



2019-2020  
**Academic Information**

Below is the 2019-2020 St. Peter's Catholic Middle School Academic Information. The following courses will be offered based on enrollment, student need, and student interest Not all courses will be offered every school year. Administration reserves the right to amend course offerings, information, and details.

**Diocese of Springfield-Cape Girardeau Class Requirements**

**ELEMENTARY SCHOOL CURRICULUM**

**6010**

The following subjects are required in all elementary schools:

- Religion
- Language Arts (Reading, English, Spelling, Writing)
- Social Studies
- Mathematics
- Science
- Physical Education
- Art
- Music

Optional: Foreign Language, Computer Skills, Advanced Math

Approval Date: 1998

Review Date: 2009

Revision Date: 07/29/03

**Bell Schedule**

Mon/Tues/Wed/Fri

Period 1	7:55	to	8:45
Period 2	8:48	to	9:38
Period 3	9:41	to	10:31
Period 4	10:34	to	11:24
Period 5	11:27	to	12:17
Lunch	12:20	to	12:45
Period 6	12:48	to	1:38
Period 7	1:41	to	2:31
Homeroom	2:34	to	2:55

Thursday

Pre-Mass	7:55	to	8:30
Mass	8:30	to	9:35
Hour 1	9:40	to	10:30
Hour 2	10:33	to	11:23
Hour 3	11:26	to	12:16
Lunch	12:20	to	12:45
Hour 4	12:50	to	11:40
Hour 5	1:43	to	2:33
Homeroom	2:36	to	2:55

*\*Students will have their Math and ELA classes in addition to General Art, General Music, and General PE.*

# **Theology**

Along with covering the topics of each course, all classes do three things: pray before each class, journal on a quote from Catherine McAuley (Mercy values) and memorize prayers. These prayers are often connected with the unit being studied and are specified in the continuous curriculum we have developed.

The curriculum is based on the Catechism of the Catholic Church and its four pillars. A more detailed curriculum guide is available in the school office.

## **New Testament (6<sup>th</sup>-7<sup>th</sup> Grades)**

### **Required Core Theology Class**

The curriculum for this course is based on the life of Jesus and again uses themes such as miracles, healings, teachings, suffering, death and resurrection, to name a few. Each of these themes reach back into the Old Testament and show how a continuous story has been told. This then is applied to Church teaching and life experience with a cameo life-story of a saint that exemplifies this theme.

## **Old Testament (6<sup>th</sup>-7<sup>th</sup> Grades)**

### **Required Core Theology Class**

In this course students focus on the Old Testament with connection by theme to the New Testament and what the Church teaches within that theme. We then apply it to real life as in the life of a saint. Each chapter uses a similar process throughout the curriculum.

## **Religion 8 (8<sup>th</sup> Grade)**

### **Required Core Theology Class**

In Religion 8 students will study Church history with its reflection back into both the Hebrew and Christian Testaments and related Church teaching and again a saint whose life helps us to put the theme into perspective in our lives.

# **Mathematics**

## **Math 6 (6<sup>th</sup> Grade)**

Provides the foundation for middle school mathematics.

Instruction will focus on six critical areas: (1) completing understanding of division of fractions and extending the system of rational numbers to include negative numbers; (2) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (3) writing and evaluating algebraic expressions; (4) writing and solving one-step equation and inequalities; (5) developing understanding of relationships among shapes to determine area, surface area, and volume and (6) developing understanding of statistical thinking by analyzing and displaying data distributions.

## **Math 7 (6<sup>th</sup>-7<sup>th</sup> Grades)**

Builds on the skills and concepts developed in 6th grade math.

Instructional time will focus on six critical areas: (1) developing understanding of and applying proportional relationships; (2) develop an understanding of absolute value to solve problems involving integers; (3) developing understanding of operations with rational numbers and working with expressions and linear equations; (4) working with two- and three-dimensional shapes to solve problems involving scale drawings, area, surface area, and volume; (5) drawing inferences about populations based on samples and (6) developing an understanding of simple probability models and using them to make predictions.

### Pre-Algebra (7<sup>th</sup>-8<sup>th</sup> Grades)

Provides a foundation for the development of skills necessary for Algebra I. Instructional time will focus on five critical areas: (1) formulating and reasoning about equations, including modeling an association in bivariate data with a linear equation, inequalities and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem; (4) extending the number system to include irrational numbers and (5) develop an understanding of exponential properties to simplify expressions and apply them to scientific notation.

### Algebra I (7<sup>th</sup>-8<sup>th</sup> Grades)

The fundamental purpose of this course is to formalize and extend the lessons that students learned in Pre-Algebra. Students will explore many examples of functions, compare key characteristics of these functions, and translate between graphical, numerical and symbolic representations of them. Students will create and solve equations and inequalities, systems of equations involving linear and quadratic expressions, extend the laws of exponents to rational exponents and compare/contrast linear and exponential functions. Students will use regression techniques to describe linear relationships between quantities and use technology as an instructional tool throughout the course as they explore and make sense of problems in real-world context. Students taking this course should be highly motivated, goal-oriented, and willing to devote an appropriate amount of time to mathematics.

