



Academy of the Holy Names Middle School Handbook 2025-2026

Accredited by:
Cognia
The Florida Council of Independent Schools
The Florida Catholic Conference

144th Year
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Part 1 – Who We Are

Section 1 – Our Mission, Vision and Values

OUR MISSION

The Academy of the Holy Names is a Catholic, independent school founded and guided by the Sisters of the Holy Names of Jesus and Mary. In a faith community of exceptional love, the Academy empowers students to be authentic individuals who, in pursuing their highest academic potential, engage in critical thinking, are inspired by creativity, and lead culturally aware, spiritually rich lives.

OUR VISION

The Academy’s mission reflects the core values of the Sisters of the Holy Names and calls students to develop their full potential. Our motto, clearly understood and acted upon, encourages students:

To Be Faith-Filled

An Academy student has a personal and active faith in God. Learning in an environment rich in values, students are responsible to self and others.

To Be Inquisitive

An Academy student is a seeker of truth: always learning, always questioning, always exploring.

To Be Innovative

An Academy student is an “out-of-the-box” thinker who utilizes creativity and intellect to find new approaches to solving problems.

To Be Independent

An Academy student is a self-reliant, confident leader who is able to think and act autonomously. While not afraid of taking risks, Academy students pursue a balanced and healthy lifestyle.

To Be Just

An Academy student is a catalyst for positive change. Guided by integrity, reason, and fairness, Academy students build community – internally, locally, and globally – by reaching out in service to others.

Section 2 – Our Agreement: Esse Quam Videri

To be, rather than to seem

Attending the Academy of the Holy Names is a gift and a privilege. It is the expectation that all members of our community are respectful to their fellow students, teachers, families, stakeholders, school, and its traditions. Failure to maintain this respect results in a breakdown of the spirit of community and trust. The ability to respect comes from each person’s own God-given human dignity,

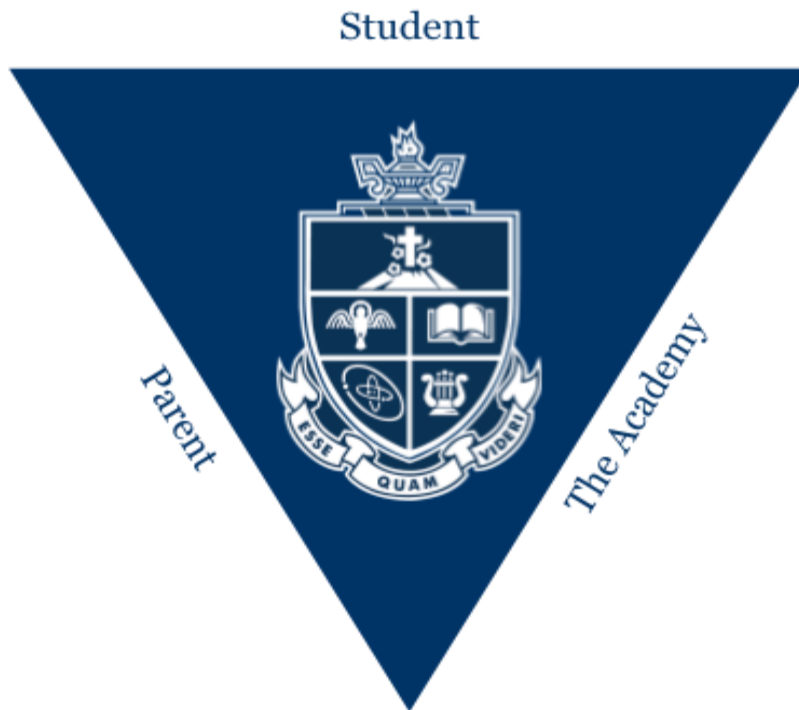
worth and love. In keeping with this attitude of respect, each student is counted on to:

- Show courteous and considerate behavior to others.
- Arrive on time to class and minimize absences.
- Engage in productive work throughout the day through class attention, positive contributions to class discussions, and compliance with procedures and expectations of school faculty and staff.
- Maintain a clean space and safe learning environment in deference to personal and common property.
- Represent the AHN school community with decorum in all situations, both on and off campus.
- Wear the AHN uniform tactfully and within the uniform guidelines.

We aim to develop a sense of self-agency with our students in the spirit the Sisters of the Holy Names of Jesus and Mary, whose call to action is to develop young people who are:

- Faith-Filled
- Inquisitive, Innovative and Independent
- Just

Section 3 – The Academy Partnership: Expectations of all Parties



The expectation of a Catholic, independent middle school is that the student is systematically and developmentally led to take ownership over his or her learning and self-advocacy. The fulcrum upon which our student success rests is the partnership between the Academy and families. Our dedicated faculty and staff are tasked with keeping students and parents informed about course expectations,

workload and student progress. Families are expected to honor this process and begin communication about questions they may have about their child's progress by honoring a chain of communication that begins with the student's teacher. If the issue is not resolved at that level, the middle school administration is willing to intervene.

We encourage and welcome questions from students and parents. Sharing appropriate information in the context of a discussion often resolves concerns or conflicts. Parents and/or students should not be afraid to raise questions or concerns because they fear the consequences of any kind. It is our hope that students will feel free to approach their teachers, coaches, or advisors with any concerns or questions. We ask that parents allow and encourage their child to develop and practice this important communication skill.

If a student is unwilling to attempt to resolve an issue, or after attempting, does not feel the issue is resolved, a parent is asked to contact the teacher, coach or advisor.

Families have two options to reach faculty with questions regarding their child's academics:

1. Email the faculty member via school email found on the school website.
2. Call the main office at 813-839-5371 to be directed to the faculty member's voicemail.

Families should receive a response within 24 hours during regular school hours (not including the weekend or school holidays). If not, please contact the school Administration. Families are reminded that face-to-face meetings are by appointment only.

Sometimes parents would like to speak with the Administration prior to speaking with the subject-area teacher about an issue concerning a particular student or incident in class.

In most cases, it is our policy that a member of Administration will redirect a parent and/or guardian until the family has first communicated with the specific teacher involved. It is highly encouraged, and oftentimes will be requested, that students be partners in these discussions.

We clearly expect that our teachers and staff treat students and parents with dignity and respect. We also expect that parents and students deal with teachers and staff in a courteous manner as well, and respect their professional judgment, even though the outcome may not be the solution the parent or student was seeking.

Families who fail to support the mission and intention of the Academy of the Holy Names may be dismissed for violating the boundaries of respectful communication and interaction with our staff.

Academy of the Holy Names reserves the right to amend the Handbook as conditions dictate. Academy of the Holy Names, in addition to this, abides by the [Diocese of St. Petersburg's Parent Code of Conduct](#).

Section 4 – School Administration and Staff

President Mr. Kevin Whitney	Director of Advancement Mrs. Molly Smith	Director of Campus Safety Mr. Daniel Matthews
Elementary School Principal Mrs. Bridgid Fishman	Director of Human Resources Mrs. Cori Welty	Athletics Director Mr. Kevin Vargas
Middle School Principal Mr. Troy Newlove	Director of Technology Mr. Kent Smith	Director of Facilities Mr. Jay Kubiak
High School Principal Mrs. Jeane McNamara	Chief Financial & Operations Officer Mr. Rob Martin	Director of Marketing & Communications Mrs. Ellen Madden
Director of Mission & Ministry Sister Lisa M. Perkowski, IHM		

Middle School Administration & Staff

Middle School Principal Mr. Troy Newlove	Director of Media Center Mrs. Emily Swiger
Assistant Principal for Academic Excellence Mrs. Mary Ailce Lopez	Middle School Athletic Director Mr. Chris Severini
Assistant Principal for Student Life Mrs. Cassidy Velez	Student Support Services Mrs. Amy Zoppi
Administrative Assistant Ms. Grace Howell	Director of Middle School Admissions Mr. Kareem Escayg
Guidance and Learning Counselor Mrs. Ashley Gonzalez	Instructional Technologist, PreK-12 Mrs. Deb Collins

Section 5 – Middle School Faculty

5th Grade Team

Mr. Chris Buysse, Social Studies & Religion
 Mrs. Peggy Hedlund**, Language Arts
 Mrs. Olivia Padgett, Math & Science
 Mrs. Tricia Price*, Spanish & Religion

6th Grade Team

Ms. Hannah Cosgrove*, Science
 Mrs. Maria Fernandez**, Spanish
 Mrs. Kelly Moad, Math & Religion
 Mrs. Lisa Montecalvo, Language Arts-Religion
 Mrs. Jill Rogan, Social Studies & Religion
 Mrs. Cindy Schretzman, Language Arts & Social Studies

7th Grade Team

Mrs. Anna Bishop, Language Arts-Photography
 Ms. Andrea DePaola, Science & Religion
 Mrs. Maria Fernandez**, Spanish
 Mr. Kim Fulton, Math & Religion
 Mrs. Judith Hahn, Latin
 Mrs. Laura McLeod, Social Studies & Religion
 Mrs. Lynn Peate, Spanish
 Mrs. Kelsey Reynolds*, Language Arts

8th Grade Team

Mrs. Judith Hahn, Latin
 Mrs. Cristina Livingston**, Math
 Mrs. Shannon Martinez*, Language Arts
 Mrs. Chelsea Moffit, Language Arts & Religion
 Mrs. Lynn Peate, Spanish
 Mr. Jim Trueman**, Social Studies & Religion
 Mrs. Eileen Watson**, Science & Religion

Electives

Mrs. Galina Abele, Art
 Mrs. Anna Bishop, Photography
 Mr. Michael Doyle, P.E.
 Ms. Alex Gerecke, Yearbook
 Mr. Ruben Gaviria, Music
 Mr. Matt Hampson, P.E.
 Ms. Grace Howell, P.E.
 Mrs. Ashley Lord, Drama
 Mrs. Emily Swiger**, Journalism & Coding
 Ms. Sarah Taylor, P.E.

*indicates MS Team Leader

**indicates MS Department Head

Section 6 – Where do I go with a question about ...

I have a question about...	Contact Name	Contact Information
Academic Concerns	Mary Alice Lopez	malopez@holynamestpa.org Ext. 306
Attendance	Grace Howell	ghowell@holynamestpa.org Ext. 726 Online Attendance Request
Athletics	Kevin Vargas, Athletic Director	kvargas@holynamestpa.org Ext. 320
	Christopher Severini	cseverini@holynamestpa.org Ext. 270
Billing Information	Gemma Linton Cortney Balicki	cbalicki@holynamestpa.org ext. 231 glinton@holynamestpa.org ext. 280

Buying Used Uniforms – Clothes Closet	Mothers’ Association	ahnmothers@gmail.com
Disciplinary Matters	Cassidy Velez	cvelez@holynamestpa.org Ext. 262
Early Bird/Extended Day	Courtney Franks	cfranks@holynamestpa.org Ext. 728
Financial Aid	Gemma Linton Cortney Balicki	cbalicki@holynamestpa.org ext. 231 glinton@holynamestpa.org ext. 280
ESE Resource Specialist	Amy Zoppi, MS ESE Specialist	azoppi@holynamestpa.org Ext. 267
Student Support Services	Ashley Gonzalez, Guidance & Learning Specialist	agonzalez@holynamestpa.org Ext. 272
Student Medical Records	Ellie Emden, School Nurse	eemden@holynamestpa.org Ext.342
Lunch	Dee Bell	dbell@holynamestpa.org
Library/Media Center	Emily Swiger	eswiger@holynamestpa.org Ext. 380
Technology (instructional)	Deborah Collins, Instructional Technology Integrationist	dcollins@holynamestpa.org Ext.367
Technology Support (hardware)	IT Help Desk Nick Martin & Annmarie Collins	nmartin@holynamestpa.org acollins@holynamestpa.org
Transcripts (current students)	Grace Howell	ghowell@holynamestpa.org Ext. 726
Veracross Support	Kent Smith	ksmith@holynamestpa.org Ext. 273

Section 7 - Middle School Hours

- Early Bird: 7:00 a.m.-7:35 a.m.; Wednesdays - 7:00 a.m. -8:30 a.m.
- Entrance Bell: 7:35 a.m.
- Warning bell: 7:55 a.m.
- Academic Hours: 8:00 a.m.-3:15 p.m., Wednesdays - 8:45 a.m. -3:15 p.m.

- Extended Day Program: 3:15 p.m.-6:00 p.m.

Part 2 – Academic Programs and Policies

Section 1 - Course Requirements and Offerings Summary

Art and Drama	2 - 4 years	Fifth and sixth grade students rotate through the visual arts and drama each trimester; seventh and 8th grade students can choose the art or drama elective each year.
Mathematics	4 years	Offered courses are Math 5, Math 6, Pre-Algebra 6, Pre-Algebra 7, Algebra Topics, and Algebra 1.
Language Arts	4 years	Literary analysis and writing are the program’s focus in grades five through eight; literature, grammar, and vocabulary complement writing instruction.
Music	2 - 4 years	Fifth and sixth-grade students take music one trimester per year. Seventh and eighth-grade students can choose the strings elective or the concert band elective each year.
Physical Education	4 years	Students progress through a developmentally appropriate skills-focused PE program that is challenging and fun.
Religion	4 years	In Grade 5, students explore SNJM spirituality and the seven sacraments. In Grade 6, they continue this journey while focusing on the Old Testament. Grade 7 centers on the life and message of Jesus in the New Testament. In Grade 8, students study Church history and prepare for Confirmation..
Science	4 years	Biology, chemistry, physics, earth science, and engineering are integrated into our four-year program.
Social Studies	4 years	Fifth graders study ancient Egypt, Greece, and Rome. Sixth graders explore Europe, West Africa, Japan, and the Americas. Seventh graders focus on U.S. history, government, and economics. Eighth graders continue U.S. history through the Civil Rights Movement.
World Languages	4 years	Fifth and sixth-grade students take Spanish. Seventh-grade students choose between Spanish and Latin for their seventh and eighth grade years.

Section 2 - Typical Courses by Grade

	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Language Arts	Language Arts 5	Language Arts 6	Language Arts 7	Language Arts 8
Math	Math 5	Math 6 or Pre-Algebra 6	Pre-Algebra 7 or Algebra 1	Algebra Topics or Algebra 1
Religion	Religion 5	Religion 6	Religion 7	Religion 8
Science	Integrated Science 5	Integrated Science 6	Integrated Science 7	Integrated Science 8
Social Studies	Social Studies 5	Social Studies 6	Social Studies 7	Social Studies 8
World Language	Spanish 5	Spanish 6	Spanish 1 (Part 1) or Latin 1 (Part 1)	Spanish 1 (Part 2) or Latin 1 (Part 2)
Physical Education	Fifth Grade PE	Sixth Grade PE	Seventh Grade PE	Eighth Grade PE
The Arts: Visual Arts Drama Music	Students rotate through trimester-long courses in visual art, drama, and music.	Students rotate through trimester-long courses in visual art, drama, and music.	Students may select a year-long elective of art, drama, or music.	Students may select a year-long elective of art, drama, or music.
Electives - Year-long course for 7th and 8th graders	N/A	N/A	Art, Coding, Concert Band, Drama, Journalism, Photography, Strings	Art, Coding, Concert Band, Drama, Journalism, Photography, Strings

Section 3 - Daily Schedule

The Middle School day begins at 8:00 a.m. and ends at 3:15 p.m. Academic classes meet daily for seventy-three minutes on an eight day rotating schedule each day except for Wednesday classes which meet for 65 minutes. Community time includes Mass, clubs, house time, convocation, and study hall.

Time	Schedule	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8
8:00–8:18	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory
8:20–9:33	Block 1	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7	Set 8
9:35–10:48	Block 2	Set 3	Set 4	Set 5	Set 6	Set 7	Set 8	Set 1	Set 2
10:50–11:45	Lunch Recess	Lunch Recess	Lunch Recess	Lunch Recess	Lunch Recess	Lunch Recess	Lunch Recess	Lunch Recess	Lunch Recess
11:48–1:00	Block 3	Set 5	Set 6	Set 7	Set 8	Set 1	Set 2	Set 3	Set 4
1:00–1:52	Community Time	Community Time	Community Time	Community Time	Community Time	Community Time	Community Time	Community Time	Community Time
1:55–3:08	Block 4	Set 7	Set 8	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6
3:08–3:15	Advisory & Pack	Advisory & Pack	Advisory & Pack	Advisory & Pack	Advisory & Pack	Advisory & Pack	Advisory & Pack	Advisory & Pack	Advisory & Pack

Section 4 - Homework Policy

Students can expect nightly homework in each academic subject, including some weekend assignments. Homework is purposeful and moves the curriculum forward. Teachers post assignments on Canvas, and students are expected to record them in their planners daily.

The Middle School Homework Policy follows a tiered structure that supports a gradual release of responsibility. It is designed to help students develop strong study habits, time management, and self-regulation skills needed for success in high school. The policy prioritizes meaningful learning while providing developmentally appropriate expectations and consequences.

This policy applies to students who are present in class when the homework is due but have not fully completed the assignment.

5th Grade	Homework must be completed by the due date and time to receive credit. You will have until 8:30 AM the next day to turn in a missing assignment and will then receive half credit. If you do not have it done by 8:30 a.m., a lunch detention will be served to complete the assignment.
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6th Grade	Homework must be completed by the due date and time to receive credit. You will have until 8:30 AM the next day to turn in a missing assignment and will then receive half credit. If you do not have it done by 8:30 a.m., a lunch detention will be served to complete the assignment.
7th Grade	Homework must be completed by the due date and time to receive credit. You will have until 8:30 AM the next day to turn in a missing assignment and will then receive half credit. If you do not have it done by 8:30 a.m., a lunch detention will be served to complete the assignment.
8th Grade	No late homework will be accepted for credit. Incomplete or not completed homework still needs to be completed to ensure learning is maximized and retakes are possible. If you do not have it done by 8:30 a.m., a lunch detention will be served to complete the assignment.

The policy below applies to students who are unable to turn in a homework assignment because they are absent from class due to sickness.

Students are awarded one school day per absence to complete missing work.

The policy below applies to students who are not able to turn in a homework assignment because they are absent from class due to any planned absence.

All homework must be completed on the re-entry day from any planned absence. A planned absence is any absence that is not due to sickness. This includes partial absences from school due to appointments.

The policy below is for students who cannot turn in an assessment because they are absent from class.

Papers/ Essays	Due to the longevity of the writing process and the amount of class time provided to students, all writing assessments must be submitted by the due date.
Formative Assessments	Any quiz missed due to absence will need to be made up with your content teacher. See your teacher to schedule a time to retake the assessment.
Summative Assessments	Any summative assessment missed due to absence will need to be made up on your grade-level make-up/retake day, the week you return. 5th & 6th: Day 3 7th & 8th: Day 2

Section 5 - Late Work/Missing Assignments

Students are expected to submit all assignments on time. Summative assignments completed over an extended period (such as essays or projects) must be turned in by the due date. Late assignments will lose 10% of the grade for each day they are late. A “Missing” in Canvas indicates that the assignment has not been submitted and will be calculated as a zero until the assignment is turned in.

Section 6 - Retake Policy

Reassessment Policy

To promote mastery of each unit, students in **grades 5 through 8** may retake summative assessments with additional support provided beforehand. Any student who scores **below an 85** is eligible to request one retake per summative assessment. The grade earned on the retake—**up to a maximum of 85—will replace the original, even if it is lower.**

To qualify for a retake:

1. Students may not have missed more than one homework assignment during the chapter or unit.
2. Students must complete a Test Retake Form and return to the teacher.
3. Students must stay after school until 3:30 one day for extra help prior to the retake date.
4. Students must complete the additional work required by the teacher.

Section 7 - Academic Integrity Policy

What is academic integrity? To have academic integrity means that one is honest in their work. One does not misrepresent work as their own when it is not. Instead, one always does their own work to the best of their abilities. If the work is not complete or not their best, they own their mistake and do what is necessary to make it right.

5th and 6th grade Consequences for Academic Dishonesty:

First Offense

Cheat on homework or plagiarize: The student must redo the assignment, and the teacher and administration contact parents.

Cheat on an assessment: The student must redo the assessment during an after-school detention, and the teacher and administration contact the parents.

Second Offense

Cheat on homework, assessment, or plagiarize: Student earns a zero, administration contacts parents, student serves in-school suspension.

Third Offense

Zero on the assessment/project/homework, administration contacts parents, student serves out-of-school suspension.

Fourth Offense

Expulsion

7th/8th grade Consequences for Academic Dishonesty:**First Offense**

Cheat on homework or plagiarize: The student earns zero on the assignment but must complete it, and the teacher and administration contact the parents.

Cheat on an assessment: Student earns a zero on the assessment, and the teacher and administration contact parents.

Second Offense

Cheat on homework or an assessment, or plagiarize: The student earns a zero, the administration contacts the parents, and the student serves an in-school suspension.

Third Offense

Zero on the assessment/project/homework, administration contacts parents, the student serves out-of-school suspension.

Fourth Offense

Expulsion

Section 8 - MS Advanced Math Placement Policy

Students will be evaluated for Algebra and Pre-Algebra based on the following criteria to support appropriate placement and long-term success in advanced math. This policy ensures each student builds a strong mathematical foundation while being appropriately challenged throughout their academic journey.

Rising 8th Graders - Algebra Placement

Students must meet all of the following criteria:

- Maintain an 85% average on all math tests throughout 7th grade.
- Score at least 85% on the Orleans Hanna Algebra Prognosis Assessment.
- Attain 80th percentile or higher on TerraNova

- Receive a teacher recommendation based on performance, work ethic, and readiness for Algebra.

Rising 7th Graders - Algebra Placement (Students Currently in 6th-Grade Pre-Algebra)

Students must meet all of the following criteria:

- Maintain a 85% average on all math tests throughout 6th grade.
- Score at least 85% on the Orleans Hanna Algebra Prognosis Assessment.
- Attain 80th percentile or higher on TerraNova.
- Receive a teacher recommendation based on performance, work ethic, and readiness for Algebra.

Rising 7th Graders - Algebra Placement (Students NOT in 6th-Grade Pre-Algebra)

Students must meet all of the following criteria:

- Maintain a 90% average on all math tests throughout 6th grade.
- Successfully complete a pre-algebra summer course designed to bridge the gap in content.
- Score at least 85% on the Orleans Hanna Algebra Prognosis Assessment taken after the summer course.
- Attain 80th percentile or higher on TerraNova.
- Receive a teacher recommendation based on performance, work ethic, and readiness for Algebra.

Rising 6th Graders - Pre-Algebra Placement

Students must meet all of the following criteria:

- Maintain a 95% average on all math tests throughout 5th grade (w/o retakes)
- Score at or above the 85th percentile on the TerraNova Assessment.
- Score at least 80% on the AHN Pre-Algebra Placement Test.
- Receive a teacher recommendation based on performance, work ethic, and readiness for Pre-Algebra.

Additional Considerations

- Placement decisions are made by the school’s math department and administration to ensure each student is placed in a course that aligns with their skill level and potential for success.
- Students must attain the stated score or above on all assessments. No scores below the required averages will be considered for placement.
- AHN reserves the right to adjust student placement throughout the year. If a student does not excel in the advanced math placement course, they may be moved to the regular grade-level math course to ensure they receive the appropriate level of support and instruction.

Section 9 - Academic Eligibility

Academic Eligibility for Athletics and Clubs

AHN is a member of the Florida West Coast League for its middle school sports teams. Teams are made up of students in grades 6, 7, and 8. Please note: new EL2/EL3 forms must be on file with the athletic department before any AHN student-athlete is allowed to try out for or practice with an AHN sports team. The forms are available on the athletics home page of the school website. Full information concerning eligibility and obligations can be found in the Athletic Handbook. Below are a few highlights of the policy.

To be eligible to participate in athletics and extracurricular clubs, students must meet the following criteria:

1. Academic Performance
 - Maintain a minimum average of 70% (C) or higher in all subjects.
A student may not be declared ineligible unless the teacher has entered at least two formative assessments or one summative assessment grade in the subject area where eligibility is in question.
2. Conduct and Effort
 - Receive no “U” (Unsatisfactory) in general conduct.

Ongoing Eligibility Monitoring

- Once a team or club is formed, academic and conduct eligibility will be reviewed weekly on Fridays.
- Students who fail to meet eligibility requirements will be considered ineligible and will be suspended from:
 - All athletic practices and competitions
 - All club meetings and events

Support During Ineligibility

- Ineligible students will be assigned to a study hall during club time to focus on resolving academic or conduct concerns.

- Once all eligibility criteria are met, students may return to full participation in athletics and clubs.

Communication & Oversight

- All eligibility decisions and notifications will be managed by middle school administration.
- Parents, students, coaches, and club sponsors will be notified when a student becomes ineligible and when eligibility is regained.

Administrative Discretion

- The administration reserves the right to restrict participation in athletics or clubs due to persistent conduct or effort issues or in the event of a disciplinary infraction.

Section 10 - Academic Progress Monitoring

Academic Progress: Student progress may be continuously monitored on Veracross. In addition, report cards report student achievement to the parents at the end of each trimester.

Progress Reports: At the midpoint of each trimester, students with a class average of 80% or below will receive a progress report to help support their academic growth. Teachers may also send progress reports to students who are performing above this threshold if they believe additional communication will be helpful for the student's success.

TerraNova Next Standardized Assessment: TerraNova NEXT is a norm-referenced achievement test for grades K–8, including middle school. It assesses core academic areas such as reading, language, mathematics, science, and social studies, providing insight into student achievement and growth compared to national norms. At AHN, the TerraNova NEXT is typically given between the second and third trimesters.

NWEA MAP Testing: NWEA MAP is a computer-based, adaptive test measuring a student's reading and math growth. Because the questions adjust in difficulty based on the student's answers, it gives a clear picture of what each student knows and what they're ready to learn next. MAP is typically given three times a year to help teachers track progress, guide instruction, and support student learning at all levels.

