.
- Maintain orderly and respectful classrooms.
- Instill responsibility and initiative among students.
- Identify individual learning differences. Refer concerns about different learning styles or emotional issues to the Learning Specialist or Counselor.
- Encourage creativity among students.
- Treat all San Antonio Academy personnel and parents in a professional manner.

In all grade levels, teachers strive to develop higher levels of thinking among their students:

- **Knowledge** – Student recalls or recognizes information.
- **Comprehension** – Student understands information learned and can recall, paraphrase, review or discuss it.
- **Application** – Student uses the information he has learned and understood and applies it in concrete situations.
- **Analysis** – Student solves a problem via conscious use of the parts and forms of thinking.
- **Synthesis** – Student solves a problem that requires original, creative thinking and arranges and combines information into new patterns or structures.
- **Evaluation** – Student makes a judgment of good or bad, right or wrong, according to standards he designates.

THE PRIMARY GRADES

Mission: *The Primary Department prepares little boys to become enthusiastic learners through a creative, age-appropriate, and stimulating program that lays the foundation for success in school and in life.*

Prekindergarten & kindergarten classes are taught by two classroom teachers, and a Teacher Assistant is there for each grade level to help facilitate learning. Classes are taught by two grade level teachers in first and second grade. Each student's classroom experiences are supplemented by sessions in special classes including art, physical education, music, library, Spanish and integrated technology.

Primary Reading includes the following programs: Orton-based Phonics, guided reading, the Accelerated Reader, Rebecca Sitton and Houghton Mifflin spelling programs.

PREKINDERGARTEN

Overview

San Antonio Academy's prekindergarten program is designed to help children develop a positive self-image and enthusiasm for school by providing a happy, secure and stimulating environment. Students learn to relate to others by understanding and respecting the self-worth of each individual. A broad range of readiness skills will be covered, focusing on the following major objectives:

■ PHYSICAL DEVELOPMENT

To develop gross motor skills, the student:

- Imitates and pantomimes
- Walks, runs, skips, marches, hops, climbs and jumps
- Throws and catches

To develop fine motor skills, the student:

- Cuts and pastes
- Draws, colors and paints using a variety of media
- Traces and follows outlines
- Holds crayon correctly
- Will be introduced to Spalding method for formation of each of the written phonograms

■ SOCIAL DEVELOPMENT

The student is encouraged to:

- Participate in a group
- Listen and follow directions
- Get along with others
- Share and take turns
- Work and play independently, as well as in groups

- Respect authority and work with the teacher
- Respect property
- Show good table manners

■ EMOTIONAL DEVELOPMENT

The student is encouraged to:

- Verbalize feelings and ideas
- Be creative and use imagination
- Maintain a positive self-image
- Display confidence
- Use self-control
- Recognize that each student is important

■ INTELLECTUAL DEVELOPMENT

Reading Readiness-–-the student will be *introduced* to the concepts of:

- Picture identification and interpretation
- Vocabulary development
- Position (bottom, middle, top, above, below, etc.)
- Left to right directionality
- Handwriting process and procedure
- Association of letter sounds and formation
- Relationships and categorization
- Identification of familiar sounds
- Discrimination of sounds
- Aural story comprehension
- Orton-based phonograms
- Sequencing (beginning, middle, end)
- Rhyming words
- Family words, color words, high frequency words
- First and last name recognition

Math Readiness-–-Using the *Everyday Mathematics* program, the student will be introduced to the concepts of

- Colors and shapes
- Spatial relationships
- One-to-one correspondence, more than, fewer than
- Numbers 0-100
- Addition and subtraction
- Non-standard and standard measurement
- Geometric figures
- Patterns
- Graphs

Technology–-The student will utilize technology by:
- Exploring websites which enrich the reading, math, science and social studies units
- Attending a computer skills class once a week to begin the progressive program of integrated technology (pages 29-30)

■ SOCIAL STUDIES

Social Science
Me and My World

Geography
Students will be able to:
- Understand the general concept of land mass i.e. continent, island, country/ nation
- Locate the state of Texas and recognize the official state song, flag, motto, bird, and flower

Social Studies Units
- Holiday Symbols and Belief Systems
  - Christmas, Hanukkah, Kwanza
  - Valentine's Day
  - Rodeo Day
  - Fiesta
  - Mother's Day
- Australia
  - Koala bear, platypus, sheep
  - Great Barrier Reef – ocean life
  - Aborigines

American History
- First Thanksgiving
- Native Americans
- Pilgrims
- U.S. Presidents – Washington, Lincoln
- George Washington Carver

■ SCIENCE

Our performance expectations in the primary grades are aligned with the *Next Generation Science Standards (NGSS)*. The cross-cutting concepts of patterns; cause and effect; scale; proportion and quantity; systems and system models; energy and matter; structure and function; and stability and change are utilized throughout the curriculum. Students are expected to use essential science and engineering practices to demonstrate understanding of the disciplinary core ideas in the life, earth and physical sciences.

Earth Science
- Earth, Sky and Water
- Rocks
- Landforms
- Bodies of Water
- Weather, Seasons

Life Science
- Plants
- Five Senses
- Animals
- Body Systems

Physical Science
- Matter and Motion
- Magnets

Earth Day

Fire Safety

Learning Activities

Classroom activities include independent learning stations (with blocks, games, puzzles and other manipulatives), computers, one-on-one teaching and small and large group activities. Large group time usually involves both prekindergarten sections working together on themes or units, including topics such as seasons, holidays, animals, health and safety. Interdisciplinary activities include field trips, cooking, visits with resource persons, media presentations and puppetry.

KINDERGARTEN

Overview

The Academy's full-day kindergarten program continues the physical, intellectual, social and emotional development that began in prekindergarten, with an emphasis on academic skills. San Antonio Academy's kindergarten encourages each student to develop to the best of his potential in the cognitive, emotional, social, and physical areas.

■ READING

Letter sounds and basic word formations are emphasized via the Orton-based phonics.

Students learn to:
- Identify the 71 Orton-based phonograms
- Identify the main idea
- Sequence events in stories
- Identify facts from a story
- Comprehend oral stories

- Answer orally in complete sentences
- Dictate a story in complete sentences
- Develop vocabulary
- Use manipulatives to reinforce sounds
- Read orally
- Read and understand short stories

Literary sources for in-class, read-aloud selections include a wide variety of popular children's authors. Teachers also select an abundance of text from both fiction and non-fiction genres. Poetry, music and nursery rhymes are incorporated daily to develop rhythm, rhyme and fluency. The joy of reading is fostered across all disciplines in kindergarten.

■ HANDWRITING & FINE MOTOR SKILLS

The Spalding method is used in kindergarten with emphasis placed on correct letter formation.

Students are shown how to:

- Hold a pencil correctly
- Follow the correct procedure to write each of the phonograms
- Use scissors correctly
- Color, paint and glue, with an emphasis on neatness
- Print their first and last names using the Spalding method

■ CREATIVE WRITING

Students begin by creating their own narrative stories which they dictate to their teachers. These stories may be based on pictures they have drawn or simply stories they want to tell. As the year progresses and students develop their writing skills, they will write their own narratives, consisting of one or two sentences. The emphasis is on telling the story, not proficiency in grammar or spelling.

■ MATH

Basic number concepts are taught through the *Everyday Mathematics* program. Concepts include position and classification, matching and patterns, number comparisons, time and money, simple addition and subtraction, recognition of geometric shapes, concepts of fractions and measurement. The program places strong emphasis on the use of manipulatives so that students can learn to:

- Understand place value with ones, tens, hundreds
- Recognize and match patterns
- Show one-to-one correspondence
- Count forward 1-100 and backward from 10
- Count by multiples of two, five, and ten
- Measure in standard units (inches, feet, yards)
- Identify and write the numerals 0-100
- Add and subtract to 20 using manipulatives
- Add and subtract one-digit equations
- Identify ordinal numbers 1st through 6th
- Recognize the meaning of plus (+) and minus (–) signs

- Tell time to the hour and $^1/_2$ hour
- Identify and know the value of a penny, nickel, dime, quarter, fifty cent piece, and dollar
- Identify dollar ($) and cent (¢) signs
- Identify basic shapes such as a square, triangle, rectangle, rhombus, trapezoid, hexagon and circle
- Identify solid shapes such as cylinder, sphere, rectangular prism, cube, and cone
- Identify fractions $^1/_2$, $^1/_3$, $^1/_4$

■ SOCIAL STUDIES

Social Science

My School and Family

Geography

Students will be able to understand the general concepts of:

- Location
- Purpose and use of maps
- Key, compass, symbols
- Directions
- Seasons and climate

Students will be able to recognize the following:

- Continents
- Countries (USA with Hawaii and Alaska)
- Bodies of water
- City and state where he lives

Social Studies Units

- Holidays and Belief Systems
  - Christmas, Hanukkah
  - Rodeo Day
  - Fiesta
  - Mother's Day
  - Memorial Day
- South America
  - Rainforests
  - Amazon River
  - Andes Mountains

American History

- First Americans
- Thanksgiving – Pilgrims, Columbus
- Birthday of nation
- Concept of democracy
- U.S. Presidents – Washington, Jefferson, Theodore Roosevelt, Lincoln – Mt. Rushmore

■ SCIENCE

Our performance expectations in the primary grades are aligned with the *Next Generation Science Standards (NGSS)*. The cross-cutting concepts of patterns; cause and effect; scale; proportion and quantity; systems and system models; energy and matter; structure and function; and stability and change are utilized throughout the curriculum. Students are expected to use essential science and engineering practices to demonstrate understanding of the disciplinary core ideas in the life, earth and physical sciences.