## **English**

### ELA (English Language Arts) 6 (6<sup>th</sup> Grade)

#### **Required Core English Class**

This course follows the Missouri State Standards for language arts and encompasses reading, vocabulary, spelling, writing, and grammar. Students are presented with a variety of literature that includes fiction, non-fiction and poetry. The class will read one novel per quarter as well as another novel of their choice. Students will respond to the literature through writing, oral discussions, art and other forms of media. Grammar instruction is integrated with the literature book and is enhanced with daily instruction. Focused concepts in this course include simple, complex, and compound sentences, parts of speech, and learning Greek and Latin roots/affixes. Writing assignments include daily journal entries, creative writing, and essays.

### ELA 7 (7<sup>th</sup> Grade)

#### **Required Core English Class**

In 7th grade, students review and enhance the items previously learned in grade 6. Students also increase their knowledge in punctuation, phrases and clauses and figures of speech. The course follows the Missouri State Standards for language arts and encompasses reading, vocabulary, spelling, writing, and grammar. Students are presented with a variety of literature that includes fiction, non-fiction and poetry. The class will read one novel per quarter as well as another novel of their choice. Students respond to the literature through writing, oral discussions, art and other forms of media.

## ELA 8 (8<sup>th</sup> Grade)

### **Required Core English Class**

Following the Missouri State Standards for language arts and encompasses reading, vocabulary, spelling, writing, and grammar students continue to build upon what they've learned in grades 6 and 7. During 8th grade additional grammar concepts that include gerunds, participles, and infinitives are introduced. Students are presented with a variety of literature that includes fiction, non-fiction, and poetry. The class read one novel per quarter as well as another novel of their choice. Students respond to the literature through writing, oral discussions, art, and other forms of media.

### **English Electives**

#### Yearbook (6<sup>th</sup>-8<sup>th</sup> Grades)

The production of the yearbook is open to all students. An application process with teacher recommendations is required. Students are responsible for all aspects of yearbook production: photography, design, text, marketing and business. Production begins 2nd quarter with submission date of last day of 3rd quarter.

#### Historical Fiction Novel Study (6<sup>th</sup>-8<sup>th</sup> Grades)

This elective consists of historical fiction novel studies (paired with Social Studies topics). Discussion and activities related to novels will be conducted.

##### Possible book titles:

*Chains* by Laurie Halse Anderson

*The Evolution of Calpurnia Tate* by Jacqueline Kelly

*Roll of Thunder, Hear My Cry* by Mildred D. Taylor

*Crispin: The Cross of Lead* by Avi

#### Fairy Tales: Deconstructed, Fractured, and Just Plain Fun (6<sup>th</sup>-8<sup>th</sup> Grades)

This elective will "deconstruct" familiar fairy tales by comparing and analyzing different versions (contemporary, cultural, futuristic). Studies will be conducted with both book and movie formats and will include discussion/activities. Students will write their own fairy tale/children's book utilizing techniques found in fairy tale stories.

#### Creative Writing (6<sup>th</sup>-8<sup>th</sup> Grades)

This elective is for students who love to write creatively. Students will be guided in the writing processes for multiple genres (poetry, fantasy, graphic novels, etc) through writing workshops.

#### Books to Movies (6<sup>th</sup>-8<sup>th</sup> Grades)

This elective will study book to movie adaptations. Students will analyze differences/similarities through discussion, debate, and activities. This elective will also focus on perfecting speaking and listening skills.

##### Possible titles:

*Maze Runner* by James Dashner

*Freak the Mighty* by Rodman Philbrick

*Middle School: The Worst Years of My Life* by James Patterson

## **Science**

### Life Science/Advanced Life Science (6<sup>th</sup>-7<sup>th</sup> Grades)

#### **Required Core Science Class**

Overarching concepts are determined by Missouri State Standards as well as Next Generation Science Standards. The concepts studied include fundamentals of life, development of living organisms (plants and animals), and human body systems interactions. Genetics and heredity are also explored. Hands-on labs are utilized to reinforce and solidify concepts. Scientific Inquiry skills introduced are practiced with individual participation in a science fair project. Finally, engineering design continues to be explored in which students engage in activities that require a problem to be solved through the development of an object, tool, process, or system.

### Earth Science/Advanced Earth Science (6<sup>th</sup>-7<sup>th</sup> Grades)

#### **Required Core Science Class**

Overarching concepts are determined by Missouri State Standards as well as Next Generation Science Standards. These concepts include changes in the Earth's materials and surface (rocks, minerals, and fossils) and weather and climate (water cycle, atmosphere, and climate). Earth's place in the universe is also explored with focus on the Earth-sun-moon system. Hands-on labs are utilized to reinforce and solidify concepts. Science skills such as gathering evidence through observation and data collection, experimental design, analyzing data and graphing, and inferring conclusions based on data are introduced through scientific inquiry. These skills are reinforced with class participation in a science fair project. Finally, engineering design is explored in which students engage in activities that require a problem to be solved through the development of an object, tool, process, or system.

