



Holy Child Academy Curriculum Guide

Goals of Holy Child Schools

Goal One

Holy Child Schools foster a faith commitment that engenders a joyous personal relationship with God in addressing the challenges of the world

Goal Two

Holy Child Schools live, learn and worship as a dynamic Christian community

Goal Three

Holy Child Schools offer an intellectually challenging and creative program of study that develops a love of learning and academic excellence

Goal Four

Holy Child Schools work for Christian principles of justice, peace and compassion in every facet of life

Goal Five

Holy Child Schools create a learning climate based on trust and reverence for the dignity and uniqueness of each person

Goal Six

Holy Child Schools promote the personal growth and development of all who participate in the life of the School

Goal Seven

Holy Child Schools ensure the continuation and growth of Holy Child mission and philosophy in the schools



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HOLY CHILD ACADEMY



Curriculum Guide

Philosophy

The philosophy of Holy Child Academy is to develop the talents of each student. Based on the educational tradition of Cornelia Connelly, the school seeks to embody those ideals as well as the qualities of trust, excellence in education, and respect for the individual.

The school's Catholic heritage and its curriculum give Holy Child Academy a distinctive place among Long Island's independent schools. Our faculty-student ratio allows for personalized interaction between teacher and student and the creation of a community atmosphere. The school welcomes students from diverse ethnic and cultural backgrounds, while encouraging an appreciation for the Catholic faith.

Introduction

The curriculum at Holy Child Academy seeks to foster a careful balance of intellectual, spiritual, physical, and emotional development. Guided by a team of skilled, creative educators, students pursue their scholastic careers at Holy Child Academy with enthusiasm and a strong sense of purpose. With academic excellence as a leading priority, other key program elements include the fine and performing arts, spiritual, moral, and ethical guidance, athletics, community service, and extracurricular activities.

Early Childhood Center

Toddler through Kindergarten

Welcome to the Early Childhood Center! Each of the four Early Childhood programs has its own curriculum. Each is rich in language, music, movement, and art. The program supports developing social skills such as sharing, cooperating, listening, taking turns, and displaying self-control. It fosters skill development and independence. And, in every school day, time for imaginative play.

Individualized attention is also important for young children. They are accustomed to the intimacy of the parent-child relationship. Each child has individual needs and learns at his or her own pace. Small class sizes help us to create a warm, nurturing environment where each child can be guided on his or her own unique path of exploration and discovery.

Education that is appropriate for the age will engage a young child's heart and soul—not just his intellect. It will foster a joy in learning that can last a lifetime.



Early Childhood Center

Toddler through Kindergarten



The Toddler Program

The Toddler Program at Holy Child Academy is a separation and socialization program. The approach of the program is based upon the philosophy that children learn by doing - through exploration, play, and active participation with their environment. Children's discoveries promote mastery and feelings of competence. The classroom provides a warm environment to support each child's needs, encourage self discovery, and facilitate separation. Activities are adjusted to the developmental level of each child, enhancing his/her social, emotional, and intellectual development. A predictable, yet responsive, daily schedule meets the needs of children for both structure and flexibility.

At Holy Child Academy, toddlers develop a variety of skills, including physical, language, social-emotional, cognitive, self-help, and gross and fine motor. These skills are integrated through music, art, table toys, movement, games, puzzles, and books. By listening, talking, and describing actions to them, toddlers strengthen vocabulary, expand expressive language skills, develop self-esteem, and increase self awareness. Toddlers learn to count, formulate sentences, discover their artistic and musical abilities, differentiate between their emotions, and learn about the world around them.

Early childhood is a time when children begin to develop relationships with others and develop a lifelong love of learning. The program allows for direct, hands-on experiences with people, objects, and events. There are endless opportunities for toddlers to learn and play in an inviting, age-appropriate, safe and loving environment.

Nursery

In Cornelia Connelly's *Book of Studies*, she wrote, "...learning should be joyful!" The Nursery program at Holy Child Academy is a spirited, play-based experience. Emphasis is placed on social and emotional development during the course of the year. The primary goal of the program is to foster a love of school and learning from an early age. We believe in the importance of play and the many benefits it provides. Play allows children to express themselves creatively and imaginatively. It also teaches them how to take turns, share, cooperate, resolve conflicts on their own, use their words and language skills, gross and fine motor skills, become independent thinkers, and communicate not only with their peers but with their teachers as well.

The classroom is a nurturing environment where children are encouraged to be themselves. Learning to separate from their caregivers, transitioning from activity-to-activity or class-to-class, listening and following directions, sharing, confidence building, and becoming independent are core elements of the program.

Simple principles such as being kind, compassionate and empathetic towards one another are practiced everyday.

Language Arts

Reading, writing, listening, and speaking are important early literacy skills that help to ensure success in school and set the foundation for future learning.

Language arts activities in the Nursery year are hands-on and child centered. Daily " Circle Time" is an important part of the day. It allows the children the opportunity to be part of a group where they learn to listen, sing, recite and be part of a group discussion. Weekly visits to

the library and a reading corner in the classroom help to foster a love of reading. Retelling and reenacting nursery rhymes and fairy tales, story sequencing, verbal responses to weekly/monthly thematic units, class-made books about colors, numbers, shapes, hand-prints, nursery rhymes and “All About Me” are all activities used to help capture a child’s curiosity. Pre-writing skills are supported through the use of fine motor skills using play dough, scissors, glue, drawing and writing.

Mathematics

During the Nursery year, children are exposed to a general sense of numbers and begin to learn to visualize the difference between numbers and letters. Through ten frames, flashcards, board games, blocks, puzzles, patterns, sorting, graphing and measurements children learn to appreciate the value of numbers. Vocabulary includes more than/less than, near, far, in front of, behind, how many, and how many more. Activities include tracing numbers and stamping corresponding dots, as well as class-made books about the numbers 1-10. Singing songs and reciting poems about numbers at “Circle Time” offer additional opportunities to develop a number sense.

Science

Science provides an opportunity for children to explore the world around them. Whether learning about their natural world or exploring their five senses, children are encouraged to ask questions, observe, predict, classify, and discuss. Cooking, nature walks and thematic based units of exploration all combine to stimulate curiosity and sensory awareness.

Social Studies

Social Studies teaches children that they are part of a larger community in addition to their family community. Learning about local communities, holidays and multicultural activities help children better understand the world around them.

Religion

Religion instills an awareness of God in our lives and that we are all special. “Sharing is caring” is a mantra in Nursery. Being a kind, compassionate, empathetic, and respectful friend is important. Reciting “prayer before meals” is routine and celebrating our differences is commonplace.

Circle Time & Music

“Circle Time” is a lively and spirited part of the day. It’s an important social learning experience, as well as an opportunity for individual and group activities. “Circle Time” encourages self-confidence when speaking in front of a group and allows for self-expression and verbalization.

Singing songs, exploration of musical instruments, listening to music and books on tape, reciting poems, chants, nursery rhymes and greeting one another are part of the daily routine. Listening, taking turns, sharing of information, and paying attention are skills that are consistently worked on everyday during “Circle Time”. It also provides the opportunity for children to develop listening skills for a sustained period of time.

Imaginative Play

Imaginative play helps a child develop cognitive, social and thinking skills. Dressing-up, role playing, pretend cooking, caring for the “babies” and stuffed animals, putting on puppet shows, playing with Legos, trains, cars, trucks, magnets, wooden doll houses and building at the tool bench help to encourage creative, imaginative play. Imaginative play also helps children learn how to take turns, share, and express their feelings.

Fine Motor & Creative Play

Fine motor skills build small muscles which control hand, finger, and thumb tasks. Writing, eating, buttoning, and zippering all involve these fine motor skills. The Nursery students are exposed to the use of jumbo crayons, paint brushes, lacing cards, stringing beads, play dough, sand table, finger painting and easel painting to further strengthen those skills.

Weekly Specials

During the course of the day, the children transition from their classroom to other spaces within the school as well as on the campus. Three times a week the children go to the gym for a Movement-to-Music/Gym class. Once a week they visit the library and go to a Sing-a-Long class. Twice a month, they experience and learn yoga in the gym.

Prekindergarten

Preschoolers live in a magical time. Adventure is always afoot and there are great discoveries to be made. Preschool is a wonderland of opportunity to explore, discover, and encounter the world all at arms length, and in the spirit of good fun. Preschoolers develop a remarkable sense of well being, accomplishment, and independence at Holy Child Academy.

The Preschool curriculum offer days full of excitement and discovery. Using a fully individualized and experiential approach, children are exposed to the basic social and academic concepts that they will need for continued instruction in Kindergarten and beyond. One should never underestimate the capabilities of very young children to grasp, process and interpret information. Teachers work with children at their own pace and comfort level so that they complete the year with major cognitive milestones achieved.