Earth Science

- Weather and Climate: Weather Patterns
- Interdependent Relationships in Ecosystems
- Vertebrate Kingdom

Life Science

- Interdependent Relationships in Ecosystems: Plants in their Environment
- Body Systems and Wellness: Musculoskeletal System, Sensory Organs

Physical Science

- Forces and Interactions
- Weather and Climate: Sun's Effect on Earth

Earth Day

Fire Safety

■ TECHNOLOGY

Students will utilize technology by:

- Exploring websites which enrich the literature, math, science and social studies units
- Attending computer skills class once a week to continue the progressive program of integrated technology (pages 29-30)

Teaching Strategies

Learning activities include one-on-one teaching and small and large group activities. Classes include direct teaching, discussion, seat work, board work, computer stations, special projects, student presentations and individual and small-group work at designated learning centers. Classroom collections of books are used for reference and enjoyment. Visits to the library, field trips, cooking, audio-visual materials and guest speakers enrich class activities.

FIRST GRADE

Overview

First grade forms the foundation for the primary years. The focus is academic, and it builds on all concepts taught in prekindergarten and kindergarten. All of those skills and concepts previously taught are reviewed and reinforced in first grade along with the introduction of new material as listed in the following sections.

■ READING

First semester students will learn to:

- Write 71 Orton-based phonograms from dictation
- Read stories independently
- Write answers in complete sentences
- Draw pictures to illustrate a story

Second semester students will begin the Accelerated Reader program, as they continue with guided reading. They will learn to:

- Select a book from the appropriate reading level
- Record their selection on their reading log
- Read the book independently
- Take a comprehension test on the computer
- Take a vocabulary test when available
- Discuss the results with the teacher
- Make a new selection, continuing through the same process

■ ENGLISH

Students will learn to:

- Recognize singular and plural words
- Divide words into syllables
- Form contractions
- Recognize subject-verb agreement
- Understand paragraph-definition
- Use quotation marks
- Use a colon in writing time
- Use a capital letter for the first word of a sentence and for proper nouns

■ HANDWRITING

Handwriting is based on the Spalding method. The correct formation of letters is reinforced continually. Neatness, formation and spacing are expected to improve as motor skills improve.

■ CREATIVE WRITING

The *Six Traits of Writing* (ideas/content, organization, voice, word choice, sentence fluency, conventions/skills) is introduced using a Writing Workshop format.

Students will learn to:

- Write original stories using the narrative format
- Write nonfiction reports
- Write opinion pieces with supporting evidence
- Use dialogue
- Give a sneak peek
- Use illustrations as a teaching point
- Develop characters
- Revise and edit stories

A writing portfolio is maintained for each student and is sent home at the end of the year.

■ SPELLING

Students will learn to:

- Recognize and spell correctly the 30 Rebecca Sitton priority words
- Utilize the spelling rules in the Ayres extended spelling list
- Analyze the structure of the spelling words by coding
- Use a dictionary and thesaurus to extend understanding

■ MATHEMATICS

The first grade *Everyday Mathematics* program includes the use of a math journal, enrichment activity sheets and a strong emphasis on the use of manipulatives and problem solving.

Students learn to:

- Start with any number and count forward and backward
- Read and recognize ordinal numbers
- Identify place value: ones, tens, hundreds
- Use addition facts to 18
- Add with three numerals
- Add 2-digit numbers
- Use subtraction facts to 18
- Compare sums and differences
- Recognize and count coins
- Match equal amounts of money
- Tell time to the minute
- Recognize dates and days on a calendar
- Complete a calendar
- Recognize 3D shapes: cube, sphere, pyramid, cone and cylinder
- Understand fractions
- Compare fractions
- Make a bar graph

■ SOCIAL STUDIES

Social Science

My Community

Geography

Students will learn to:

- Recognize symbols and keys or legends
- Create a map
- Identify cardinal directions
- Locate continent, country, state, and community in which they live
- Locate Atlantic, Pacific, Indian, and Arctic Oceans
- Locate continents, countries, major geographical features and landmarks (associated with study)
- Locate Northern and Southern Hemispheres
- Locate equator

Social Studies Units

The units of study are taught using an interdisciplinary approach. Each incorporates history, geography, holidays, literature, music, art, architecture, foods, and famous personalities of that culture. They include:

- Holidays and Belief Systems
  - Christmas, Hanukkah
  - Fiesta
  - Tour de France (Tour De L' Academy)
  - Mother's Day
- North America – United States
  - First American Flag
  - Statue of Liberty
  - Washington Monument
  - Pentagon
  - Lincoln Memorial
  - Patriotic Heroes
- Europe (Heritage)
  - Spain – Columbus, Queen Isabella, conquistadores
  - Italy – Galileo, Leonardo da Vinci, Enzo Ferrari
  - England – illuminated manuscripts, knights, castles
  - France – Renoir, Eiffel Tower, Jacques Cousteau
  - Germany – cuckoo clocks, Beethoven, Grimm Brothers
- Africa (Heritage)
  - Ancient Egypt – hieroglyphics, pyramids, pharaohs, Rosetta Stone, King Tut

American History

- Arrival of Europeans – immigrants
- Arrival of Spanish conquerors

- English settlers
- Thirteen colonies
- American Revolution
- Benjamin Banneker
- Jackie Robinson

■ SCIENCE

Our performance expectations in the primary grades are aligned with the *Next Generation Science Standards (NGSS)*. The cross-cutting concepts of patterns; cause and effect; scale; proportion and quantity; systems and system models; energy and matter; structure and function; and stability and change are utilized throughout the curriculum. Students are expected to use essential science and engineering practices to demonstrate understanding of the disciplinary core ideas in the life, earth and physical sciences.

Earth Science

- Weather and Climate: Severe Weather
- Space Systems: Patterns and Cycles, Universe and Stars

Life Science

- Structure, Function, and Information Processing: Inheritance and Variations of Traits
- Body Systems and Wellness: Heart and Circulatory System, Food Pyramid

Physical Science

- Weather and Climate: Water Cycle
- Waves: Sound and Light

Earth Day

Fire Safety

■ TECHNOLOGY

Students will utilize technology by:

- Exploring websites and apps which enrich the literature, math, social studies and science units
- Completing Accelerated Reader comprehension tests
- Attending computer skills class once a week to continue the progressive program of integrated technology (pages 29-30)

Teaching Strategies

Learning opportunities include one-on-one teaching and small and large group instruction. Classes include instruction, discussion, seat work, board work, individual and small-group work, computer stations and student presentations. Classroom book collections are used for reference and enjoyment. Special projects, field trips and guest speakers are among the activities that enrich the first grade classrooms.

SECOND GRADE

Overview

The second grade program continues to develop enthusiasm for learning. All of the skills and concepts previously taught are reviewed and reinforced and new material, as listed below, is introduced.

■ READING

Students continue working with all aspects of the Orton-based phonics program. They will learn to:

- Review and apply phonics-based spelling rules
- Read and interpret various genres of literature (fiction, non-fiction, folk tales, Greek myths)
- Identify literary elements (setting, characters, problem, solution, conclusion)
- Develop vocabulary (Vocabulary Workshop, Word Wall)
- Use context clues to determine meanings of words
- Identify the main idea
- Make inferences
- Predict outcomes
- Sequence events
- Determine cause and effect
- Complete verbal analogies
- Analyze structure of words (base words, prefixes, suffixes, contractions, compound words)
- Text comparison/relationships (text to self, text to world, text to text)
- Identify synonyms, antonyms, homonyms/homophones
- Divide words into syllables
- Use the dictionary and thesaurus
- Continue use of *Accelerated Reader* program
- Use of Literature Circles

■ ENGLISH

Students will learn to:

- Distinguish between sentences and sentence fragments
- Identify subject and predicate
- Define and identify declarative, interrogative, imperative, and exclamatory sentences and use appropriate punctuation
- Follow the rules below for correct punctuation
  - Use a comma in separating items in a series
  - Use a comma to separate day of month from year
  - Use a comma to separate names of a city and a state
  - Use a comma after greeting and closing of friendly letter
  - Use a comma with appositives
  - Underline books, magazines and newspaper titles
  - Use a period after initials and abbreviations

- Define and identify the following parts of speech:
  - Nouns - common, proper, singular, plural, irregular plurals
  - Verbs - present, past, future, irregular past tense verbs
  - Adjectives - common; comparative (adding -er, -est)
- Capitalize the following:
  - First and all other important words in greeting of letter
  - First word in closing of letter
  - Initials
  - Abbreviations
  - Titles of persons (Dr., Mrs., Ms.)
  - Proper nouns
  - Names of schools, clubs, organizations, and buildings
  - Names of streets, avenues, boulevards, roads and rural routes
  - Names of cities, towns, counties, states, countries and continents
  - Names of airlines, ships, railroads
  - Names of magazines, newspapers, stories, poems
  - Months of year
  - Days of week
  - Holidays

■ HANDWRITING

Handwriting in second grade reinforces students' skills in *Zaner-Bloser* manuscript.