Section 11 - Middle School Grading Scale

Grading Scale Grades 5-8 in All Subject Areas

A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60

Section 12 - Course Descriptions

English

Language Arts 5

The middle school language arts program is designed to provide students with a comprehensive understanding of literature and writing. In the literature class, students engage in various activities such as reading, analyzing and responding to literary works, as well as developing their speaking and listening skills. Reading instruction emphasizes the mastery of skills required for advanced readers, enabling them to use reading as a tool for learning and as a source of relaxation and entertainment. The writing class focuses on teaching specific genres, grammar, and vocabulary to empower students to express themselves effectively with supported evidence.

Language Arts 6

Our Grade 6 language arts examines cross-curricular themes through literature, short stories, poetry, and non-fiction selections. By engaging in critical and reflective thinking, students develop advanced analysis and synthesis skills that foster stronger connections with the texts they study. The curriculum also provides direct instruction in vocabulary and grammar to enhance students' communication abilities.

Language Arts 7

The language arts curriculum expands students' reading comprehension and critical thinking skills through exposure to various fiction and non-fiction texts. Through deliberate and focused inquiry, students sharpen their analytical abilities, enabling them to develop meaningful insights about a text and its author's craft. Writing projects encompass a variety of genres, including narratives, persuasive essays, expository writing, literary analysis, and poetry. Direct instruction in writing techniques, grammar, and vocabulary ensures that students can effectively communicate their deep understanding of various topics with supporting evidence.

Language Arts 8

The Grade 8 language arts program is the culmination of the middle school years, equipping students to become independent readers, writers, and thinkers. The focus shifts

towards strengthening students' skills in literary analysis and formal composition. Opportunities for synthesis and evaluation of elements of literature are provided, offering an excellent foundation as students prepare for high school. Writing assignments reinforce the conventional standards of grammar and punctuation, with particular attention given to editing and revision skills to enhance the overall quality of written work.

Summer Reading

Middle School students read two book-length selections each summer. One is a “must-read ” selection assigned by the grade-level language arts teachers. Students choose their other selection from a teacher-generated list. During the first weeks of school, students discuss their summer reading. Language arts teachers assess summer reading through a variety of quizzes and projects.

Required summer reading for summer 2025:

5th Grade	<i>The Area 51 Files</i> by Julie Buxbaum
6th grade	<i>The First Rule of Punk</i> by Celia C. Perez
7th Grade	<i>A Long Walk to Water</i> by Linda Sue Park
8th Grade	<i>Inside Out and Back Again</i> by Thanhha Lai

Mathematics

Math 5

The math program places a strong emphasis on critical thinking and the practical application of mathematical knowledge. Students are encouraged to develop a deep understanding of mathematical concepts, engage in reasoning, solve problems, and make sense of various mathematical ideas. They explore different math concepts and are capable of articulating and justifying their thinking process. The curriculum focuses on building conceptual understanding, developing procedural skills and fluency, and applying mathematical knowledge.

Math 6

Our math program continues to focus on critical thinking and the real-world application of mathematical concepts. Students learn to grasp mathematical ideas, engage in reasoning, solve problems, and make sense of the subject. They explore various math concepts and have the ability to explain and justify their thought processes. The curriculum emphasizes conceptual understanding, procedural skills and fluency, and the practical application of math.

Pre-Algebra

Pre-Algebra serves as a critical bridge between arithmetic and the more abstract reasoning required in Algebra. This course focuses on strengthening students' foundational computational skills while deepening their understanding of key algebraic concepts such as variables, expressions, equations, and inequalities. Students explore proportional relationships, number systems, and basic geometry, building the skills needed for success in Algebra I. Throughout the course, there is a strong emphasis on mathematical reasoning, problem-solving strategies, and the process of learning math, not just arriving at correct answers. Students are encouraged to explain their thinking, explore multiple solution paths, and develop confidence in tackling increasingly complex problems.

Algebra Topics

Algebra Topics is designed for students who would benefit from continued support in developing foundational algebraic skills before advancing to Algebra 1. This course reinforces key pre-algebra concepts while introducing essential algebra topics at a pace that ensures deep understanding. The focus is on building confidence, strengthening problem-solving skills, and preparing students for future success in high school algebra.

Algebra 1

Algebra 1 is a high school–level course offered to 8th-grade students who have demonstrated strong math skills and are ready for advanced study. The course covers linear and quadratic equations, inequalities, functions, and polynomials, with a focus on both conceptual understanding and problem-solving.

Designed to mirror the rigor of a high school curriculum, Algebra 1 prepares students for future courses such as Geometry and Algebra 2. Placement is based on prior performance and readiness to ensure students are set up for success. Completion of Algebra 1 in 8th grade allows students to accelerate in the high school math sequence.

Religion

Religion 5

Students delve into the essence of our SNJM spirituality and explore the seven sacraments of the Catholic Church: baptism, penance, Holy Eucharist, confirmation, matrimony, anointing of the sick, and Holy Orders. The program is enriched with opportunities to lead Mass, participate in grade-level retreats, engage in penance, and contribute to community service projects. Throughout the year, we celebrate various liturgies, fostering a deep connection to our faith. Moreover, we introduce Catholic social teaching to encourage students to develop a Christian response to the challenges our world faces today.

Religion 6

Students continue to delve into our SNJM spirituality while shifting focus to the Old Testament. Students are given the opportunity to participate in Focus 11, a day-long event where they learn about vocations from the Diocese. Additionally, they are encouraged to actively engage in meaningful activities throughout the year, such as leading Mass, participating in grade-level retreats, practicing penance, and contributing to community service projects. These experiences enhance their understanding of religious practices and strengthen their sense of empathy and compassion. Additionally, the introduction of Catholic social teaching equips students with the necessary tools to address contemporary issues in our world.

Religion 7

Our Grade 7 religion program delves into the faith, life, and message of Jesus Christ as passed on through the New Testament. Students have the opportunity to lead Mass, participate in grade-level retreats, engage in penance, and contribute to community service projects. Throughout the year, we celebrate liturgies to foster a deeper spiritual connection. Moreover, our students explore Catholic social teachings, allowing them to navigate and discuss relevant issues that intersect with their lives while developing the skills to articulate Christian principles in response to these challenges.

Religion 8

Students focus on the history of the Church and delve deeper into the sacrament of Confirmation. Opportunities to lead Mass, participate in grade-level retreats, engage in penance, celebrate liturgies, and contribute to community service projects continue to enrich their spiritual growth. Catholic social teaching is interwoven throughout the curriculum and empowers students to explore issues that intersect with their world. By the end of the year, students will have a profound understanding of the Catholic Catechism and, more importantly, be able to respond to the world around them with Christian truth and love. While sacramental preparation is organized within individual parishes, students receive education about the Sacraments at the appropriate times.

Science

Science 5

In 5th grade science, students explore three exciting units using the FOSS (Full Option Science System) curriculum: *Mixtures & Solutions*, *Earth & Sun*, and *Living Systems*. In the *Mixtures & Solutions* unit, students investigate how different materials combine, separate, and change. In the *Earth & Sun* unit, they explore Earth's place in the solar system, the movement of the sun, and patterns like day and night. In the *Living Systems* unit, students study how plants, animals, and their environments work together as part of larger systems. These hands-on investigations help students think like scientists and build a deeper understanding of the world around them.

Science 6

In 6th grade science, students explore the world around and within them through three engaging units from the FOSS (Full Option Science System) curriculum. In *Diversity of Life*, students

investigate the structure and function of living organisms, learning how life is classified and how organisms adapt to their environments. In *Human Systems*, students explore the systems of the human body, discovering how organs work together to support life. In *Weather and Water*, students study Earth's atmosphere, weather patterns, and the water cycle to better understand the science behind weather and climate.

Science 7

In 7th-grade science, students explore key concepts through the FOSS (Full Option Science System) curriculum. The year begins with *Earth History*, where students investigate rock layers and fossils to understand Earth's past. Next, in *Populations and Ecosystems*, students examine the relationships among organisms and how ecosystems function and change over time. The year concludes with *Chemical Interactions*, where students explore the properties of matter and how substances interact through hands-on experiments. Throughout the course, students build scientific thinking through inquiry, observation, and experimentation.

Science 8

In 8th-grade science, students explore key physical and life science concepts using the FOSS (Full Option Science System) curriculum. The year begins with *Gravity and Kinetic Energy, Electromagnetic Forces, and Waves*, where students investigate the laws of motion, energy transfer, magnetism, and how waves travel through different materials. In the *Heredity* unit, students learn how traits are passed from one generation to the next through genes and explore patterns of inheritance. The year concludes with *Planetary Science*, where students study the solar system, Earth's place in space, and the forces that shape planetary bodies. Hands-on investigations and data analysis are central throughout the course.

Social Studies

Social Studies 5

In this course, students explore ancient civilizations such as Egypt, Greece, and Rome, learning about their leaders, governments, and daily lives. They study geography by identifying the world's oceans, continents, and landforms and develop map skills, including reading different map types and understanding latitude and longitude. Finally, students will examine the rise and fall of the Roman Empire and its impact on history.

Social Studies 6

Students explore major world civilizations from the Middle Ages to the Scientific Revolution. Topics include feudalism in Europe, the spread of Islam, the Crusades, West African kingdoms, Chinese and Japanese developments, the Aztec and Incan empires, the Renaissance, the Age of Exploration, and the Scientific Revolution. Through inquiry and analysis, students examine how belief systems, trade, technology, and cultural exchange shaped the world.

Social Studies 7

Students explore early American history from the migration of the First Americans to the formation of the United States. The course covers life in the colonies, the causes and events of the American Revolution, and the founding principles in the Declaration of Independence and Constitution. Students examine early U.S. government, the Bill of Rights, political parties, and foreign policy, while considering how key events and ideas shaped the nation's development.

Social Studies 8

Students explore key events in American history from the mid-1800s through the 20th century. Topics include the differences between the North and South, slavery and discrimination, the causes and impact of the Civil War, industrialization and immigration, U.S. foreign policy, the World Wars, the Cold War, and the Civil Rights Movement. Through inquiry and primary sources, students examine how these events shaped the nation and continue to influence society today.

World Language

Spanish 5

The study of Spanish in Grade 5 is designed to promote language learning through authentic and purposeful communication and cultural experiences in different settings. Our main objective is to provide students with a comprehensive learning path that enables them to focus on mastering language skills in listening, speaking, reading, writing, and studying culture.

Spanish 6

Students continue their journey towards mastering language skills in Spanish. We understand that some students may be new to the language at this stage. Therefore, we offer individualized support to meet each student's needs and help them succeed. We aim for students to develop into global citizens who appreciate and respect diverse ideas, perspectives, practices, and values.

Spanish 7

Students in Grade 7 make a two-year commitment to Spanish, equivalent to a first-year high school class. Our primary objective remains to provide students with a pathway to master language skills in listening, speaking, reading, writing, and cultural understanding. We hope that through their language learning journey, students will become interconnected with the global society and demonstrate respect for the ideas, thoughts, practices, and values of others.

Spanish 8

Students continue their study of Spanish 1, engaging in classroom activities and assessments that involve three modes of communication: interpretive, interpersonal, and presentation. Additionally,

they showcase their cultural awareness and understanding of the language. By working to their fullest potential, students are well-prepared for high school-level Spanish courses.

Latin 7

Students in Grade 7 embark on a two-year Latin journey, the equivalent of a first-year high school class, spread over two years. They delve into Roman culture and history while mastering vocabulary and grammar during this time. Additionally, they actively participate in the National Latin Exam and the Regional Latin Forum and engage with other Latin learners.

Latin 8

Building upon their previous year's progress, students continue their exploration of Latin 1 with greater depth and understanding. They dedicate themselves to unraveling the intricacies of grammar, all while immersing themselves in the captivating world of Roman culture. Moreover, they eagerly participate in the National Latin Exam and the Regional Latin Forum, seizing every opportunity to showcase their knowledge and collaborate with fellow Latin enthusiasts from various schools.

Section 13 - Electives

Art

The Visual Arts program fosters students' ability to observe, interpret, and shape the visual and aesthetic world. Students develop foundational arts literacy while building creative and critical thinking skills. Working with a variety of media, techniques, and technologies, they learn to express ideas, explore cultural perspectives, and make interdisciplinary connections. The program emphasizes personal voice, artistic growth, and an appreciation for diverse artistic traditions. Students engage in both two- and three-dimensional artmaking, including drawing (graphite, charcoal, pastel, ink), painting (watercolor, acrylic), printmaking, sculpture, mixed media, and collage. They experiment with materials and techniques while exploring key concepts such as composition, form, color, and art history

Coding and Web Design

In this course, students explore the fundamentals of web development and coding. They use HTML and CSS to build visually engaging websites and dive into programming through animations, games, and interactive art. Returning students study advanced computer science topics and work independently on customized final projects. The course promotes logical thinking, digital creativity, and real-world problem-solving skills.

Concert Band

Concert Band provides students the opportunity to develop their musical talents through collaborative instrumental performance. Students build foundational and advanced skills on wind, percussion, or string instruments while learning ensemble techniques, music theory, and

performance practices. Instrument rental options are available for students who do not own their instruments. No prior experience is required—just enthusiasm and a commitment to musical growth.

Digital Photography

This course introduces students to the fundamentals of digital photography and basic graphic design. Students learn to compose compelling images, explore various photographic techniques, and enhance their visual storytelling skills. They use digital cameras or smartphones to integrate writing and visual elements to create a polished final product. The course emphasizes creativity, technical proficiency, and the development of a personal artistic voice.

Drama

Drama is a powerful tool for exploring and expressing the full range of human emotion and experience. In our state-of-the-art facility, students engage in the core elements of performance—movement, voice, and dialogue—through a rich variety of creative practices. These include acting games, improvisation, choreography, musicality, audition techniques, rehearsals, and full-scale productions. Through these experiences, students gain more than performance skills; they strengthen verbal and non-verbal communication, enhance written and unwritten expression, develop critical thinking and problem-solving abilities, tap into creative intuition, and build confidence that extends beyond the stage and into all areas of learning.

Journalism/Newspaper

In this course, students explore the fundamentals of journalism, from investigative reporting and interviewing to writing, editing, and publication design. Working as a team, they produce the school's digital newspaper, gaining real-world experience in media production. The course emphasizes journalistic ethics, clear communication, and community engagement. Students interested in storytelling and making a meaningful impact through media thrive in this class.

Music

The music program builds a strong foundation in music theory and performance while fostering a lifelong appreciation for music. Students explore rhythm, melody, harmony, and form, develop skills in reading notation, singing, and performing solo and in groups. The curriculum also emphasizes active listening, critical thinking, and understanding diverse musical styles and cultural contexts. Creative expression through improvisation and composition helps students connect personally with music, recognizing its value as both an art form and a powerful means of communication.

Strings

Beginning Strings introduces students to orchestral string instruments, including violin, viola, cello, and double bass. No prior experience is necessary. Students learn basic playing techniques, music theory, and ensemble skills through individual and group instruction. The course fosters musical expression, performance readiness, and a lifelong appreciation for music.

Yearbook

In Yearbook, students collaborate to plan, design, and produce the school's yearbook. They gain hands-on experience in photography, graphic design, layout, and publishing while working as part of a creative team. The course emphasizes organization, collaboration, and visual storytelling as students capture and celebrate the school year.

Physical Education

Physical Education 5

Students participate in physical fitness activities, refine their sports skills, and work on offensive and defensive sports strategies. They also focus on mastering sports safety and understanding the rules. Students are encouraged to employ correct techniques and demonstrate good sportsmanship throughout these activities.

Physical Education 6

Our physical education curriculum in Grade 6 focuses on competence, fitness, and understanding the importance of physical activity. It is designed to equip students with the knowledge, skills, and confidence needed to enjoy a lifetime of healthy physical activity. Various sports and fitness activities are introduced during this stage, allowing students to explore different interests. Just like in previous grades, correct techniques and good sportsmanship continue to be emphasized in all activities.

Physical Education 7

Our physical education curriculum remains centered around competence, fitness, and understanding physical activity. The aim is to provide students with the necessary knowledge, skills, and confidence for a lifetime of healthful physical activity. Similar to earlier grades, various sports and fitness activities are introduced to keep students engaged. Students are encouraged to employ correct techniques and exhibit good sportsmanship throughout these activities.

Physical Education 8

Our physical education curriculum continues to prioritize competence, fitness, and the understanding of the importance of physical activity. The goal is to equip students with the knowledge, skills, and confidence necessary to maintain a healthy and active lifestyle. Focusing on personal growth, lifelong health and fitness, and confidence in fitness pursuits becomes increasingly prominent. As always, students are encouraged to employ correct techniques and demonstrate good sportsmanship in all activities.

Section 14 - Letters of Recommendation & Transcripts

Requests for letters of recommendation and transcripts are to be sent to the Middle School Office to the attention of Grace Howell. From there, these requests will be disseminated to the appropriate faculty. These letters will be sent directly from the school to the organization requesting the recommendation.

Section 15 - Academic Probation

After the first trimester report card, students who have a D or lower in two or more subjects will be placed on academic probation. Students who fail one subject are seen by administration or the Guidance Counselor and placed on co-curricular probation for a three-week period.

After the second trimester report card, parents of students who still have a D or lower in two or more subjects will be notified that their son or daughter may not be able to return to the Academy the following year if they do not make it up in a summer program that has been approved by the administration.

After the third trimester, a student with a final grade of a D or below in any subject will be placed on academic probation with an individualized action plan for the following year and be required to complete summer remediation work in order to return. This may include enrolling in the Florida Virtual School, required tutoring, or other programming support.

Part 3 – Attendance Policies and Information

Section 1 - Attendance Policy

An AHN student demonstrates respect for their teachers and classmates by being present and on time for school. Success begins with consistent attendance. It is the parents/guardians' responsibility to establish regular attendance and promptness habits. Catching up on material and instruction missed is more difficult than students and parents often realize. For the sake of the student and the teachers, every attempt should be made to minimize absences from school.

Drop-Off/Pick-Up Policies

- Parents are asked not to use their cell phones while in their cars during drop-off and pick-up of students to alleviate distractions.
- Be diligent and pay attention to ensure the safety of all students during these hectic times.
- There are no left turns onto or out of the Academy property via MacDill Avenue.

Drop-Off Expectations and Early Bird:

- There are three drop off locations for grades 2-8: the Bayshore Drive, the North Drive next to the 4-square courts, and the West Drive.
- Students in pre-K, K, and 1st grade may be dropped off at any of the above locations or at the entrance adjacent to the early childhood wing. Parents arriving prior to 7:40 a.m. may not wait

in the drop-off area.

- Lower school students may be dropped off at Early Bird in the Brady Center from 7:00 a.m. until 7:35 a.m. At 7:35, students may report to their homerooms/advisory.
- Middle school students may also be dropped off at Early Bird which is located on the 4 sq courts. They are permitted to enter the middle school building at 7:35. It is highly recommended that students be dropped off at school by 7:45. This allows time for students to get to their homerooms/advisory, say hello to their classmates, unpack, and to be ready for the academic day which begins promptly at 8:00. When a student comes in rushed, it can often unsettle them for a large portion of the morning.
 - 5th grade students must stay in the Brady Center for Early Bird.
 - 6th - 8th grade students may stay in the courtyard before 7:35. They may not use school technology unless they are in the Brady Center.
 - On Wednesdays, 6th graders may sit in the courtyard or go to the 4 square courts for Early Bird. 7th and 8th grade students may not go to the 4 square courts but must wait in the courtyard for Early Bird.
- Students who are dropped off after 8:00 a.m. must be accompanied by an adult to the front lobby to be checked-in for school. Parents are to enter using Bayshore Blvd. and proceed to the driveway in front of the building.

Dismissal Expectations:

- Students will report to the respective driveway based on last name.
 - A-G South Drive
 - H-M North Drive
 - N-Z West Drive
- Dismissal is NOT RECESS time. Students will stay in their grade-level lines and listen for their names. Students who do not follow directions will be disciplined.
- Athletes may cross the bridge and follow the directions given to them by their coaches..
- PreK-8th grade students with high school siblings/carpools will meet their ride in the courtyard. It is imperative that the high school student be there waiting for the lower school student. If they are not there, the lower school student will be taken to extended day. Middle school students waiting for high school siblings can wait in the courtyard. Due to safety concerns associated with dismissal time, at no time may a pre-K to 8th-grade student cross the bridge without an adult or their high school sibling.
- Students going to Extended Day will report immediately to the lower school playground or middle school commons.
- Any student not picked up by the end of dismissal will be taken to Extended Day.

Section 2 - Absences

Absences: If a child cannot attend school, a parent/guardian should complete the attendance form on Veracross within the first hour of school and state the reason for the absence. Leaving before 11:00 a.m. is marked as a full-day absence, leaving between 11:00 a.m. and 1:00 p.m. is marked as a half-day absence, and leaving at any time after 1:00 p.m. is marked as an early dismissal. To participate in a school-sponsored extracurricular activity, a student must be in school by 10:00 a.m. and remain in school for the remainder of the day on the day of the activity.

If a child has an extended illness, a doctor's note is required when the child returns to school. These notes should be handed in to the Middle School Office. In case of absence due to a reportable communicable disease, a release card from the Board of Health or a letter from the family physician indicating that the Board of Health regulations have been fulfilled must be presented when the student returns to school.

Since all classroom instruction is critical for learning and mastering the skills/materials in each course, school attendance must be a first priority. If the Administration finds that a pattern of nonattendance is developing, whether the absences are excused or not, a meeting with the parent will be scheduled to identify potential remedies. Excessive absences will be taken into consideration when evaluating a student for promotion or graduation. Absences of eight (8) days or more per semester may be a sufficient basis for denial by the Principal of promotion and/or graduation.

Middle school students who miss tests due to illness will make the test up during Community Time during school on the day assigned to their grade level (5th/6th - Day 3, 7th/8th - Day 2). No retakes will be offered to students who miss a test and have to make it up.

Planned Absences: We ask that parents consult the school calendar when making travel plans. However, we realize that there are times when students will need to miss school due to family obligations. Teachers will give students support in making up missed work, but it is the parents' responsibility to teach their child/ren any missed material. Missing school instruction often causes students to not perform as well on assessments.

A planned absence is any absence that is not due to illness, doctor's visits, or unexpected circumstances. Many of these planned absences are known well in advance by families. Therefore, for any absence that will take a student away from the learning environment for five or more school days, parents need to put it into the Veracross Attendance at least two weeks prior to departure. For planned absences that are shorter than five school days, parents need to inform the school within one week of departure. After your request is uploaded to Veracross, the students will follow the procedure below.

A parent's entry of a planned absence will allow the Middle School Administrative Assistant to facilitate the planned absence process by giving the student a planned absence form.

Students will then follow the following procedures:

- Have all teachers sign it. This includes electives and PE.
- After it is complete, bring it to their advisory teacher for a signature.
- The advisory teacher will help them make a tentative plan for completing the work and handling it upon their return.
- Upon returning to school, all work must be handed in to each teacher before 8:00 am on the day of return. If this doesn't happen, the student will serve at least one after-school detention depending on how much work is not completed.
- Missed assessments will be taken during Community Time (Day 2 for 7th and 8th-grade

students or Day 3 for 5th and 6th-grade students). If a student returns on the day of an assessment, they will be expected to take the assessment that day with their class.

- If a student does not follow the above procedure, he/she will be required to stay after school to complete the work. Administration will determine how many days this will require. Although he/she will be able to make-up a test or quiz, no retakes will be offered.
- If a student will not be in school on the day(s) of an exam due to a planned absence, they will make up the exams at the following times:
 - Winter exams will be made up after school during the week students return from the Christmas break.
 - End-of-year exams will be made up the week after school ends.

Tardy Policy: Being on time for the start of the day is an important component of your child's success during the day. Although the late bell is at 8:00 am, we highly recommend that students arrive at school by 7:45 am. The time before the 8:00 bell is used to get organized, socialize, and prepare for the day ahead.

If you arrive at school at 8:00 am or later, you must enter on the Bayshore drive and walk your child(ren) into the lobby to sign them in. A student who arrives late due to a doctor's appointment will be considered a late arrival, not tardy. A doctor's note must be presented at this time. Students who come to school tardy on Mass days will be held in the office until Mass is over so as not to disturb the celebration of the Eucharist.

Below is the chain of events for multiple unexcused tardies (UT) in a trimester. *Note: Attendance count does restart at the trimester mark, but previous trends may be used to expedite the chain of events.*

- After 4 UT: Parents will be notified by email as a reminder of the process
- After 6 UT: Student will have a lunch detention
- After 8 UT: Student will serve an after-school detention
- After 10 UT: A conference will be held with the administration and parents/students to discuss a plan

Early Dismissal: Early dismissals can not be honored after 2:30 pm due to the interruption to dismissal procedures. The exception to this is AHN middle school sports events.

When a student is to be dismissed from school early, please use Veracross Attendance to record the time of the early dismissal. The student will then be issued an early dismissal pass. At the time of the early dismissal, a parent must sign the child out at the receptionist's desk in the school lobby. (Please note – if a parent arrives earlier than the stated time of the early dismissal, they will wait for their child in the front lobby.)

Telephone requests for early dismissals are difficult for us to honor. If the above procedure is not followed and a parent requests an early dismissal verbally, the parent can expect to wait for their child. The front desk receptionist will decide when the most opportune and least disruptive time will be to gather the child. A parent conference may be required for students who have an excessive number of early dismissals.

Section 3 - Attendance and Co-Curricular Activities

Participation in practices and contests is dependent on school attendance. Below are the criteria that must be met in order to participate:

- Student-athletes must be in school or at a school-sponsored event (such as field trips, retreats, Focus 11, etc.) by 10:00 AM on the day of the contest and/or practice.
- Students absent from school may not attend a co-curricular activity or school function on the day of the absence.
- Students who become ill at school and go home sick may not attend or participate in any co-curricular activity or school function later that day.
- Students who have attended school but who leave school for a medical or dental appointment may participate in a co-curricular activity later that day **ONLY** if a doctor/dentist note, stating the day and time of the appointment, is provided to the middle school office. Students who cannot provide a note before the appointment and who will be missing the remainder of the academic day **MAY** participate that day, but are suspended from any additional co-curricular activity until such a doctor/dentist note is provided to the middle school office.
- Students who violate these policies will be subject to discipline with their respective athletic team and/or the school administration.