Language Arts

Pre-K children are introduced to letters. The focus is on recognizing, identifying, and printing all uppercase letters followed by the introduction of lowercase letters and their sounds.

The *Handwriting Without Tears* program is implemented in the letter recognition and handwriting program. Students have the opportunity to use wood pieces, magnetic pieces, and special chalkboards to help them properly form the letters. The *Mat Man* program provides additional reinforcement.

The children create journals. Sentence starters elicit responses which are recorded by the teacher and illustrated by the student.

There is exposure to a variety of children's authors. The children begin to compare/contrast authors and begin to examine themes, characters and illustrations. The Pre-K class also focuses on learning fairy tales and nursery rhymes throughout the course of the school year.

A variety of class books are composed. The children are proud to share their "ABC", "Nursery Rhyme", "Tree of Seasons" and "Monthly Photo Journal" creations with their families during our Preschool "Book Release" celebration.

Mathematics

Mathematics is learned through songs, poems, stories and interactive games. During "Circle Time" each day, the students focus on counting forward and backward (1-20), counting by 10's, and ten-frame counting to 100. Each day, the children work on patterns which are part of the daily calendar, sorting, and sequencing activities. Monthly thematic graphing helps to expose the students to basic mathematical vocabulary. The students learn to compare and contrast,

read and interpret graphing information. They graph daily weather and use Glyphs, a type of graphing using symbols.

Hands-on baking and cooking activities are used to reinforce a variety of concepts. The children are using their skills of counting and measuring while working as a team to produce an outcome.

Science

The discovery-oriented science program exposes children to a variety of concepts in natural science and allows them to have hands-on experiences as they explore nature. Each month, teachers create in-class experiments and field experiences to help children explore topics such as the four seasons, the five senses, water, light and air, seeds and plants, and marine life. Children's natural curiosity about their environment is stimulated through these activities. Literature is utilized to enhance and enrich exploration of the world of science.

Social Studies

The world comes into the classroom during social studies. Themes focus on Native American culture and the discovery of America, holidays such as Earth Day and Thanksgiving, social issues such as fire safety, and topics such as Martin Luther King Jr.'s "Dream" and treating all people equally and with kindness. Students also explore the history of the White House.



Multi-Cultural and "Family Day" celebrations are also part of the program. Social studies topics are taught using modalities of creative drama and music, and reinforced with literature.

Weekly Specials

During the course of the day, the children transition from their classroom to other areas of the school. Three times a week the children go to the gym for a Movement-to-Music/Gym class. Once a week they visit the library and go to a Sing-a-Long class. Twice a month, they experience and learn yoga.

Kindergarten

The Kindergarten program carefully lays the foundation for the academic challenges of first grade and beyond. The primary goal of the program is to introduce readiness skills and make a child's school experience a time of wonder, exploration, and discovery. The children begin to understand how to conduct themselves in group settings while navigating through periodic transitions and responsibilities. Students develop social skills such as cooperating, negotiating, helping, and sharing with one another while following directions, expressing feelings, and talking to one another to solve problems. The classroom environment allows children to understand and accept limits, establish rules, resolve conflicts, and become joyful, independent learners.

Language Arts

Students focus on a new letter each week. This letter becomes the main focus of daily lessons. The students learn to recognize, write, and master the phonetic sounds of the letters. Children emerge from Kindergarten with a sense of confidence and a love of reading. Kindergarten language arts involves the integration of the following programs:

Get Set for the Code A,B,C – Introduces all consonant letters and uses separate sections with specific instruction to teach phonemic awareness, phonics, vocabulary, fluency, comprehension and writing. The program covers literacy and letter formation through visual, auditory, and kinesthetic activities that include tracing, copying, matching, and following directions.

Handwriting without Tears – A developmentally appropriate program that provides multi-sensory experiences, addressing all learning styles. By playing, singing and building letters, Kindergarten students develop the important skills they need to print words, sentences, and paragraphs. Lessons focus on letter and number recognition, capital and number formation, and proper grip of writing tools.

Write Source – A writing program that helps students write, form, and comprehend sentences and ideas by using a thematic approach. Word banks and alphabet charts help students learn to put words together, form sentences, use proper capitalization, and finish sentences with appropriate punctuation.

Mathematics

The Kindergarten class uses the **Bridges in Mathematics** program. **Bridges** units offer advanced preparation, workplace instruction, materials for each unit, and a home connections skills review. Each day begins in the “Number Corner” where students work on specific skillbased tasks. Students are exposed to creative and hands on lessons that encourage engagement in a variety of ways. Games and hands-on-activities are all used to explore mathematical concepts. In Kindergarten, an emphasis is placed on developing a strong number sense with a focus on the following:

- Count by 1’s up to 10 with 1-to-1 correspondence
- Count by 2’s to 12
- Read, write, and understand numbers to 10

- Count and compare sets of up to 10 items
- Quickly recognize groups of 1-5 items without counting every item
- Interpret and solve addition and subtraction problems to 6 using manipulatives and dramatic play
- Identify, copy, extend, and create repeating patterns
- Explore and extend patterns that grow by 1 or 2
- Sort objects, including 2 and 3 dimensional shapes, by a variety of attributes
- Recognize and name triangles, circles, squares, and rectangles
- Compose shapes using smaller shapes (e.g. pattern blocks)
- Create and interpret bar graphs

Social Studies

Students in Kindergarten begin to develop awareness about self, family, neighborhoods, and communities. Students get monthly magazines through the **Time for Kids** program which highlights age appropriate current events. Social Studies lessons are formed through monthly themes, upcoming holidays, and children’s own personal interests. Some of the favorite units are the stories of Christopher Columbus and Thanksgiving, Dr. Seuss, Martin Luther King, Jr. and St. Patrick.

Science

The Kindergarten science program encourages a sense of wonder and curiosity about the world around us. Students are exposed to hands on experiments and are encouraged to predict, observe and ask questions. Children apply these skills to the study of the Solar System, the seasons, the life cycles of plants and animals, the five senses, and nutrition.

Religion

Students begin to understand the core of Catholic beliefs through Bible stories. Kindergarten students' first lesson is that all things and people are gifts from God. Their Bible studies focus on creation, kindness, and treating one another as Jesus would. These stories are used to help students understand Catholic holidays such as Christmas and Easter and the seasons of Advent and Lent. ***The Hail Mary, Our Father*** and ***Grace Before Meals*** are the main prayers taught in Kindergarten.

Information Technology

Students go to weekly I.T. class where they learn basic computer skills such as using the mouse, using a keyboard, typing, and navigating a Mac computer. Students practice their letter recognition, phonics, and math skills on various programs like "ABCya.com". Once students are comfortable with the computer, cross-curricular learning connections are introduced.



Lower School

Grades 1 through 4

First Grade

Lower School Grades 1 through 4

Lower School students develop a love of learning, manage the demands of formal schooling, employ the rules of language and numbers, and, hopefully, make lifelong friends. A critical foundation is formed during these years.



Language Arts

The First Grade program is a balanced literacy one which is optimum for the teaching of reading and writing. The components of a balanced literacy program include read-alouds, shared reading, “Reading Workshop”, shared writing, inter-active writing and “Writing Workshop”.

First Grade utilizes the *Open Court Reading Program*. *Open Court*, a research based teaching and learning program, reinforces student learning through systematic, explicit instruction. During read-alouds the teacher reads a variety of genres and models effective “think alouds” about the texts. Students actively participate by listening to text and sharing thoughts and comprehension strategies with classmates. Shared reading is an opportunity for the teacher to use Big Books and for the students to engage in subsequent conversations about a shared text. All are components woven into the *Open Court* reading anthology.

Reading Workshop

Reading workshop is a time for students to work in small, teacher-led groups or for independent reading time. Children conference with the teacher to determine independent reading levels and to set forth goals for the year. Students utilize iPads to strengthen independent reading levels with technology-based programs such as “KidsA-Z”. Teachers are able to use the right blend of instruction, using varied printable, projectable, digital and mobile platform resources designed to differentiate instruction for the needs of each child.

Writing Workshop

During Writing Workshop time, the teacher models the process for becoming a skilled writer. Teachers implement the *Write Source*, a personalized writing program, which provides instruction, practice, and assessment designed to promote student success. First Graders have the opportunity to write personal narratives, expository texts, letters and poetry. Weekly spelling and vocabulary instruction supports the development of each child's reading and writing abilities. Writing Workshop provides students with the opportunity to work one on one and in small groups as they build upon the strategies they have learned to improve the quality of their writing. Children are guided as they draft, revise, and publish written and illustrated work.