■ CREATIVE WRITING

The *writing process* (brainstorming, pre-writing, drafting, editing, and publication) is introduced and *Six Traits of Writing* (ideas/content, organization, voice, word choice, sentence fluency, conventions/skills) is reinforced. Students learn about the purposes for writing and writing for specific audiences. The initial emphasis is on writing good sentences, forming paragraphs, and then putting them together for a good beginning, middle and ending of a story. Since social studies and science units are interdisciplinary, the writing process is emphasized across the curriculum.

Students will write:

- Original stories using the narrative format
- Non-fiction reports
- Friendly letters
- Descriptive paragraphs
- Poetry
- How-to writing
- Opinion writing
- Creative writing
- Responses to prompts

A writing portfolio is maintained for each student and sent home at the end of the the school year.

■ SPELLING

Students will:

- Recognize and spell correctly the 30 *Rebecca Sitton* Priority words
- Utilize the spelling rules in the phonics program
- Analyze the structure and spelling of words using the *Houghton-Mifflin* program focusing on common long vowel patterns, r- and l- influenced vowels, common spelling for diphthongs, compound words, homophones and common inflections
- Use a dictionary to find the correct spelling of words.

■ MATHEMATICS

The second grade *Everyday Mathematics* program includes use of a math journal, a student reference book, activity sheets, and strong emphasis on the use of manipulatives and problem solving.

Concepts taught in second grade include:

- Numbers and number sense
  - Place value and counting to ten-thousands
  - Identifying odd and even numbers
  - Ordering and comparing numbers
  - Estimating
  - Rounding to tens and hundreds
- Computation
  - Addition of 2-digit numbers with regrouping
  - Subtraction of 2-digit numbers with regrouping
  - Column addition
  - Addition and subtraction facts memorized to 20
  - Introduction of concept of multiplication
  - Introduction of concept of division
- Money
  - Adding and subtracting dollars and cents
  - Making change
- Measurement and Time
  - Telling time to the minute
  - Metric measurement - grams, kilograms, liters
  - Standard measurement - cup, pint, quart, gallon, pound, ounces
  - Calendar math
- Temperature - Celsius, Fahrenheit
- Geometry
  - Introduction of concepts of congruency, symmetry, perimeter, area
  - Sphere, cylinder, cone, rectangular prism, cube
- Fractions
  - Vocabulary - numerator, denominator, fraction bar
  - Concept of fractions up to the twelfths
  - Comparing fractions
- Graphs and Charts
  - Bar graphs

- Pictographs
- Logical Thinking
  - Problem solving with word problems
  - Venn diagrams

■ SOCIAL STUDIES

Geography

Students will work with maps and locate the following:

- Continents
- Countries (associated with study)
- Major geographical features (associated with study)
- Oceans
- North and South Poles
- Equator

Students will be able to understand the concepts of:

- Longitude
- Latitude
- Hemispheres
- Map legend
- Compass Rose

Social Studies Units

The units of study are taught using an interdisciplinary approach, including math and language arts skills. They include:

- Holidays and Belief Systems
  - Christmas, Hanukkah
  - Valentine's Day
  - Fiesta
  - Mother's Day
  - Memorial Day
  - Presidents Day
- Asia (Civilizations) – geography, culture, history
  - China
  - Japan
  - Korea
- Ancient Greece
  - Birthplace of democracy
  - Columns
  - Alphabet
  - Mythology
- Native Americans

American History

- Democracy
- The Constitution
- Presidents -- George Washington, Abraham Lincoln
- Declaration of Independence
- Civil War
- Black Firsts and Harriet Tubman, Martin Luther King, Rosa Parks
- Lewis and Clark

Science

Our performance expectations in the primary grades are aligned with the *Next Generation Science Standards (NGSS)*. The cross-cutting concepts of patterns; cause and effect; scale; proportion and quantity; systems and system models; energy and matter; structure and function; and stability and change are utilized throughout the curriculum. Students are expected to use essential science and engineering practices to demonstrate understanding of the disciplinary core ideas in the life, earth and physical sciences.

Earth Science

- Earth's Systems: Processes that Shape Earth, Earth Materials and Systems

Life Science

- Interdependent Relationships in Ecosystems: Biodiversity in Habitats
- Body Systems and Wellness: Digestive System

Physical Science

- Structure and Properties of Matter

Earth Day

Fire Safety

Space

■ TECHNOLOGY

Students will utilize technology by:

- Exploring websites which enrich literature, math, science and social studies
- Completing Accelerated Reader comprehension tests
- Using *Everyday Mathematics, Spelling City* and *Education City* programs for reinforcement and enrichment
- Attending computer skills class once a week to continue the progressive program of integrated technology (pages 29-30)
- Using Smartboard
- Using iPad Listening Center

LEARNING ACTIVITIES

Activities include hands-on experiments, introductory research and both individual and collaborative creative thinking projects.

THIRD GRADE

The third grade program builds on the foundation laid in prekindergarten through second grade. All phases of the program contribute to the student's ability to relate to the world in which he lives.

■ READING

In the third grade reading program each student develops an enthusiasm for and a love of reading. Students build skills, understandings and attitudes essential to success and continued progress in reading.

In-class activities include:

- Skill building: identifying main idea, drawing conclusions, making inferences, cause and effect, comprehension, theme, connections, analogies, figurative language
- Structural analysis
- Dictionary skills
- Accelerated Reader
- Sustained Silent Reading (SSR) for at least 25 minutes per day
- Whole class discussion and analysis of novels
- Poetry appreciation

■ ENGLISH

Students will learn:

- Synonyms, antonyms and homonyms
- Prefixes and suffixes
- Contractions
- Formation of plurals with -s and -es
- To identify and write all types of sentences
- To identify and write a compound sentence
- To identify the complete subject and predicate in a sentence
- To find parts of speech in a dictionary
- Ending punctuation for four types of sentences
- To follow the rules below for correct punctuation and capitalization
  - Use a comma to separate a direct quotation from the rest of the sentence
  - Use a comma before the conjunction in a compound sentence
  - Use quotation marks around direct speech, titles of poems and short stories
- To define and identify the following parts of speech:
  - Nouns – common and proper, singular and plural possessive
  - Pronouns
  - Action verbs and their tenses

- Adjectives
- Linking verbs, forms of "be"
- Helping or auxiliary verbs
- Articles
- Adverbs

■ HANDWRITING

Handwriting is based on the *Zaner-Bloser* cursive method, and lessons about the formation of cursive letters are taught on a regular basis. A major emphasis is placed on handwriting practice so that the foundation is solidly established prior to the upper grades.

■ CREATIVE WRITING

The *writing process* (brainstorming, pre-writing, drafting, editing, and publication) and *Six Traits of Writing* (ideas/content, organization, voice, word choice, sentence fluency, conventions/skills) are central components of writing instruction.

Students will write:

- Narratives
  - Paragraphs
  - Stories (personal events and creative writing)
  - Biographies
  - Autobiographies
- Expository Works
  - Paragraphs
  - News stories
  - Research reports
  - Friendly letters
  - Thank you letters
  - Compare and contrast
  - Book reports
- Persuasive Papers
  - Paragraphs
  - Essays
- Descriptive works
  - Paragraphs
  - Creative stories
  - Poetry

■ SPELLING

Spelling follows the *Houghton-Mifflin* spelling program.

Students will:

- Utilize the spelling rules
- Analyze the structure and spelling of words focusing on common features such as sound, syllable pattern, spelling pattern or word part (base, suffix, prefix)

- Learn phonics patterns of consonants, short vowels, long vowels, vowel +r, schwa, various sounds of o and oi.
- Vocabulary Workshop

■ MATHEMATICS

Goals of the program are:

- To develop an awareness of the application of arithmetic
- To help students become effective problem solvers in everyday situations
- To develop an understanding of the number system and how it is used
- To review and extend the concepts presented in the first and second grades
- To build a meaningful, workable vocabulary of mathematical terms used in quantitative thinking
- To develop meaningful numerical concepts in order to ensure accuracy in number usage

The third grade *Everyday Mathematics* program includes the use of the math reference book, activity sheets, manipulatives and games.

Concepts taught in third grade are:

- Reading and writing numbers (in digits and words) up to six digits
- Adding four-digit whole numbers
- Subtracting four-digit whole numbers
- Measuring using the metric system and customary units
- Concepts of fractions and decimals
- Multiplying whole numbers
- Dividing whole numbers
- Geometry and graphing
- Problem-solving strategies
- Estimating and rounding
- Time and money
- Probability

■ SOCIAL STUDIES

The social studies program provides experiences to develop an understanding of world cultures and environments and how they relate to our lives. Geography, history and current events are integrated into each study.