Release of Students from School: Under no circumstances may a child be released to anyone other than the parent, guardian, or other person listed in the student's emergency information without written permission of the parent or guardian. If a child is to be taken from school by anyone other than a parent or guardian, a parent must update the emergency information on Veracross, indicating the names of such persons. It is the custodial parent's responsibility to inform the office of any legal situations concerning a child's release from school.

Part 4 – Integrity and Discipline

The mission of the Academy of the Holy Names has always been rooted in the central role of faith in the lives of all community members. This faith development must be integrated into student learning at all times. In accordance, all students at the Academy are expected to uphold the virtues of honesty, integrity, and respect. Failure to uphold these virtues will result in a breakdown of the spirit of community and trust. The Honor Code at Academy of the Holy Names was developed to encourage students to act with honesty, integrity, and respect both on and off campus.

Section 1 – Academic Integrity

What is academic integrity? To have academic integrity means that one is honest in their work. One does not misrepresent work as their own when it is not. Instead, one always does their own work to the best of their abilities. If the work is not complete or not their best, they own their mistake and make it right.

The following are considered violations of our academic integrity policy:

Cheating

Using or attempting to use unauthorized assistance, material, or study aids in examinations or other academic work (including but not limited to):

- Getting or giving answers for homework from another student.
 - *Helping someone with their homework should never involve giving them the answer. If someone doesn't know the answer and wants your help, you can show them where an explanation is in their notes, you can point them to the information in the book, you can ask them questions that help them arrive at the answer. You can also remind a friend that homework is graded for completion and is intended to help them learn. If the answer is wrong, then they will have the opportunity to learn from that mistake.*
- Using a cheat sheet, texting questions/answers to another student.
- Using any type of Artificial Intelligence (AI) program such as, but not limited to, ChatGPT to complete any and all portions of an assignment.
 - *Use of generative AI programs such as ChatGPT, Grammarly Premium, or similar programs by students to brainstorm or develop ideas, arguments, or analysis, or to assist, complete, and/or modify graded assignments shall be prohibited except with the express permission of the teacher. If the use of generative AI programs such as ChatGPT is expressly permitted by the teacher, the student must acknowledge the use of AI and properly cite such sources.*
- Selling/purchasing an assignment from another student or other source.
- Copying answers from another student during an assessment (quiz, test, etc.).
- Copying answers from unauthorized outside resources (book, notecard, website). This applies to both homework and assessments.
- Class-to-Class cheating: divulging or receiving any test, quiz, or exam information to or from another student before either student has completed the graded work (e.g.: asking for or giving out questions or answers on a test that day, or at a later time in the case of make-up tests, etc.).
- Having a tutor, sibling, parent or anyone other than the student complete a portion or all of the work on an assignment for said student.

Plagiarism

The Academy takes pride in providing direct instruction in how to avoid instances of plagiarism and how to work within the bounds of academic integrity. Students must write the honor code, “I promise that this is my own work,” on each test, quiz, and assignment to pledge their commitment to academic honesty and integrity on all assignments.

Oxford University defines plagiarism as “presenting work or ideas from another source as your own, with or without consent of the original author, by incorporating it into your work without full acknowledgement.” Plagiarism is using someone else’s ideas, words, or work without giving them credit. This includes copying or closely following someone’s writing, structure, or ideas—even if you change some of the words—without saying where it came from. Because plagiarism is about using someone else’s thinking, not just their exact words, it’s still considered academic dishonesty even if it’s not exactly the same. If any part of an assignment is plagiarized, the whole assignment will be treated as plagiarized.

Academic Integrity Violations

We know that students will make mistakes, but Academic Dishonesty is a serious offense and will be treated as such. If a student has broken the Academic Integrity Policy in previous years, this is taken into account when determining if another infraction is a first, second, third, or fourth offense.

5th and 6th Grade Consequences for Academic Dishonesty:

First Offense

Cheat on homework or plagiarize: The student must redo the assignment, and the teacher and administration contact parents.

Cheat on an assessment: The student must redo the assessment during an after-school detention, and the teacher and administration contact the parents.

Second Offense

Cheat on homework, assessment, or plagiarize: Student earns a zero, administration contacts parents, student serves in-school suspension.

Third Offense

Zero on the assessment/project/homework, administration contacts parents, student serves out-of-school suspension.

Fourth Offense

Expulsion

7th and 8th Grade Consequences for Academic Dishonesty:

First Offense

Cheat on homework or plagiarize: The student earns zero on the assignment but must complete it, and the teacher and administration contact the parents.

Cheat on an assessment: Student earns a zero on the assessment, and the teacher and administration contact parents.

Second Offense

Cheat on homework or an assessment, or plagiarize: The student earns a zero, the administration contacts the parents, and the student serves an in-school suspension.

Third Offense

Zero on the assessment/project/homework, administration contacts parents, the student serves out-of-school suspension.

Fourth Offense

Expulsion

Section 2 – Discipline Policy and Behavior Management System

Discipline Philosophy and Policy

As a Catholic school, we believe that the development of skills is paramount in our ability to build positive relationships with students. We do not believe in a punitive system, but rather a system that gives students what they need to get from point A to point B and find success. That process can and will include many steps along the way. Most of those steps come from teachers, who use a variety of tools and strategies to support students in the classroom. Sometimes, however, students may still struggle and be referred to the administrative level. When this occurs, we focus on tangible ways to walk with the student and their families—approaches that may or may not include immediate consequences. When consequences do occur, they are communicated to students and parents expeditiously.

As a middle school, we subscribe to the Developmental Designs approach to discipline. This approach focuses on four key areas: the basic need for a middle school student to have fun; the importance of developing positive relationships with other students and staff; realistic expectations for student behavior in various situations; and the need for students to feel a sense of autonomy. In addition to these, we also approach behavior management through the lens of virtue. A guiding question we ask is: *When a student makes a mistake, what virtue can they work on so that they have the skills necessary to avoid that mistake in the future?*

Our school-wide belief is to demonstrate our PRIDE every day in every way. The adults at AHN take time to model and teach students how to translate these beliefs into actions in various situations. At the beginning of the year, we create rules, introduce behavior expectations, and guide students in practicing them. Using respectful words and tones of voice, we consistently remind students of these expectations. When students behave positively, we make sure they know we've noticed. These actions communicate our expectations clearly and help students stay motivated to meet them.

At the Academy of the Holy Names, we strongly believe that children want to and can meet expectations. We value partnering with parents to help students succeed in the classroom and in our school community.

When students misbehave, the adults at school respond firmly while preserving the student's dignity. Our first step is to stop the misbehavior quickly and simply. If needed, we take further steps to help the student regain self-control, repair any harm caused by their actions, and return to productive learning. In deciding how to respond to misbehavior, we consider both the severity of the behavior and the likelihood of it recurring. We strive to use logical consequences, which may include limiting a student's choice of activities or taking a break from the class. In more serious situations, administration may request that a student be picked up from school or stay home for a period of time (out-of-school suspension). This applies in cases of inappropriate physical contact or mistreatment of students and staff. If this occurs, a parent must accompany the child to school the following day for a re-entry meeting with both a teacher and an administrator. Below is the Progressive Discipline & Behavior Support Matrix used to determine logical consequences for student behavior:

ACADEMY OF THE HOLY NAMES				
Progressive Discipline & Behavior Support Matrix				
Level 1	Level 2	Level 3	Level 4	Level 5
Teacher Managed	Teacher Managed	Teacher Managed & Administrative Support	Administratively Managed	Administratively Managed
<ul style="list-style-type: none"> Minor interruptions to teaching & learning Minor talking Off Task Failing to follow teacher direction Unprepared for class Distractions Chewing Gum Misuse of restroom breaks Out of seat Minor disrespect Use of prohibited items Dress Code Violation 	<ul style="list-style-type: none"> Repetition of Level 1 Behavior stops teaching & learning Inappropriate language/gesture (not directed towards staff) Misuse of school property Lying Rough horseplay Out of assigned seat Technology violation 	<ul style="list-style-type: none"> Repetition of Level 1-2 behaviors Rough play in hallways or common areas Minor aggressive behavior (showing or pushing) Academic Integrity Issue Leaving class without permission 	<ul style="list-style-type: none"> Repetition of Level 1-3 behaviors Continued teasing or unwanted attention Fighting with minor injury Issues on field trips Issues with substitute teachers 	<ul style="list-style-type: none"> Repetition of Level 1-4 Profanity directed at staff Major defiance Sexual comments towards students or staff Racial slurs Theft Vandalism Bullying Safety Threats Physical Aggression

Teacher & Administrative Responses				
Level 1	Level 2	Level 3	Level 4	Level 5
Teacher Managed	Teacher Managed	Teacher Managed & Administrative Support	Administratively Managed	Administratively Managed
<ul style="list-style-type: none"> Private conversation with the student Verbal or non-verbal warning Classroom expectation reminder Interventions Find common connection with student Reteach desired behavior Seat change Recognize appropriate behavior Teacher Lunch Detention 	Any Level 1 Reponse + <ul style="list-style-type: none"> Problem solve with the student Student removal from class to “take a break” in commons Facilitate student meeting with other teachers Seek Guidance Counselor advice Lunch-Recess Detention Written apology 	Any Level 1-2 Responses + <ul style="list-style-type: none"> In-School Restrictions Behavior Intervention Plans Send the student out of classroom to Guidance or Administration Privilege restrictions Lunch-Recess Detention After School Detention 	Any Level 1-3 Responses + <ul style="list-style-type: none"> Check-in & Outs with Guidance/Administration In School Suspension (ISS) Out of School Suspension (OSS) 	Any Level 1-4 Responses + <ul style="list-style-type: none"> Behavior Covenant Loss of Extra-Curriculars Required Withdraw
Reflection Form Filled Out if lunch detention with Parent Signature requirement	Reflection Form Filled Out if lunch detention with Parent Signature Required Parent phone call, email, and/or conference	Reflection Form Filled Out with Parent Signature Required Parent/Teacher/Admin Conference	Reflection Form Filled Out Parent/Admin Conference	Reflection Form Filled Out Parent/Admin Conference

Notes on Progressive Discipline & Behavior Support Matrix consequences:

- Students who do not obtain a parent signature and return a detention reflection form will result in an additional consequence.
- Lunch-Recess Detentions are scaffolded and developmentally appropriate.
 - 5th and 6th Grade will have detention for only the recess portion of the lunch-recess block.
 - 7th and 8th Grade will have detention for the entirety of the lunch recess block.
- After School Detentions will take place Tuesdays from 3:15-4:00 pm. Parents will be notified via email and are responsible for modifying pick up to 4:00 pm on the West Drive if their child receives an after school detention.
- In-School Suspension: When a student’s behavior warrants an in-school suspension, the following procedures will be used.
 - The student will report Ms. Howell at the start of the day.
 - The student will spend the day in the conference room doing work. If the conference room is needed for meetings, an alternative location will be determined.
 - The student must bring lunch and a drink from home. The privilege of using SAGE is not available to them on the days of the suspension.
 - Student Work:
 - The student will be given a packet of work to complete. This packet is a standard in-school suspension packet.
 - Any tests that were scheduled for that day will be administered.

- If the student was scheduled for a retake, the privilege is revoked and he/she will not be allowed to take it.
 - If the student was scheduled for a missed test, he/she will be allowed to take it.
 - Teachers will give the work that the student will be missing to Ms. Howell. She will give the packet to the student at the end of the day. It must be completed at home.
 - There is no technology allowed. The student should bring a book to read if extra time is available.
 - The student's conduct grade is lowered to an U.
 - A parent meeting with administration and the student is required.
- **Out-of-School Suspension:** When a student's behavior warrants an out-of-school suspension, the following procedures will be followed:
 - The student will be given all work that he/she will miss. It is his/her responsibility to complete the work.
 - If a student is missing a test, he/she will make it up the next day.
 - If a student misses a retake, he/she forfeits the privilege of taking it.
 - The student's conduct grade is lowered to a U.
 - A parent meeting with administration is required before the student returns to the building.
 - **Expulsion:** Expulsion is resorted to when immediate action is required and all other means of discipline have proven ineffective and/or when the student's conduct is a definite hindrance to the welfare and progress of the school community. Appropriate notices and appropriate information to which the students and parents are entitled will be furnished. The Principal may sometimes grant a student the option of withdrawing voluntarily from the school prior to implementing the decision to expel the student.

All students at the Academy are expected to uphold high standards of integrity and honesty. Failure to maintain these standards will result in a breakdown of the spirit of community and the spirit of trust. The development of self-worth, respect for others, and responsibility for one's actions cannot occur without the individual's acknowledgment that honor must be respected at all times. **The Honor Code at the Academy of the Holy Names was developed to encourage respectable conduct both on and off campus.** Infractions are logged and tracked internally for record keeping purposes only. Students who violate the Honor Code could be placed on disciplinary probation. Students with multiple infractions, regardless of the category, may be at risk for dismissal. In administering discipline, administrators and teachers seek to treat students fairly, kindly, considerately, and respectfully. We administer this system in the SNJM spirit of care and concern with the goal being improved behavior and growth.

Serious misconduct on the part of any student (on or off campus) which causes embarrassment to the school or the members of its community, or which is not in accordance with the school's standards, may be cause for disciplinary action. Based on the severity of the offending student's behavior, consequences can range from a lunch detention, in school suspension, up to expulsion from the school.

Disciplinary claims under this section will generally follow the process of: intake form, investigation, and should the outcome of the investigation so warrant, remediation and follow up monitoring will occur. However, the Academy reserves the right to depart from this process as necessary to ensure student safety. Any situation that may be perceived as a serious threat to a student’s individual health and/or the wellbeing of others may invoke the DOSP Threat Protocol including risk assessment, categorization, and escalation to authorities when required.

Conduct Grades

Students will receive a conduct grade for each trimester on their report card based on the rubric below.

Conduct Grade	Description	Behavior Patterns	Adult Response Patterns
E – Exceptional	Student consistently exceeds expectations for behavior and positively contributes to the learning environment.	Rarely (if ever) engages in Level 1 behaviors. Acts as a role model for peers. Proactively respectful, responsible, and safe.	Minimal teacher redirection needed. Receives praise and reinforcement for positive behavior. No formal interventions required.
S – Satisfactory	Student meets expectations for behavior and responds appropriately to redirection.	Occasionally engages in Level 1 or isolated Level 2 behaviors but shows self-correction. Maintains respect and responsibility.	Teacher-managed interventions are effective (e.g., reminders, reteaching, brief redirection). No repeated or escalating patterns.
I – Inconsistent	Student sometimes meets behavior expectations but demonstrates a pattern of off-task or disruptive behaviors.	Recurring Level 1 and 2 behaviors OR isolated Level 3 behaviors. May disrupt learning or disregard instructions.	Requires frequent teacher interventions and occasional administrative support. Lunch detention, loss of privileges, or behavior conversations may be necessary.
U – Unsatisfactory	Student consistently fails to meet behavior expectations and demonstrates serious or unsafe behaviors.	Repeated Level 3+ behaviors OR any Level 4–5 incident. Demonstrates defiance, aggression, or serious disrespect.	Requires administrative interventions (e.g., ISS, OSS, behavior covenant). Parent conferences and behavior plans are implemented.

Disciplinary Probation and Behavior Covenants:

A student may be placed on a disciplinary probation for the semester immediately following any semester in which they have flagrantly abused school expectations or moved up the levels of the behavior matrix. In such a case, the administration will create a behavior covenant between the

student, parents, and the school. The administration will closely monitor the student and they will meet with the school counselor regularly. Acceptable behavior during probation and meeting the requirements of the behavior covenant will remove the student from probation. If there is no improvement in student behavior, they will be subject to further disciplinary action and possible dismissal from school.

Discipline and High School Applications:

AHN Middle School administration adheres to policies of reporting to high schools any serious or repeated disciplinary action that occurs, when, in the judgment of the school, it would be irresponsible or unprofessional not to do so. Such reporting will occur at the time the application is initially submitted, while the high school is reviewing the application, or after the admission decision is made, depending on the timing of the infraction.

Section 3 – Cell Phone and Social Media Policy

Cell Phone Policy

If a student brings a cell phone or smart watch (Apple Watch, Fitbit, Gizmo, etc.) to school, it must be turned off and left in the child's advisory cell phone bin for the duration of the school day. Cell phones may not be used in the school building from 7:35-3:15 pm. AHN assumes no responsibility for the safety/security of any cell phones brought onto school property.

Any student bringing a cellular device, including a smartwatch or similar device, onto school grounds, along with their parent/guardian, agrees to the following:

- All phones and devices will be turned off and placed in the student's advisory bin upon arrival at school.
- Phones and devices are brought to school with the understanding that they are not to be used during school hours and will not be returned to the student until dismissal.

Social Media Policy

One part of representing the Academy proudly means showing respect for classmates and other members of the school community, including teachers, administrators, staff, and school families, especially on social media. AHN students and families have a responsibility to engage with social media in ways that align with the values of our school. Posts and comments should enhance and support our school community. The online behavior of both students and families should reflect the same standards of respect and courtesy that would be expected in face-to-face interactions. It is our expectation that students and families will honor the diverse customs, values, and perspectives represented within our school community.

Social networking and texting, even when done at home or off campus, can affect the school environment. Students are prohibited from posting on social media in their uniforms or on campus; this includes recording content or taking pictures on campus and posting it after school hours. Students are also prohibited from posting photos of other students in their uniforms online. While AHN does not actively monitor personal social media accounts or student cell phones, if objectionable or disrespectful content is brought to the attention of the administration, the school reserves the right to address it. Consequences may be applied, up to and including expulsion, for any student who posts or appears in content that is deemed objectionable or disrespectful.

AHN expects students and families to post responsibly and will not tolerate the posting or circulation of defamatory remarks, comments, or images related to other parents, students, school staff, or the school itself. Online postings should never be considered private, and confidential information about students, staff, or families should never be shared. Families who fail to support the mission and values of the Academy of the Holy Names may be dismissed for violating the expectations of respectful communication and interaction with staff.

Regardless of whether or not school-imposed consequences are necessary, parents will be informed of any concerning content so they may address the issue as a family. The school strongly encourages parents to regularly monitor their child's technology use to ensure that shared information, photos, and content do not put any student at risk.

Section 4 – Anti-Bullying Policy

Introduction

To fulfill our school's mission, we educate the whole person within an atmosphere of care and concern. We believe that every student has the right to feel safe at school. In an atmosphere that is physically, socially, and emotionally safe, a student is able to realize his/her full potential as an intelligent, cultural, spiritual, and socially aware individual. This anti-bullying policy has been created to support our school's mission, to support our commitment to provide a safe environment for all, and to support our students in growing in our Catholic and SNJM core values, particularly that of the Full Development of the Human Person.

Our goal, as the AHN community, is to create a safe environment that promotes the prevention of bullying and victimization issues. We must share and live out, through Catholic Christian tradition, the message of Jesus Christ and be committed to providing a Catholic educational environment that permeates all aspects of daily life and operations. Through student, faculty, parental, and community involvement, every effort will be made to decrease bullying at AHN. We provide education on bullying prevention and respond to any issues in a timely manner. The goal of the program is to provide an environment that encourages positive self-esteem and honors each individual's self-worth. By increasing the awareness of all, we will provide a safe environment in which incidents will be addressed without fear of retaliation, ultimately reducing bullying within our community.

We believe that every member of the AHN community is made in the image and likeness of God; therefore, Academy strictly prohibits all bullying behavior as defined below. This policy applies to all students, parents, faculty, and adults connected with the Academy of the Holy Names, whether attending school, being employed by the school, working as contractors, volunteering, or visiting. Academy of the Holy Names is committed to upholding a safe environment, free of bullying, and in compliance with [Florida Statute 1006.147](#).

Prevention and Education

Bullying prevention begins with all members of our community being able to communicate clearly about the concerns and issues. In any school community, there will be times when students do not get along. Learning to distinguish the difference between normal social ups and downs, negative social behaviors such as meanness and rudeness, and actual bullying is part of the process for all of us.

Although it is neither respectful nor acceptable if someone behaves in a mean or aggressive way on one occasion, it is not considered bullying.

To that end, we provide the following definitions for our common understanding.

What is Bullying?

Bullying is a form of aggression, different from normal conflict, which may be demonstrated by both boys and girls of any age. Bullying may be direct or indirect, blatant or subtle. Bullying is characterized by an imbalance of power and actions that are intentional and usually repeated. Bullying occurs when a person willfully subjects another person (target) to intentional, unwanted, and unprovoked hurtful verbal, relational, and/or physical action(s), which results in the target feeling psychological or physical distress. Bullying may also occur as various forms of hazing, including initiation rites perpetrated against a new student or a new member of a team.

What Does Bullying Behavior Look Like?

A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself. At different points or in different situations, people may find themselves committing bullying behaviors, experiencing bullying behaviors, or being a bystander to bullying behaviors. Because of this, we strive not to label students as “bullies” or “victims” but rather to address the behavior that has occurred in any situation.

Bullying behaviors may include, but are not limited to:

- Physical Bullying includes the use of physical force to hurt another student by behaviors that may include but are not limited to hitting, punching, pushing, shoving, kicking, spitting, pinching, or blocking another’s way. It is also physical bullying to interfere with another student’s belongings, to take or break possessions, and to demand or steal food or money.
- Verbal Bullying is directing words at another student with the intention of putting them down or humiliating them. This includes but is not limited to threatening, taunting, intimidating, insulting, sarcasm, name-calling, teasing, put-downs, or ridiculing. It is also considered verbal bullying when a student uses hostile gestures towards another student, such as making faces, staring, giving the evil eye, and eye-rolling.
- Relational Bullying occurs when a student influences other students’ friendships and relationships by actions that include but are not limited to deliberately leaving them out, spreading gossip and rumors about them, whispering about them, giving the silent treatment, ostracizing, or scapegoating. Relational bullying also includes writing words or creating cartoons, posters, or drawings about another student designed to hurt or humiliate that student.
- Sexual Bullying includes many of the actions listed above as well as exhibitionism, voyeurism, sexual propositioning, sexual harassment, and abuse involving actual physical contact and sexual assault; in many cases, gender and cross-gender sexual harassment may also qualify as bullying.

- Cyberbullying includes the use of cell phones, text messages, emails, instant messaging, and social media to bully another student in any of the ways described above. Examples of cyberbullying include but are not limited to sending threatening or insulting messages by phone, text, direct message, or email; posting embarrassing pictures and personal information about others on social media sites (including but not limited to Facebook, Instagram, Snapchat, TikTok, BeReal, etc.); forwarding to others a private email or text message that was meant for a single individual; and spreading hurtful rumors online.

Cyberbullying can take many forms. The most common forms are:

- **Harassment:** Repeated sending of offensive, rude, and insulting messages
- **Denigration:** Distributing information about another that is derogatory and untrue through posting it on a Web page, sending it to others through email, instant messaging, or text messaging, or posting or sending digitally altered photos of someone
- **Flaming:** Online “fighting” using electronic messages with angry, vulgar language
- **Impersonation:** Breaking into an email or social networking account and using that person’s online identity to send or post vicious or embarrassing material to/about others
- **Outing and Trickery:** Sharing someone’s secrets or embarrassing information, or tricking someone into revealing secrets of embarrassing information and forwarding it to others
- **Cyber Stalking:** Repeatedly sending messages that include threats of harm or are highly intimidating or engaging in other online activities that make a person afraid for his or her safety. Depending on the content of the message, it may be illegal.
- **Reactive Bullying** includes any of the above-mentioned behaviors that are demonstrated by an individual who is both bully and target; behavior demonstrated by a targeted individual who responds with bullying behavior.
- **Bystander Effect** is incurred by a student who, though not directly involved, observes a bullying incident, is aware of bullying, is pressured into choosing sides after an incident, etc.
- **Supportive Bystander Behavior** means the actions of a person who stops or diminishes a specific bullying incident or helps another student to recover from it.

Where does Bullying Occur?

Some bullying occurs on the physical school grounds. Other bullying sometimes occurs off campus, yet the actions still impact the physical and emotional safety of students as if they had occurred on school grounds. Bullying behavior demonstrated at school or outside of school that impacts the school community will be addressed by the school.

What Will the AHN Community Do to Promote a Safe Environment?

Faculty and Staff:

- Teach Christian values and act as positive role models
Supervise students in all areas of the school and playground
- Watch for signs of bullying and intervene when it happens
- Take seriously students' and parents' concerns about bullying
- Maintain confidentiality
Provide ongoing education for students, teachers, and parents
- Continue to provide opportunities for parent education
- Create an evaluation procedure: survey students, faculty, and parents – both written and verbal, face-to-face and anonymous – to determine the effectiveness of the current program and to monitor the atmosphere at the school; contact outside consultants as necessary
- Conduct the evaluation once per trimester
- Implement necessary changes based on the evaluation

Students:

- Put our faith into action by living our Christian values
- Treat each other respectfully
- Refuse to bully others
- Refuse to let others be bullied
- Refuse to watch, laugh, or join in when someone is being bullied
- Block screen names/cell phone numbers of persons using technology as a way to bully others
- Include everyone in play, especially those who are often left out
- Report bullying to an adult

Parents:

- Read, understand, sign, and be involved in the school's anti-bullying policy
- Be a good role model of respectful behavior and encourage your student to treat everyone with respect
- Enter into a partnership with the school to promote self-esteem in your student to reduce the effects of bullying
- Be active participants in your student's school life: ask questions about daily activities and report to the appropriate school personnel any incidents that come to your attention
- Encourage the bystander student to report when someone else is being bullied
- Be aware of and monitor your student's use of technology; save copies of inflammatory notes, emails, and/or text messages that are received, and report to the appropriate school faculty

Reporting Procedures

All adults and students are called to report incidents of bullying behaviors whenever they witness or hear about such behaviors. In this way, we care for one another and make sure our community is safe.