Mathematics

First Grade uses the Math Learning Company, *Bridges*, in its mathematics curriculum. This program provides the guidance, materials and tools for building mathematical thinkers. *Bridges* blends direct instruction, structured investigation, and open exploration. Students are exposed to fun, interactive lessons that are tailored to each child's needs. Lessons are taught whole group as well as in small group settings. Students are given the opportunity to work with partners on hands-on games that allow students to talk about their mathematical thinking and work with, and learn from, their peers. Daily "Math Journals" incorporate writing skills while engaging the students' abilities to think critically and to solve problems.

Throughout the school year students will:

- Solve addition and subtraction within 20
- Use two digit addition and subtraction
- Understand whole number relationships and place value
- Understand linear measurement in non-standard units
- Reason with shapes and their attributes
- Identify coins and their value

- Use number operation symbols (+, -, =, <, >)
- Understand and solve word problems
- Develop number sense
- Organize and interpret graphs
- Understand the calendar, time and duration

First Graders also use the "DreamBox Learning" app, which provides both supportive and enrichment opportunities. Driven by Intelligent Adaptive Learning™ Technology, "DreamBox" adapts to students' progress with personalized instruction that helps students build problem-solving strategies, hone critical-thinking skills, and develop math fluency. "DreamBox" individually tailors every math lesson and ensures that students work in their optimal learning zone.

Science

The First Grade curriculum revolves around the study of living things, plants and what they need to survive, the sun and moon and Earth, our five senses, magnets, push and pull, simple machines and weather. Students complete research projects about the moon and plants in class and in the Mac Lab. In the spring, a field trip to Old Westbury Gardens helps to culminate the program.

Social Studies

First Grade students explore communities and families. The program focuses on individual responsibilities which help to make our world a better place. First Graders are part of "families" with students in the older grades which meet throughout the year to work on projects that promote good citizenship. Diverse cultures and traditions are studied and embraced. During the Multi-Cultural Week celebration, first graders study the people and culture of Japan.

Religion

First Graders explore their faith and learn how to pray meaningfully as they develop their understanding of the Catholic faith. The class participates in daily prayer and reflection and joins the second graders in a prayer group led by our campus minister. The program lays the faith foundation for the sacramental program in Second Grade.

Information Technology

First Grade students attend weekly technology classes in the Mac Lab. The classroom teacher collaborates with the I.T. teacher to create meaningful project-based lessons. There is an ongoing focus on typing and word processing skills throughout the year. The first graders develop and improve these skills as they explore classroom topics and take notes from web-based sites, such as “Pebble Go” and “World Book Online”. As part of an integrated approach to learning, students use technology to write and illustrate research projects, stories and poetry. The children create interactive classroom projects using programs such as “Buncee” and “Kid Pix”. Students enjoy creating class books, which showcase individual work and teamwork.

Second Grade

Language Arts

Guided Reading

Second graders begin the year in small, guided reading groups based on their instructional level. Guided reading lessons are based on texts from the McGraw-Hill’s, *Open Court* reading series as well as various chapter books that are aligned with units from the science and social studies curriculum. All serve to review and enhance

various reading strategies, build vocabulary, increase fluency and comprehension skills as well as strengthen phonemic awareness. Independent reading is monitored with the use of the “Kids A-Z” app and one-on-one student/teacher conferencing. Students are taught how to select a “just right” book from the library and classroom collections.

Writing Workshop

The writing process is at the core of the Second Grade writing program. Students begin brainstorming ideas, writing rough drafts, and then work one-on-one with the teacher to revise, edit, and publish their pieces. Daily lessons in mechanics, usage, grammar, and spelling are incorporated into the Writer’s Workshop and the use of the *Write Source* continue to support those efforts. Second graders have the opportunity to write personal narratives, informational reports, friendly letters, and poetry.

The mechanics of cursive writing are introduced through the Zaner-Bloser handwriting program.

Mathematics

Second grade uses the Math Learning Company, *Bridges*, in the Mathematics curriculum. The curriculum focuses on developing students’ deep understanding of mathematical concepts, proficiency with key skills, and the ability to solve complex and novel problems. *Bridges* blends direct instruction, structured investigation, and open exploration. Students are exposed to interactive lessons that can be tailored to each child’s learning needs. Lessons are taught whole group as well as in small group settings. Students are given the opportunity to work with partners on hands-on games that allow students to talk about their mathematical thinking and work with,

and learn from, their peers. Throughout the school year students will:

- Solve two-step addition and subtraction story problems to 100
- Add and subtract to 20; know addition facts to 20 by memory
- Read and write 3-digit numbers using numerals, words, and expanded notation ($726 = 700 + 20 + 6$)
- Understand that the three digits of a 3-digit number represent amounts of hundreds, tens, and ones
- Use symbols $>$, $=$, $<$ to compare two 3-digit numbers
- Add and subtract 2-digit numbers accurately and efficiently, and explain strategies for doing so
- Add and subtract 3-digit numbers using models, sketches, and/or numbers, and explain strategies for doing so
- Estimate and measure length in centimeters and meters, inches and feet
- Divide circles and rectangles into two, three, and four equal parts and describe the parts
- Recognize, draw, and analyze 2-and 3-D shapes
- Solve money problems involving dollars, quarters, dimes, nickels, and pennies

Second graders also use the “DreamBox Learning” app, which provides instruction for academic intervention as well as enrichment. Driven by Intelligent Adaptive Learning Technology, “DreamBox” adapts to students’ progress and offers personalized instruction that helps students build problem-solving strategies, hone critical-thinking skills, and develop math fluency. “DreamBox” individually tailors every math lesson and ensures that students work in their optimal learning zone.

Science

The second grade science curriculum revolves around the study of animals and their habitats. Students have the opportunity to learn about marine, desert, Polar, and rainforest animals throughout the

school year. Students complete research projects about various animals both in class and in the Mac Lab. In the spring, the second grade welcomes butterfly and moth larva into the classroom. Students complete observation journals as they watch the amazing metamorphosis take place and then create a class video documenting this experience. Field trips to the Long Island Aquarium and the Bronx Zoo are also part of the curriculum.

Social Studies

Second Grade students explore geographic tools such as maps and globes and are able to identify and locate the seven continents and five oceans. Students begin to develop an understanding of United States history through a study of the Pilgrims and Native Americans. As part of the Multicultural Week celebration, second grade has the opportunity to study the people and culture of Australia.

Religion

Second grade is a very special year for the children at Holy Child Academy.. Second graders’ reverence for the Word of God and appreciation for its value in their lives grows this year as they participate in daily prayer in class and join the first graders in a prayer group led by our campus minister. Their understanding of our Catholic faith as a way of life will deepen as they prepare for the Sacraments of Reconciliation and First Holy Communion. Our children receive these Sacraments on campus making it a special time for the entire school community.

Information Technology

Second graders continue to learn basic keyboarding skills and are introduced to Microsoft Word. The classroom teacher collaborates with the I.T. teacher to create meaningful research projects based on the science and social studies curriculum. Students learn research

skills using the “Pebble Go’s” online database and “World Book Online”. Projects are created using “Buncee” and “Kid Pix” as well as various voice-recording apps.

Third Grade

Language Arts

Reading Workshop

The children in Third Grade achieve greater independence as they move from “learning to read” to “reading to learn.” Literature is selected from anthologies, the *Open Court* reading program, and chapter books. Students explore thematic units closely aligned to both the Social Studies and Science programs.

Reading various genres helps to strengthen decoding skills, higher-level comprehension skills, oral reading fluency, and application of vocabulary. These skills are developed both in isolation and within the context of literature. Whole group, small group, and individualized instruction enable each child to read and comprehend at the appropriate level. Written and oral responses to literature are a primary focus both within classroom assignments and through assigned projects as well.

Writing Workshop

Written expression in third grade consists of various components. The children are formally introduced to the rules and applications of grammar, usage, and mechanics. A structured spelling program emphasizes phonetic patterns, homophones, contractions, and plurals. These topics further develop the students’ knowledge of the correct spelling of the most frequently used words in the English language.

Cursive writing is taught and is the required form for hand written pieces by mid-year. The *Write Source* program is continued in Third Grade. All aspects of the writing process are reviewed and applied to expressive writing pieces.