Social Science

- Economics
- Geography
- Political science
- History

Social Studies Topics of Study:

Regions are compared noting differences with regards to geography and climate, history, agriculture, population, land use and resources, waterways, and economy.

- Regions of the United States
  - Northeast
  - Midwest
  - Southeast
  - Southwest
  - West
- Texas
  - Geography
  - History
  - Economy
  - Government
- The 50 States of the United States
  - Location on a map
  - Capital of each state

Tools for learning include:

- Maps
- Atlases
- Projects and research
- Encyclopedias
- Newspapers and periodicals
- Field trips
- Community resources
- Computers
- Library resources
- Technology

■ SCIENCE

Our performance expectations are aligned with the *Next Generation Science Standards (NGSS)*. The cross-cutting concepts of patterns; cause and effect; scale; proportion and quantity; systems and system models; energy and matter; structure and function; and stability and change are utilized throughout the curriculum. Students are expected to use essential science and engineering practices to demonstrate understanding of the disciplinary core ideas in the life, earth and physical sciences.

Earth Science

- Solar System and Phases of the Moon

Life Science

- Inheritance and Variation of Traits: Life Cycles and Traits; Growth and Development of Organisms

Physical Science

- Forces and Interactions – Magnetism

Robotics

Earth Day

Fire Safety

LEARNING STRATEGIES

Classes are teacher-led and include instruction, discussion, seat work, board work, experiments, student presentations, current events in the world of science, individual and small-group work at designated learning centers and computer learning stations. Materials include the basal series, field trips, audiovisuals and

hands-on experiments. Learning activities include one-on-one teaching and small and large-group activities.

THE UPPER SCHOOL

GRADES FOUR THROUGH EIGHT

In the Upper School, classes are departmentalized in both the core academic areas and special classes, including art, music, Spanish, physical education, library and integrated technology.

■ STUDY SKILLS

Good study skills are an essential part of a successful school experience. These are skills that our students will rely upon throughout high school, college and, indeed, for the rest of their lives.

At San Antonio Academy students in the fourth through eighth grades will be instructed in a systematic way. They will learn specific techniques for listening, reading, managing time effectively, taking responsibility for one's own learning, memory training and test-taking strategies.

Specific skills addressed include:

- Taking Responsibility for Learning
  - Choosing a positive attitude
  - Using good classroom manners
  - Organizing materials
  - Understanding personal learning strengths
  - Setting realistic goals
- Managing Time Wisely
  - Using monthly and weekly calendars
  - Preparing and following to-do lists
  - Keeping an assignment notebook
  - Succeeding with homework
- Getting the Most Out of Classroom Experiences
  - Improving listening skills and following directions
  - Taking notes while listening
- Using Textbooks Effectively
  - Becoming familiar with parts of a book
  - Analyzing a sample chapter
  - Recognizing study helps in a textbook
- Getting the Most Out of Reading
  - Preview – Read – Review reading technique
  - SQ3R reading technique
  - Note-taking techniques (outlining, summarizing, mapping, webbing, diagramming, Cornell Method)

- Remembering with Mnemonic Devices
  - Creating patterns
  - Connecting with a visual image
  - Using acronyms
  - Writing index cards
  - Creating original sentences
- Learning and Implementing Test-taking Strategies that Work
  - Organizing and preparing test materials
  - Reviewing and remembering test materials
  - Taking tests
  - True/False tests
  - Matching tests
  - Multiple Choice tests
  - Fill-in-the-Blank tests
  - Essay tests
  - Analogies – sentence strategy

■ INTEGRATED TECHNOLOGY

Mission: *The Technology Department prepares students to become lifelong learners and contributing members of an ever-changing information-based society through an integrated computer curriculum that builds key technology skills.*

Overview

Integrated Technology at The Academy is a progressive program spanning prekindergarten through the eighth grade. At San Antonio Academy teachers integrate technology into each classroom to enhance learning and to provide individualized instruction. The goal of the program is for the student to become computer literate and understand the uses and the potential of the computer in its various applications of data manipulation, communication, research and analysis for problem solving. **Each student will learn to use the computer as a tool for word processing, research, problem solving and specific curricular enrichment.**

Digital Citizenship is also a major focus.

- It develops the skills and knowledge to effectively and safely use the Internet and other digital technology
- Also included is learning about cyberbullying, gaming addiction and personal privacy

All grade levels receive exposure to the fundamentals of computer literacy. This includes computer-related terminology, an introduction to programming concepts and hands-on computer training, as well as the applications and impact of computers on society.

In addition to studying technology, students use software to reinforce principles and skills in specific subject areas and have access to computers in all classrooms as well as in three computer labs and in the library.

The Academy's technology course requires that prior to completion of eighth grade, students will:

- Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use
- Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society
- Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse
- Use content-specific tools, software, and simulations to support learning and research
- Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum
- Design, develop, publish and present products using technology resources that demonstrate and communicate curricular concepts to audiences inside and outside the classroom
- Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems
- Demonstrate an understanding of concepts underlying hardware, software, connectivity, and practical applications to learning and problem solving
- Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems

■ READING

Mission: *The Reading Department provides skills that enable boys to become proficient, critical and enthusiastic readers. The Academy instills purpose and meaning to reading through a variety of genre, texts and cross-curricular connections. A love of reading is fostered in each child, creating a culture of lifelong readers.*

Overview

The Academy's reading program is multifaceted. Our school goal is for each boy to develop a lifelong love of reading. A Sustained Silent Reading (SSR) time is part of each school day. In grades four, five and six, reading is taught as a separate course.

The student will become a proficient and flexible reader through a diagnostic program designed to provide for his individual differences. He will read daily in class, as well as for a minimum of two hours per week outside of class. In addition, students are required to participate in SAA's summer reading program.

Goals of the program are:

- To become efficient readers through self-monitoring and self-pacing
- To interpret and evaluate fiction and nonfiction materials
- To participate in the Accelerated Reader Program
- To read novels and discuss them via whole class or small group activities

- To respond to literature
- To discuss literary selections in terms of the literary elements: setting, characterization, plot, theme and the author's style
- To learn vocabulary in context
- To focus on literal comprehension of text materials to include the recognition of the main idea of a selection, significant stated details, the correct sequence of a stated series of events, and cause and effect relationship
- To be expected to locate answers to specific questions and to follow printed directions accurately
- To develop reading skills such as skimming, scanning and note taking in order to facilitate both informational reading and research for other subject areas

■ ENGLISH

Mission: *The English Department provides students with the skills to enable them to become proficient communicators in regards to writing and speaking with clarity and precision.*

Overview

In grades four through eight the main components of the English program are writing, grammar usage, oral language skills, literature, vocabulary and spelling development. In grades four through six the students also attend a formal reading class where library usage and vocabulary skills are emphasized.

Beginning with the primary grades, there is a sequential presentation of concepts appropriate to each grade level, with a view to attaining mastery of goals and objectives by the eighth grade.

Furthermore, a two-class-period block in the sixth, seventh and eighth grade levels allows for more extensive exploration of public speaking, debate, and drama. These activities, in particular, focus extra attention on critical and analytical thinking, oral presentations and problem solving.

■ WRITING, GRAMMAR & USAGE

Grammar and usage skills are taught through the medium of each student's own writing and through regular whole-class lessons.

Writing process (pre-writing, drafting, editing and publication) and *Six Traits of Writing* (ideas/content, organization, voice, word choice, sentence fluency, conventions/skills) are central components of writing instruction.

Goals

- To provide regular writing opportunities for a variety of audiences and purposes
- To give the students opportunities to learn and practice narrative, expository, persuasive and descriptive writing
- To provide a basis for students to learn proper usage of English via the system of rules that governs the language and to improve each student's mastery of grammar
- To provide students with a working vocabulary to improve composition

- To enable students to communicate clearly, correctly and persuasively, both in speech and in writing
- To teach sentence-combining skills in order to further the development of a mature prose style and a grade-appropriate level of sentence complexity
- To illustrate how the processes of drafting, editing and conferring are crucial to the enhancement of clear communication in writing
- To develop students' abilities in organizing, synthesizing and analyzing

■ ORAL LANGUAGE SKILLS

Goals

- To help students feel comfortable and confident when reading aloud or speaking in front of their peers
- To help students present logical and cohesive ideas
- To teach students to participate effectively and politely in group discussions and small-group activities
- To teach students to speak persuasively
- To encourage expansion of imagination and creativity through exercises in performance of drama
- To debate controversial topics
- To recite memorized passages

■ LITERATURE: GRADES 7 AND 8

Goals

- To make reading enjoyable for students
- To provide a sufficient base of literary and poetic terms to enable students to discuss different facets of literature
- To teach students the many facets of critical literary analysis
- To generate ideas for writing
- To teach students how to learn vicariously
- To engage in regular readings and discussions
- To introduce students to a wide range of subjects and lifestyles
- To expose students to many different authors and styles
- To help students relate to other people by
  - sharing problems and interests
  - understanding why people do things differently
- To improve reading skills
- To improve vocabulary
- To encourage students to respond in writing to what they have read

■ HANDWRITING

Attention is focused on learning the correct size, shape, slant, space, alignment and line quality as per the *Zaner-Bloser* method.