When bullying behaviors are reported early, we avoid negative consequences and seek instead to stop the behavior. This is intended to encourage early reporting and to create investment from all stakeholders in stopping bullying behaviors.

How to Report a Bullying Incident

- Students are encouraged to report bullying concerns to the principal, assistant principal, or advisory teacher by way of a verbal report, written note, or email.
- Teachers and staff will report to the school leadership all bullying concerns and incidents that come to their attention through either direct observation or reports from others.
- Parents are also encouraged to report concerns about any bullying behaviors directly to school leadership or their child's advisory teacher. Emails, phone calls, or verbal reporting early in a situation can help us deter bullying behaviors before they become more egregious. Parents should report incidents of bullying to the Assistant Principal of Student Life (Cassidy Velez - CVelez@holynamestpa.org) and the Principal (Troy Newlove - TNewlove@holynamestpa.org).

What will the School Do When an Incident is Reported?

- Respond quickly and sensitively to the report
- Investigate the incident
- Notify parents of involved parties – target, bully, bystanders – of the situation, and document parent contact
- Deal with bullying on an individual basis
- Assign prevention, education, early intervention, and/or disciplinary actions
- Provide immediate consequences for retaliation against students who report bullying
- Document the incident, the investigation, and the consequences
- Maintain confidentiality

Please note that this process applies to bullying behaviors caught early. Egregious behaviors, whether bullying or single-incident behaviors, will be addressed separately and individually, and will almost always have immediate, significant consequences, including suspension or expulsion.

Parents, if Your Student is Involved in a Bullying Incident...

- Be receptive to notification of any bullying or victimization incidents that may involve your student and be supportive of administrative decisions.
- Respect the privacy of anyone involved in bullying incidents; do not discuss the incident with other parents.
- If your student is the target of bullying, report it to school personnel; expect the bullying to stop; talk regularly with the student and with school staff to see whether the bullying has stopped; contact school personnel again if the bullying persists.
Do not contact the parents of the bullying student(s); allow the school to handle the situation.

Appropriate confidentiality will be maintained in order to protect all of the individuals involved in the matter.

Intervention Procedures

When intervening concerning bullying behaviors, we act with the following principles in mind:

- All people are made in the image of God and are deserving of love, compassion, and support, especially those experiencing bullying behaviors and those committing bullying behaviors.
- Our primary goals in intervening as a school are first, to stop the negative behaviors immediately and second, to grow students in faith and character.
- Knowing the negative impact of bullying behaviors, we must investigate quickly and thoroughly.
- As a school, we seek to give power back to those experiencing bullying behaviors and make them agents in choosing how to address the situation.

We use a four-option process. People experiencing bullying behaviors meet with the Principal, Vice Principal, or Counselor, and after processing the situation, choose one of four options:

1. To try to work through the situation on their own.
2. To role play different responses to the bullying behaviors with safe adults to try to address the behavior on their own.
3. To have the Administrator and Counselor reach out to proximal adults and students to create awareness of the bullying behaviors so that opportunities for bullying behaviors are removed, and quick intervention can take place if bullying behaviors happen.
4. To have the Administrators or Counselor meet separately with the student committing the bullying behaviors to create a contract to stop the behaviors. All parents are contacted, in the case of students, to be aware of the contract.

Whichever option is selected, the Administrator or Counselor will follow up with the person experiencing the bullying behaviors for several weeks to ensure that the bullying behaviors have stopped. If the person exhibiting the bullying behaviors violates the contract or retaliates in any way, he or she is immediately moved to a more severe and significant disciplinary action. In the case of a student, this would be suspension.

What are the Consequences of Bullying?

Any student found to have violated this anti-bullying policy will be subject to the appropriate disciplinary action, which may include but is not limited to temporary removal from the classroom, loss of privileges, detention, outside counseling, parent conference, suspension, expulsion, and/or notification to appropriate authorities. The disciplinary action may be unique to the individual incident and may vary in method and severity based on the school's sole discretion. False reports or accusations of bullying and/or harassment also constitute a violation of this anti-bullying policy and will subject the offending party to appropriate disciplinary action.

Part 5 - AHN Middle School Responsible Use of Technology Policy

The primary goal of the Academy of the Holy Names (AHN) technology resources is to enrich the learning that takes place in and out of the classrooms. Technology is an important enhancement to

the rigorous academic curriculum taught at the school, and our goal is to provide the most appropriate tools available to support higher level learning and instruction. The ways in which students use technology must honor our Catholic values, the mission of the school, Florida and federal laws, and our school behavior policy.

The school's information technology resources, including computers and iPads purchased specifically for school use, email, and internet access, are provided for educational purposes. Students in grades 5-8 are provided school-based email accounts for academic purposes.

The school monitors the use of information technology resources to ensure that users are secure and uphold school policy. The school reserves the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline, or security of any student or other person, and to protect property. Additionally, the school may use this information in school disciplinary proceedings and may also furnish evidence of any suspected crime to law enforcement officials.

Always remember that you are an AHN student 24 hours a day, seven days a week, in school, out of school, and on the internet. Be particularly mindful of your membership in the AHN community in your communications, on social networking sites, and while texting. The school reserves the right to act on issues outside of school that affect our community. The policy detailed below will guide your successful use of technology as a member of the AHN community.

Privacy

- Do not share personal information about yourself, your family, your friends, or the faculty/staff of AHN.
- Do not access or use other people's accounts, computers, iPads, or folders, nor borrow computers or computer accessories without permission from the owner.
- Do not change your school-issued account passwords without permission from the IT department.
- Do not share your password or account login information for any of your school-issued accounts. If you suspect that your password is known by others, immediately report the concern to a faculty member.
- Videos and pictures taken on school property require adult permission and are not to be posted online.
- Whether in school or after school, never record or photograph anyone without permission. You must also have the person's permission before publishing or posting the content.

Safety

- Do not use technology to access or store information that is of a violent or obscene nature or which advocates hatred or is otherwise inappropriate in any way. Whether something is appropriate or not will be determined by administration.
- Any student who accesses inappropriate material on the internet or who receives harassing, threatening, or inappropriate materials via email or on the internet must immediately report the concern to the faculty member who is supervising the activity or to school officials so that the situation can be investigated and addressed appropriately.
- Do not attempt to bypass filters or device management protocols.

Respect

- Technology will not be used to harass or bully others. Cyberbullying is illegal in the state of Florida. Students who believe that they have been harassed or threatened by any of these methods of communications should immediately report the concern to a faculty member or school official.
- Pictures from off-campus AHN activities and athletic events may only be posted online if they reflect the mission of our school.
- Technology will not be used to steal or borrow intellectual work. Students may not use generative AI programs such as ChatGPT or Grammarly Premium on graded assignments except with the express permission of the teacher, in which case the use of AI must be cited by the student.
- Take care of your devices by keeping them away from food and beverages. Do not use them in rain or wet conditions.
- Keep your cases in place and carry your devices securely. Do not leave them lying on the ground.
- Students will show respect for their teachers and classmates by not using their technology to multitask during classroom instruction.
- Never post about another person without their permission. This includes pictures, videos, words, and any form of technology communication.

Any and all violations of this Responsible Use Policy will result in the loss of technology privileges and appropriate disciplinary action at the school's discretion.

Technology Infraction Process:

1st offense: The teacher will remove the technology for the remainder of the class period, and communication will be sent home.

2nd offense: The teacher takes the technology away and gives it to MS Administration. A meeting will take place with the student and the administration to discuss.

3rd offense: The teacher takes the technology away and gives it to MS Administration. A meeting will take place between parents, students, and administration.

Part 6 – Dress Code

Section 1 – Uniform Guidelines

All Students:

- Socks:
 - Type: ankle, crew, or half-calf socks
 - Color: white, black, blue, gray, or navy solid color
- Shoes
 - Type: Sneakers with Laces
 - Color: Plain navy blue, black, or white
 - Not permitted: lights, wheels, slip-ons
- Shirts must be tucked in at all times
- ID Badge must be worn and visible at all times.

Boys:

- Bottoms:
 - Khaki uniform pants or shorts
 - Solid black, khaki, brown, or navy blue belt
- Tops:
 - White or blue short-sleeve polo shirt with school logo
 - Optional: white or navy undershirt
- Hair:
 - Hair must be neatly trimmed above eyebrows in front, above collar in back, and above the ears.
 - Extremes in hairstyle, as deemed by the administration, are not permitted (ex, unnatural colors such as purple or green, mohawks, etc.).
 - *The only exception for hair length is for cultural reasons, as approved by the administration.*
- Jewelry:
 - Small necklaces (chain, cross, miraculous medals)
 - Small bracelets
- Not Permitted:
 - Facial hair
 - Earrings
 - Excessive jewelry

Girls:

- Bottoms:
 - Plaid kilt

- Length: the skirt must be longer than the student’s fingertips, with completely relaxed shoulders
 - In cold weather, girls may wear tights, leggings or sweatpants under their skirts. Only solid navy blue or black will be permitted.
 - Navy blue uniform slacks
- Tops:
 - White blouse or white polo with school monogram
- Make Up:
 - Girls may wear “natural” makeup. Excessive make-up (bright colors, false eyelashes, glitter, etc.) is not permitted.
- Nail Polish:
 - Nail polish (regular polish, gel, or dip) is permitted.
 - Nails are to be kept short in length.
 - Students are not permitted to have any unnatural nails (tips or acrylic).
- Hair:
 - Extreme hair styles are not permitted (ex: unnatural colors such as pink, purple, or green).
 - Small hair accessories are permitted such as headbands, clips, or bows. *Excessive hair accessories may be asked to be removed.*
- Jewelry:
 - Earrings: studs or small hoops
 - For safety reasons, hoops must be small enough that a thumb cannot go through them.
 - Small necklaces (chain, cross, miraculous medals)
 - Small bracelets

Standard Uniform (Monday - Thursday)

Uniform guidelines above apply along with the following:

- Outerwear
 - Students may wear outerwear with the official AHN crest, to include AHN Middle School crew neck sweatshirt, quarter-zip, full-zip, or fleece—no hooded sweatshirts.

Spirit Uniform (Friday)

Uniform guidelines above apply along with the following:

- Top:
 - Students may wear the MS Esse Quam Videri TShirt or regular uniform top
- Outerwear:
 - Students may wear any AHN sweatshirt, including hoodies.

Mass Uniform

Uniform guidelines above apply along with the following:

- Outerwear:
 - Students may wear the AHN Middle School crew neck sweatshirt on Mass days
 - Hooded sweatshirts are not permitted on Mass days
- Mass Days Include:
 - Any all school masses

- 5th and 6th Grade: Day 5
- 7th and 8th Grade: Day 6

House Day Uniform

House Uniform is to be worn on Day 1 or other specified house days. Uniform guidelines above apply along with the following:

- Official RCA House TShirt for your house with uniform bottoms
 - Official RCA House Outerwear may be work in place of AHN MS Sweatshirt
- *Students should not purchase [RCA Merchandise](#) until they are sorted into their houses.*

Physical Education Uniform

- All students are expected to pack their PE Uniform in a PE Bag for days they have Physical Education class.
- Uniform: AHN PE Shirt and AHN PE Shorts
- Swimming PE Uniform:
 - Boys: Swim Shorts and (optional) UV Swim Shirt
 - Girls: One piece or tankinis with full coverage. If a girl wears a bikini, she must also wear a UV Swim Shirt.

Athletic Jerseys

If a student has an AHN sponsor athletic game, either a team T-shirt or team jersey may be worn with school uniform bottoms. If the jersey is sleeveless, a shirt with sleeves is required underneath.

Section 2 – Free Dress and Outside-of-School Functions

On designated Free Dress Days and at all after-school events on campus, students are not required to wear their school uniform. However, all clothing must be clean, modest, and appropriate for a learning environment. Standard uniform guidelines for hair, makeup, and jewelry still apply.

Tops:

- T-shirts, sweatshirts, and sweaters that are free from inappropriate graphics or language.
- Shirts must cover the shoulders, midriff, and back at all times.

Bottoms:

- Jeans, pants, joggers, or sweatpants
- Shorts with an inseam of at least 5 inches (no rips or side slit)
- Skirts and dresses that are longer than fingertip length (with relaxed shoulders)

Not permitted:

- Shorts with smaller than 5-inch inseam
- Pajamas (unless there is a specific “pajama” themed spirit day)
- Tank tops, spaghetti straps, sleeveless shirts, or crop tops
- Leggings or tights worn as pants (leggings may be worn under skirts or dresses of appropriate length)

- Flip flops, crocs, slippers, or slides
- Hats, hoods, or bandanas indoors
- Clothing with rips, tears, or holes, even if patched underneath
- Clothing with inappropriate or offensive language, symbols, or images

Section 3 - Uniform Violations

Students must wear the uniforms as prescribed for each grade from the first through the last day of school. No substitutions are made for any part of the uniform. A note is required when any part of the uniform is missing on any given day. It is the primary responsibility of the parents to provide necessary guidance to students to dress and groom properly for school.

On days when the uniform is not required (i.e., Free Dress Day, Spirit Week, etc.), students are expected to dress according to Free Dress Guidelines. Free Dress guidelines apply to after-school events (i.e., socials, sporting events, fundraisers, etc.). Dress for all school functions should be in good taste and suitable for the occasion.

Middle school students who do not adhere to the policy will receive the following consequences:

- First uniform violation - slip home for parent signature
- Second uniform violation - slip home for parent signature and lunch detention
- Third uniform violation - slip home for parent signature and after-school detention
- Fourth uniform violation - slip home for parent signature, after school detention, and the student sits in the office until the parent brings the proper uniform.

If a student fails to return to school the following day with a parent's signature, this will result in an automatic lunch detention.

Part 7 – Mission & Campus Ministry

Section 1 – Liturgical Celebrations and Retreats

At the Academy, we believe that growing in our relationship with God and learning to live out our faith in community helps students understand God’s love and who they are called to be. Our middle school spiritual life program offers opportunities for both personal and group prayer, as well as chances to receive the sacraments. Through reflection, creativity, and time for quiet connection with God, students are invited to grow in their faith and take meaningful steps on their spiritual journey.

Liturgies and Sacraments: Masses take place on campus, both as a whole school and as grade levels. Students serve as lectors, altar servers, gift bearers, cross bearers, as well as music ministers at each liturgy.

- Mass of the Holy Spirit (August)
- Feast of Blessed Marie Rose (October)
- All Saints Day Mass (November)
- Feast of the Immaculate Conception (December)
- Advent Service with Sacrament of Reconciliation (December)

- Epiphany Mass (January)
- Catholic Schools Week Mass (February)
- Ash Wednesday Mass (February or March)
- Easter Mass (March or April)

Retreats: Retreats are a significant contributor to interpersonal and spiritual development during adolescence and are an extension of the religion curriculum. Grades 5 to 7 each have a half-day retreat, and grade 8 goes off campus for a full day retreat on discipleship called “Courage to Ride with Jesus”. Other retreat themes focus on topics such as Covenant, Beatitudes, Trinitarian Relationship and Eucharist.

- Grade 8: “Courage to Ride with Jesus”: Trust in Jesus and grow in discipleship; Jesus calms the storms and is our “anchor”, our source of strength and courage
- Grade 7: “Holy Trinity”: Our God is one of relationships and desires us to have good relationships. Explore how the Trinity is a model of perfect community and mirrors friendship and family.
- Grade 6: “Beatitudes”: What are the beatitudes and how do we grow in them? Learn what it means to be blessed, the old covenants that precede the beatitudes and what they mean.
- Grade 5: “Bread of Life”: Jesus desires to nourish and send us forth to be leaven in the world. See how God is one who provides “bread” (spiritual food) through the Exodus story and in Jesus’ institution of the Eucharist.

Section 2 – Community Service

At the Academy of the Holy Names, we expect students to serve their community to put the Gospel into action. We encourage our students to choose service activities that respond to various human needs, especially those who are poor and marginalized in any way, and that show care for God’s creation. Service is an encounter with God and a response to God’s love. When choosing service activities, students should consider how the activity fits with Jesus’ Gospel teachings or the core values of the Sisters of the Holy Names. Services that extend beyond our AHN community through parish churches, non-profits, and charities are appropriate. Here is a [list of service organizations](#) pre-approved by Academy of the Holy Names.

7th and 8th graders at AHN are required to complete a minimum of 10 community service hours per year. Students are invited to meet individually with Mrs. Velez, Mission and Ministry, or their religion teacher to discuss and develop their service focus. Students are encouraged to find service activities that they find personally meaningful.

Students are responsible for logging and tracking their own service hours using the following [community service log form](#). This form includes listing a supervising adult contact (not a parent) to approve the hours. Upon completion of the form, students should turn the form into the MS Administrative Assistant, Grace Howell. Hours will then be digitally tracked in the VeraCross Advisory Gradebook for students and parents to monitor progress towards 10 total hours. All service hours must be completed by May 1.

****In the event that a student does not satisfy their minimum community service hour obligation before the required deadline, the student may lose the privilege to participate in AHN sports, clubs, leadership or extracurricular activities until the service hours have been satisfactorily completed.*

Part 8 – Student Life and Resources

Section 1 - Student Life Experiences

Advisory Program

The Advisory Program is a central part of our commitment to fostering a supportive and inclusive school environment. Held daily at the beginning of each day, Advisory provides students with a consistent space to build relationships, reflect on personal growth, and engage in meaningful dialogue. Our Advisory structure is grounded in the Circle of Power and Respect (CPR) model, which emphasizes mutual respect, community building, and student voice. This intentional time is designed to:

- Strengthen relationships between students and their advisory teachers
- Encourage students to share about themselves in a safe and supportive setting
- Promote social-emotional learning and personal development
- Facilitate interactions among peers beyond their immediate friend groups

Through daily connection and structured activities, the Advisory Program helps students feel seen, valued, and connected, laying the foundation for a strong, respectful, faith-filled, and inclusive school community.

House System

The core purpose of the House System is to create another smaller community within the larger school setting, ensuring that every student has “a crew and a cause.” Each student will be sorted into a House, where they will remain throughout their middle school years. Houses provide opportunities for leadership, teamwork, and healthy competition while emphasizing core values such as respect, responsibility, and excellence.

Throughout the year, students will work together to earn points for their Houses through academic achievement, positive behavior, acts of kindness, school spirit, and leadership. Houses will also participate in activities and events that encourage collaboration and community-building. While points and competitions add excitement, the true goal of the House System is to nurture character, unity, and a strong sense of pride in our school community.

Section 2 – Student Clubs

The purpose of the Academy of the Holy Names' club program is to support all students in developing their talents beyond the scope of the academic curriculum. Clubs offer a unifying co-curricular experience for students in grades 5–8 and reflect the Academy's commitment to providing a well-rounded, quality education. Participation in clubs is encouraged and expected, as they help students explore interests, build community, and realize their full potential.

Each semester begins with a Club Fair, where students can explore the full list of offerings. After the fair, students rank their club preferences, and the administration works to assign each student to a club that aligns with their interests. Club participation is semester-long, and students will switch to a new club in the following semester. Clubs meet during Community Time on Day 7.

Current Club Offerings:

- Backyard Games Club
- Board Game Club
- Card Game Club
- Card Making Club
- Cartooning Club
- Chess Club
- Drum Circle Club
- Faith in Action Club
- Fantasy Sports Club
- Friendship Bracelet Club
- Jet Setters Club
- Journaling Club
- Just Dance Club
- Lego Masters
- Medical Club
- Minecraft Club
- Paws in Action Club
- Pickleball Club
- Scrapbooking Club
- Spanish Club
- Volleyball Club

Clubs are reviewed annually to ensure they continue to meet the interests and needs of our student body. If a club is no longer serving the community, it may be discontinued, and new ideas will be considered. Proposed clubs must align with the SNJM mission, meet a demonstrated need, be approved by administration, and have a faculty moderator in place.

Section 3 – Student Leadership Organizations

PRIDE Team

The AHN Middle School PRIDE Team is the 8th Grade student leadership team that embodies Jaguar PRIDE in all that they do.

- P - Positive Attitude
- R - Respectful Behavior
- I - Independent Learning
- D - Dedicated to Safety
- E - Engaged in Learning

Selection for the PRIDE Team is a great honor for AHN Middle School! Rising 8th-grade students are nominated by their current 8th-grade peers and selected by the 7th-grade teacher team and administration. This recognition reflects both peer respect and faculty confidence in the students as a leader who embodies AHN's mission and values.

With guidance from the Assistant Principal, the PRIDE team is dedicated to uniting the student body and showing Jaguar Pride through school events, assemblies, and community-building initiatives:

- **Spirit Assemblies:** Throughout the school year, the PRIDE team creates skits, games, and activities for the student body to participate in during all school assemblies.
- **Social Events:** The PRIDE team fundraises and organizes multiple after school social events for middle school students throughout the year.
- **Athletic Recognition:** The PRIDE Team hosts the sports assemblies and pep rallies, recognizing and celebrating all student athletes.
- **Service and Mentorship:** The PRIDE team hosts "buddy activities" with the lower school students, to provide mentorship to the younger students from the middle school students. Additionally, the PRIDE team incorporates service into these activities by executing activities such as card making or mercy bag assembly.

Student Advisory Board

The Student Advisory Board (SAB) is a leadership organization composed of elected middle school students who serve as representatives of the student body. SAB provides opportunities for students to develop leadership skills, promote school spirit, and actively contribute to the life of the school community.

Under the guidance of the school counselor, Student Advisory Board members are responsible for planning and supporting a variety of student-centered initiatives throughout the year. These include:

- Organizing Social Events that foster community and connection among students
- Collaborating with the Mission and Ministry team to support school-wide service drives and charitable collections
- Coordinating Faith-Filled Pep Rallies that celebrate school spirit while honoring the school's Catholic identity and values
- Leading Fundraising Initiatives to support school programs or outreach efforts
- Promoting Student Voice by bringing ideas, concerns, and feedback to school leadership

Members are elected by their peers and are expected to serve as role models, demonstrating honesty, integrity, and respect while upholding a commitment to the mission and values of the school.

Junior Beta Club

The AHN Junior Beta Club is part of the National Junior Beta Club, an academic honor and service organization for students in grades 4–8. It recognizes academic achievement, strong character, leadership, and commitment to service. At AHN, students become eligible for Junior Beta at the end of their 6th grade year based on school-set academic criteria. Members participate in service projects, leadership activities, and have opportunities to engage with peers through conventions and competitions.

- Students qualify for membership at the end of their 6th-grade year.
- New and sustaining members will need to fulfill a service requirement in order to qualify as a sustaining member for the following school year.
- An overall average of 94% and above in the following classes: math, science, language arts, social studies, foreign language and religion
- No report card grade below an 85% in academic classes (listed above)
- No U or I in general conduct
- Satisfactory grade or better in specials (music, art, drama, electives, PE)

Section 4 – Special Events and Field Trips

School Field Trips:

- Grade 5: Dali Museum and iFly of Tampa Bay
- Grade 6: Ybor City Museum
- Grade 7: DaySpring Outdoor Adventure
- Grade 8: TopGolf, Busch Gardens Physics Day, Christmas Adventure

Grand Classroom Field Trips

Academy of Holy Names partners with Grand Classroom to create memorable educational experiences that connect to classroom curriculum. These experiences are optional, but encouraged! All Grand Classroom experiences are funded by families.

- Grade 6: Kennedy Space Center (Day Trip)
- Grade 7: Florida Keys (Four Day Trip)
- Grade 8: Washington D.C. (Four Day Trip)

Permission Slips:

Parents sign a field trip permission slip for each field trip as they approach the date. Parents will be notified of specific field trips and any special needs associated with the trip.

Parent Chaperones:

When chaperones are needed for the field trip, they will be selected via a lottery of interested parents. All chaperones must have completed Safe Environment Training and are expected to ride on the bus with the students. For field trips outside the diocese, parents are required to get fingerprinted. Information about this is available on the Veracross Parent Portal.

Section 5 – Use of Lockers and Backpacks

Personal Storage Spaces (PSS)

Students in grades 5-8 are assigned a PSS at the beginning of the year. These are property of the school and may be inspected by school officials for the purposes of ensuring the health and safety of students, providing maintenance, or investigating the presence of unauthorized or forbidden items. PSS must not be defaced in any way.

Backpacks

Students are not permitted to carry their backpack throughout the school day. Upon arrival, students unpack their backpacks of their belongings and gather the materials they need for class. All other materials should be stored in their PSS throughout the day, as they will not have access to their backpacks until dismissal. Backpacks are stored in designated advisory spaces.

Section 6 – Guidance Department

The school counselor plays an essential role in supporting the academic, social, and emotional development of all students. Through a comprehensive, developmentally appropriate counseling program, the counselor collaborates with students, families, and school staff to promote student success and well-being. Our counseling program is designed to promote a positive school climate, reinforce our school's mission and values, and ensure that each student is supported in reaching their fullest potential.

Academic Counseling

The school counselor supports students in developing the academic skills, habits, and mindsets necessary to reach their full potential.

Counseling includes:

- Organizational and Time Management Support
- Study Skills and Test Preparation Strategies
- Goal-Setting
- Collaboration with Teachers and Parents to Promote Student Success

Social Emotional Curriculum/Counseling

Social-emotional learning is thoughtfully integrated into the school's daily curriculum and culture. Students develop skills in self-awareness, empathy, relationship-building, and responsible decision-making through a variety of experiences, including:

- Convocation
- Advisory Classes
- Monthly Character Education Lessons
- Mission and Ministry Events

These opportunities are designed to foster a supportive, inclusive, and values-driven school community while helping students grow both personally and spiritually.

Student Support Plan

Students with a documented diagnosis, as indicated in a current psychoeducational evaluation, may qualify for a Student Support Plan. This plan outlines academic and/or behavioral accommodations designed to meet the individual learning needs of the student and to promote their success within the classroom environment. To maintain an active Student Support Plan, an updated psychoeducational evaluation is required every three (3) years. This ensures that the accommodations remain relevant and appropriate to the student's current needs.