Mathematics

Mastery of addition, subtraction, multiplication, and division facts is the goal of the third grade program. Through the *Envisions Math Program*, the children continue to develop their number sense. Students are exposed to interactive learning which uses games, projects, manipulatives and computer programs to reinforce classroom instruction and enable the children to better understand the material that is presented to them. An emphasis is placed on the following areas:

- Place Value
- Addition and Subtraction
- Multiplication and Division
- Estimation
- Graphing
- Telling time
- Fractions
- Perimeter and Area
- Measurement
- Geometry
- Introductory Algebra

Science

The third grade science curriculum includes a focus on simple machines, the solar system, the water cycle, and plants. The children learn the scientific method and perform experiments related to these units. Trade books, interdisciplinary projects, interactive texts, and field trips are used to enhance these units of study. Class projects allow the program to become more interactive as the children apply the concepts they learn to the world which they observe.

Social Studies

Third Grade students are provided with an understanding of the world as a global community and thus develop an appreciation for the many cultures which comprise our planet. Geography and map skills are key components of study. The children use trade books, a text, and various forms of media to develop these skills. Involvement in classroom and interdisciplinary projects related to various topics during the year enhance understanding. They also explore current events and special themes (holidays, Black History Month) throughout the year. Non-fiction selections are available within the classroom to learn about many different countries and people from around the world. Weekly current events conversations using *Time for Kids* serve to sensitize the students to what is going on in the world around them. During Multicultural Week, the third grade studies Greece.

Religion

The religion program focuses on helping children better understand, live, and spread the Good News of Jesus. The children use a text which provides them with the basic tenets of the Catholic faith and familiarizes them with related Gospel readings. Children attend school liturgies throughout the year, receive the Sacrament of Reconciliation during Advent and Lent, and pray daily in their classrooms. The course of each day provides many opportunities for children to discuss Christian principles and relate them to social issues and world events. Individual and group projects as well as literature are presented during class to foster and deepen the students' appreciation for their faith.

Information Technology

The classroom teacher works closely with the I.T. teacher throughout the year. This results in interdisciplinary projects between what is

being presented in class and what is addressed during the I.T. class. Keyboarding is taught using online typing websites. Powerpoint is also introduced and applied through research presentations.

Fourth Grade

Language Arts

The English Language Arts program embraces the beauty of our language as we teach the children the skills that will lead them to become excellent listeners, speakers, readers, and writers. The goal within the fourth grade program is to expose the children to a variety of types of literature through differentiated literature circles. The development of strong reading, writing, listening, and speaking skills continues in fourth grade with a language arts program based on both fiction and non-fiction. Reading gives children the power to learn, invites them to explore a world of information that is real and useful, and opens the door for children to explore a world of stories, both real and imaginary.

Using a variety of supplemental materials and activities in an interdisciplinary approach, students deepen their understanding of people, information, and communication. Research on science topics such as animal biomes and geology strengthen reading and writing skills in the content areas.

Students generate a variety of written pieces-narrative, expository and persuasive writing, research based essays, and constructed responses-all while using the writing process. Brainstorming, graphic

organizers, proofreading, revising, and perfecting written pieces are the processes by which students learn to apply the conventions of written language that make for clear communication. The use of the **Write Source** provides additional opportunities to strengthen those skills. Vocabulary, grammar, spelling, and cursive writing are enhanced as students work to become proficient in their written expression. Finished pieces are “published” and displayed.

Mathematics

The mathematics program in fourth grade fosters the learning of a wide range of mathematical concepts, strategies, and skills using the **Envisions** math program which builds on previously learned skills. Students are actively involved in learning through the use of games and manipulatives. Emphasis is placed on the continued mastering of the basic facts in order to facilitate comprehension of complex processes. An emphasis is placed on the following areas:

- Place Value
- Adding and Subtracting Whole Numbers
- Understanding Multiplication and Division
- Multiplying with One-Digit and Two-Digit Numbers
- Dividing by One-Digit and Two-Digit Numbers
- Fractions and Decimals
- Operations with Fractions
- Customary and Metric Measurement
- Perimeter and Area
- Geometry

Science

The fourth grade science program is focused on fostering enthusiasm for discovery and exploration of the world around us. Students are continuously encouraged to observe the world around them, make predictions about their observations and test their hypotheses. Laboratory experiments, hands on experiences, and class discussions

develop skills and the understanding of scientific concepts. Topics of study include the layers of Earth, rocks and minerals, plant and animal kingdoms, magnets, and life cycles. Students use the scientific method to perform experiments, create an hypothesis, establish a procedure, record observations, and draw conclusions.

Social Studies

The fourth grade social studies program’s purpose is to introduce the students to the study of American history with a focus on New York State. Their study begins with the geography of New York, continues with an exploration of Native American culture and extends through the Industrial Revolution. Map skills, geography, and landforms are reviewed and expanded upon. Both English and Dutch cultures are explored during our school-wide multicultural study. This research is connected to the European settlers who populated New York during the Colonial Period. Language Arts skills are reinforced through literature as well as written and oral reports. Students participate in several reenactments that bring units of study to life. Trips to Old Bethpage Restoration and Smith’s Tavern enhance their understanding of Long Island’s rich history.

Religion

The goal of the fourth grade religion program is to encourage the children to embrace and live their Catholic faith on a daily basis. The students begin with a study of the Great Commandment as a guideline for how to live and how to treat one another. Exploration of the lives of the saints helps them to deepen their understanding of their faith. Each child selects a saint and researches his/her life. On **All Saints Day**, they dress as the saint they have selected and share what they have learned with the school community in a special prayer service. The Ten Commandments and Beatitudes are introduced creating opportunities for lively discussions related to real

world situations and decisions. During the seasons of Advent and Lent, students participate in a variety of service projects which serve to put their faith into action.

Information Technology

The classroom teacher collaborates with the I.T. teacher to make curriculum connections throughout the year. Keyboarding and the use of Internet- based research continue to be expanded. Powerpoint presentations are assigned based on the Language Arts and Social Studies curriculum. I -movies are created which connect to literature pieces that have been read through “movie trailers”. Google Classroom is also introduced at this time.



Middle School
Grades 5 through 8

Middle School

Grades 5 through 8

The Middle School program is designed to meet the developmental needs of preteens and young adults while preparing them for the academic rigor of the high schools they will attend. Each grade level in the Middle School is led by a team of teachers who work together to create an atmosphere of trust and respect as well as to provide an appropriate yet challenging curriculum. Fifth grade is a transitional year where the students learn both the academic and social skills needed to smoothly transition from lower school to middle school. All of the middle school teachers meet regularly to ensure they are meeting the academic, social, and emotional needs of each and every child. An advisor is assigned to each student Grades 6-8 who meets regularly with them and who communicates with their parents both formally and informally.



The academic program in the Middle School encompasses English Language Arts, Religion, Science, Social Studies, Math, French or Spanish, Informational Technology, and Study Skills. Other subjects include: Art, Music, Theater, and Physical Education. Art, Music, Theater, and Physical Education are included as full-year courses of study in each grade of the Middle School. Students also participate in an interscholastic sports program four afternoons each week which involves soccer, basketball and lacrosse.

A collaborative effort is made by the teachers and staff of the Middle School to create a learning environment that is based on trust and reverence for the dignity and uniqueness of each person. Hence, the atmosphere on the second floor of O'Sullivan Hall is friendly and respectful. Students and teachers develop caring relationships. The students are comfortable asking teachers for help in resolving issues. A part-time school psychologist sustains efforts to meet the needs of every child. Teachers and parents develop strong partnerships in order to support the growth of these young people from childhood to young adulthood.

English Language Arts

English 5

Reading and writing are the primary focus of the fifth grade language arts program. A strong reader becomes a strong writer. Students are presented with opportunities to explore various texts as readers, while being aware of different author's writing styles. Creating a love for both reading and writing is a major focus of this year.

Reading Workshop serves as a model for students to self select their independent reading choices. The class also explores texts together,

such as *The Kid who Ran for President*, *Wonder*, *Maniac Magee*, *Tuck Everlasting*, and *Shiloh*, allowing for discussion and further exploration of literature. Students focus on gaining an understanding of plot elements, improving comprehension skills, and acquiring an ability to respond to literature through a written text.

The skills component of the English program is interwoven into the writing process. The concepts of ideas, organization, voice, word choice, sentence fluency, and conventions are all addressed and developed. The use of the **Write Source** supports addressing those conventions. Students create a variety of pieces through brainstorming, drafting, revising, editing, and publishing their written pieces. Proper grammar, usage, spelling and punctuation are expected in each published piece.

Vocabulary is derived from the novels read and addressed in a creative manner to foster understanding and application. Students write frequently in their journals. These pieces often become the framework for longer pieces. Narrative writing is a primary focus in fifth grade, including personal narrative and imaginative stories.