The Academy teaches students how to transfer an acceptable alphabet system on paper to facilitate effective written communication. The Academy's program provides a method of building appropriate habits that will help develop legible handwriting. Cursive writing is expected.

■ SPELLING

Spelling goals:

- Learn the major principles and patterns of English spelling
- Learn reliable spelling strategies that can be applied to familiar and unfamiliar words
- Understand that spelling plays an important role in one's reading comprehension, reading fluency and vocabulary development

Emphasis in spelling instruction is placed on learning principles and patterns such as sound, syllable pattern, word part (i.e., base, prefix, suffix), as well as exploring spelling and word meaning relationships.

■ MATHEMATICS

Mission: *Mathematics education at San Antonio Academy provides a challenging and stimulating environment, which emphasizes mathematics as a language, producing competent thinkers and effective learners with lifelong problem-solving capabilities.*

Overview

SAA math curriculum in prekindergarten through sixth grade focuses on the domains of: number sense, operations using whole numbers, decimals and fractions, measurement and data, geometry, expressions, equations and algebraic thinking, and statistics and probability. Seventh and eighth graders study high school Algebra I in a unique two-year program designed to build a deeper level of understanding and competence.

Fourth Grade

Program goals include:

- Understand the meaning, use and representation of numbers
  - Read and write whole numbers to 1,000,000,000 and decimals through thousandths
  - Read, write and model fractions
- Understand equivalent names for whole numbers, fractions, decimals and percent
  - Use numerical expressions to find equivalent fractions
- Compute accurately in addition, subtraction, multiplication and division
  - Addition and subtraction of whole numbers and decimals
  - Addition and subtraction of fractions
  - Double-digit multiplication, division with single-digit divisors
  - Computational estimations for whole number operations
- Collect, analyze and interpret data
  - Use graphs, charts, coordinate systems
  - Find median, mode and range
- Understand and apply basic concepts of probability
- Understand and use the systems of measurement
  - Describe relationships among U.S. customary and metric units of length
  - Understand length, weight, angles, area, perimeter, volume, capacity
  - Use tools to measure length

Fifth Grade

Program goals include:

- Understand the meaning, use, and representation of numbers
  - Read and write whole numbers and decimals identifying values of digits
  - Write numbers using expanded notation and exponential notation
- Understand equivalent names for whole numbers, fractions, decimals and percent
  - Use expressions to find equivalent names in fractions, decimals and percent
  - Express fractions in the simplest form
  - Convert between fractions, mixed numbers, decimals and percent
- Compute accurately in addition, subtraction, multiplication and division
  - Use operations to compute whole number, decimals, fractions and mixed numbers
  - Use a calculator to solve problems with decimals and fractions
- Select and create appropriate graphical representation
  - Collect and organize data to create bar, line and circle graphs
  - Use range, median, mode and mean to draw conclusions
  - Use ordered pairs of numbers to plot points in all four quadrants of a coordinate grid
- Understand the systems, units and tools for measurement
  - Describe the relationship among U.S. customary and metric units of length
  - Use tools to measure and draw angles and measure length
  - Find perimeter and area of parallelograms and triangles
  - Find volume of prisms

Sixth Grade – Mathematics

The sixth grade year is given to a rigorous and intensive study of partial quantities (with an emphasis on percents), integers, proportional reasoning, pre-algebra concepts, and selected topics in geometry. The primary objective of the class is to develop the mathematical habits of the mind for deep conceptual understanding. These habits include: thinking about word meanings, justifying claims and proving conjectures, analyzing answers, problems and methods, seeking and using techniques to solve problems, and distinguishing between agreement and logical necessity.

Instruction is focused upon the goal that students see mathematics as a language – a means of communicating clearly about logical, relational, quantitative, and spatial information – and become fluent in its use. All written work submitted must be presented as a logical argument, and students are required to justify their reasoning. A great deal of time is spent on estimation, mental calculation, checking answers for reasonableness, and explaining the reasoning behind an answer.

Topics include:

- Integers – all operations
- Order of Operations
- Percent – mental estimation, translation, solving for the unknown, percent of increase or decrease

- Fractions – both positive and negative
- Decimal numbers – both positive and negative
- Probability and statistics
- Geometric transformations
- Proportions –procedures and proportional reasoning
- Polygons

Sixth Grade – Mathematics Honors

The Honors class covers all of the material in the mathematics course described above, but an accelerated instructional pace allows for a deeper look at many of the topics studied, as well as the presentation of several advanced topics. These topics include, but are not limited to: the history of mathematics and famous mathematicians; topics in trigonometry including the six basic trigonometric ratios and trigonometric functions; the Pythagorean Theorem and its applications, including the distance formula and the equations of circles; and topics in geometry, including the nature of deductive reasoning, logic, rays and angles, congruent triangles, parallel lines, and transformations.

Seventh Grade – Algebra

Seventh grade math presents the first half of a high school level algebra course, stressing factoring and solving algebraic equations. Cooperative learning projects supplement the curriculum.

Topics covered include:

- Solving algebraic equations
- Operations with signed numbers
- The field axioms
- The equality axioms
- Literal equations and formulas
- Polynomials
- Radicals, irrational numbers and the closure axioms
- Factoring quadratic trinomials
- Solving quadratic equations
- Exploring linear and quadratic functions

Seventh Grade – Algebra PreAP (We are laying the groundwork for success in the AP Calculus exam in high school).

Seventh grade Algebra PreAP is a rigorous, fast-paced, first semester Algebra I course designed to prepare mathematically talented seventh graders for the rigors of the Algebra I PreAP course that they will be taking in eighth grade. Functions and their applications are the focus of this course.

The curriculum is planned and delivered to challenge the most capable math students. In addition to the curriculum outlined in the textbook, students are exposed to some math topics that are typically studied in depth until future math and science courses.

Appropriate use of technology is introduced during the year, but it is limited, and concentrated in the second semester. Every effort is made to ensure that students have all of the Pre-Algebra and Algebra required for the mastery of the more sophisticated topics that they will encounter in the future.

Eighth Grade – Algebra I

Eighth grade math presents the second half of a high school level algebra course. The emphasis is on problem solving and the development of thinking strategies through independent as well as group work. Students develop proficiency in the use of the TI-83+ Graphing Calculator. Modifications in the seventh and eighth grade math program are made on a regular basis to meet students' individual needs.

Topics covered include:

- Linear equations in two variables
- Properties of exponents
- Rational algebraic expressions
- Algebraic inequalities
- Radical algebraic equations
- Explore linear, quadratic, cubic, power, radical, absolute value functions
- Trigonometry: basic trigonometry ratios and their applications

Eighth Grade – Algebra I PreAP

Algebra I Pre-AP is a very rigorous, fast-paced, complete High School Algebra I course that provides in-depth coverage of all of the traditional Algebra I topics using functions and solving of complex traditional and non-traditional real-world problems as the common threads.

The curriculum is designed to challenge the most talented math students. In addition to traditional Algebra I topics, students in Algebra I PreAP are exposed to topics that are not formally studied until later in the math sequence. Both linear and non-linear functions are studied in-depth in all of their forms, as are their applications. The different types of functions include linear, quadratic, variation, power, radical, absolute value, exponential growth and decay, and trigonometric functions.

Technology is used throughout the course to enhance learning, to help understand concepts, and as a tool to help solve real-world problems.

Due to the unique characteristics of this course, and the situations that traditionally arise that challenge the eighth grade for class time in the second semester, 8th Algebra PreAP ends its first semester on the final class day in December.

At the end of each year the Math Department assesses each student's progress in order to make high school math placement recommendations. High schools use these recommendations along with their own placement criteria to determine each incoming student's math class assignment. Algebra at the Academy is designed to give students a head start on their high school math studies. Most students take Geometry in 9th grade, some take Algebra 2. Occasionally it is recommended that a student repeat Algebra 1. The key is the student's readiness.