The school counselor collaborates with teachers, administrators, and parents to ensure that accommodations are implemented appropriately and reviewed as needed.

If teacher input is needed as part of your child's psychoeducational evaluation, please submit all teacher evaluation forms directly to the school counselor. The counselor will coordinate with the appropriate teachers to complete the forms and will return them directly to the evaluating psychologist or provider's office in a timely and confidential manner. This process ensures consistency, accuracy, and the protection of your child's privacy throughout the evaluation.

Confidentiality

Student confidentiality is respected and protected by ethical and legal guidelines. Information shared with the school counselor is kept confidential, except when there is a concern for a student's safety or the safety of others.

Learning Strategies Class

Students formally diagnosed with a Specific Learning Disability (SLD) may receive support through our Learning Strategies class. A Specific Learning Disability is a neurological condition that affects how a student processes information and may impact skills such as reading, writing, math, or listening. The LS class is designed to provide targeted instruction and support in a smaller, more structured learning environment. Instruction is individualized to address the student's specific learning needs and to help close academic gaps while promoting confidence and independence.

Fidgets

To support student focus and minimize distractions in the learning environment, only school-approved fidgets are permitted on campus. Personal items such as putty, pop-its, stress balls,

and other toy-like objects should not be brought to school. If a student would benefit from a fidget as a self-regulation tool, the school counselor will provide appropriate, approved options as needed.

Non-Approved Fidgets

If a student brings a non-approved fidget or personal item intended to serve as a fidget to school, the following procedures will apply:

- The student will be asked to keep the item in their Personal Storage Space (PSS) for the remainder of the day and then take the item home.
- If the student does not comply with this request, the item will be confiscated and held by the school. It will only be returned to a parent or guardian.

Students are expected to use only school-approved fidgets when necessary and with the permission of the school counselor or administration.

The school counselor, Ashley Gonzalez, can be reached by phone at 813-839-5371 ext. 272 or by email at asgonzalez@holynamestpa.org

Section 7 – Student Health

All student health records are maintained and updated via Magnus. The link is accessible on the Veracross Parent Portal.

Student Health Forms: Pre-kindergarteners, kindergartners, 7th-graders and all new students are required to submit a School Entry Health Exam (physical) Form (DH 3040) and Florida Certification of Immunization Form (DH 680), including dates of immunization and date of most recent tetanus shot. All Health Exams must be dated within 12 months of August 10. Standard Florida Department of Health forms are available at your pediatrician's office and need to be appropriately completed, signed, and submitted to the school by the due date listed in Magnus Health. If required forms are not submitted before the first day of classes, the student may be excluded from attending until forms are completed.

Immunization Records: All students are expected to keep current with and inform the school of subsequent immunizations in accordance with the State Law. This requirement is in keeping with the Florida Compulsory School Immunization Law, 232.032. Students are not permitted to attend school without a copy of the Florida Certificate of Immunization (Form 680), therefore, this form must be returned to school before the first day of classes. Catholic Schools in the Diocese of St. Petersburg do not recognize a religious objection to immunizations.

Vital Health Record: Please complete each student's health history through the Vital Health Record on Magnus Health. The Vital Health Record should be submitted by the due date listed and updated annually.

Conveyance of Health Conditions: It is the policy of the school to notify faculty of serious medical conditions noted on health records. Parents who do not wish such information to be distributed should notify the Personal School Counselor. Students who need to have a prescription on campus need to follow the policy listed under “Administration of Prescription Medication.”

Administration of Over-the-Counter Medication(s): This optional form is to be filled out and signed by both parent and physician annually for instance a non-prescription medication is needed during the school year. The school stocks Tylenol/Ibuprofen, Benadryl, Mylanta/Tums, throat lozenges/Cepacol, cough drops, Neosporin ointment, antiseptic spray and Midol. The parent must provide any other over-the-counter medication. As with prescriptions, all over-the-counter medications should be brought to the clinic first thing in the morning. Please specify dosage and time intervals and send the medicine in its original container. Students are not permitted to self-medicate.

Administration of Prescription Medication(s): Should your child need to be given a prescription medication, you must fill out the Authorization to Administer Prescription Medication form provided in Magnus Health and have it signed by a physician. The medication must be brought to the clinic in its original prescription container with dosage, time, administration route, along with physician name and number listed. Students are not permitted to self-medicate unless written authorization by a physician is provided on the Self Carry Medication form provided in Magnus Health. If your child has a chronic disorder such as asthma, diabetes, or severe allergic reactions that requires medication, please provide the clinic with the appropriate medications and equipment.

Communicable Diseases: When a student is absent with a communicable disease, we ask that a physician confirm the diagnosis. Instructions from the doctor for returning to school must be given to the school nurse. Please have the child report to the nurse before going to class the first day back in school. All communicable diseases must be reported to the school. The most frequent communicable diseases for the pediatric population include but are not limited to the following:

- Chickenpox
- Fifth Disease
- German measles - Rubella
- Impetigo
- Infectious Mononucleosis
- Measles - Rubeola
- Mumps
- Pinkeye
- Ringworm
- Scabies
- Scarlet Fever
- Strep Throat - Group A Streptococcus

All parent volunteers with a compromised immune system or that may be pregnant are asked to refrain from volunteering at the school to minimize the possibility of acquiring a childhood communicable disease.

Fever: Any child with a temperature of 100.4°F or higher will be sent home from school. The student should be kept home until he/she is free of fever for 24 hours without the use of fever-reducing medications.

Gastrointestinal conditions: Students with gastrointestinal symptoms such as vomiting and/or diarrhea must be free of symptoms for 24-48 hours before returning to school.

Pediculosis Capitis (Head Lice): If you discover that your child has head lice, please let the school nurse know. Notification allows us to address areas in the classroom where lice may be found.

Mental Health Support

The school counselor provides support for students experiencing emotional or mental health concerns. Referrals to outside providers may be made in collaboration with families when appropriate.

Section 8 – Campus Safety and Weather Closures

Weather-Related Closings: The school will follow the action of schools in Hillsborough County regarding school closing and early dismissals due to hazardous weather conditions. AHN may close and/or reopen school prior to Hillsborough County Schools when the school deems it appropriate and in the best interest of the students. AHN will also alert parents of the school closing and/or re-opening via SchoolReach, an automated phone message system, and via email broadcast. The Director of Communications and Marketing will alert news media outlets of school closures/re-openings.

Guardianship: If parents are to be out of town, it is important that they notify the school office detailing the dates they will be away and provide a name and phone number of the local person responsible for their daughter. Students are only permitted to be dismissed with authorized adults as identified in the student Veracross file. Likewise, access to student data is limited to those individuals identified as authorized to receive it. All access to student information must be consistent with any legal guardianship/custody documents.

Lightning Safety Policy: Within the U.S., the National Severe Storms Laboratory (NSSL) estimates more than 100 fatalities and 400-500 injuries requiring medical treatment occur from lightning strikes every year. While the probability of being struck by lightning is extremely low, the odds are significantly greater when a storm is in the area and the proper safety precautions are not followed. As a result, the Academy has installed an advanced lightning detection system on the roof of the gymnasium. The system will emit a 15-second horn blast when it detects atmospheric conditions conducive to lightning. Anyone participating in an outdoor activity on campus when the horn sounds must seek appropriate shelter. Participation can resume when the system emits three consecutive shorter, 5-second horn blasts.

Transportation: Parents are fully responsible for the transportation of their child. The school does not assume responsibility for any bus or carpool transportation to or from school. All student travel

under the auspices of school events or activities requires written permission (Field Trip Permission Form) from the parent/guardian, proper supervision, and adequate insurance coverage.

Visitors on Campus: Upon arrival, all visitors must sign in at the reception desk in the front foyer of the Bayshore entrance to obtain a visitor's pass. Visitors must present a valid driver's license in order to receive a visitor's pass. Students are not permitted to receive visitors during the school day.

Safe Environment Training

In order to volunteer or chaperone at a school event, one must go through Safe Environment Training as required by the United States Conference of Catholic Bishops. Information about the training is available on the website and will be sent home at the beginning of the year.

Section 9 –Parents ID Badges

All parents will be issued an AHN ID badge. Parents should wear their ID badges in a visible manner while on campus. This visibility allows security personnel and employees to identify parents and confirm their authorization to be on campus during the school day.

AHN-issued ID badges are exclusively for parents or legal guardians. All other visitors must follow standard security procedures by checking in at the front lobby. If a parent arrives on campus without their ID badge, they will also need to check in with security at point of entry to secure a visitor badge. If an authorized parent or guardian with a badge is accompanied by a guest for an on-campus event, the guests are allowed to attend without the need to check-in with security.

Parent ID badges are not required at after school and at evening events. Only while school is in session and students are on campus.

Section 10 – Student Resources

Clinic

Students must obtain a clinic pass to go to the clinic. They are generally not allowed to remain in the clinic longer than 15 minutes. Copies of clinic passes will be returned to the teacher and sent home to the parent via the student. If he/she is unable to return to class, the student must be picked up by a duly authorized person as soon as possible and will remain in the clinic until this occurs. The school cannot provide any medication, unless the parent/guardian has submitted the permission to administer medication form via Magnus.

Food Service

Students may bring their own lunches or take advantage of the lunch program provided through SAGE Dining. Students may not have food delivered by outside vendors or friends. In the case of a forgotten lunch, parents may bring in a lunch for their student or arrange to have lunch provided by SAGE Dining. Microwave ovens are available for students in 5th-8th grades.

5th and 6th grade students must eat in the Brady Center. 7th and 8th grade students may choose their lunch location, either Brady Center, outdoor picnic tables, or courtyard. Students are expected to take responsibility for the cleanliness of their tables or eating area.

Students will also have the option to purchase breakfast in the morning from SAGE dining prior to the 7:55 AM bell. Breakfast can be purchased in the Brady Center. Students may consume their breakfast in the courtyard prior to entering the MS Building.

Snack

Students will have the ability to have a snack later in the day. Due to peanut allergies and the need to sometimes have the snack in classrooms, we ask that all snacks be free of peanut products.

Insurance

All students are enrolled in an insurance plan, which covers accidental bodily injury incurred at school while participating in any school activity on or off the school grounds. Premiums are included on the tuition bill. Twenty-four-hour coverage is also available. Further details may be obtained from the Business Office.

Student Planner and ID Replacements

If a student loses their ID Card or Planner, they will bring cash to Grace Howell for replacement. ID cost is \$5.00 and planner cost is \$20.00.

Library Media Center

The mission of the Academy of the Holy Names Library Media Center Program is to ensure that students and faculty are effective users of ideas and information. It is the duty of the Library Media Center staff to provide the school community with a wide range of materials on all appropriate levels of difficulty. The media center program will provide materials and services that will encourage growth in knowledge and that will encourage a love of reading while providing ways to connect to the spirit and history of the Sisters of the Holy Names of Jesus and Mary and to deepen one's understanding and experience of their charism. These materials and services will also help to develop literary, cultural and aesthetic appreciation of the arts and sciences. The Library Media Center strives to stimulate intellectual curiosity and to establish the habit of lifelong reading and learning.

Students who use the Library Media Center study area are expected to work quietly and be respectful of others. Books, magazines, electronic databases, reference materials, and internet access are available for students and faculty. Complete details can be found on the Veracross class page, "MS Library Media Center." The Library Media Center has a policy of unlimited borrowing privileges. Students are expected to use resources wisely and with respect for the information-access rights of others. Students are expected to abide by the Student Acceptable Use Policy. Our Media Specialists work to provide the backbone of Academic Integrity Education for our students and staff.

Lost and Found

Lost and Found bins are located in the Brady Center hallway and in the gym locker rooms. Any items left on top of the PSS at the end of the day will be relocated to the Brady Center lost and found. The Brady Center bins are cleaned out twice a year, and unclaimed items will be donated to the Clothes Closet or a local charity.

The school assumes no responsibility for these articles or for valuables brought to school. No announcement concerning lost articles will be made over the public address system.

Birthdays

Birthday Lunches: Celebrated on the Friday of the week of your child's birthday. If that particular Friday doesn't work for your family, a Friday surrounding that week is also ok. If there is no school on the Friday of your child's birthday week, you may celebrate on Thursday instead or wait until the next Friday. No additional treats such as cookie cakes, cupcakes, etc. may be brought. We ask that you limit this special occasion to the individual child and parents only. Please do not invite other family members or include other students in this special privilege. When a parent comes to school for a birthday lunch, please sign in at the front desk and walk to the courtyard to meet your child. You are welcome to sit outside or in the Brady Center. Once lunch is over, students return to their normal schedule and parents return to the front desk to sign out.

Birthday Free Dress: The student is allowed to have a "free dress" day on his/her birthday. If the student's birthday falls on a weekend or on a school holiday, they may wear "free dress" on the Friday before or the Monday after their birthday. Please follow dress code guidelines for "free dress."

Summer Birthdays: If the student's birthday falls during the summer break, students may have their free dress and special lunch day on the Friday of their choice at any time during the year.

Invitations/Transportation to Parties: Unless everyone in the class is invited, birthday, and other occasion party invitations are not to be distributed at school and will be confiscated if necessary. In addition, having party transportation (limos and buses) come to school to pick up a group of students is not permitted.

Sibling Events

Students are not allowed to miss classes in order to attend sibling events at school.

Section 11 - New Student Resources

Ambassador Students/Families

To support a smooth and welcoming transition into middle school, each new student and their family are paired with a Student Ambassador—a current AHN middle school student selected to serve as a peer guide and mentor.

The Student Ambassador acts as a friendly and knowledgeable point of contact, helping new students and families acclimate to our school community. This support is especially valuable during the first few weeks of school, when routines and relationships are still being established.

Student Ambassador responsibilities include:

- Assisting the new student in learning school procedures and daily routines
- Answering questions from the student or family about school life

- Attending the new student orientation with their assigned student
- Providing social support and encouraging inclusion
- Helping the new student feel connected and confident in their new environment

The Student Ambassador Program reflects AHN’s commitment to building a caring, inclusive, and student-centered community from day one.

To further support a welcoming and smooth transition for new families, the Family Ambassador component provides each new student’s family with a designated point of contact within the school community. Family Ambassadors serve as a resource, offering guidance, support, and connection as families adjust to life at AHN.

Family Ambassador Responsibilities:

- **Initiate Contact:** Reach out to the parents/guardians of assigned new students by early summer to introduce yourself and offer support.
- **Facilitate Connection:** Arrange at least one informal summer meet-up or gathering with the new family, which may include other ambassador families or new families if appropriate.
- **Maintain Availability:** Be accessible for questions or concerns via phone, text, or email throughout the summer and early months of the school year.
- **Provide Ongoing Support:** Check in with the new family periodically during the first semester to ensure they feel connected and supported.
- **Promote Community Involvement:** Encourage participation in school events, parent socials, and volunteer opportunities to help new families integrate into the school community.
- **Model AHN's Core Values:** Demonstrate respect, honesty, integrity, and a welcoming spirit in all interactions with families, representing the mission and values of AHN.
- **Serve as a Liaison:** When appropriate, direct new families to school resources, administration, or faculty for questions beyond the scope of your role.
- **Maintain Confidentiality:** Respect the privacy of new families and uphold confidentiality in all conversations and interactions.

Family Ambassadors play a vital role in building community, fostering belonging, and ensuring every new family feels welcomed and valued.

New Student Orientation

New Student Orientation is designed to ease the transition for students who are new to AHN and ensure they feel welcomed, informed, and prepared for their first day of school.

During orientation, new students will spend the morning with their assigned student ambassador, team teachers, and members of the administration. The orientation experience provides an opportunity to:

- Spend time with their student ambassadors and begin building positive peer relationships
- Participate in a sample Advisory class, fostering connection and a sense of belonging
- Walk through their class schedule to become familiar with classroom locations
- Meet key teachers and staff members
- Learn what to expect on the first day of school, including arrival procedures, schedules, and general school expectations
- Ask questions and receive helpful tips for a successful start to the school year

This orientation helps to reduce first-day anxiety and ensures new students begin their AHN journey with confidence and a sense of belonging.

Attendance at New Student Orientation is strongly encouraged.

Part 9 - Legal and Financial Obligations

Section 1 - Admissions and Enrollment Policy

Non-Discrimination in Admission: The school shall admit students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. The school does not discriminate on the basis of race, color, national and ethnic origin in administration of educational policies, admission policies, loan programs and athletic and other school administered programs.

Parent or student requests are not part of the class placement process. A great deal of thought by faculty members is put into developing appropriate class groupings, always with the goal of seeking what is in the best overall interest of the student.

Responsibility: Enrollment as a student in the Academy of the Holy Names implies the willingness of both parents and students to comply with the policies and regulations of the school. In order to realize the school's aim, parents and students must agree with and support the philosophy of the school. Any student who fails to meet academic standards, who exercises poor citizenship, who fails to cooperate, or whose parents fail to cooperate, may be dismissed or asked to withdraw from The Academy.

Enrollment: Students are admitted for one year at a time, and the school reserves the right of suspension or dismissal at any time during the school year. The Academy believes a positive and constructive working relationship between the school and a student's parent/guardian is essential to the accomplishment of our school's educational mission. The Academy accordingly reserves the right to terminate or non-renew a student's contract if the school reasonably concludes that the actions of a student, parent or guardian makes such a positive and constructive relationship impossible or otherwise seriously interfere with the school's accomplishment of its educational purpose.

Section 2 - Deliveries for Students

We will not disrupt classes to deliver forgotten items. In order to help facilitate student ownership, parents are discouraged from delivering forgotten books, assignments, technology, etc. In the event that a delivery is paramount, the forgotten items will be given to the student but may result in late penalties if unable to be turned in by the designated time. Parents who request that the school deliver messages to students regarding special pick-up arrangements must call in by 2:00 p.m. Students will be called down to the office at the end of the day to receive the message. We cannot guarantee the delivery of the message if it is received after 2:00 p.m.

Section 3 - Financial Obligations

A student's unpaid balance and/or delinquent student account may result in a suspension of access to Veracross, as well as a hold on such student's transcripts/grades, until such student has met all of their financial obligations. Additionally, any student whose financial responsibilities are not met may be prohibited from purchasing tickets for events such as prom, parking spots, and/or participating in co-curricular activities. Financial obligations include balance on the student account (including Sage dining account) as well as the proper return of club, athletic, and media center materials.

Section 4- Legal Notices

If the student is the subject of any legal action, any and all legal notices must be provided to:

Academy of the Holy Names of Florida, Inc. % Robert Martin, CFO

3319 Bayshore Blvd., Tampa, FL 33629

And RMartin@holynamestpa.org. To the extent any student's legal issue requires the Academy to incur legal fees to comply or address such issues, the Academy reserves the right to request reimbursement of its legal fees from the student.

Section 5 - Custody Disclosures

In the case of a student who is in the legal custody of only one parent or guardian, a copy of the custody agreement and any applicable court order must be on file at the school. Custody agreements may also affect release/access of student records and information such as school reports. If financial responsibility falls on only one parent or guardian, a copy of the court order stating such explicitly must be on record with the school. Parents should notify the school if this is the case for their child. A student's unpaid balance and/or delinquent student account may result in a suspension of access to Veracross, as well as a hold on such student's transcripts/grades, until such student has met all of their financial obligations.

Families will be prompted at the beginning of each school year and during re-enrollment to update demographics. Family relationships must be changed at the administrative level and can only be changed if accompanied by legal documentation.

Section 6 - Safety in Private Spaces

The school complies with the requirements of §553.865, Florida Statutes, the “Safety in Private Spaces Act”, which is consistent with the teaching and tenets of the Catholic Faith. Except where facilities are specifically designated as unisex, the school’s bathroom and locker rooms/changing facilities are designated exclusively for use by biological females or biological males. Any student who willfully enters a school restroom or locker room/changing facility designated for the opposite sex and refuses to depart when asked to do so by any school personnel will be subject to disciplinary consequences as established by the school principal unless a specific statutory exception applies. This handbook provision shall be considered a part of the school’s code of student conduct.

Section 7 - Fundraising for School or Outside Charities

The Academy has a formal fundraising program conducted by the Advancement Office to support the needs of the school. Separate from this fundraising program, the AHN divisional Administration MAY consider outside fundraising initiatives IF they relate to AHN’s stated mission and promote a culture of student philanthropy. A request form may be obtained through the division’s Administration Office and forwarded to the AHN Advancement Office for consideration. All other monetary collections among students and parents are prohibited unless they are in accordance with the AHN’s fundraising guidelines and authorized by the divisional Administration

Part 10: Middle School Academics Curriculum Guide

Language Arts

Language Arts 5 - Literature		
Major Content Knowledge	Major Performance Skills	Resources & Assessments
<ul style="list-style-type: none"> • Understand themes, characters, and plots in stories and poems. • Identify main ideas and supporting details in nonfiction. • Use text features and structures to understand information. • Read with fluency and apply word analysis strategies. • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. • Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a story, drama, or poem. 	<ul style="list-style-type: none"> • Analyze themes, characters, and plot developments using text evidence. • Cite textual evidence to support inferences and conclusions. • Summarize fiction and nonfiction texts accurately and concisely. • Determine the main ideas and explain how supporting details strengthen them. • Use text features (headings, diagrams, captions) to locate and interpret information. • Recognize and explain the meaning of common idioms, adages, and proverbs. • Apply decoding strategies (prefixes, suffixes, roots) and context clues for unfamiliar words. • Read aloud with 	<p>Resources:</p> <ul style="list-style-type: none"> • <i>The Area 51 Files</i> by Julie Buxbaum • <i>Esperanza Rising</i> by Pam Munoz Ryan • <i>Tuck Everlasting</i> by Natalie Babbitt • <i>Odder</i> by Katherine Applegate • <i>Eleven</i> by Tom Rogers • Nonfiction articles • Choice novels <p>Assessments:</p> <ul style="list-style-type: none"> • Small group reading • Literature circles • Literary analysis • Reading quizzes, tests, and projects • Choice boards • Independent reading project

appropriate pacing,
expression, and
accuracy.

Language Arts 5 - Writing

Major Content Knowledge	Major Performance Skills	Resources & Assessments
<p>Writing</p> <ul style="list-style-type: none"> • Write opinion, informative, and narrative pieces. • Plan, revise, and edit writing. • Conduct research using multiple sources. • Use technology to produce and publish work. <p>Grammar:</p> <ul style="list-style-type: none"> • Use parts of speech effectively to enhance clarity. • Construct complete, varied sentences with correct subject-verb agreement. • Apply standard rules for capitalization, punctuation, and formatting. 	<p>Writing</p> <ul style="list-style-type: none"> • Develop and organize writing with clear introductions, supporting details, and conclusions. • Use transitional words and varied sentence structures to improve clarity and flow. • Revise drafts based on feedback and self-assessment to improve content and organization. • Edit writing for grammar, punctuation, and spelling accuracy. • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Gather and synthesize information from print and digital sources for short research projects. • Use digital tools (word processors, online platforms) to draft, revise, and publish writing. <p>Grammar:</p>	<p>Writing:</p> <p>Resources:</p> <ul style="list-style-type: none"> • 6 Traits of Writing • Various mentor texts <p>Assessments:</p> <ul style="list-style-type: none"> • Writing workshops • Quick-writes • Peer review • Revised writing pieces • Poems <p>Grammar:</p> <p>Resources:</p> <ul style="list-style-type: none"> • Sadlier Grammar Workshop 5 • IXL • DGP - Daily Grammar Practice <p>Assessments:</p> <ul style="list-style-type: none"> • Quizzes • Writing

<ul style="list-style-type: none"> ● Maintain consistent verb tense and correct pronoun usage. ● Choose precise words, including transition words and basic figurative language. 	<ul style="list-style-type: none"> ● Identify eight parts of speech ● Identify parts of a sentence ● Identify sentence purpose (declarative, interrogative, exclamatory, imperative) ● Identify usage or punctuation mistakes in a sentence. ● Use quotation marks in dialogue through writing projects. 	<ul style="list-style-type: none"> ● application ● Quiz/project creation
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Language Arts 6 - Literature		
Major Content Knowledge	Major Performance Skills	Resources & Assessments
<ul style="list-style-type: none"> ● Literary elements ● Analyze literature using text evidence. ● Identify theme and supporting details. ● Summarize objectively. ● Understand plot structure and character development. ● Determine word meanings, including figurative and connotative language. ● Analyze how word choice affects meaning and tone. 	<ul style="list-style-type: none"> ● Cite textual evidence to support analysis and interpretations of literature. ● Identify and explain themes and supporting details in a text. ● Explain theme vs. main idea. ● Write objective summaries that capture key points without personal opinion. ● Analyze plot structure and track character development across a story. ● Determine the meanings of words and phrases within context, including figurative language and connotations. ● Analyze word choice to explain its impact on meaning and tone. 	<p>Resources:</p> <ul style="list-style-type: none"> ● <i>The First Rule of Punk</i> by Celia C. Perez ● <i>Percy Jackson - The Lightning Thief</i> by Rick Riordan ● <i>Flush</i> by Carl Hiaasen ● Nonfiction articles ● Choice novels <p>Assessments:</p> <ul style="list-style-type: none"> ● Small group reading ● Literature circles ● Literary analysis

<ul style="list-style-type: none"> • Understand how text structure shapes theme, setting, or plot. • Explain how the author develops the point of view. • Compare and contrast how stories are experienced through reading, listening, or viewing. • Analyze how different genres or formats approach similar themes and topics. 	<ul style="list-style-type: none"> • Explain how text structure (e.g., chronological, cause-effect, compare-contrast) shapes theme, setting, or plot. • Describe the author’s use of point of view and its effect on the narrative. • Compare and contrast experiences of a story when read, listened to, or viewed, noting differences in perception. • Compare how different genres or formats approach similar themes or topics, identifying distinctive techniques and effects 	<ul style="list-style-type: none"> • Reading quizzes, tests, and projects • Choice boards • Independent reading project
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Language Arts 6 - Writing		
Major Content Knowledge	Major Performance Skills	Resources & Assessments
<p>Writing</p> <ul style="list-style-type: none"> • Write arguments with clear claims and evidence. • Explain topics using facts and organized ideas. • Tell stories with strong characters, 	<p>Writing</p> <ul style="list-style-type: none"> • Develop and organize writing with clear introductions, supporting details, and conclusions. • Use transitional words and varied sentence structures to improve clarity and flow. • Revise drafts based on feedback and self-assessment to improve 	<p>Writing:</p> <p>Resources:</p> <ul style="list-style-type: none"> • 6 Traits of Writing • Various mentor texts