Study Skills: Grade 5

The goal of the Study Skills program in this transitional year is to help students become more effective and efficient scholars who take charge of their own learning. Listening skills, visualization, time management, organization of materials and the use of a student planner are taught. Students are given opportunities to apply these skills with the hope that they learn about their own learning needs and learning styles and can apply them to subject area classes.

English 6

The sixth grade English program consists of four interconnected factors: reading, writing, grammar, and vocabulary. An interdisciplinary

approach reinforces the English curriculum in Grade 6. Thus, there are strong connections between English, Social Studies and Art.

Reading

Students in Grade 6 explore fiction, non-fiction, Greek Mythology and poetry. When reading historical fiction novels like *Number the Stars*, *The Cay*, and *The Watsons Go to Birmingham – 1963*, students see the 20 th Century’s most pivotal events – the Holocaust, World War II, the Civil Rights Movement – through the eyes of children. These inspiring young people demonstrate courage in the face of danger and death. In addition, independent reading fosters an appreciation for books and stories. Students read books they want to read. They discover life-changing stories and many times, devour an entire series by year’s end.

Writing

Students focus on the qualities that are imperative in all good writing: ideas, organization, voice, word choice, sentence fluency, conventions, and presentation. They utilize these traits within their own writing as they explore a variety of genres including narrative, expository, persuasive, and descriptive writing. Students create an alpha-biography, which is published in the spring, demonstrating their understanding of the different styles of writing while also learning about themselves. A life lesson is included at the end of each entry.

Vocabulary

Wordly Wise exposes students to hundreds of new vocabulary words. Each lesson is paired with a non-fiction passage that highlights each new word’s meaning. Students are then encouraged to use them in their writing. Students in Grade 6 learn integral study skills through vocabulary instruction.

Grammar

The grammar component in Grade 6 covers a multitude of skills including parts of speech and sentence structure. While there is targeted, grammar instruction through the **Write Source**, most evidence of mastery is seen in student-generated written work.

English 7

Diversity epitomizes the English curriculum in Grade 7 as students sharpen their skills through reading novels, short stories, poetry and a teleplay.

Reading

Students in Grade 7 meet a diverse cast of characters from Victor, a quiet, searching-for-his-identity Mexican-American teenager in Gary Soto's **Seventh Grade**, to Moose, the new kid who must manage moving to Alcatraz with helping his autistic sister in **Al Capone Does My Shirts**. Other titles include **The Monsters Are Due on Maple Street** and **Rikki-tikki-tavi** by Rudyard Kipling. Daily, independent reading helps students expand their reading palette and discover new authors.

Writing

By the end of Grade 7, students are experts in expository writing following assignments associated with women they admire and the effects of fear and conformity in **The Monsters Are Due on Maple Street**. Since writing is a process, students plan, draft, revise, and edit before ultimately publishing. Writing includes peer editing as well as one-on-one conferences with the teacher. Grade 7 focuses on organization and including supporting evidence.

Vocabulary

Wordly Wise exposes students to hundreds of new vocabulary words. Each lesson is paired with a non-fiction passage that highlights each

new term's meaning. Students are then encouraged to incorporate them into their writing. Students in Grade 7 also dive into Greek and Latin Word Study to enhance their understanding of the root history of everyday words.

Grammar

Grammar instruction reinforces basic skills including punctuation and subject-verb agreement. While there is targeted grammar instruction through the **Write Source**, most application is evidenced in student-generated pieces.

English 8

A focus on the future directs the English curriculum in Grade 8. In preparation for high school, students cover big ideas such as youth, responsibility, self-reliance and love through writing and discussion.

Reading

Students in Grade 8 examine universal themes when reading **The Outsiders**, the quintessential coming-of-age story, as well as **The Power of Half**, a true-life account on philanthropy and sacrifice, and **The Pearl** by John Steinbeck. Independent reading allows students to make connections between the big ideas from class discussions and their own book choices. Overall, reading opens a broader world to students at this grade level.

Writing

Students engage in writing – such as expository, narrative, persuasive and poetry – in union with each unit's essential question. For example, students craft lyric poems similar to Robert Frost's "Nothing Gold Can Stay" and develop persuasive pitches in response to **The Power of Half**. Since writing is a process, students plan, draft,

revise, and edit before ultimately publishing. Writing includes peer editing as well as one-on-one conferences with the teacher. Grade 8 focuses on refinement and adding voice to one's works.

Vocabulary

Wordly Wise exposes students to hundreds of new vocabulary words. Each lesson is paired with a non-fiction passage that highlights each new term's meaning. Students are encouraged to use these new terms in their writing. Students in Grade 8 also study high-use academic words which will serve them well as they go on to high school.

Grammar

Grammar instruction is reinforced and expanded to include conjunctions and sentence combining. While there is targeted grammar instruction through the **Write Source**, most practice is incorporated into writing assignments.

Social Studies

Social Studies 5: The Ancient World

This course begins a four year sequence of world and American studies. Students are introduced to the history, culture, and geography of each area of study. Students then journey through the life of early man and the rise of the first civilizations of Mesopotamia and Egypt.

Exposure to various readings in the content area, hands-on projects and computer research help students learn through different modalities. Informative and persuasive essay writing is also stressed during the course of the year. The mechanics of writing in these genres is taught in English class and then applied to topics related to Social Studies.

Time for Kids is used for weekly discussions of current events.

Social Studies 6: Western Civilization

Students continue studying the ancient world with a focus on Greece, Rome, and the Middle Ages. Literature connections are established in ELA which foster a deeper understanding of the time period. Transition to the Renaissance and settlement of the "New World" complete this year's course of study.

Map skills, reading in the content area, note-taking and essay writing are emphasized throughout the year. The use of primary sources is also introduced in preparation for document based questions. Internet-based research projects are introduced to help the students build their research skills.

Social Studies 7: America's Birth

The seventh grade course of study focuses on the transition from the Medieval Times to the Modern World. The Renaissance and Exploration Era are introduced at the beginning of the year followed by the settlement of the Americas. Attention is given to Pre-Columbian history. Colonization is the focus for remainder of the year.

The impact of governmental beliefs, economics and religion are discussed. Map skills, reading in the content area, note-taking and essay writing continue to be developed. Formal document based questions are discussed and written throughout the units of study. Internet based research projects are applied to continue the students' development of writing and research skills.

Social Studies 8: America's Growth

Eighth graders continue their study of American History focusing on the cause of the revolution and then the revolution itself. The year concludes with a study of the U.S. Constitution and antebellum America. Focus is placed on how early America influenced modern America.

Close attention is paid to the Declaration of Independence and the Constitution in the hopes students will understand their rights better and become active participants in the democratic process.

Mathematics

The goal of the middle school math program is to encourage students to think with mathematical logic and precision. Students develop the ability to think independently, approach problems with intellectual curiosity and search for creative solutions. Advanced problem solving and mathematical projects support and enhance the curriculum. Strong computational skills allow students to engage in creative thinking about complex problems.

Mathematics 5

The fifth-grade students build on the concepts and skills learned in previous years. The study of mathematics in fifth grade includes:

- Place value
- All types of computations with decimals including percents
- Extending division to 2-digit or more divisors
- Developing fluency with addition and subtraction of fractions and an understanding of multiplication and division of fractions
- Integers
- Mixed numbers (all computations)
- Operations and algebraic thinking
- Measurement and data analysis
- Geometric concepts of perimeter, area and volume

Consistent review of math facts leads to competent and confident students who consolidate what they learn by building on prior knowledge. Approaching problem solving in many ways gives students with different intelligences the opportunity to find the strategy that works best for them.

The students in fifth grade are exposed to different types of activities, encouraging application of their prior knowledge to find solutions to more complex mathematical problems.

Mathematics 6

The sixth-grade segment of this three-year sequence includes the review of basic mathematical concepts which will support and enhance skills in number properties and number theory, decimals, fractions, ratios and percents, algebraic expressions and equations, integers, rational numbers and geometry. Students' ability to think mathematically is further developed through the use of statistics, data analysis and the skill of graphing in the Cartesian Plane.

Each spring, the 6th, 7th and 8th grade students compete in a Middle School math competition. The two, top scoring students represent the school at the Annual "Kellenberg Invitational Mathematics Competition" which includes high performing middle schoolers from schools throughout Nassau, Suffolk and Queens.

Mathematics 7

Students begin the study of algebra in Grade 7. The course includes an extensive study of number operations and theory within the set of integers and rational numbers. The concepts taught include exponents, algebraic equations and inequalities, rates, ratios and proportions, percents, geometry-area, surface area and volume, data analysis and probability. Students use mathematical principles to develop and solve algebraic equations through the use of analytical and logical thinking.