Criteria for placement in Sixth Grade Honors Math

- Receive a Stanine of 7 or greater in the Independent Schools norms of the ERB/CTP in both Quantitative Reasoning and Mathematics 1 & 2
- Make a 90% or above as a final average in 5th grade math
- Make a 90% or above on the 5th grade Final Exam
- Be recommended by the Math Department Chair

Change into Honors or PreAP Math Courses

A student may be considered for advanced placement at the end of the year in math if the student meets the following criteria:

- Has a math average of 95% for the year
- Scores at least a 90% on the final exam
- Receives a Stanine of 7 or greater in the Independent Schools norms of the ERB/CTP in both Quantitative Reasoning and Mathematics 1 & 2
- Be recommended by the Math Department Chair

Maintenance Requirements for PreAP Placement

In order for a student to remain in the PreAP math course, he must:

- Earn an average of at least 85% for the first semester, not including the semester exam
- Earn a grade of at least 85% on the first semester exam

For seventh graders to continue in the PreAP class going into eighth grade, he must:

- Earn a grade of at least 85% for the second semester
- Earn a grade of at least 85% on the final exam

Eighth Grade – Geometry

Geometry is offered at an additional cost to interested incoming eighth graders during a zero period, Monday through Thursday from 7-7:45 AM. Enrollment is merit-based using the following criteria:

- Students' 7th grade Algebra average must be 90% or higher
- Students' 7th grade annual average in every course must be 85% or higher

A maximum of 20 boys will be enrolled in the course. If more than 20 applicants qualify, they will be ranked for enrollment by the following merit-based criteria:

- Current numerical average for the 7th grade
- Final math average in 7th grade

Geometry students use geometric thinking to understand mathematical concepts and the relationships among them. They study properties and relationships having to do with size, shape, location, direction, and orientation of figures. Geometry students learn to use inductive (geometric patterns) and deductive (geometric structure) reasoning skills, multiple representations, applications and modeling, and justification and proof. Students become familiar with dimensionality, similarity, and congruence. Emphasis is on zero, one, two and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve real-world problems.

■ SOCIAL STUDIES

Mission: *The Social Studies/History Department provides students with the skills to enable them to understand how the past affects the present and how to make informed decisions to participate in a culturally diverse, democratic society in an interdependent world.*

Conceptual Objectives: To provide students with the opportunity to develop a knowledge and understanding of:

- How people relate to one another and to their environment
- How societies compare and contrast in different times and places
- How societies attempt to solve their problems
- How the present is built on the past and shapes the future as witnessed in current events
- How anthropology, archaeology, economics, geography, history, political science and sociology are interwoven in social studies

Inquiry Objectives: To encourage students to understand and use the various processes of inquiry, such as:

- Observing
- Defining
- Researching
- Classifying
- Interpreting
- Analyzing
- Hypothesizing
- Synthesizing
- Evaluating

Skill Objectives: To provide students with the necessary tools for learning social studies, including:

- Reading, comprehending, recalling and interpreting information
- Writing skills that vary in complexity from generating sentence responses to writing research papers
- Vocabulary skills
- Time management, planning and study skills
- Using maps, charts, diagrams, tables and timelines
- Research skills
  - locating, organizing and analyzing information
  - learning to use:
    - biographical dictionary
    - atlas
    - secondary source books
    - almanac
    - primary sources
    - encyclopedia
    - newspapers
    - dictionary
    - geographical dictionary

thesaurus
periodicals
computer/CD-ROM/Internet

- Note taking
- Bibliography preparation
- Interviewing
- Developing research projects
- Writing research papers

Affective Objectives: To assist the students in developing the following:

- Positive self-concepts
- Respectful attitudes toward God, our country and our fellow man
- An appreciation of the rights and responsibilities of being an American citizen
- An appreciation of, and respect for, life in all forms and the responsibilities of being an inhabitant of the planet Earth

Fourth Grade Topics of Study: American history and geography from earliest man in North America to the beginning of westward expansion

Goals:

Students will be able to:

- Identify migration routes of the first Americans, natural environments in North America and how Native American groups adapted to the environment
- Analyze causes and effects of European exploration and colonization
- Compare and contrast areas of English settlement, explaining geographic, political, religious, economic, and cultural diversity
- Describe aspects of colonial life
- Analyze the causes and consequences of events before and during the American Revolution
- Identify and explain basic functions of the three branches of government and the system of checks and balances
- Identify the rights and responsibilities granted to citizens
- Label major landforms, bodies of water, and the states and capitals of the United States on a physical map
- Be aware of current events

Tools for studying American History

- Maps and globes
- Graphs, charts, diagrams, tables, and timelines
- Photographs and videos
- Role playing
- Art and music
- Computer technologies

Fifth Grade Topics of Study: American history and geography from westward expansion to the challenges of the 20th century

Goals:

Students will be able to:

- Trace roots of westward expansion and their effects on national development
- Analyze the political, economic, and social factors that led to sectionalism, the Civil War, and Reconstruction
- Describe contributions of famous inventors, inventions, and entrepreneurs during the Industrial Revolution
- Identify ways migration and immigration affected demographic patterns in the growth of cities and settling the west
- Analyze connections between economic strength and expanding the nation's interests beyond its borders
- Appreciate important American customs, symbols, landmarks and celebrations
- Use geographic skills to collect, analyze and interpret maps
- Analyze current events and deduce possible implications

Tools for studying American History

- Maps and globes
- Graphs, charts, diagrams, tables, and timelines
- Photographs and videos
- Role playing
- Art and music
- Computer technologies

Sixth Grade & One Semester of Seventh Grade — Contemporary World Cultures

Areas of study include:

Sixth Grade (two semesters)

Africa, South of the Sahara
Asia
Europe
Russia
Current Events

Seventh Grade (one semester)

Middle East
Latin America
Current Events

Goals:

Students will be able to:

- Evaluate the influence of historical events on contemporary world cultures
- Utilize the five themes of Geography to examine geographic factors responsible for settlement, economic activities, politics and policies

- Utilize the five themes of Geography to analyze how people adapt to and change the physical environment and how the physical environment affects people and culture
- Interpret demographic data
- Recognize the relationship between a culture and its art, music, architecture, literature, religion, cuisine and forms of celebration
- Analyze similarities and differences within and among cultures
- Compare and contrast different types of religion
- Analyze current events and deduce possible global implications and the potential impact on the United States
- Use problem-solving and decision-making processes
- Use the school's technology and library resources to conduct effective research

Tools for studying Contemporary World Cultures

- Maps and globes
- Graphs, charts, diagrams, tables, and timelines
- Online newspapers
- Photographs and slides
- Art, music and cuisine
- Political cartoons
- Field trips
- Identification of key regional personalities

Seventh Grade — Texas History

Overview

Texas history is studied **during one semester of the seventh grade.** Students examine the impact of past political, social and economic events on Texas and, in turn, the effect of those events on North America, Mexico and the rest of the world.

Students study the various cultures which make a Texan's heritage unique. In addition, the course presents the geography and the physical features of Texas so that pupils obtain a working knowledge of the geographical forces which have shaped their state. Our ultimate goal is to use accumulated information to formulate ideas regarding the Texas of tomorrow.

Seventh grade history also includes significant study and discussion of world geography and current events. Our goal is to prepare students for success in a world that has grown smaller through the technologies of communication.

Goals:

Students will be able to:

- Understand the significance of past events and appreciate the efforts made by their predecessors in the evolution of Texas
- Follow events in a sequential order
- Grasp the relationship in cause-effect situations

- Analyze current events and deduce possible implications
- Understand the functions and mechanics of government at the state and local levels

Tools for studying Texas History

- Lecture, discussion, question-and-answer sessions, debate, anecdotes of personal triumphs and tragedies of key figures in Texas history
- Role-playing
- Research reports
- Study of maps, timelines, tables, graphs and photographs
- Research of a topic and developing a thesis for a paper
- Preparation of brief current events reports and short research papers
- Slides, filmstrip and video presentations
- Homework
- Field trips

Eighth Grade — American History

Overview

In this course the political, economic and social events of the past are related to current situations. History is examined as a continuous process of cause-and-effect relationships from pre-Columbian times to the present. Students examine the past, with emphasis from the Civil War to today, to better understand the present and to prepare themselves for the future. The relationship of this subject with other disciplines is emphasized.

Eighth grade history also includes significant study and discussion of world geography and current events. Our goal is to prepare students for success in a world that has grown smaller through the technologies of communication.

Goals:

Students will be able to:

- Understand the significance of past events
- Identify the sequence of and cause-effect relationships between historical events
- Analyze political, economic and social factors that affect events
- Identify and analyze the impact of geographic features on settlement, economic activities, politics and policies
- Identify the rights and responsibilities of citizens and recognize the importance of voluntary participation in the democratic process at local, state and national levels
- Recognize the arts and cultural activities that reflect the times in which they were created
- Analyze current events and deduce possible implications
- Use primary and secondary sources to analyze, organize, and interpret information

- Use problem-solving and decision-making processes
- Use the school's technology and library resources to conduct effective research

Tools for studying American History

- Maps and globes
- Graphs, charts, diagrams, tables, and timelines
- Videos, photographs and slides
- Art and music
- Debates and creation of a mock government
- Political cartoons
- Online newspapers
- Research reports

■ SCIENCE PROGRAM

Mission: *The Science Department believes that today's students need to appreciate the importance of science in their daily lives. They need to be prepared with the essential scientific and engineering skills and knowledge that will enable them to make well-informed decisions in our increasingly complex technological world.*

Overview

At The Academy, science students investigate our immense universe by studying the three major areas of science: life science/health, earth science and physical science. Each unit includes a mixture of scientific concepts, practical application and career opportunities.

Goals:

Students learn the scientific method through direct experience by planning and conducting investigations, observing, keeping records, interpreting data, checking conclusions and making hypotheses. Scientific fact and theory are used as vehicles to understand practical problems. The course emphasizes hands-on learning and analytical thinking.