<p>details, and structure.</p> <ul style="list-style-type: none"> ● Plan, revise, and publish clear writing. ● Use research and text evidence to support ideas. <p>Grammar:</p> <ul style="list-style-type: none"> ● Use parts of speech effectively to enhance clarity. ● Construct complete, varied sentences with correct subject-verb agreement. ● Apply standard rules for capitalization, punctuation, and formatting. ● Maintain consistent verb tense and correct pronoun usage. ● Choose precise words, including transition words and basic figurative language. 	<p>content and organization.</p> <ul style="list-style-type: none"> ● Edit writing for grammar, punctuation, and spelling accuracy. ● Gather and synthesize information from print and digital sources for short research projects. ● Use digital tools (word processors, online platforms) to draft, revise, and publish writing. <p>Grammar:</p> <ul style="list-style-type: none"> ● Use all eight parts of speech effectively in writing. ● Distinguish between types of verbs (action, linking, helping) and conjunctions (coordinating, subordinating). ● Revise writing to improve word choice, clarity, and grammar. ● Analyze and revise sentence structure for clarity and variety. ● Identify and construct compound and complex sentences. ● Use varied sentence types (declarative, interrogative, exclamatory, imperative) purposefully in writing. ● Edit for grammar, punctuation, and usage errors, including subject-verb agreement and tense consistency. ● Explain and correct common sentence-level errors. 	<p>Assessments:</p> <ul style="list-style-type: none"> ● Writing workshops ● Quick-writes ● Five paragraph essay ● Peer review ● Revised writing pieces ● Argumentative essay ● Poems ● Blogs <p>Grammar:</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Teacher-created resources ● IXL ● DGP - Daily Grammar Practice <p>Assessments:</p> <ul style="list-style-type: none"> ● Quizzes ● Writing application ● Quiz/project creation
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	<ul style="list-style-type: none"> ● Punctuate and format dialogue accurately, including multi-paragraph dialogue. ● Integrate quotations into analytical writing using correct punctuation and citation. 	
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Language Arts 7		
Literature		
Major Content Knowledge	Major Performance Skills	Resources & Assessments
<ul style="list-style-type: none"> ● Support analysis with text evidence. ● Explain theme. ● Analyze setting, plot, and characters. ● Interpret figurative language. ● Understand structure and point of view. ● Compare texts to media and history. 	<ul style="list-style-type: none"> ● Effectively cite and analyze textual evidence to support interpretations and arguments. ● Identify, explain, and trace the development of central themes throughout a text. ● Analyze and explain the dynamic relationship between setting, plot, and characters, and how they influence each other. ● Interpret figurative language and sound devices, explaining their impact on tone, mood, and meaning. ● Analyze how text structure and organization contribute to meaning and reader understanding. ● Identify and compare multiple points of view, evaluating how perspective shapes the narrative. ● Compare and critically evaluate 	<p>Resources:</p> <ul style="list-style-type: none"> ● <i>A Long Walk to Water</i> by Linda Sue Park ● <i>The Winterton Deception: Final Word</i> by Janet S. Johnson ● <i>The Giver</i> by Lois Lowry ● Nonfiction articles ● Choice novels <p>Assessments:</p> <ul style="list-style-type: none"> ● Small group reading ● Literature circles ● Literary analysis ● Reading quizzes, tests, and

	<p>texts and their multimedia adaptations, noting differences in interpretation and effect.</p> <ul style="list-style-type: none"> Analyze and contrast fictional accounts with historical sources, assessing accuracy, bias, and perspective. 	<p>projects</p> <ul style="list-style-type: none"> Choice boards Documentary Independent reading project Cumulative semester assessments
Writing		
Major Content Knowledge	Major Performance Skills	Resources & Assessments
<p>Writing</p> <ul style="list-style-type: none"> Write clear arguments with relevant evidence. Write informative texts that explain topics using organized, relevant content. Write narratives with effective techniques and well-structured events. Produce coherent writing suited to the task, purpose, and audience. Conduct brief research using multiple credible sources, cite correctly, and use text evidence to support analysis. 	<p>Writing</p> <ul style="list-style-type: none"> State a precise claim, organize reasons logically, and support them with relevant evidence. Explain how evidence strengthens the argument. Introduce topics clearly, organize facts and examples coherently, and use transitions. Summarize to reinforce understanding. Structure stories with a clear beginning, middle, and end. Use descriptive language, dialogue, and varied sentences for interest and flow. Use vocabulary and tone suited to the audience and purpose. Apply grammar and punctuation correctly. Edit for clarity. Identify research questions, find and evaluate credible sources, and take organized notes. Properly cite sources to avoid plagiarism. Incorporate and explain textual evidence to 	<p>Writing</p> <p>Resources:</p> <ul style="list-style-type: none"> Mentor texts student/teacher samples teacher/student-created rubrics <p>Assessments:</p> <ul style="list-style-type: none"> Various writing pieces, both formal and informal Literary analysis Documentary script Storyboard DBQ - Data-Based Question

<p>Grammar</p> <ul style="list-style-type: none"> ● Parts of Speech ● Subject and predicate ● Independent and dependent clauses ● Complements ● Phrases ● Types of sentences (simple, compound, complex, compound-complex) ● Pronoun cases 	<p>support analysis.</p> <p>Grammar</p> <ul style="list-style-type: none"> ● Identify parts of speech and use them correctly and effectively in their writing. ● Identify phrases and use them effectively. ● Identify and use intensive/reflexive pronouns, interrogative pronouns, indefinite pronouns, relative pronouns, and demonstrative pronouns. ● Identify, form, and use present perfect progressive, past progressive, and future progressive verb tenses. ● Identify and correctly use adverbs and adjective dependent clauses. ● Identify and use verbals: gerunds, participles, and infinitives. ● Diagram sentences 	<p>Grammar</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Teacher-created resources ● IXL ● DGP - Daily Grammar Practice <p>Assessments:</p> <ul style="list-style-type: none"> ● Quizzes ● Writing application ● Quiz/project creation
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Language Arts 8		
Literature		
Major Content Knowledge	Major Performance Skills	Resources & Assessments
<ul style="list-style-type: none"> ● Use evidence to analyze theme, plot, and character. ● Summarize key ideas objectively. ● Interpret language, tone, and structure. ● Examine point of 	<ul style="list-style-type: none"> ● Cite text-based evidence that provides the strongest support for analysis of literary texts. ● Analyze how specific dialogue or incidents in a plot propel the action, reveal character traits, or provoke decisions. ● Determine the meaning of words and phrases in literary texts, 	<p>Resources:</p> <ul style="list-style-type: none"> ● <i>Inside Out and Back Again</i> by Thanhha Lai ● <i>Summer of the Mariposas</i> by Guadalupe Garcia McCall ● <i>Unbroken</i> YA by Laura

<p>view, irony, and adaptations</p> <ul style="list-style-type: none"> Analyze modern takes on traditional themes. 	<p>including figurative, connotative, and technical meanings.</p> <ul style="list-style-type: none"> Analyze the impact of word choice, including analogies and allusions, on meaning and tone. Compare and contrast the structure of multiple texts. Analyze how different text structures affect meaning and style. Interpret, analyze, and evaluate narratives, poetry, and drama by making artistic, ethical, and cultural connections to other texts, ideas, eras, or personal experiences. Produce clear and coherent writing appropriate to task, purpose, and audience. Participate effectively in discussions about eighth-grade topics, texts, and issues with diverse partners. Express ideas clearly during discussions. Build on others' ideas during discussions. Use evidence from literary texts to support analysis, reflection, and research. Apply a variety of strategies to determine the meaning of unknown words or phrases. 	<p>Hillenbrand</p> <ul style="list-style-type: none"> <i>The Outsiders</i> by S.E. Hinton Nonfiction articles <p>Assessments:</p> <ul style="list-style-type: none"> Book Club Literature circles Literary analysis Reading quizzes, tests, and projects Choice boards Mock Trial One-pager IR Project: Coffee Talk Passion Project Cumulative semester assessments
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Writing

Major Content Knowledge	Major Performance Skills	Resources & Assessments
<p>Writing</p> <ul style="list-style-type: none"> ● Narrative writing ● Summary writing ● Literary analysis writing ● Argumentative writing ● Personal response writing 	<p>Writing</p> <ul style="list-style-type: none"> ● Utilize the 5 Steps of the Writing Process to write effective pieces ● Create definitive plans for writing. ● Identify and mimic structures of model essays and mentor texts. ● Select appropriate topics. <p>Literary Analysis Writing</p> <ul style="list-style-type: none"> ● Write an appropriate introductory paragraph. ● Develop a three-pronged thesis. ● Craft body paragraph topic sentences that support the thesis. ● Select quotes that illustrate the thesis and topic sentences. ● Analyze quotes, specifying in the analysis how the quote proves the thesis point specified in the paragraph's topic sentence. ● Format quotes and cite sources. ● Conclude the essay, extending the body-paragraph analysis. ● Restate thesis in conclusion. ● Use standard English conventions. ● Maintain a formal style by focusing on word choice, sentence structure, and mechanics. <p>Argumentative Writing</p> <ul style="list-style-type: none"> ● Make a clear claim supported by reasons and evidence ● Use credible, relevant evidence from reliable sources ● Acknowledge and refute 	<p>Writing</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Mentor texts ● student/teacher samples ● Graphic organizers ● teacher/student-created rubrics <p>Assessments:</p> <ul style="list-style-type: none"> ● Literary Analysis ● Narratives ● Short Stories ● Story Board Project ● Infographics ● Argumentative Essay ● Ted Talk Speech ● Ted Talk Presentation ● BlackOut Poems

<p>Grammar</p> <ul style="list-style-type: none"> • Demonstrate command of conventions of standard English grammar and usage when writing or speaking. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	<p>counterclaims effectively</p> <ul style="list-style-type: none"> • Maintain a logical structure with clear transitions • Use formal tone and precise language • Conclude by reinforcing the argument's strength <p>Expository Writing</p> <ul style="list-style-type: none"> • Introduce a clear topic or main idea • Explain or inform using facts, examples, and details • Organize ideas logically using paragraphs and transitions • Use domain-specific vocabulary as needed • Maintain an objective, neutral tone • Conclude by summarizing main points or explaining significance <p>Grammar</p> <ul style="list-style-type: none"> • Identify and utilize effectively the eight parts of speech. • Explore the structures of sentences, including subjects, predicates, clauses, phrases, and types of sentences (declarative, imperative, interrogative, expository). • Apply understanding of parts of speech, sentence structure, and punctuation in various writing tasks, including composing sentences, paragraphs, and essays. 	<p>Grammar</p> <p>Resources:</p> <ul style="list-style-type: none"> • Teacher-created resources • IXL • DGP - Daily Grammar Practice <p>Assessments:</p> <ul style="list-style-type: none"> • Quizzes • Writing application • Quiz/project creation
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Language Arts 5, 6, 7 & 8: Vocabulary		
Major Content Knowledge	Major Performance Skills	Resources & Assessments
<ul style="list-style-type: none"> • Vocabulary words, their definitions, and their part of speech • Use vocabulary words in assigned writing, when applicable. • Understand how certain vocabulary words illustrate elements of the assigned reading. 	<ul style="list-style-type: none"> • Use context clues to determine word meanings. • Analyze word parts (prefixes, suffixes, roots) to understand new words. • Recognize word relationships (synonyms, antonyms, analogies, shades of meaning). • Understand academic and subject-specific vocabulary across texts. • Interpret multiple-meaning and figurative words using context. • Apply word-learning strategies (reference tools, word maps, etc.). 	<p>Resources:</p> <ul style="list-style-type: none"> • Vocabulary is taught in context through novel studies and nonfiction articles in grades 5–8. • Students also study affixes to build word knowledge and strengthen their ability to determine meaning from context. • Teacher created resources <p>Assessments:</p> <ul style="list-style-type: none"> • Quizzes • Checklists • Writing assignments • Unit tests • Discussions

Math

Math 5		
Major Content Knowledge	Major Performance Skills	Resources & Assessments
<ul style="list-style-type: none"> • Place Value, Multiplication, and Expressions • Dividing 	<p>Place Value, Multiplication, and Expressions</p> <ul style="list-style-type: none"> • Understand place value and number patterns, including powers of 10 and exponents. 	<p>Resources:</p> <ul style="list-style-type: none"> • REVEAL - McGraw Hill • IXL.com • Teacher

<ul style="list-style-type: none"> ● Decimals (Addition and Subtraction) ● Decimals (Multiplication and Division) ● Number Theory and Fraction Concepts ● Add and Subtract Fractions ● Multiply and Divide Fractions ● Measurement ● Geometry 	<ul style="list-style-type: none"> ● Apply properties of addition and multiplication. ● Multiply by 1-digit and multi-digit numbers, including mentally by 10, 100, and 1,000 ● Relate multiplication to division and solve related word problems ● Define and evaluate numerical expressions, including those with grouping symbols <p>Decimals (Addition and Subtraction)</p> <ul style="list-style-type: none"> ● Understand decimal and whole number place value, rounding, comparing, and patterns. ● Add, subtract, and estimate with decimals, including money ● Use powers of 10, exponents, and properties of operations ● Multiply mentally by powers of 10; multiply/divide multi-digit numbers ● Solve multiplication and division problems ● Define and evaluate numerical expressions with grouping symbols <p>Dividing</p> <ul style="list-style-type: none"> ● Divide by 1- and 2-digit divisors, including estimating and placing digits in the quotient. ● Interpret remainders and adjust quotients accordingly. <p>Decimals (Multiplication)</p> <ul style="list-style-type: none"> ● Explore and multiply decimals ● Multiply decimals, whole numbers, and money ● Use expanded form to multiply <p>Decimals (Division)</p> <ul style="list-style-type: none"> ● Investigate and perform decimal division, including with whole numbers and by 	<p>created resources</p> <p>Assessments:</p> <ul style="list-style-type: none"> ● Paper-and-pencil homework, quizzes, and tests ● Spiral reviews ● Projects
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	<p>annexing zeros.</p> <ul style="list-style-type: none"> • Estimate quotients • Solve problems involving all decimal operations <p>Number Theory and Fraction Concepts</p> <ul style="list-style-type: none"> • Apply divisibility rules to identify factors and multiples. • Determine if numbers are prime or composite and find their prime factorization. • Find factors, multiples, GCF, and LCM of numbers. • Convert between improper fractions and mixed numbers. • Find equivalent fractions and simplify fractions to lowest terms. <p>Add/Subtract Fractions</p> <ul style="list-style-type: none"> • Add and subtract fractions and mixed numbers with unlike denominators • Estimate fraction sums and differences • Find common denominators and equivalent fractions • Solve word problems involving fraction addition and subtraction • Use properties and patterns (associative, commutative) with fractions <p>Multiply and Divide Fractions</p> <ul style="list-style-type: none"> • Multiply fractions and whole numbers, including mixed numbers. • Divide fractions by whole numbers and interpret results. • Find part of a group and solve word problems involving fractions. • Compare fraction and mixed number products. • Investigate area using fractions 	
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	<p>and mixed numbers.</p> <ul style="list-style-type: none"> • Connect fractions to decimals. <p>Measurement</p> <ul style="list-style-type: none"> • Explore customary units (length, capacity, weight) • Solve multi-step measurement problems • Convert between customary and metric units • Identify rules and numerical patterns <p>Geometry</p> <ul style="list-style-type: none"> • Identify and classify points, lines, angles, triangles, and quadrilaterals • Measure angles with a protractor • Define and find perimeter of polygons 	
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Math 6		
Major Content Knowledge	Major Performance Skills	Resources & Assessments
<ul style="list-style-type: none"> • Decimals • Fractions • Integers • Expressions • Equations • Ratios, Rates, and Proportions • Percents • Geometry 	<p>Decimals</p> <ul style="list-style-type: none"> • Estimate with decimals • Multiply powers of 10 • Divide multi-digit numbers • Review 2-digit divisors • Divide decimals by decimals <p>Fractions</p> <ul style="list-style-type: none"> • Find the prime factorization of numbers • Estimate with fractions • Divide fractions • Divide mixed numbers • Decimals and fractions <p>Integers</p>	<p>Resources:</p> <ul style="list-style-type: none"> • REVEAL - McGraw Hill • IXL.com • Teacher created resources • ALEKS Math <p>Assessments:</p> <ul style="list-style-type: none"> • Paper-and-pencil

	<ul style="list-style-type: none"> ● Read and write integers ● Find the absolute value ● Graph integers on the number line ● Compare and order integers ● Add integers ● Subtract integers ● Multiply integers ● Divide integers ● Investigate the coordinate plane ● Graph on the coordinate plane ● Rational numbers <p>Expressions</p> <ul style="list-style-type: none"> ● Define and use powers and exponents ● Evaluate numerical expressions using the order of operations ● Define variables and algebraic expressions ● Evaluate algebraic expressions using the order of operations ● Translate verbal expressions into algebraic expressions ● Translate algebraic expressions into verbal expressions ● Identify and use the properties of addition, multiplication, and identity ● Use the distributive property ● Simplify numerical and algebraic expressions using the properties <p>Equations</p> <ul style="list-style-type: none"> ● Solve equations mentally and using the guess, check, and revise strategy ● Solve one-step addition, subtraction, multiplication and division equations using whole numbers, decimals, fractions, and integers ● Write one-step equations ● Solve one step equations involving fractions and decimals 	<p>homework, quizzes, and tests</p> <ul style="list-style-type: none"> ● Spiral reviews ● Projects
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Rates, Ratios, and Proportions

- Define ratios
- Write ratios as fractions in simplest form
- Find unit Rates
- Solve proportions
- Solve problems using proportions
- Solve problems involving scale drawings
- Write percents as fractions and decimals
- Write fractions and decimals as percents

Percents

- Estimate with percents
- Find the percent of a number
- Solve percent problems using the percent proportion
- Solve percent problems using the percent equation
- Find the percent of change
- Find sales tax, tip, and discount
- Find simple interest

Geometry

- Review acute, right, obtuse, straight angles Review and practice using a protractor
- Define vertical, adjacent, complementary, and supplementary angles
- Finding missing angles using the definitions of vertical, complementary, and supplementary (non-algebraic)
- Name polygons by the number of sides
- Review types of triangles based on side lengths and angle measure
- Derive the sum of the angles of a triangle theorem

	<ul style="list-style-type: none"> • Use the theorem to find missing angle measures (non-algebraic) • Review types of quadrilaterals • Derive sum of the angles of a quadrilateral theorem n/a • Use the theorem to find missing angle measures (non-algebraic) • Define area • Use formulas to find the area of rectangles, squares, parallelograms, triangles, trapezoids, and composite figures. • Define parts of a circle. • Derive and use the formulas for the circumference and area of a circle using formulas. 	
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Pre-Algebra		
Major Content Knowledge	Major Performance Skills	Resources & Assessments
<ul style="list-style-type: none"> • The Language of Algebra • Operations with Integers • Operations with Rational Numbers • Expressions and Equations • Equations and Inequalities • Linear Equations in Two Variables • Powers and Exponents • Ratios, Rates, and Proportions • Geometry 	<p>Language of Algebra</p> <ul style="list-style-type: none"> • Use the four-step problem solving plan • Evaluate numerical expressions • Write numerical expressions from word phrases • Write word phrases from numerical expressions • Evaluate algebraic expressions • Evaluate expressions involving powers • Write algebraic expressions from word phrases • Write word phrases from algebraic expressions • Review powers and exponents • Identify and use properties of addition and multiplication • Simplify expressions using 	<p>Resources:</p> <ul style="list-style-type: none"> • REVEAL - McGraw Hill • IXL.com • Teacher created resources • ALEKS Math <p>Assessments:</p> <ul style="list-style-type: none"> • Paper-and-pencil homework, quizzes, and tests • Spiral reviews

	<p>properties</p> <p>Operations with Integers</p> <ul style="list-style-type: none"> • Find the mean of a set of integers and review median and mode <p>Operations with Rational Numbers</p> <ul style="list-style-type: none"> • Investigate fraction and decimal relationships • Write rational numbers as fractions • Identify and classify rational numbers • Multiply rational numbers • Divide rational numbers • Add and subtract rational numbers (decimals and fractions with like denominators) • Find the Least Common Multiple/Least Common Denominator • Add and subtract rational numbers (fractions with unlike denominators) <p>Expressions and Equations</p> <ul style="list-style-type: none"> • Write and solve one-step equations for word problems • Solve two-step equations • Write and solve two-step equations for word problems <p>Expressions and Inequalities</p> <ul style="list-style-type: none"> • Investigate and use the distributive property • Identify the parts of an algebraic expression • Simplify algebraic expressions using properties • Solve two-step equations involving grouping symbols • Write and solve two-step equations involving grouping symbols for word problems 	<ul style="list-style-type: none"> • Projects
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	<ul style="list-style-type: none"> ● Solve equations with variables on both sides of the equal sign ● Solve algebraic problems involving angles, triangles, and quadrilaterals ● Write inequalities ● Graph inequalities ● Solve one-step, two-step, and multi-step inequalities <p>Powers and Exponents</p> <ul style="list-style-type: none"> ● Investigate and define negative exponents ● Evaluate expressions involving negative exponents ● Multiply monomials ● Divide monomials ● Write numbers in standard form and scientific notation ● Compare and order numbers in scientific notation ● Investigate divisibility rules ● Find the prime factorization of numbers and monomials ● Find the Greatest Common Factor of numbers and monomials using factoring ● Find the square roots of perfect squares ● Estimate square roots to the nearest integer ● Simplify radicals using prime factorization ● Identify numbers in the real number system ● Compare numbers in the real number system ● Use the Pythagorean Theorem to find missing side lengths of right triangles <p>Linear Equations in Two Variables</p> <ul style="list-style-type: none"> ● Find four solutions to graph linear equations ● Find the x-and y-intercepts to 	
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	<p>graph linear equations</p> <ul style="list-style-type: none"> • Find the slope of a line using definition, graph, and formula • Find the slope and y-intercept to graph linear equations <p>Ratios, Rates, and Proportions</p> <ul style="list-style-type: none"> • Investigate dimensional analysis • Solve problems using proportions including percents • Solve problems involving scale drawings • Find missing lengths in similar figures • Use indirect measurement to find missing measures <p>Geometry</p> <ul style="list-style-type: none"> • Review types of angles • Use angle relationships to Algebraically find missing angle measures • Find the area of composite figures • Develop how to find the sum of the angles of triangles and quadrilaterals • Find the measure of one angle of a regular polygon Algebraically • Derive and use formulas for the surface area and the volume of prisms, cylinders, pyramid cones 	
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Algebra Topics		
Major Content Knowledge	Major Performance Skills	Resources & Assessments
<ul style="list-style-type: none"> • Language of Algebra • Linear Equations 	<p>Language of Algebra</p> <ul style="list-style-type: none"> • Write a verbal expression for an algebraic expression • Write an algebraic expression for 	<p>Resources:</p> <ul style="list-style-type: none"> • REVEAL - McGraw Hill

<ul style="list-style-type: none"> ● Linear Inequalities ● Equations of Linear Functions ● Exponents and Exponential Functions ● Quadratic Expressions and Equations 	<ul style="list-style-type: none"> ● a verbal expression ● Evaluate expressions by using the order of operations ● Properties of addition, multiplication, identity, and equality ● Use the Distributive Property ● Identify solutions to an equation <p>Linear Equations</p> <ul style="list-style-type: none"> ● Solve equations involving consecutive integers ● Solve equations with variables on both sides ● Evaluate expressions involving absolute value ● Solve equations involving absolute value ● Solve proportions ● Solve equations that have more than one variable for the given variable <p>Linear Inequalities</p> <ul style="list-style-type: none"> ● Solve linear inequalities by using addition or subtraction ● Solve linear inequalities by using multiplication and division ● Solve linear inequalities involving more than one operation ● Solve compound inequalities containing the word “and”, and graph their solution sets ● Solve compound inequalities containing the word “or”, and graph their solution sets ● Solve and graph absolute value inequalities <p>Equations of Linear Functions</p> <ul style="list-style-type: none"> ● Write an equation in slope intercept form given the slope and y-intercept or a graph ● Graph the line of an equation written in slope intercept form 	<ul style="list-style-type: none"> ● IXL.com ● Teacher created resources ● ALEKS Math <p>Assessments:</p> <ul style="list-style-type: none"> ● Paper-and-pencil homework, quizzes, and tests ● Spiral reviews ● Projects
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- Write an equation in slope intercept form given a point and slope or given 2 points
- Write an equation in point-slope form given a point and slope or a graph
- Change an equation from point-slope form to slope-intercept form
- Change an equation from slope-intercept form to point-slope form
- Know the relationship between parallel and perpendicular lines and their slopes
- Write equations for parallel and perpendicular lines

Exponents and Exponential Functions

- Multiply monomials using the properties of exponents
- Simplify expressions using the multiplication properties of exponents
- Divide monomials using the properties of exponents
- Simplify expressions containing negative exponents and zero exponents
- Evaluate and rewrite expressions involving rational exponents
- Solve equations involving expressions with rational exponents
- Express numbers in scientific notation
- Find the products and quotients of numbers expressed in scientific notation

Quadratic Expressions and Equations

- Write polynomials in standard form
- Add and subtract polynomials
- Multiply a polynomial by a monomial