Mathematics 8

The eighth-grade program, the third in the sequence, is the foundation for high school math, building on the work done in seventh grade. The curriculum includes the study of Algebra and Geometry.

Emphasis is placed on the methods for solving algebraic equations. Topics include real numbers and the coordinate plane, solving linear equations, Pythagorean Theorem, exponents, graphing linear equations and slope, solving linear inequalities, solving systems of equations, graphing functions and equations, introduction to geometry, geometry and measurement and data analysis. Critical thinking skills and strategies for problem solving are expanded and enhanced. The goal of the course is to provide the students with a solid foundation for their high school course of study.

Science

Science 5: The Human Body

The fifth grade science curriculum concentrates on the human body with an in depth exploration of the circulatory, digestive, respiratory, endocrine, skeletal and muscular systems, communicable diseases, and the three states of a healthy mind and body.

The curriculum involves classroom and laboratory experiences including dissections of a squid, perch, and cow heart. During the course of the year, students have many opportunities to complete hands-on science and problem solving activities, laboratory investigations, creative projects, both individually and in cooperative groups.

The program is designed to encourage students to think critically about making healthy choices and life styles and some of the consequences for not doing so.

Science 6: Life Science

The sixth grade course of study is Life Science. Life science utilizes a standards based curriculum framework to encompass the essential

concepts of biological science. Students will analyze and explain the nature of science in the search for understanding the natural world, as well as practice the application of technology, scientific tools and critical thinking skills in solving problems.

Students will focus on biological structures and their functions at multiple levels of organization in living things, as well as explore patterns, processes and systems within biology. The goal of the course is for students to gain a more meaningful understanding of the living world around them as well as a deeper appreciation of their place in it.

Science 7: Earth Science

Earth Science is the course of study in grade seven, focusing on the study of space, geologic structures, and the atmospheric forces that shape our world. Through experimentation and investigation, students will explore the Earth's cycles including the geosphere, hydrosphere, biosphere, atmosphere, and the carbon cycle. During the year students engage in lessons and activities on environmental sustainability. This work integrates what the students are learning and helps them learn about the human impact on the environment.

Science 8: Chemistry and Physical Science

Eighth grade students are introduced to chemistry and physical science. Physical science introduces the study of the most fundamental chemical principles and concepts including reaction types, atomic and molecular structure, states of matter, acid and base relationships and carbon chemistry. The third trimester concentrates on general physics using mathematical problem solving by investigating force, motion, speed, and Newton's three laws of physics.

Religion

The religion program of Holy Child Academy aims to foster ethical and religious values, a sense of social responsibility and a faith-based approach to life's journey.

Religion 5

The fifth grade Religion curriculum is framed by the textbook, *Blest Are We*. Students focus on how we, as Catholics, believe, worship, live, and pray. Through stories from the Bible, learning about the lives of the saints, and discussions from everyday life experiences, students develop a deeper understanding of God's love and grace. They develop stronger spiritual and moral values.

Discussions involve:

- Creation
- The Paschal Mystery
- The Beatitudes
- Sacraments
- The Liturgical Year
- Advent/Christmas
- Lent, Holy Week and Easter

Religion 6

Sacred Scripture serves as the background of the sixth grade curriculum. It is the written word of the faith traditions of both Christians and Jews as well as a continuous source of guidance and inspiration.

Within each of the chapters of the student text, *Blest Are We: Faith and Word*, Scripture passages, saints' biographies and inspirational vignettes are read and discussed.

Seasons of the liturgical year and selected feast days of the Catholic Church are introduced and celebrated. This is done through the use and understanding of the liturgical calendar.

The presentation of the Old and New Testaments simultaneously demonstrates how the New Testament is securely based on God's covenant with the Israelites and God's fulfillment of His promise to send a Messiah.

Religion 7

The focus of the seventh grade religion program is the Mystery of the Incarnation. The Passion, Death, Resurrection, and Ascension of Jesus are explored and discussed.

Seventh grade also involves developing a good moral compass to assist with decision making.

The students take part in daily, communal prayer and are taught to develop private prayer through guided meditation. There are opportunities throughout the year for school-wide liturgical worship and the reception of the sacraments.

Students participate in numerous service projects involving the local community as well as other communities and institutions.

The Chaplain is available weekly to personally advise students when needed and also to administer the sacraments.



Religion 8

The eighth grade curriculum is a preparatory course for the reception of the Sacrament of Confirmation. The course contains the doctrine necessary for the understanding of the importance of this sacrament as these students develop into young adults.

The major topics discussed are:

- The Sacraments of Initiation
- The power of prayer
- Recognizing the power of the Holy Spirit
- Works of mercy
- The Gifts of the Holy Spirit and how to use these gifts
- Celebrating the Sacraments
- The living church today

Expansion of faith and morals involves discussion of:

- Right-to Life issues
- Human sexuality
- Alcohol and drug abuse
- Development of good conscience

The eighth graders take on leadership roles by being altar servers and lectors at school Masses and liturgical celebrations.

They are responsible for additional service hours within their own communities, as well as the service projects at school.

Students receive the Sacrament of Confirmation in their home parishes.

World Languages

The goal of both the French and Spanish programs is to develop basic proficiency in speaking, reading, and writing the language. Students gain an understanding of other countries and cultures through songs, skits, and creative projects.

Lower School

Students in Kindergarten through fourth grade are exposed to both French and Spanish. Each language is taught once per week. Emphasis is placed on oral acquisition of the language. Language and culture are introduced to the children through stories, games, prayers, rhymes and activities. Children become accustomed to the sound and rhythm of the languages when they are introduced to writing them in third grade. The emphasis on reading and writing, as well as continued language acquisition, begins in fourth grade.

Middle School

The transition to one language is made at the end of fourth grade, when the children make the choice to study French or Spanish for the next four years. Vocabulary is reinforced and basic grammar is introduced. From sixth to eighth grades, the four-year sequence in French or Spanish is equivalent to completing Level 1 in Languages Other Than English (LOTE). The emphasis is placed on reading, writing, speaking in the target language, while becoming familiar with the culture of Spanish, Hispanic, French and Francophone countries.



Fine Arts



Music

Music is an integral part of the human experience. Every student is given the opportunity to explore his/her creative ability in music. Students all have an opportunity to perform in the annual Lower and Upper School theatrical performances.

Kindergarten

The children are introduced to the structure of music. They learn the joys of singing and playing music related games. The beginnings of rhythm and beat are introduced and the art of music creation begins. Children learn a variety of holiday and topical songs throughout the year.

1st Grade

Children continue their exploration of music and build on their knowledge of songs and games. More defined rhythms are introduced. The students create rhythmic compositions before the year is done.



Co-Curricular Offerings

2nd Grade

The joy of singing and playing music continues in second grade. Students are increasingly involved in the details of reading and producing music. They begin to learn notes and will create melodies. The children will continue to learn about solfege and the pentatonic scale. Students will also use singing to help prepare for their First Reconciliation and First Holy Communion celebrations.

3rd Grade

Students will build on the previous year's knowledge and will also be introduced to the recorder. Students will spend the year learning the various notes on this woodwind instrument as well as learn how to produce a clear and appropriate sound. More songs and games are introduced as well as daily critical thinking questions about music related topics.

4th Grade

Students will build on their knowledge of the recorder and will play the instrument as part of their concert performance during this year. They will focus on melody, rhythm, and solfege while identifying the notes on the treble clef staff. The students in the fourth grade will have leads in the Lower School musical. All of their musical experiences and classroom activities will lead up to preparing for the transition into the Middle School music program.

5th Grade

Students further develop their musical literary skills with the introduction of hand bells. Children actively apply their ability to read music and follow the directions of a conductor. Choral singing is a focus in both music class and in the chorus, which begins in fifth grade.

6th & 7th Grade

Music instruction during these two years aids in the well-balanced social and artistic development of each student and produces musically literate young adults. It provides the students with lifelong tools and skills. Using a variety of musical genres, melodic, rhythmic, and structural concepts are discovered, studied, and internalized. Every student has the opportunity to perform in chorus, handbell choir, and the annual musical. Music technology is introduced with the use of keyboards to create original pieces of music.

8th Grade

Concepts continue to be developed and built upon while in the 8th grade. These students will play the leads in the annual Middle School musical. They are the leaders of the Christmas concert and will guide the audience through sing-alongs and introduce individual song selections. These students bid farewell to the school at the conclusion of the year by preparing a special medley for their graduation song that is sung during Commencement exercises.



Art

The visual arts are an integral expression of the human experience. Every student is given the opportunity to explore his/her inner being through the various media taught in these classes. Styles of various artists are explored as students develop their own personal style. A multicultural approach allows students to experience art from many traditions. The spirit of our visual arts program is to open the hearts and minds of our children to the beauty of the world around them and their ability to express themselves in a variety of media.