Learning Activities

Learning activities include one-on-one teaching and small and large group activities. Classes are student-centered and include teacher instruction, discussion, seat work, board work, laboratory experiments and student presentations. Materials include the basal series, field trips, audiovisual resources, computer stations, hands-on experiments and guest speakers.

Curriculum

Our performance expectations are aligned with the *Next Generation Science Standards (NGSS)*. The cross-cutting concepts of patterns; cause and effect; scale; proportion and quantity; systems and system models; energy and matter;

structure and function; and stability and change are utilized throughout the curriculum. Students are expected to use essential science and engineering practices to demonstrate understanding of the disciplinary core ideas in the life, earth and physical sciences.

Fourth Grade Units of Study

Earth Science

- Earth's Systems: Processes that Shape Earth, History of Planet Earth, Plate Tectonics
- Energy: Natural Resources, Defining Engineering Problems

Life Science

- Structure, Function, and Information Processing
- Body Systems and Wellness: Brain and Nervous System

Physical Science

- Waves: Wave Properties and Information
- Energy: Definitions of Energy, Conservation and Transfer Energy
- Structure, Function, and Information Processing: Electromagnetic Radiation

Robotics

Earth Day

Fire Safety

Fifth Grade Units of Study

Earth Science

- Earth's Systems: Geosphere, Biosphere, Hydrosphere, Earth's Resources
- Space Systems: Gravity, Sun, Shadows, Universe, Solar System

Life Science

- Classification of Living Things
- Plant Parts/Functions/Dissection
- Matter and Energy Flow in Organisms
- Cells in Living Things
- Circulatory System
- Respiratory System

Physical Science

- Conservation of Matter
- Properties of Matter/Changes in Matter
- Introduction to Periodic Table
- Mixtures and Solutions
- Chemical Reactions

Robotics

Safety and Measurement

Sixth Grade Units of Study

Earth Science

- The Universe of Stars
- Earth and the Solar System
- History of Planet Earth

Life Science

- Cell Theory/Structure and Function of Cell Parts
- Evidence of Common Ancestry and Diversity
- Dissection
- Muscular and Skeletal Systems

Physical Science

- Kinetic Energy/Potential Energy
- Motion and Newton's Law
- Simple Machines

Robotics

Seventh Grade Units of Study

Earth Science

- Human Impact on the Environment
- Human Population and Natural Resources

Life Science

- Growth and Development of Organisms
- Genetic Factors
- Energy Flow in Organisms
- Interdependent Relationships in Ecosystems
- Cycle of Matter and Energy Transfer in Ecosystems
- Ecosystem Dynamics, Functioning, and Resilience
- Biodiversity and Humans
- Inheritance and Variation of Traits
- Genetic Variation and Adaptation
- Natural Selection

Physical Science

- Energy Transfer

Body Systems

- Digestive (Excretory) System
- Urinary (Renal) System
- Integumentary System
- Lymphatic System

Other Areas of Study

- Science Fair
- Dissection

Eighth Grade Units of Study

Earth Science

- History of the Earth
- Earth's Materials and Systems
- Plate Tectonics and Large-scale System Interactions
- The Roles of Water in Earth's Surface Processes
- Weather and Climate
- Natural Resources
- Natural Hazards
- Global Climate Change

Life Science

- Responding to Stimuli
- Structures and Processes

Physical Science

- Structure and Properties of Matter (The Periodic Table)
- Chemical Reactions and Conservation of Mass
- Kinetic Energy of Particles/Thermal Energy
- Types of Interactions
- Electric and Magnetic Forces
- Wave Properties
- Electromagnetic Radiation
- Information Technologies and Instrumentation

Body Systems

- Nervous
- Endocrine
- Reproductive

Other Areas of Study

- STEM Project Based Learning Activities
- Dissection

■ WELLNESS

Mission: *The Dimensions of Wellness program gives Academy boys a more comprehensive perspective of who they are in mind, body and spirit while striving to teach the elements of a healthy lifestyle.*

Children spend a significant amount of their formative years in school. It is well understood that lifestyle patterns are established early in life. The faculty and staff of The Academy strive to reinforce healthy instruction for children through:

- Its health curriculum
- Its guidance curriculum
- Serving nutritionally-balanced meals in the refectory
- Providing challenging physical conditioning and extracurricular athletic opportunities
- Providing responsive services and individual planning for students and their families

Physical Health

- Nutrition
- Physical Fitness
- First Aid (seventh grade)
- CPR (eighth grade)
- Sexual maturation (sixth grade)
- *Worth the Wait* sex education program (seventh and eighth grades)

Mental Health

- Self-esteem
- Problem solving
- Chemical addiction
- Safety
- Relationship skills
- Social skills

■ SPANISH

Mission: *The Spanish Department generates enthusiasm for the language and its culture by providing students with challenging and engaging opportunities to develop the skills to use Spanish in their daily lives.*

Overview

Spanish, as a second language, is an important part of The Academy's curriculum. Students develop oral proficiency while learning essential study techniques and acquiring the self-discipline that is needed to learn a new language.

Linguistic Objective

Our main goal is to generate enthusiasm for and a love of Spanish as students acquire a working knowledge of the language so that they can understand and express themselves clearly and effectively within the range of their experiences and needs. Our primary goal is **COMMUNICATION**. Throughout the Spanish curriculum we emphasize **CONVERSATION** in the target language. Students will be able:

- To understand a native speaker speaking at a normal tempo on a subject within the range of the student's experiences
- To speak sufficiently to make direct contact with a native on a subject within the range of the student's experiences
- To read, with direct understanding, material on a general subject and on a subject within the student's experiences

Cultural Objective

The specific goal in the study of the cultures of Spain, Mexico and other Spanish-speaking countries is to develop a knowledge of the Hispanic nations' geographical and cultural features, heritage and contributions to Western civilization.

Learning Strategies

PreK and K

- Aural/oral approach to Spanish
- Emphasis on developing good pronunciation
- Vocabulary & cultural reinforcement through games and songs

First Grade

- Aural/oral approach
- Question/answer role playing
- Emphasis on developing good pronunciation
- Increased cultural awareness through songs, games and dance

Second Grade

- Aural/oral skills
- Question/answer role playing
- Word recognition skills developed in a reading readiness program
- Increased cultural awareness through songs, games and dance

Third Grade

- Aural/oral skills
- Following directions in Spanish
- Modeling of phrases
- Rich vocabulary-building opportunities exploring an array of nouns, verbs and adjectives used in everyday life situations
- Cultural awareness through discussion of differences and similarities

Fourth Grade

- Basic situational and conversational skills
- Formal presentation of structure
- Listening, speaking, reading and writing skills emphasized
- Emphasis on cultural awareness
- A multimedia presentation of Spanish

Fifth, Sixth, Seventh and Eighth Grades

By the conclusion of the eighth grade, students will have been involved in the study of the following aspects of learning a foreign language:

- ***Communication***
  - Students engage in conversation, provide and obtain information, express feelings and emotions and exchange opinions.
  - Students understand and interpret written and spoken Spanish on a variety of topics.
  - Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- ***Cultures***
  - Students demonstrate an understanding of the relationship between the practices and perspectives of the culture.
- ***Connections***
  - Students reinforce and further their knowledge of other disciplines through Spanish.

  - Students acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and its culture.
- ***Comparisons***
  - Students demonstrate an understanding of the nature of Spanish through comparisons of the language with their own.
  - Students demonstrate an understanding of the concept of culture through comparisons of the Spanish culture with their own.
- ***Communities***
  - Students use Spanish both within and beyond the school setting.
  - Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.

The following topics have been covered by the end of the eighth grade:

Verbs

- Present tense: regular and irregular verbs
- Present tense: stem-changing verbs
- Verbs *ser* and *estar*
- Verbs *saber* and *conocer*
- Verbs and prepositions: *ir a, tener que,* etc.
- Present tense: irregular forms of *yo*.
- Affirmative tú
- Preterite tense: regular and irregular verbs
- Imperfect tense: regular and irregular verbs
- Preterite and imperfect: talking about the past
- Present progressive tense: *estar* and present participle
- Reflexive verbs: present, preterite and imperfect

Structure

- Nouns and adjectives: gender and number
- Pronouns: subject, after prepositions, direct, indirect and reflexive
- Prepositions: *al, del,* with infinitives
- Verbs *gustar* and *encantar*
- Adverbs
- Possessive adjectives: short and long forms
- Demonstrative adjectives
- Numbers: cardinal, ordinal and fractions
- Interrogative words
- Indefinite words
- Possessive pronouns
- Demonstrative pronouns
- Double object pronouns

Vocabulary

- Cognates
- Synonyms
- Antonyms

- Thematic Vocabulary:
  - Personal identification
  - Family
  - Meals/Foods/Beverages
  - Health
  - Shopping
  - House and Home
  - Community
  - Professions
  - Leisure
  - Entertainment

The Spanish Department Chair and the eighth grade Spanish teacher recommend placement for ninth grade based upon each child's mastery of subject matter and proficiency in language skills.