	<ul style="list-style-type: none"> • Solve equations involving the products of monomials and polynomials • Multiply polynomials • Find squares of sums and differences • Find products of a sum and a difference • Use the Distributive Property to factor polynomials and to solve equations • Factor trinomials using the correct form. • Solve equations using the correct form. • Factor binomials that are the difference of squares • Solve equations that are the difference of squares • Factor perfect square trinomials • Solve equations that are perfect square trinomials 	
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Algebra 1		
Major Content Knowledge	Major Performance Skills	Resources & Assessments
<ul style="list-style-type: none"> • Variables and Expressions • Equations • Inequalities • Linear Functions • Equations of Linear Functions • Systems of Linear Equations and Inequalities • Exponents and Exponential Functions 	<p>Variables and Expressions</p> <ul style="list-style-type: none"> • Introduce and solve equations mentally and using replacement sets • Define a relation • Interpret graphs Define and identify a function • of functions <p>Equations</p> <ul style="list-style-type: none"> • Solve equations involving consecutive integers • Solve equations involving angles and triangles • Solve equations involving absolute value 	<p>Resources:</p> <ul style="list-style-type: none"> • REVEAL - McGraw Hill • IXL.com • Teacher created resources • ALEKS Math <p>Assessments:</p> <ul style="list-style-type: none"> • Paper-and-pencil homework, quizzes,

<ul style="list-style-type: none"> ● Quadratic Expressions and Equations ● Radical Functions and Geometry ● Rational Expressions and Equations 	<ul style="list-style-type: none"> ● Solve literal equations ● Investigate dimensional analysis <p>Inequalities</p> <ul style="list-style-type: none"> ● Solve inequalities involving absolute value <p>Linear Functions</p> <ul style="list-style-type: none"> ● Graph linear equations using a table ● Find x-and y-intercepts ● Graph linear equations using x-and y-intercepts ● Write equations in standard form and determine if it is linear ● Find the slope of a line given two points ● Find a missing coordinate given a point and the slope ● Derive the formula for finding the terms of an arithmetic sequence ● Use the formula to identify an arithmetic sequence and to find missing terms of the sequence ● Write equations for proportional and non-proportional relationships <p>Equations of Linear Functions</p> <ul style="list-style-type: none"> ● Graph equations in slope-intercept form ● Write equations in slope-intercept form ● Write equations in point-slope form ● Change equation from point-slope form to slope-intercept form ● Change equation from slope-intercept form to point-slope form ● Investigate relationship between parallel lines and their slopes ● Investigate relationship between perpendicular lines and their 	<p>and tests</p> <ul style="list-style-type: none"> ● Spiral reviews ● Projects
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	<p>slopes</p> <ul style="list-style-type: none"> ● Write equations for parallel and perpendicular lines ● Find and graph the inverse of a relation ● Graph inequalities in two variables <p>Systems of Linear Equations and Inequalities</p> <ul style="list-style-type: none"> ● Solve systems of equations by graphing ● Solve systems of equations using substitution ● Solve systems of equations using elimination involving addition and subtraction ● Solve systems of equations using elimination involving multiplication ● Solve systems of equations by determining the best method ● Solve systems of inequalities by graphing <p>Exponents and Exponential Functions</p> <ul style="list-style-type: none"> ● Multiply monomials using the properties of exponents ● Simplify expressions using the properties of exponents ● Divide monomials using the properties of exponents ● Simplify expressions containing zero exponents and negative exponents ● Evaluate expressions involving rational exponents ● Rewrite expressions involving rational exponents ● Solve equations that contain rational exponents ● Express numbers in scientific notation ● Find products and quotients of numbers expressed in scientific notation 	
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- Graph exponential functions
- Solve problems involving exponential growth and decay
- Derive the recursive formula for geometric sequences
- Identify and generate geometric sequences using the formula

Quadratic Expressions and Equations

- Write polynomials in standard form
- Add and subtract polynomials
- Multiply a polynomial by a monomial
- Solve equations involving the products of monomials and polynomials
- Multiply polynomials
- Multiply squares of sums and squares of differences
- Multiply a sum and a difference
- Factor polynomials using the distributive property
- Factor trinomials in the proper forms.
- Factor binomials that are the difference of squares
- Factor perfect square trinomials
- Solve equations using factoring

Radical Function and Geometry

- Graph and analyze radical functions
- Simplify radical expressions using the product and quotient properties of square roots
- Add, subtract, and multiply radical expressions
- Solve radical equations
- Use the Pythagorean Theorem to solve problems
- Use similar triangles to develop the definitions of trigonometric ratios
- Find trigonometric ratios of angles

	<ul style="list-style-type: none"> ● Use trigonometry to solve right triangles <p>Quadratic Functions and Equations</p> <ul style="list-style-type: none"> ● Graph and analyze the characteristics of quadratic functions ● Solve quadratic equations by graphing ● Apply translations to quadratic functions ● Solve quadratic equations by completing the square ● Solve quadratic equations by using the quadratic formula ● Use the discriminant to determine the number of solutions of a quadratic equation <p>Rational Expressions and Equations</p> <ul style="list-style-type: none"> ● Simplify rational expressions ● Multiply rational expressions ● Divide rational expressions ● Divide polynomials ● Add and subtract rational expressions ● Simplify mixed expressions and complex fractions ● Solve rational equations 	
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Social Studies

Social Studies 5		
Major Content Knowledge	Major Performance Skills	Resources & Assessments
<ul style="list-style-type: none"> ● Mapping skills: types of maps, key features, latitude and longitude 	<ul style="list-style-type: none"> ● Demonstrate knowledge of which significant development aided in the rise of the empire in ancient Egyptian culture. 	<p>Resources:</p> <ul style="list-style-type: none"> ● TCI (<i>Teachers Curriculum Institute</i>) ● CNN10 for Kids

<ul style="list-style-type: none"> ● Locations of oceans, continents, and major landforms ● Daily life in ancient Egypt, Athens, and Sparta ● Egyptian pharaohs' achievements and leadership ● Ancient Greek government systems ● Rise and fall of the Roman Empire and the onset of the Middle Ages 	<ul style="list-style-type: none"> ● Use longitude and latitude to find an exact location. ● Use a variety of types of maps to analyze the characteristics of people, places, and environments. ● Identify and locate the seven continents. ● Identify and locate the five oceans. ● Identify and locate the hemispheres. ● Identify and locate the important lines of latitude and longitude. ● Identify and understand the different parts of a map ● Demonstrate who had a significant impact in ancient Egyptian culture. ● Demonstrate knowledge of ancient Greek forms of government by analyzing the difference of each form of government. ● Argue the supreme and inferior aspects of ancient Athenian and Spartan cultures. ● Identify and explain what a republic is. ● Demonstrate knowledge of Roman society by explaining how republican ideals were distorted to meet the needs of the patrician class. ● Demonstrate knowledge of the development of the Roman Empire arguing that it was in place before the Caesars took control. 	<ul style="list-style-type: none"> ● Stanford Read Like a Historian ● Apps and web resources <p>Assessments:</p> <ul style="list-style-type: none"> ● Paper-and-pencil tests and quizzes ● Interactive Student Notebook ● Quick checks ● Projects
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Social Studies 6		
Major Content Knowledge	Major Performance Skills	Resources & Assessments
<ul style="list-style-type: none"> Major political, cultural, and economic developments from the Middle Ages to the Scientific Revolution Spread of Islam, the Crusades, and global belief systems Growth of empires in West Africa, East Asia, and the Americas Renaissance ideas, global exploration, and scientific advances Influence of trade, technology, and cultural exchange on global change 	<ul style="list-style-type: none"> Summarize Charlemagne’s achievements and explain how his alliance with the pope benefited both leaders. Identify the major challenges in Europe that feudalism helped resolve. Compare the roles and duties of the four main social classes in medieval Europe. Assess how effectively feudalism provided security, stability, and opportunity during the Middle Ages. Explain how geography, especially the Niger River and vegetation zones, influenced trade and the rise of West African kingdoms. Analyze how family roles, labor specialization, and trade (including gold-salt and silent barter) shaped West African societies like Ghana and Mali. Evaluate the cultural and religious effects of trans-Saharan trade. Summarize key Chinese inventions (200–1400 C.E.) and their global influence. Explain how China, India, and Korea shaped Japanese culture, including Prince Shotoku’s impact and the 	<p>Resources</p> <ul style="list-style-type: none"> TCI (<i>Teachers Curriculum Institute</i>) <i>CNN10 Kids</i> Teacher-created resources <p>Assessments:</p> <ul style="list-style-type: none"> Paper-and-pencil tests and quizzes Interactive Student Notebook Quick checks Projects

	<p>development of Japanese Buddhism.</p> <ul style="list-style-type: none">● Summarize Aztec origins, migration, and the legend of their empire.● Describe the building and features of Tenochtitlán.● Explain how warfare and strategy helped the Aztecs expand their empire.● Explain how the Incas built on earlier cultures and unified their vast empire.● Describe Incan society, religion, warfare, and communication systems.● Identify features of classical, medieval, and Renaissance art and ideas.● Connect urban growth, money economy, and city-states to Renaissance ideas.● Explain how humanism shaped Renaissance thought and spread across Europe.● Summarize achievements of key figures like da Vinci, Michelangelo, and Shakespeare.● Describe major Renaissance advances and how they led to the Scientific Revolution.● Analyze the impact of scientists like Copernicus, Kepler, Galileo, and Newton.● Identify parts of the scientific method and contributions of Bacon, Descartes, and others.	
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Social Studies 7		
Major Content Knowledge	Major Performance Skills	Resources & Assessments
<ul style="list-style-type: none"> • Migration of first Americans and European contact • Colonial life, economies, and growth leading to independence • American Revolution causes, key events, and government principles • Constitution creation, compromises, and Bill of Rights • Washington’s presidency and emergence of political parties • Early U.S. foreign policy and Federalist vs. Republican views • Constitution’s role in uniting the nation and protecting freedoms 	<ul style="list-style-type: none"> • Theorize American Indian origins from artifacts. • Compare adaptations in eight American Indian regions. • Explain European exploration motives and territorial claims. • Describe impacts on Indigenous peoples and West Africans. • Trace first American migration routes. • Summarize Spanish, French, English, and Dutch exploration goals. • Describe Native American and conquistador views on colonization. • Identify cultural regions’ traits in the Americas. • Explain causes and effects of British settlement. • Compare geography and economy of colonial regions. • Describe colonial rural and urban life. • Compare the rights of colonists and English citizens. • Identify education, religion, family, and leisure roles in colonies. • Analyze and share colonial primary sources. • Interpret maps and map colonies. • Organize colony features: 	<p>Resources:</p> <ul style="list-style-type: none"> • TCI (<i>Teachers Curriculum Institute</i>) • CNN10 for Kids • Stanford Read Like a Historian • Apps and web resources <p>Assessments:</p> <ul style="list-style-type: none"> • Paper-and-pencil tests and quizzes • Interactive Student Notebook • Quick checks • Projects • DBQ (Document-based Questions)

	<p>geography, settlers, government, economy, religion.</p> <ul style="list-style-type: none"> ● Chart causes and effects of the Great Awakening. ● Describe colonial life and compare colonists' and English rights. ● Explain causes of British settlement and growing colonial resentment (1763–1775). ● Summarize key events leading to independence: Boston Massacre, Lexington and Concord, Breed's Hill, Common Sense. ● Analyze the Declaration of Independence. ● Compare British and American strengths; explain Saratoga and the Treaty of Paris. ● Interpret maps and summarize colony features: geography, settlers, government, economy, religion. ● Explain the impact of the Great Awakening. ● Describe the Northwest Ordinance and Shays' Rebellion. ● Summarize key Constitutional debates, structure, and protections. ● Identify contributions of Washington, Madison, and Sherman. ● Compare Hamilton's and Jefferson's views. ● Summarize Washington's concerns, early foreign policy, War of 1812, and Monroe Doctrine. 	
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Social Studies 8		
Major Content Knowledge	Major Performance Skills	Resources & Assessments
<ul style="list-style-type: none"> • Regional Differences Before the Civil War • Slavery and Sectional Tensions • Civil War and Its Outcomes • Industrialization and Its Impact • Immigration and Urban Life in the Early 1900s • U.S. Foreign Policy at the Turn of the Century • The 1920s and 1930s: Boom and Bust • World War II and Its Effects • Cold War Rivalries and Global Tensions • Civil Rights Movement 	<ul style="list-style-type: none"> • Analyze images to infer regional differences in geography, economy, transport, and society. • Compare Northern and Southern life through recreated scenes. • Explain how inventions and manufacturing shaped each region. • Examine factors behind roads, canals, and railroad development. • Compare lives of free blacks in the North and South. • Describe slave life, resistance, and related laws. • Trace how expansion intensified the slavery debate. • Analyze key events' impact on abolition and national unity. • Compare Union and Confederate strengths to predict outcomes. • Link Lincoln's words to the Declaration of Independence. • Contrast leaders' views and soldiers' wartime experiences. • Connect major battles to the Anaconda Plan. • Explain how war events affected soldiers and 	<p>Resources</p> <ul style="list-style-type: none"> • TCI - <i>History Alive! The US through Modern Times</i> (Teachers Curriculum Institute) • CNN10 for Kids • Stanford History Education Group (SHEG) • Standard Aligned Extensions <p>Assessments</p> <ul style="list-style-type: none"> • Paper-and-pencil tests and quizzes • Interactive Student Notebook • Quick checks • Projects • DBQ (Document-based Questions)

	<p>civilians.</p> <ul style="list-style-type: none"> ● Identify groups who moved West and their impact. ● Simulate factory work and describe conditions. ● Explain how big business grew with government support. ● Weigh the pros and cons of industrialization and urbanization. ● Evaluate labor movement successes. ● Identify inventors and their impact. ● Compare immigrant group experiences and journeys. ● Describe immigrant life and challenges. ● Explain the rise of nativism and legislative responses. ● Summarize arguments for and against U.S. expansion. ● Identify causes and effects of the Spanish-American War and U.S. control of the Panama Canal. ● Explain U.S. involvement in WWI and peace negotiations. ● Analyze political cartoons on U.S. foreign policy. ● Understand U.S. economic, social, and political developments between WWI and WWII. ● Identify causes and effects of the Great Depression, including New Deal responses. ● Describe WWII causes, major events, and the Holocaust. 	
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	<ul style="list-style-type: none"> ● Analyze U.S. mobilization and the impact of WWII on the home front. ● Identify Cold War actions to contain communism and their effects on U.S. society. ● Compare U.S. roles in global conflict and cooperation. ● Analyze effects of discrimination and segregation. ● Identify leaders, events, and laws of the civil rights era. ● Explain pros and cons of nonviolent resistance. ● Compare goals and tactics of the civil rights, American Indian, and women's rights movements. 	
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Science

Science 5		
Major Content Knowledge	Major Performance Skills	Resources & Assessments
<ul style="list-style-type: none"> ● Define systems and subsystems in living and nonliving contexts. ● Investigate nutrient and transport systems in yeast, plants, and animals. 	<ul style="list-style-type: none"> ● Activate yeast by breaking its dormancy ● Explain how plants and animals get the nutrients they need ● Describe how nutrients move to cells in plants and humans ● Explain why humans 	<p>Resources</p> <ul style="list-style-type: none"> ● FOSS (Full Option Science System) ● Guided Reading Materials ● Investigation Materials ● Teacher created materials <p>Assessments</p>

<ul style="list-style-type: none"> ● Model day and night using shadows and the Sun's motion; identify light sources and reflectors in the sky. ● Explain patterns of motion in the solar system and star observations. ● Explore Earth's atmosphere and connect it to local weather. ● Create and separate mixtures and solutions using physical methods. ● Compare mass of mixtures and their parts to show conservation of mass. ● Evaluate design solutions based on criteria and constraints. ● Compare concentrations and densities using layering and balances. ● Test solubility 	<p style="text-align: center;">breathe</p> <ul style="list-style-type: none"> ● Use shadows and a compass to show the Sun's movement and Earth's rotation ● Explain what causes day and night ● Describe when and why solar system objects are visible ● Explain how solar system parts interact and why stars appear to move ● Show that air has mass, takes up space, and is compressible ● Identify the troposphere as where weather happens ● Describe weather using temperature, humidity, wind, precipitation, and pressure ● Explain what meteorologists do and what meteorology is ● List the steps of the scientific method in order ● Identify and separate mixtures and solutions using tools ● Explain that mass is conserved during changes in matter ● Describe solids, liquids, 	<ul style="list-style-type: none"> ● Paper-and-pencil tests and quizzes ● Science journals ● Science Starters ● Quick checks ● Lab experiments ● Projects
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<p>and identify unknowns by crystal form and dissolving properties.</p> <ul style="list-style-type: none"> • Observe and compare reactants and products in chemical reactions. 	<p>and gases and how energy changes their properties</p> <ul style="list-style-type: none"> • Explain the Law of Conservation of Mass • Compare concentrated, dilute, and saturated solutions • Describe solubility and how substances dissolve • Identify salt, Epsom salts, and citric acid crystals • Explain that solutions can't be separated by filtering • Compare the density and mass of different solutions • Find mean, median, mode, and range 	
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Science 6		
Major Content Knowledge	Major Performance Skills	Resources & Assessments
<ul style="list-style-type: none"> • Explain how Earth's rotation, tilt, and orbit cause day, night, seasons, and the year. • Use latitude, longitude, and revolution to understand seasonal patterns. • Identify Moon 	<ul style="list-style-type: none"> • Provide evidence for a round Earth and refute flat Earth theory using ship observations • Draw and explain what causes day and night • Compare planetary rotation and day/night cycles • Explain the difference between rotation and revolution 	<p>Resources</p> <ul style="list-style-type: none"> • FOSS (Full Option Science System) • Guided Reading Materials • Investigation Materials • Teacher created materials <p>Assessments</p> <ul style="list-style-type: none"> • Paper-and-pencil tests and quizzes

<p>phases and causes of eclipses through data analysis.</p> <ul style="list-style-type: none"> • Distinguish between rotation and revolution; describe planetary motion and gravity. • Compare characteristics of planets and moons in the solar system. • Understand the role of space missions in expanding knowledge. • Define ecosystems as interactions between organisms and their environment. • Trace energy flow through ecosystems, emphasizing photosynthesis. • Explain how disruptions, including human impact, affect ecosystem stability. • Describe 	<ul style="list-style-type: none"> • Diagram Earth’s orbit from a north-polar view • Explain how long Earth’s rotation and revolution take • Diagram and explain factors affecting seasons using terms like tilt, solar angle, and daylight hours • Explain how seasons would change without axial tilt • Calculate seasonal daylight hours • Label and shade the eight Moon phases • Compare Earth and Moon size; create a scale model of distance • Show Moon’s revolution direction and shade day/night on Moon and Earth • Explain Moon’s revolution time and calculate Moonrise • Estimate impactor size from crater size • Identify controlled vs. uncontrolled experiments • Explain differences between solar eclipse, lunar eclipse, and full Moon 	<ul style="list-style-type: none"> • Science journals • Quick checks • Science Starters • Lab experiments • Projects
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<p>properties and models of mechanical and electromagnetic waves.</p> <ul style="list-style-type: none"> • Integrate learning through a final coding project using CoSpaces. 	<ul style="list-style-type: none"> • Show living things are made of one or many cells through investigation • Model how cell parts contribute to function • Argue how body systems are made of interacting subsystems • Model asexual vs. sexual reproduction and explain genetic variation • Explain how environment and genetics affect growth • Explain photosynthesis in matter cycling and energy flow • Model how food is rearranged to support growth or release energy • Use evidence to explain how traits or behaviors aid reproduction • Explain wave energy transfer and identify key wave parts. • Describe and compare wave types using wavelength, frequency, and amplitude. • Calculate wave frequency and speed; relate wave properties to energy. • Explain how mechanical and sound waves travel 	
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	<p>through media.</p> <ul style="list-style-type: none"> Analyze and model wave energy changes. Apply wave knowledge to real-world engineering issues. Describe electromagnetic wave properties and the EM spectrum. Investigate light behavior and data transmission via optical fibers. Compare digital and analog signals; analyze wave-based communication. Conduct investigations, analyze data, solve problems, and explain with evidence. 	
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Science 7		
Major Content Knowledge	Major Performance Skills	Resources & Assessments
<ul style="list-style-type: none"> Life began billions of years ago and diversified Living things share common traits What defines life? Life connects to biodiversity and 	<ul style="list-style-type: none"> Identify and explain shared characteristics of living organisms. Distinguish living from nonliving by analyzing edge cases (e.g., viruses, archaea). Evaluate definitions of life based on biological evidence. Use evidence to support 	<p>Resources</p> <ul style="list-style-type: none"> FOSS (Full Option Science System) Guided Reading Materials Investigation Materials Teacher created materials <p>Assessments</p> <ul style="list-style-type: none"> Paper-and-pencil tests and

<p>its changes</p> <ul style="list-style-type: none"> ● Matter changes through particle movement and energy ● Particle theory explains reactions and phase changes ● How does matter behave? ● Earth's history shown by rocks and fossils ● Processes include erosion, deposition, and rock formation ● Concepts: plate tectonics, geologic time, Earth's systems 	<p>claims about whether something is living.</p> <ul style="list-style-type: none"> ● Analyze the impact of biodiversity loss on ecosystems and human life. ● Observe and describe physical and chemical changes in matter. ● Use particle models to explain phase changes and chemical reactions. ● Interpret evidence of energy transfer during chemical reactions. ● Explain how matter's structure affects its properties and interactions. ● Investigate and model how matter behaves at the microscopic level. ● Interpret rock, fossil, and landform evidence to explain Earth's history. ● Model sedimentation, erosion, deposition, and the rock cycle. ● Analyze how plate tectonics shapes Earth's surface over time. ● Use the geologic time scale to sequence major Earth events. ● Evaluate how natural 	<p>quizzes</p> <ul style="list-style-type: none"> ● Science journals ● Science Starters ● Quick checks ● Lab experiments ● Projects ● Cumulative semester assessments
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	resources and technology affect Earth systems.	
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Science 8		
Major Content Knowledge	Major Performance Skills	Resources & Assessments
<ul style="list-style-type: none"> Investigate how objects move and interact through forces and energy. Explore laws that explain motion, acceleration, and collisions. Understand how energy changes form and moves between objects. Use hands-on projects to apply physics concepts like gravity and friction. Learn about invisible forces like magnetism and electricity. Study waves and how they transfer energy. Recognize how systems work together to keep living things functioning. 	<ul style="list-style-type: none"> Explain why studying science is important. List and sequence the six steps of the scientific method and explain its purpose. Describe an experimental procedure and identify independent, dependent variables, and controls. Differentiate between independent and dependent variables. Construct and interpret graphs to analyze data and draw conclusions. Conduct a scientific investigation to answer a specific question and analyze results. Explain what graphs represent and how to use them to show trends. Calculate average speed . Use a reference point to measure distance moved. Interpret the slope of a distance-versus-time 	<p>Resources</p> <ul style="list-style-type: none"> FOSS (Full Option Science System) Guided Reading Materials Investigation Materials Teacher created materials <p>Assessments</p> <ul style="list-style-type: none"> Paper-and-pencil tests and quizzes Science journals Science Starters Quick checks Lab experiments Projects Cumulative semester assessments

<ul style="list-style-type: none"> • Discover how organisms adapt and evolve over time. • Develop skills in designing and building to solve problems creatively. 	<p>graph as speed, noting steeper slopes mean faster speed.</p> <ul style="list-style-type: none"> • Differentiate between displacement and distance. • Collect, organize, and analyze time and distance data using appropriate tools. • Solve problems involving speed, distance, time, and acceleration. • Describe constant and changing speed, acceleration, and gravitational acceleration (9.8 m/s^2). • Define mass, weight, and the force of gravity, applying the learned formula.. • Explain kinetic and potential energy, energy transfer in collisions, and how kinetic energy depends on mass and speed squared. • Apply Newton's first and third laws of motion to real-world examples. • Define impulse and explain how increasing collision time reduces force. • Explain how safety features protect humans by slowing deceleration and 	
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	reducing force during collisions.	
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World Language

Spanish

Spanish 5		
Major Content Knowledge	Major Performance Skills	Resources & Assessments
<ul style="list-style-type: none"> Spanish sounds and greetings Classroom and question vocabulary Calendar, weather, and numbers Culture and geography Family, emotions, and descriptions Key verbs: ser, tener, estar Pronouns, articles, and noun gender Home and chores Location and obligation expressions Regular verb conjugations 	<ul style="list-style-type: none"> Use the Spanish alphabet, greetings, farewells, and polite expressions Use classroom vocabulary, commands, and question words Talk about days, months, seasons, weather, and time Introduce myself and greet others appropriately Speak with correct pronunciation, vocabulary, and grammar Ask and answer basic questions Follow classroom directions Describe my classroom and its objects Understand why and where Spanish is spoken. Use school and community tools to learn Spanish. Show my skills through listening, speaking, reading, and writing. Use family, emotion, and description vocabulary. Use ser, tener, estar, pronouns, and possessive adjectives. Identify who is doing an action. 	<p>Resources</p> <ul style="list-style-type: none"> Encuentros text Encuentros online resources Workbook Songs ACTFL standards <p>Assessments</p> <ul style="list-style-type: none"> Formative: quizzes in one of three modes (interpretive, presentational, interpersonal), vocabulary, grammar Summative: written assessments

	<ul style="list-style-type: none"> ● Describe people and family. ● Express feelings and ownership. ● Ask and answer questions about traits and belongings. ● Share age, relationships, and possessions. ● Describe looks and personality. ● Understand simple texts using clues and cognates. ● Conjugation of SER ● Conjugation of TENER ● Conjugation of ESTAR 	
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Spanish 6		
Major Content Knowledge	Major Performance Skills	Resources & Assessments
<ul style="list-style-type: none"> ● Spanish sounds and pronunciation ● Greetings and introductions ● Classroom vocabulary and commands ● Question words and basic conversations ● Calendar: days, months, numbers, time, weather, seasons ● Learning strategies 	<ul style="list-style-type: none"> ● Use the Spanish alphabet, greetings, and polite expressions to introduce myself and interact respectfully ● Know vocabulary for classroom, time, family, emotions, home, chores, shopping, clothing, and food ● Understand where Spanish is spoken and why it's useful ● Spell, pronounce, and use vocabulary accurately in speaking, listening, reading, and writing ● Follow and respond to basic classroom and everyday situations with cultural awareness ● Ask and answer simple 	<p>Resources</p> <ul style="list-style-type: none"> ● Encuentros text and workbook ● Encuentros online resources ● VHL Central online resources ● Rocaklingua ● teacher created resources ● ACTFL standards <p>Assessments</p> <ul style="list-style-type: none"> ● Formative: homework, classwork ● Summative: quizzes in one of three modes