Kindergarten

Kindergarten art introduces basic skills and various media used in creating art. Students learn to listen to and follow simple instructions. They create images through the use of line, shape, color, and texture. They develop fine and gross motor skills through the art of drawing, painting, cutting and sculpting with a variety of materials.



1st Grade

Fine motor skills are strengthened through the use of various media in first grade. Students learn to recognize and use patterns in their artwork. Projects based on warm and cool palettes are created to show how artists use color to reflect time of day and mood. Animals and nature are basic themes in the art projects during this year which connect to what is being studied in science and social studies.

2nd Grade

The Second grade art program connects to the development of the children's spiritual life through special Reconciliation and First Communion projects. Our children learn to connect with a deeper part of themselves through art. Composition and technical skills in the making of art are further developed through the completion of more complex projects. Interdisciplinary projects are created to strengthen and enhance classroom learning.

3rd Grade

Self-expression and individual style are encouraged through the use of various media in third grade. Projects are more complex in difficulty and detail. The use of value, volume, and art as expression are further developed. Interdisciplinary projects are created to strengthen and enhance classroom learning.

4th Grade

Fourth grade projects are sequentially more complex, focusing on skill building and the understanding of the Visual Arts. Styles of art are explored (abstract, impressionism, realism). Art of other cultures is further explored through interdisciplinary and multicultural projects.

5th Grade

Fifth grade continues skill building and understanding of art through a wide range of interdisciplinary and multicultural projects. Themes are based on the visual world around us and art from other cultures. Social and historical values, techniques, and styles are explored. Projects are displayed throughout the year in the hallways throughout the building. Students have the opportunity to visit the Nassau County Museum of Art three times during the course of the year, exploring many local artists and seeing a variety of artistic styles. This "Art Partners" program has served to expand and enrich the visual arts program offered in Grade 5.

6th Grade

Sixth grade students work with various tools, processes, and media as they learn to coordinate their hands and minds in explorations of the visual world. They become adept at making media choices that enhance the communication of their ideas. Their natural inquisitiveness is promoted and they learn the value of perseverance in a creative environment. When appropriate, art projects reflect and enhance the understanding of literary, historical, mathematical, and scientific studies.

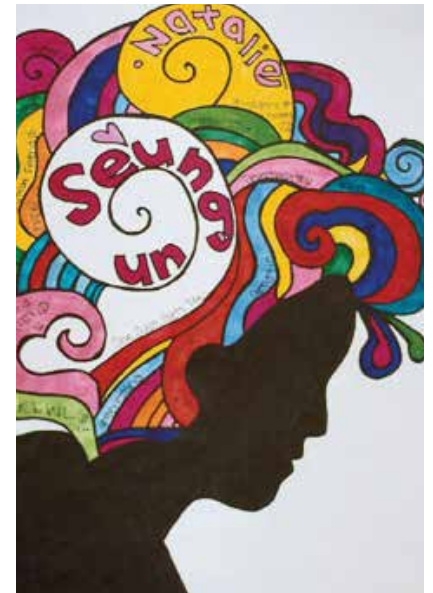
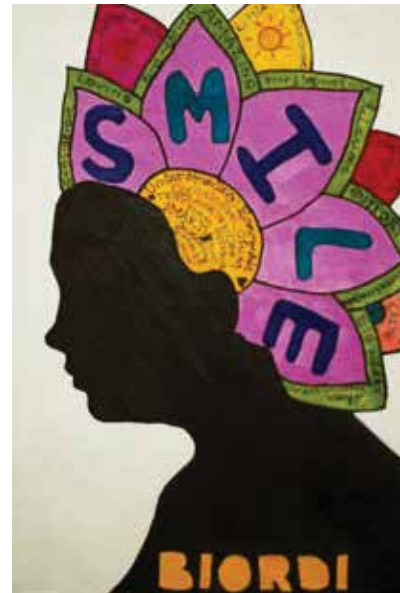


7th Grade

Seventh grade art projects are based on the elements of art and the principles of design. Students have the opportunity to work with a wide range of materials and styles (realistic, non-objective, abstract, and folk art). The Visual Arts program encourages individual expression and creative problem solving and includes interdisciplinary and multicultural projects, as well as art history.

8th Grade

All artwork in eighth grade continues to be based on the elements of art and the principles of design. Individual expression and creative problem solving are encouraged. The eighth grade spends much of this year creating self portraits using various media. It is a powerful means of self expression and an appropriate ending for the Middle School visual arts program.



Dance/Theater

Students have the opportunity to express themselves creatively through dance and movement. As the students get older, they also have the opportunity to participate in, and create performances. Theater is a cooperative and interdisciplinary effort which serves as the common thread for the performing arts. The discipline and self-confidence required to research, plan, rehearse, and perform a skit or short play are invaluable life-skills.

Kindergarten

The kindergarten class studies many styles of dance at an introductory level: jazz, tap, ballet, musical theater, and folk. They are introduced to the "The Nutcracker" as a form of formal ballet. They participate in the Lower School musical theater performance and a multicultural dance and song performance at the end of multicultural week.

1st Grade

The first grade class studies many styles of dance: jazz, tap, ballet, musical theater, and folk. They participate in the Lower School musical theater performance and a multicultural dance and song performance for multicultural week. Theater is introduced through pantomime and story re-enacting.

2nd Grade

The second grade program builds on the study of jazz, tap, ballet, musical theater, and folk. Students participate in the Lower School musical theater performance and a multicultural dance and song performance at the end of multicultural week. Improvisation in both theater and dance is introduced.

3rd Grade

Third grade students study Theater and Dance. In Theater, they study pantomime, character study, improvisation, breathing techniques and the characteristics of a good stage voice. In Dance, they study choreography techniques, musical theater, folk dance and are introduced to modern dance. They participate in the Lower School musical theater performance and a multicultural dance and song performance at the end of multicultural week.

4th Grade

Fourth grade students have Theater and Dance each week. During theatre class, students study the characteristics of a good stage voice, what it takes to put on a musical production, and auditioning skills. During dance class both musical theatre and folk dance are further explored. The fourth graders are the leads of the Lower School production. They also participate in the multicultural dance and song performance for multicultural week.

5th Grade

The fifth grade students study musical theater choreography in Dance class in preparation for their Middle School production in the Fall. Theatre focuses on their being the leads in the Christmas Nativity Pageant as well as the study of pantomime, improvisation, scene production and performance.

6th Grade

Sixth grade students study musical theater choreography in preparation for their Middle School production in the Fall. Students study the characteristics of a good stage voice, creation of a character, and improvisation during Theatre classes. They also prepare an oral presentation about a professional dancer/choreographer which is researched in both Theater class and I.T. class.

Grade 7

The students in grade seven study musical theater choreography as they prepare for their Middle School production in the Fall. The students also focus on researching a character from the *Titanic* which is prepared in I.T. class and performed in Theater class. They also study the history of theatre, Shakespeare's *Romeo and Juliet*, and *West Side Story*, and improvisation.

Grade 8

Eighth students are the leads in Middle School Fall production. Students study musical theater choreography, blocking, character study and improvisation. This class meets once a week for two semesters and reflects the skills learned during the middle school years of study.

Physical Education

The goal of the physical education program is to promote positive lifelong attitudes toward wellness and exercise as integral parts of a healthy lifestyle. Students are taught to respect themselves and their abilities. They learn to respect others and their abilities through teamwork and cooperation. An atmosphere of goodwill and mutual support fuels a healthy competitive spirit.

Lower School

Throughout their experience at Holy Child, students learn that exercise and interactive games enhance health and a sense of community.

Kindergarten

Kindergarten students are introduced to basic locomotor and non-locomotor skills and concepts. Spatial awareness is also presented.

Students are introduced to basic physical changes that occur as a result of physical activity. In addition, students learn to follow directions and interact positively with classmates, setting the foundation for a continued interest and participation in physical activity.

1st Grade

First graders continue to develop basic motor skills: jumping, hopping, galloping, skipping, and balancing. The students develop a better understanding of the importance of personal space. They respond to an increase in the difficulty of motor skills that are introduced in group and fitness games and are based on listening and following directions. Games are introduced that focus on the fundamentals of throwing and catching which can be a challenge for these young athletes.

2nd Grade

Building on the lessons in first grade, second grade students are introduced to cooperative games that include the reinforcement of motor skills, ball skills, and fitness. Students will start to develop an understanding of fitness and the different levels that can be achieved through exercise.