■ LIBRARY/MEDIA SKILLS

Mission: *The Bondurant Library serves as the hub of intellectual activity, fostering the pursuit of knowledge and the exchange of ideas by connecting the library to each student, teacher, classroom, and discipline. While encouraging the love of reading, students are taught to become effective and discriminating users of information and to develop strategies for lifelong learning.*

Overview

Library/media skills are taught in sequential development from prekindergarten through the eighth grade, with the goal of integrating literature and research skills within ongoing curricular activities.

The care and location of materials, and browsing and checkout procedures are introduced in the primary grades as well as age-appropriate literature. These skills are reinforced in the upper grades. Students also are taught to use the computerized catalog, to locate materials on the shelf, and to use reference resources.

The library maintains a selection of books included in the Accelerated Reader Program. These titles correspond to the Accelerated Reader Program used in the classroom. Databases support curriculum needs and student research.

Philosophy

Academy students are encouraged to use the library as often as possible to enhance and expand classroom learning. Students are encouraged to read recreational books, conduct independent research and seek out information on hobbies, sports, pets and other extracurricular interests.

Goals

Students will be able to:

- Understand that the library is divided into several categories, including picture books, fiction, non-fiction, reference and periodicals
- Recognize that libraries use classification systems to organize, store and provide access to information and resources.
- Explore the origin and characteristics of various literary forms such as folk literature, myths, poetry, science fiction, etc.
- Use a variety of reference materials, including atlases, almanacs and encyclopedias, both print and online, to locate information

- Define a bibliography as a list of sources used and be able to interpret information in a bibliography
- Use Internet search strategies to meet informational and research needs
- Use above resources to gather, record, and integrate information
- Access and use library circulation database

Interdisciplinary Approach

Library/media skills are taught in regular weekly classes, in conjunction with research projects and are integrated with other curricular activities at The Academy. Famous authors' works, classic literature and poetry are taught in conjunction with reading and English classes. The program is flexible to accommodate teacher requests.

The library is responsive to special events such as Earth Day, Black History Month and Hispanic History Month and encourages teachers to bring classes for specific projects and research.

Hands-on Activities

The specific skills classes are oriented toward hands-on activities. Students may practice alphabetizing with real books, look up actual titles, authors and subjects on the computerized catalog and complete other practical assignments. Older students are encouraged to use the Internet for research.

Special Activities

Community resources are utilized whenever possible. Guest speakers may include a professional storyteller, a local author and/or a book publisher. Book fairs include many of the titles on the Accelerated Reading List for students of all reading levels.

The library displays classroom projects of student work. A collection of DVDs are made available for teachers in all subject areas.

■ PHYSICAL EDUCATION & ATHLETICS

Mission: *The Physical Development Department fosters in boys self-confidence, self-discipline, and a positive self-image through physical fitness, the development of athletic skills, games and competition.*

Overview

The Athletic Program is divided into two groups: competitive sports, and physical education. Competitive athletics is discussed in the *Student-Parent Handbook*.

Physical education grades are based on participation, effort and physical fitness. ***A student's coordination and/or talent for sports does not play a major role in his grade.*** **Good attitude and consistent effort are important factors in the determination of a student's grade.**

Most students take P.E. four times each week. Two classes each week emphasize physical fitness, including conditioning and flexibility exercises, testing and

games which require running and movement. Conditioning and flexibility are part of every P.E. class.

Two classes each week emphasize specific sports such as soccer, football, basketball and softball. Basic skills used in other sports, such as track and volleyball, are also taught and practiced.

Physical education classes should be fun and provide an effective means to physical fitness. Students are involved in games and activities which teach skills and produce flexibility, endurance and coordination.

We want students to develop a positive self-image and a positive attitude toward physical fitness and sports, and we encourage them to participate to the best of their ability. Various activities are offered so that each student will find at least one sport that he will enjoy.

Goals

- To promote physical fitness through exercise, competition and games
- To foster self-confidence and a positive self-image via physical fitness and the development of athletic skills
- To teach discipline and responsibility by encouraging students to do their best every day
- To teach the skills, tactics and strategies of soccer, football, basketball, baseball/softball and other sports
- To teach the importance of teamwork and sportsmanship in achieving goals

Objectives

- ***Prekindergarten***
  The following objectives for the prekindergarten students are met through "simple" games, casual conversation, instruction and supervised free play. The program endeavors to:
  – Teach boys how to play unselfishly
  – Familiarize students with names of sports equipment, body positions and skills
  – teach students concepts of boundaries, rules and teams
- ***Kindergarten through 2nd Grade***
  Objectives are accomplished through easily-learned organized games, exercises and sports. The program endeavors to:
  – Teach students that the body can be controlled and conditioned to produce desired results
  – Teach students that participation is more important than winning
  – Begin development of gross and fine motor skills used in sports
  – Begin development of physical fitness, agility, balance, endurance, flexibility and strength
  – Teach students to follow instructions and play according to the rules
- ***Grades 3-8***
  Students are taught organized games, exercises and specific sports in order to accomplish our goals. Activities include: volleyball, basketball, soccer,

flag football, lacrosse, softball, floor hockey and various exercises. The program endeavors to:

- Develop a sound body, mind and spirit. Students are encouraged to improve their physical condition and learn how to care for their bodies.
- Develop perceptual, visual, auditory and motor coordination skills.
- Develop a detailed working knowledge of skills, rules and tactics of major sports, such as soccer, football, basketball and baseball.
- Develop character, i.e., the ability to win with humility, lose with grace and to accept the decisions of the teacher, coach and referee.

Students in grades 3-8 are expected to:

- Dress out in the proper uniform every day.
- Participate in class activities to the best of their ability.
- Maintain a proper attitude and good sportsmanship.
- Treat classmates with respect and kindness.
- Shower daily (grades 4-8 only).
- Bring a lock for the locker, if they choose.
- Turn in the Physical Form in order to participate in class.

Since consistent participation is the major factor in determining P.E. grades, a student not dressing out or failing to bring the proper uniform to class 2 times during a 3 week grading period will receive an "N;" 4 times will result in a "U." Each student's grade will also reflect his effort, attitude, level of participation, sportsmanship and conduct in class.

■ MUSIC

Mission: *The Music Program offers broad, hands-on musical experiences, with training and live performance opportunities in voice, movement, and instruments. Our goal is to make music learning fun, practical and stimulating as we seek to develop each boy's abilities, enjoyment, knowledge and appreciation of music.*

The Academy's music program is designed to provide knowledge, appreciation and a lifelong enjoyment of music through age-appropriate activities and enrichment activities.

Primary students in pre-kindergarten through second grade attend two music classes per week. These sessions include individual and group singing, creative movement, critical listening and simple vocal improvisation. Rhythmic and instrumental activities and information about composers are included as a way to develop basic music skills, concepts and vocabulary. Second grade students attend a special student-oriented symphony concert in the spring. All Primary students present three musical performances each year, two in the fall and one in the spring.

Upper School students in grades three through five participate in one forty-five minute class each week, while sixth graders choose their class from one

of the Fine Arts electives offered. In Upper School music classes the foundations laid in the Primary years are reinforced and expanded to include higher level vocal and instrumental performance skills as well as more sophisticated studies of composers and their music. Melodic and rhythmic tracking and reading, ear-training, creative movement, composition, solo and group singing opportunities are offered. Fourth and fifth grade students receive instruction in playing the recorder, and fifth graders are also introduced to hand bell playing techniques. Upper School music students have the opportunity to attend student-oriented symphony concerts and present a Holiday Program in December and a Mother's Day Concert in May.

In addition, select boys from grades three through eight are invited to join the San Antonio Academy Choir. These singers perform in both school and community settings. The Academy Choir rehearses one morning each week following chapel. Singers also attend one after-school rehearsal on the first Tuesday of the month until 4:30 p.m. Prior to the Spring Concert in February or a special event, an additional rehearsal or two may be called with advance notice.

■ ART

Mission: *The Art Program is dedicated to bringing out the very best in each student's abilities, as well as promoting and fostering confidence and creative thinking. SAA art students learn the fundamental skills in a variety of media, while enhancing their awareness and understanding of art as a means of personal and social expression.*

Overview

Art is viewed as an integral subject in the overall humanities program offered at The Academy. Students in prekindergarten through fifth grade receive weekly instruction in art. An art elective is offered to the sixth, seventh and eighth graders.

Students are taught the fundamentals of art and are encouraged to develop personal technique and style, while enjoying the opportunity to express themselves in a variety of media. Formal instruction includes work in drawing with pencil, charcoal, pastels, ink, painting in watercolor, tempera and acrylic, and ceramic work. A student art show, held in the spring, displays selected works created by boys in first through eighth grades. In addition, a PreK/Kinder Art Show is held prior to that, displaying works often patterned after the paintings of famous artists.

Additional components of the art curriculum are discussions of art history and the lives of famous artists. Afternoon classes in drawing, painting and clay are offered in the fall and spring. Field trips to local museums and galleries are also an option available to students for further study. The art studios at San Antonio Academy are spaceous, well-equipped and ideal for providing a comfortable working environment.

SAN ANTONIO ACADEMY

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