<ul style="list-style-type: none"> • Family and descriptive vocabulary (adjectives, emotions) • Grammar: subject pronouns, possessive adjectives, SER, TENER, ESTAR • Common verbs: IR, GUSTAR, irregular "yo" verbs • Stem-changing verbs (e→ie, o→ue, e→i) • Shopping, clothing, food, and table settings • Comparing and describing • Direct and indirect object pronouns 	<p>questions about schedules, weather, family, home, shopping, and food</p> <ul style="list-style-type: none"> • Describe people, family, homes, belongings, and tasks using subject pronouns and key vocabulary • Use articles, noun gender, and express existence with hay/no hay • Express ownership, age, feelings, traits, likes/dislikes, and make comparisons • Conjugate present tense verbs, including irregular yo-forms, stem-changers, and special verbs (ir, gustar) • Use direct and indirect object pronouns • Engage in conversations about shopping, clothing, dining, and meals • Complete written, listening, and oral assessments demonstrating practical language uses 	<p>(interpretive, presentational, interpersonal), vocabulary, grammar</p>
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Spanish 7		
Major Content Knowledge	Major Performance Skills	Resources & Assessments
<ul style="list-style-type: none"> • Greet others, introduce yourself and others, and express likes and dislikes 	<ul style="list-style-type: none"> • Learn to greet and say goodbye in Spanish • Identify themselves and others • Tell time in Spanish • Learn subject pronouns • Conjugate and use the verb 	<p>Resources</p> <ul style="list-style-type: none"> • Senderos 1 textbook and workbook • VHL website • Quizlet • Flashcards

<ul style="list-style-type: none"> ● Ask and answer basic questions in Spanish ● Tell time and describe locations using “estar” ● Learn and use subject pronouns, articles, and nouns with correct gender and number ● Conjugate and use regular -ar, -er, and -ir verbs, along with ser, tener, and venir ● Use descriptive and possessive adjectives to describe people and relationships ● Build vocabulary related to school, places, and family ● Develop speaking, listening, reading, and writing skills using all topics 	<p>“ser”</p> <ul style="list-style-type: none"> ● Understand gender and number in relation to articles and nouns ● Develop speaking (interpersonal), writing, reading, and listening skills using all topics ● Learn vocabulary for school supplies and places ● Conjugate regular -ar verbs ● Express likes and dislikes ● Ask and answer basic questions ● Use the verb “estar” to describe location ● Apply all topics to build speaking (interpersonal), writing, reading, and listening skills ● Learn vocabulary related to family ● Use descriptive adjectives to describe people ● Use possessive adjectives to show relationships ● Conjugate regular -er and -ir verbs ● Conjugate and use the verbs tener and venir ● Apply all topics to develop speaking (interpersonal), writing, reading, and listening skills 	<ul style="list-style-type: none"> ● Socrative.com ● Quizizz.com ● Conjuguemos <p>Assessments</p> <ul style="list-style-type: none"> ● Formative - homework, classwork, quick checks ● Summative - communicative (aural/reading) assessments, written assessments
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Spanish 8		
Major Content	Major Performance Skills	Resources &

Knowledge		Assessments
<ul style="list-style-type: none"> ● Leisure Activities ● Vocabulary for hobbies and sports ● Key verb patterns and irregular forms ● Practice all communication skills ● Travel and Daily Life ● Vocabulary for travel and routines ● Use of verbs, tense, and pronouns ● Apply skills in reading, writing, speaking, and listening ● Shopping and Style ● Vocabulary for clothing and shopping ● Grammar focus on verb use and pronouns ● Strengthen communication across all areas 	<ul style="list-style-type: none"> ● Pastimes, Hobbies, and Sports ● Learn vocabulary for leisure activities and sports ● Study the verb ir, stem-changing verbs, and irregular yo verbs ● Develop speaking, writing, reading, and listening skills using these topics ● Travel and Vacations ● Learn vocabulary related to travel and vacation experiences ● Study the verb estar, present progressive tense, ser vs. estar, and direct object pronouns ● Apply all topics to enhance speaking, writing, reading, and listening skills ● Clothing and Shopping ● Learn vocabulary for clothing items, shopping, and related activities ● Study saber vs. conocer, indirect object pronouns, and the regular preterite of -ar verbs ● Use all topics to strengthen speaking, writing, reading, and listening skills 	<p>Resources</p> <ul style="list-style-type: none"> ● Senderos 1 textbook/workbook ● VHL website ● Quizlet ● Flashcards ● Conjuguemos ● quia.com ● NSE practice tests ● teacher created materials <p>Assessments</p> <ul style="list-style-type: none"> ● Formative - homework, classwork, supported writing assignments ● Summative - quick checks, communicative (aural/reading) assessments, written assessments

Latin

Latin 7		
Major Content Knowledge	Major Performance Skills	Resources & Assessments
<p>*First half of a Latin I course - Stages 1-10</p> <ul style="list-style-type: none"> • Introduction to fundamental Latin vocabulary, grammar, and syntax • Emphasis on basic grammatical structures of Latin • Focus on building foundational Latin vocabulary • Attention to English words derived from Latin • Reading, translating, and discussing simple Latin stories • Study of Roman life in Pompeii • Exploration of Rome's influence in Britain and Alexandria 	<ul style="list-style-type: none"> • Conjugate verbs in Latin and English. • Decline nouns and adjectives in Latin and English. • Translate small passages from Latin into English. • Summarize Roman myths. • Give an overview of Roman history and ancient culture • Word order in sentences with the linking verb <i>est</i>. Word order in sentences with an action verb. • Identify nominative and accusative singular • Differentiate the 1st, 2nd, and 3rd declension (nom and acc cases) • 1st and 2nd persons singular, present tense, including <i>sum, es</i> • Identify nominative plural nouns, 3rd person plural present tense verbs • Imperfect and perfect (v-stems) in 3rd person singular and plural • Perfect tense (other than v-stems) • Accusative plural, superlative adjectives • Dative singular and plural, <i>ego, tu</i>: nominative, dative, and accusative • 1st and 2nd persons plural 	<p>Resources</p> <ul style="list-style-type: none"> • Textbook - Cambridge Latin Course - 4th edition, • Quizlet, • Loom • cultural videos from Cambridge, • Grammatical videos from websites - Cambridge School Classics Project (North America) and You Tube, Benjamin Johnson • Teacher made resources <p>Assessments</p> <ul style="list-style-type: none"> • Vocabulary quizzes • Mythology quizzes • Vocabulary and translation tests • Homework • Classwork • Presentations • Projects

<ul style="list-style-type: none"> • Cultural insights into the far-reaching Roman Empire 	<p>present including sum; comparative adjectives</p> <ul style="list-style-type: none"> • intransitive verbs with dative; placet; nos, vos: nominative, dative, and accusative, different ways of asking questions: quis, quid, -ne, num • 1st and 2nd persons singular and plural, imperfect and perfect; 1st and 2nd persons singular and plural, imperfect of sum 	
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Latin 8		
Major Content Knowledge	Major Performance Skills	Resources & Assessments
<p>*Second half of a Latin I course - Stages 11-20</p> <ul style="list-style-type: none"> • Fundamental Latin vocabulary, grammar, and syntax • Emphasis on basic grammatical structures of Latin • Focus on building foundational Latin vocabulary • Attention to English words derived from Latin • Reading, 	<ul style="list-style-type: none"> • Conjugate verbs in Latin and English, in six different tenses. • Decline nouns, pronouns, and adjectives in Latin and English. • Translate large passages from Latin into English. • Summarize Roman myths. • Give an overview of Roman history and ancient culture. • intransitive verbs with dative; placet; nos, vos: nominative, dative, and accusative, different ways of asking questions: quis, quid, -ne, num • 1st and 2nd persons singular and plural, imperfect and perfect; 1st and 2nd persons singular and plural, imperfect of sum • present infinitive, 	<p>Resources</p> <ul style="list-style-type: none"> • Textbook - Cambridge Latin Course - 4th edition, • Quizlet, • Loom • cultural videos from Cambridge, • Grammatical videos from websites - Cambridge School Classics Project (North America) and You Tube, Benjamin Johnson • Teacher made resources <p>Assessments</p> <ul style="list-style-type: none"> • Vocabulary

<p>translating, and discussing simple Latin stories</p> <ul style="list-style-type: none"> • Study of Roman life in Pompeii • Exploration of Rome's influence in Britain and Alexandria • Cultural insights into the far-reaching Roman Empire 	<p>conjugations of verbs, present tense of irregular verbs, the enclitic -que.</p> <ul style="list-style-type: none"> • agreement of adjectives in case and number. Ablative singular and plural. Prepositions; imperfect of possum. • relative clauses, agreement of adjectives by gender • pluperfect verb tense; questions with num, -ne, nonne • genitive singular and plural • Neuter nouns, singular and plural; 4th and 5th declension nouns • Hic, ille; imperatives including negative; vocative singular and plural. • present active participle: is, ea, id. 	<p>quizzes</p> <ul style="list-style-type: none"> • Mythology quizzes • Vocabulary and translation tests • Homework • Classwork • Presentations • Projects
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Religion

Religion 5		
Major Content Knowledge	Major Performance Skills	Resources & Assessments
<ul style="list-style-type: none"> • Explore the core of SNJM spirituality • Learn about the seven sacraments • Lead and participate in Mass 	<ul style="list-style-type: none"> • Demonstrate understanding of SNJM spirituality through reflection, discussion, or prayer journaling • Identify and explain the meaning and significance of the seven sacraments in oral or written presentations 	<p>Resources</p> <ul style="list-style-type: none"> • AHN website • Sadlier <i>We Believe</i> • Campus Ministry • Lives of the Saints book • BMR book/resources • Quizlet/Kahoot

<ul style="list-style-type: none"> Learn about Catholic social teaching to develop a Christian response to today's challenges 	<ul style="list-style-type: none"> Actively participate in leading and preparing for Mass, including readings, prayers, or music Engage meaningfully in retreat activities, showing personal growth and spiritual reflection Participate respectfully in penance services, demonstrating understanding of reconciliation Plan and carry out a community service project, reflecting Catholic values in action Celebrate and reflect on liturgical seasons and feasts, showing understanding through participation or creative expression Apply principles of Catholic social teaching to real-world issues through discussion, projects, or writing Demonstrate Christian values in daily interactions at school and in the community 	<p>it reviews</p> <ul style="list-style-type: none"> Hallow App <p>Assessments</p> <ul style="list-style-type: none"> Formative - classwork, homework, quizzes, reflection journals Summative - oral prayer assessments, projects, written assessments
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Religion 6		
Major Content Knowledge	Major Performance Skills	Resources & Assessments

<ul style="list-style-type: none"> ● Deepen understanding of SNJM spirituality ● Study the Old Testament ● Participate in Focus 11, a Diocese-led vocations event ● Lead Mass and attend grade-level retreats ● Practice penance and engage in community service projects ● Develop empathy and compassion through meaningful activities ● Learn about Catholic social teaching to address real-world issues 	<ul style="list-style-type: none"> ● Identify key themes and figures in the Old Testament and explain their significance in salvation history ● Demonstrate understanding of SNJM spirituality through written reflections or class discussions ● Actively participate in Focus 11, showing respectful engagement and inquiry about religious vocations ● Lead or assist in school Masses, demonstrating reverence and understanding of liturgical roles ● Participate meaningfully in retreats, showing personal reflection and group collaboration ● Examine the purpose and practice of penance, and articulate its role in Catholic life ● Plan or engage in community service projects, demonstrating empathy and a commitment to helping others ● Apply principles of Catholic social teaching to analyze and respond to contemporary social issues 	<p>Resources</p> <ul style="list-style-type: none"> ● AHN website ● Sadlier <i>We Believe</i> ● Campus Ministry ● Lives of the Saints book ● BMR book/resources ● Quizlet/Kahoot it reviews ● Hallow App <p>Assessments</p> <ul style="list-style-type: none"> ● Formative - classwork, homework, quizzes, reflection journals ● Summative - oral prayer assessments, projects, written assessments
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	<ul style="list-style-type: none"> Collaborate with peers to develop presentations or projects that connect faith to real-world challenges 	
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Religion 7		
Major Content Knowledge	Major Performance Skills	Resources & Assessments
<ul style="list-style-type: none"> Study the faith, life, and message of Jesus Christ through the New Testament Lead Mass and participate in grade-level retreats Engage in penance and community service projects Celebrate liturgies throughout the year to deepen spiritual connection Explore Catholic social teachings and discuss real-life issues Develop skills to express Christian principles in response to life's challenges 	<ul style="list-style-type: none"> Identify and explain key messages of Jesus Christ found in the New Testament Actively participate in liturgical celebrations, including leading parts of Mass Demonstrate reflection and spiritual growth through participation in retreats and penance Contribute to community service projects with an understanding of faith in action Discuss real-world issues using the lens of Catholic social teaching Express Christian values and principles clearly in both spoken and written form Show respect and reverence during religious activities and discussions Collaborate with peers in 	<p>Resources</p> <ul style="list-style-type: none"> AHN website Sadlier <i>We Believe</i> Campus Ministry Lives of the Saints book BMR book/resources Quizlet/Kahoot it reviews Hallow App <p>Assessments</p> <ul style="list-style-type: none"> Formative - classwork, homework, quizzes, reflection journals Summative - oral prayer assessments, projects, written assessments

	faith-based projects and service opportunities	
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Religion 8		
Major Content Knowledge	Major Performance Skills	Resources & Assessments
<ul style="list-style-type: none"> • Study the history of the Church and explore the sacrament of Confirmation in depth • Catholic social teaching and apply it to real-world issues • Develop a deeper understanding of the Catholic Catechism • Grow in the ability to respond to the world with Christian truth and love • Receive education about the Sacraments, while formal sacramental preparation takes place in individual parishes 	<ul style="list-style-type: none"> • Explain AHN’s mission, vision, motto, and seal • List the parts of the Mass • Identify and explain SNJM core values • Understand key Catholic beliefs and practices • Explain the purpose and message of Chosen • Recognize God as the source of happiness • Summarize salvation history and divine revelation • Describe the Church’s foundation • Explain the Four Last Things • Understand the sacraments and their purpose • Describe baptism and confession • Identify the gifts of the Holy Spirit 	<p>Resources</p> <ul style="list-style-type: none"> • Chosen textbook: Ascension Press • Your Journey Toward Confirmation • Ascension Press Website • <i>We Live Our Faith</i> textbook • <i>Connected: Catholic Social Teacher for the Generation</i> • Hallow App <p>Assessments</p> <ul style="list-style-type: none"> • Formative - classwork, homework, quizzes, reflection journals • Summative - oral prayer assessments, projects, written assessments, essays

	<ul style="list-style-type: none"> ● Explain the significance of Mass and the Eucharist ● Understand vocation and Holy Orders ● Describe Mary's role in our faith ● Apply the Beatitudes ● Grow in virtue and spirituality strength ● Understand God's plan for love and sexuality ● Participate in Christ's mission and build His Kingdom 	
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Part 11: Sisters of the Holy Names Reference Guide

Marie Rose & the Early Founding of the Sisters of the Holy Names

The [Sisters' story](#) began in the 1840s when Eulalie Durocher (1811-1849) and Mélodie Dufresne (1809-1881) earned a reputation for creating a hospitable, smoothly run home for Eulalie's brother, Theophile, a parish priest in the rural Richelieu Valley of Quebec. Although Eulalie herself had little formal education, in her pastoral work she saw the great need for instruction of youth, especially girls. She hoped to enter a religious order but poor health stopped several attempts. Nevertheless, her piety and efforts in the parish attracted the attention of Ignatius Bourget (1799-1885), Bishop of Montréal. In 1843 Bourget asked Eulalie and Mélodie to travel to a small school in the village of Longueuil, just across the St. Lawrence River from the island of Montreal, to found a new religious teaching community. Arriving on Oct. 28, 1843, they were greeted by Henriette Céré (1804-1885), who already lived and taught at the little school.

Formal education for young women and girls, especially among the less fortunate, was rare in Canada in the early 19th century. The new congregation's first focus was solely on educating young girls. For inspiration, Eulalie, Mélodie and Henriette looked to an order of Sisters in Marseilles, France. Because the French Sisters could not spare anyone to come to Canada to train the novices, the three women crafted a Canadian version of the order and named it the Sisters of the Holy Names of Jesus and Mary. On Feb. 28, 1844, Eulalie received the religious name Marie Rose; Mélodie became known as Marie Agnes; and Henriette became Marie Madeleine.

During the 1843-1844 school year, the three postulants divided their time between their religious and educational studies and their students. In 1844, they purchased a new property to accommodate a growing number of students as well as candidates for their community. In August 1844 Sister Marie

Rose led a procession of Sisters, students, and friends from the Foundation House to the much larger convent and boarding school nearby. Among those in the procession were women destined to carry the Holy Names' work thousands of miles from Quebec, including Sister Theresa of Jesus (Salome Martin, 1823-1890) and Sister Veronica of the Crucifix (Hedwidge Davignon, 1820-1903).

Sisters Marie Rose, Marie Agnes and Marie Madeleine made their religious profession in December 1844. Bishop Bourget named Sister Marie Rose the first superior of the Congregation. Under her leadership, many new candidates joined; their school grew; and Sisters were sent to open new foundations elsewhere in Quebec. Unfortunately, Mother Marie Rose's frail health declined and she died on her 38th birthday, Oct. 6, 1849.

Prayer to Blessed Marie-Rose Durocher

*Blessed Marie Rose, obtain for us today
The audacity of Faith
The simplicity of Hope
The power of Love.
That we may actualize the words of Jesus: I
have come to cast fire upon the earth, and
would that it were already kindled.
We ask this in your name and in the names of
Jesus and Mary.
Amen.*



Mission, Charism, & Core Values

The mission is the main purpose for which an organization exists, while charism is the distinctive spirit which characterizes the lives and ministries of a religious congregation. The mission of the SNJM community originates in the vision and charism of the organization's foundress, Blessed Marie Rose Durocher. The [mission and vision](#) continue to be made manifest through the [Sisters](#), associates, and lay partners who embody the charism.

Mission

The Sisters of the Holy Names of Jesus and Mary (SNJM) is an international congregation of Catholic Sisters, Associates and Lay Consecrated who are dedicated to the full development of the human person through education, social justice, contemplation, and the arts. Their work occurs in settings including preschools, elementary and high schools, parishes, tutoring centers, graduate programs, studios, prisons, immigrant centers, clinics, spirituality and retreat centers, and in programs and communities that seek a Gospel path and to promote systemic change.

Professed members of the Sisters of the Holy Names of Jesus and Mary commit themselves to three vows:

1. By the vow of poverty, they renew their intention to use only what they need and to share with those who are poor.

2. By the vow of chastity, they strive to love inclusively and take on Jesus' own reverence and concern for all people.
3. By the vow of obedience, they renew their search for God's desire for themselves through prayerful reflection, dialog, and collaboration with all those concerned.

Marie Rose's Spirit and the Charism

The charism of the Sisters of the Holy Names of Jesus and Mary began as the manifestation of the Holy Spirit in Blessed Marie Rose. The following reflection describes Marie Rose's Spirit through her favorite Gospel passage and how she lived her call to the Gospel.

"I have come to cast fire upon the earth, and would that it were already kindled." - Luke 12:49

Reflection on the Gospel

Fire symbolizes the intensity of love. Jesus came to bring fire upon the earth so that all might become sisters and brothers, so that love may not be hidden in any corner but rather proclaimed to the world. Like a consuming fire, God's love shines in each one of us to enlighten, warm, and enliven those we meet on our path. - Sister Hermance Baril, SNJM

How Blessed Marie Rose Lived out this Gospel

Blessed Marie Rose Durocher chose this passage as the scripture that supported her and that she shared to continue to inspire and challenge those who follow in her spirit. ["To cast fire on earth"](#) means to spread the energy of the Good News of Jesus Christ, to be on fire to build the Reign of God and all that entails for the perfect world where justice and equality are alive.

Here are a few examples of how she lived out this scripture:

- Mother Marie Rose, as a young woman on horseback, delivered bread to the needy.
- When she was living in her brother's rectory she started the Legion of Mary, an organization where women gathered for prayer and decided together which needs in the area were most urgent and about which they might do something before the next week's meeting.
- The call to begin a teaching community was attractive to her as an opportunity to develop human potential in everyone. She devised a way to educate even those who could not afford an education.
- She was a devoted member of the Church but wise enough to recognize and resist naysayers.
- She wrote encouraging letters to her sisters, letters that are still an inspiration today.
- In spite of few members, she inspired a missionary spirit by opening houses and schools beyond Longueuil at a time when travel and communication often rendered the situation difficult.

Prayer: Blessed Marie Rose, Gospel Woman

Blessed is she whose poverty freed her to risk much before insurmountable obstacles, for now she is proclaimed a Gospel Woman.

Blessed is she whose gentleness was empowered by vision, for she birthed a great community as inheritance.

Blessed is she who mourned the plight of the poor and the injustices of her society, for her followers rejoice in her spirit.

Blessed is she who hungered and thirsted for the liberation of women through education, for she believed in their potential to transform family life.

Blessed is she whose solidarity with the needy was merciful and kind, for mercy was her legacy.

Blessed is she who was pure of heart, for she was able to discern God's will for her nascent community.

Blessed is she whose sense of peace flowed from her universal love, for she inspired unity in the Congregation.

Blessed is she who suffered persecution from the Church and society, for her reward is great in heaven.

The Core Values of the Sisters of the Holy Names

Core values are enduring beliefs which an institution and the people who inhabit it hold in common and endeavor to put into action. The Sisters of the Holy Names of Jesus and Mary and their associates promote the following core values which are at the heart of their charism.

The Core Values:

- Education in Faith: Creating an atmosphere which invites people to live, develop, and express their faith.
- Hospitality: Being a gracious, accepting, and welcoming presence for each person.
- Dedication to Women and Children: Seeing, understanding, and responding to the needs of women and children.
- Dedication to Justice: Committing time, energy, and resources to the pursuit of right relationships of equality, justice, and solidarity.
- Service to People who are Poor and Marginalized: Reaching out and responding to people who are impoverished, abandoned, or living at the fringes of society.
- Commitment to Liberating Action: Seeking with others the freedom needed to live life fully without oppression.
- Full Development of the Human Person: Cultivating and respecting the talents, abilities, and potential of each person, contributing to the development of all aspects of a person's life.
- Love of the Names of Jesus and Mary: Embracing as guide, inspiration, and strength the persons and names of Jesus and Mary.

Ministry: Gospel-Inspired Activity

The Sisters, associates, and volunteers of the Mission Sector minister in Canada, Brazil, and Peru in projects among the poor and marginalized, especially women and children. The offices of the Sector are located in Montreal.

Longueuil: The SNJM congregational headquarters is located in Longueuil, Québec (near Montréal).

Province of Lesotho: In Lesotho, a small country embedded within South Africa, the Sisters and associates are involved in preschool, primary, secondary and computer college education. They also

work in justice education, in health clinics and homes for orphans, disabled children and the elderly.

The following [network schools](#) are supported in the province:

Pre-Schools and Primary Schools

Little Flower Pre-School, Primary School - Kolonyama, Leribe

Marie Rose (Preschool age) - Qwa-Qwa*

St. Ambrose Preschool, Primary School - Mazenod, Maseru

St. Bernadette's Primary School - Maseru, Maseru

St. Rose Primary School - Peka, Leribe

*South Africa

High Schools

Holy Names High School - Bela Bela, Leribe

Mabathoana, High School - Maseru, Maseru

Mazenod High School - Mazenod, Maseru

Maryland Secondary School - Maryland, Leribe

Technical Schools

Sisters of the Holy Names Computer College - Peka, Leribe

Province of Manitoba: The Sisters, associates and volunteers of the Manitoba Province, a bilingual community located in the Canadian Prairies, are engaged in education, education in the Faith, active promotion of several peace and justice ministries. They collaborate with other religious communities on many levels.

The following network schools are supported in the province:

High Schools

[St. Mary's Academy](#) - Winnipeg

Province of Quebec: The majority of the Sisters, associates and lay consecrated persons of the SNJM Quebec Province live in the Montreal area and on the south shore. They are engaged in education in the faith, parish work, spiritual counseling, formation of catechists, promotion of justice and volunteer work.

The following schools were begun by the congregation:

Primary Schools

[Externat Mont-Jésis-Marie - Outremont](#)

High Schools

[Pensionnat du Saint-Nom-de-Marie](#) - Montréal

[Collège Durocher Saint-Lambert](#) -

Saint-Lambert

[École de Musique Vincent d'Indy](#) - Outremont

Province of U.S.-Ontario: Most of the sisters, associates, and lay consecrated persons of this province live and minister in California, Florida, the Washington, D.C., area, Mississippi, Ontario (Canada), New York, Oregon, and Washington. Many are engaged in education, parish ministry, spiritual accompaniment and in projects fostering justice and human rights. The provincial headquarters are in Marylhurst, Oregon.

The following network schools are supported in the province:

Primary Schools

[Academy of the Holy Names](#)- Tampa, Florida

High Schools

[Academy of the Holy Names](#) - Tampa, Florida

[Academy of the Holy Names](#) - Albany, New York

[Holy Names High School](#) - Oakland, California

[Ramona Convent School](#) - Alhambra, California

[St. Mary's Academy](#) - Portland, Oregon

[Holy Names Academy](#) – Seattle, Washington

Universities

[Heritage University](#) - Toppenish, Washington

[Marylhurst University](#) - Marylhurst, Oregon