3rd Grade

Students are introduced to team sports in third grade. There is an emphasis on proper fundamentals for particular skills. Students work on their ability to perform skills while working with or against partners. Health education continues with an introduction to muscle groups and how the heart works under stress. Students participate in an intramural program twice a week under the guidance of trained coaches. During this time, students learn team sports and the importance of good sportsmanship and teamwork in game situations.

4th Grade

The Fourth grade physical education program is expanded to include the strategies and rules of specific games. The students participate in intramural sports in the fall and spring. This special activity prepares students to become part of the school team sports program in fifth grade. During health classes, students gain a further understanding of heart rates , how to take a pulse, and how to set target ranges.

Middle School

The goal of the physical education and health and wellness programs is to promote positive lifelong attitudes toward wellness and exercise as integral parts of a healthful lifestyle. All students in the Middle School participate in Physical Education classes twice a week and interscholastic sports four times each week.

The development of motor skills and fitness form the basis of the Physical Education program. A skills-based program for team sports prepares students to actively participate in soccer, basketball, lacrosse, floor hockey, team handball, and volleyball. **Project Adventure** and other team building programs promote collaboration, cooperation, problem solving, and risk taking that are integral parts of this program. The Physical Education program is designed to build confidence in all students regardless of their skill level.

5th Grade

The fifth grade physical education program is closely aligned to the fifth grade science curriculum as the children are introduced to muscle groups and how the heart works under stress. The students learn how to use target heart rate as a way to develop a workout that suits their needs for physical fitness. The students will be able to take their heart rate using their fingers and a stopwatch, as well as using heart rate monitors. All students are members of the fifth-sixth grade interscholastic sports teams.

6th Grade

The sixth grade curriculum is focused on a comprehensive understanding of muscle groups as they relate to specific sports. In correlation with the math program, the students will be able to figure out percentages of the maximum heart rate and be able to set a warm up/workout goal that meets the specific percentage chosen for the day. Sixth grade students also participate in the interscholastic sports teams.

7th Grade

The students in seventh grade continue to develop an understanding of the science of sports. They will design their own warm up/workout routines and take turns leading the class in performing them. Healthy living habits and wise choices continue to be emphasized on a regular basis. Seventh grade students play on the seventh-eighth grade teams in the interscholastic sports program.

8th Grade

Eighth grade students design, explain, and teach a portion of the class as it relates to fitness including, but not limited to, cardiovascular exercise, strength training and proper stretching exercises that are sport specific. The focus on being part of a team remains integral to this year's program. Sportsmanship, personal best and effort remain as the common thread throughout all sports activities. Eighth graders also participate in the interscholastic sports team.

Spirit Night

The physical education teacher coordinates **Spirit Night**, a three-week competition between the blue and white teams that consists of fifth, sixth, seventh, and eighth graders. This event is a highlight of the year and fosters leadership, cooperation, and school spirit. The eighth graders serve as team leaders for students in the younger

grades and create the cheers, choreography and T shirt design for the event. They also play a leadership role in the academic and athletic challenges that precede it.

Information Technology

Lower School

The Lower School program is designed to enable students to become independent, enthusiastic, literate computer users. An interdisciplinary, project-based approach allows children to be creative, critical thinkers. The program exists to support all other program areas and to broaden and enrich learning inside and outside of the classroom. This is done at developmentally appropriate times in the learning process.

Middle School

The program for the middle school students is one that combines the adventure of exploration and creativity with the discipline required to plan, research, and complete a project using technology. An interdisciplinary approach allows students to make practical applications from the use of technology to content from subject areas.

Specific skills are addressed at each Middle School grade:

5th Grade

- Keyboarding
- Google Docs and Slides

6th Grade

- Google Docs
- Easy Bib
- Research Assignments for the Science Fair, on Greek Mythology and on famous choreographers

7th Grade

- Google Docs, Slides, Sheets, and Drawings
- Internet Searches
- Citations
- Research Assignments on the Constellations, the Titanic, Black History, Women in History, famous artists

8th Grade

- Google Docs, Slides, Sheets, and Drawings
- Microsoft Word, PowerPoint, Excel
- Research Assignments: Foreign Language project, development of the Periodic Table, a major Research Paper (ELA and Social Studies)

Financial Literacy

Financial Literacy is a program offered to our eighth grade students during the third trimester. Upon completion of this study, students will:

- develop an awareness of the importance of financial literacy throughout life
- determine that income can increase as one acquires more education, experience, and job skills
- analyze and interpret information so that they can make informed decisions regarding personal finances
- understand key financial terms such as bartering, savings, goals, opportunity, cost, goods, services, needs, wants, supply, demand, and income
- identify various places where someone can invest their savings
identify the difference between a need and a want

- analyze examples of goods and services, define and identify producers and consumers, and relate these concepts to students' real lives
- understand that people must make appropriate plans in order to budget their money so that they first must obtain their needs before they pursue their wants
- recognize the responsibilities associated with personal financial decisions

S.T.E.A.M.

The S.T.E.A.M. program engages students in rigorous, relevant and challenging learning experiences integrating Science, Technology, Engineering, the Arts and Mathematics. Each serves as an access point for guiding student inquiry, dialogue, and critical thinking. The S.T.E.A.M. curriculum and activities are cross-disciplinary and project-based. S.T.E.A.M lessons encourage students to explore the world around them, take thoughtful risks, develop and create innovative solutions to problems, think critically, work collaboratively, and communicate their results.

S.T.E.A.M. projects have included the following designs and projects:

- The creation of an amusement park using KNEX Systems and landscape design.
- The use of CAD software to sketch 3D designs of pinewood derby cars. The students then created a derby car which was "raced" as a culminating project including calculations for speed and momentum.
- The development of blueprints in order to design and build a boat out of cardboard and duct-tape to sustain the weight of two students and remain afloat across the pool
- The building and launching of rockets, incorporating Bernoulli's principles of measurements and weights.

- An engineering design challenge to create a solar box cooker effective enough to make S'mores or English muffin pizzas.
- The design and launch of a hot-air balloon incorporating the study of heat energy and why it causes things to rise.
- Participation in "Technology Day" where the students explore engineering design principles of triangulating height, measuring speed, velocity, momentum, and force. They also explore the safety of amusement park structures and their accessibility. A culminating project includes creating a geometric mobile based upon Alexander Calder's artwork.

Outdoor Education

Outdoor education activities and field trips help support the daily curriculum across all of the grade levels. These include visits to Old Westbury Gardens, the Bronx Zoo, Riverhead Aquarium, Safety Town, Nassau County Children's Museum, Old Bethpage Restoration, Smith's Tavern, Nassau County Museum of Art, the DNA Lab in Cold Spring Harbor, the Metropolitan Museum of Art, Medieval Times, and the 9/11 Museum.

Overnight Trips

Grades 5 & 6

- Location: YMCA Frost Valley Environmental Education Center, Claryville, NY
- Length: Three days
- Time of year: Spring
- Students get to work together to solve problems, create new and better friendships, and develop leadership skills.
- Activities include a trust hike, rock climbing, Project Adventure and canoeing.

Grades 7 & 8

- Location: Philadelphia and Gettysburg or Washington D.C. (alternating years)
- Length: Three days
- Time of year: Spring
- Activities:
 - While in Philadelphia, students visit Independence Hall and experience a walking tour of the Historic District of Old Philadelphia, which includes many original government buildings.
 - The Gettysburg trip includes a tour of the battlefield, visiting Little Round Top, Cemetery Ridge, the site of Pickett's Charge and the Soldiers' National Cemetery.
 - The Washington D.C. trip includes stops at Fort McHenry, the National Air and Space Museum, The National Mall, the Basilica Shrine of the Immaculate Conception, the National Mall, the National Holocaust Museum, the US Capitol, the Vietnam Memorial, the Korean War Memorial, the Lincoln Memorial, the World War II Memorial, the Martin Luther King, Jr Memorial, the Franklin D. Roosevelt Memorial, the Jefferson Memorial and Ford's Theater.

Extra Curricula Offerings

| | |
|----------------|----------------------------------|
| Tennis Lessons | Art Club |
| Piano Lessons | Yoga |
| Voice Lessons | STEAM |
| Violin Lessons | Student Council |
| Robotics | National Junior Honor Society |
| Book Club | Intramurals (Gr. 3&4) |
| Mock Trial | Interscholastic Sports (Gr. 5-8) |

Actions not words.

- *Cornelia Connelly, Foundress of Holy Child Schools*

Questions?

We're happy to answer any questions you may have about the information in this Curriculum Guide, or any aspect of Holy Child Academy!

Contact

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Learn more

about Holy Child Academy on our website at www.holychildacademy.org



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