### Physical Science/Advanced Physical Science (8<sup>th</sup> Grade)

#### **Required Core Science Class**

Overarching concepts are determined by Missouri State Standards as well as Next Generation Science Standards. These concepts include properties of matter and its Interactions in which properties of matter are identified, compared, and described. Force and motion (energy, forces, and motion) are also studied. Hands-on labs are utilized to reinforce and solidify concepts. Scientific inquiry skills are perfected with individual participation in a Science Fair project. Engineering design continues to be explored in which students engage in activities that require a problem to be solved through the development of an object, tool, process, system, or prototype.

## **Social Studies**

### World History (6<sup>th</sup> Grade)

#### **Required Core Social Studies Class**

In world history students learn about geography and ancient civilizations, beginning with prehistoric man up through 1500 AD. Ancient cultures on every continent except Australia and Antarctica will be examined. Students will learn how geography influences culture and the relationships between individuals, groups and institutions. Students will learn how to use maps, graphs, and timelines.

### United States History to 1877 (7<sup>th</sup>-8<sup>th</sup> Grade)

#### **Required Core Social Studies Class**

Students will use skills of historical and geographical analysis to explore the early history of the United States and understand ideas and events that strengthened the union. Students will continue to learn fundamental concepts in civics, economics, and geography as they study United States history in chronological sequence and learn about change and continuity in our history. They also will study documents and speeches that laid the foundation of American ideals and institutions and will examine the everyday life of people at different times in the country's history with primary and secondary sources.

### American History (7<sup>th</sup>-8<sup>th</sup> Grade)

#### **Required Core Social Studies Class**

Students will continue to use skills of historical and geographical analysis as they examine American history since 1877. Students will continue to learn fundamental concepts in civics, economics, and geography within the context of United States history. Political, economic, and social challenges facing the nation reunited after civil war will be examined chronologically as students develop an understanding of how the American experience shaped the world political and economic landscape.

## **Practical Arts**

### Basics of Finance (6<sup>th</sup>-8<sup>th</sup> Grades)

Students will focus on counting and making change, counting a cash drawer, creating a budget, balancing a checkbook, filling out deposit slips, fixed/variable expenses, figure gross/net pay, writing checks. Students will go through the process of building a budget for their family, including paying for college, loss of jobs, purchasing a car, and setting money aside for retirement. Students will have to make financial decision based on scenarios presented in class.

### You Want Me to Communicate?? (6<sup>th</sup>-8<sup>th</sup> Grades)

Students will learn how to handle difficult situations and how to approach them in a professional manner. They will learn how to dress professionally, shake hands, communicate through mouth, email, letters, and text. Students will also learn the basic soft skills that employers will want in their employees, but that are also good to have while in high school, such as time management, communication, organization, team player, confidence, and positive attitudes.

### Computer Applications (6<sup>th</sup>-8<sup>th</sup> Grades)

Students will learn the basics of Microsoft Word, Excel, and PowerPoint. This will include how to write a business letter and address an envelope, mail merge, functions, advertisements, flyers, and presentations both on the computer and in person. Students will utilize different aspects of Microsoft Office and how to use them effectively.

### Career Explorations (Mandatory for 8<sup>th</sup> grade students)

This is an introductory course designed to assist students in (a) discovering their personal strengths and abilities, (b) understanding opportunities available to them in different career areas, and (c) practicing skills necessary to excel in the workforce and in postsecondary learning. Upon completion of this course, proficient students will know and exhibit soft skills (e.g. teamwork, creative thinking, and problem solving), as well as more technical skills (e.g. resume building and written communications) related to career exploration and experience. Students will also learn about and be exposed to existing Career and Technical Education (CTE) pathways and elective focus options within a high school setting and will learn how to successfully transition into a district recognized career academy or program of study.

# **Fine Arts**

## **Drawing (6th-8th Grades)**

This course teaches the basics of drawing. We will build on drawing skills and learn new techniques. This will include: Graphite pencil, pastels, chalk, charcoal and scratch-art board.

## **Painting (6th-8th Grades)**

This course begins with acrylic painting. Students should be able to complete 4 paintings in 9 weeks. The unit will consist of Realism, Abstraction, Expressionism and Impressionism. This may include watercolor if time allows.

## **Ceramics (6th-8th Grades)**

Students will spend this course learning hand building techniques. This includes pinch, coil and slab methods. We will create meaningful pieces using each process.

## **Pottery (6th-8th Grades)**

This course will be devoted to learning basic pottery wheel techniques. Students will be required to learn proper centering, pulling walls, and finishing a piece. We will also learn proper care and clean-up of wheel tools. Each student will be required to create a dinnerware set, (plate, bowl and goblet).

## **Sculpture (6th-8th Grades)**

The first nine weeks students will learn the process of assemblage art/sculpture. Assemblage is a 3-dimensional art form that consists of elements being projecting outward from an armature. (Also includes kinetic art). This will include, but not limited to, wood, paper mache, plaster, wire and found objects. The second nine weeks we will focus on subtractive sculpture. The subtractive method is the oldest form of sculpture that involves removing material. This will include some of the following materials: wood, soapstone, foam and clay.

## **Printmaking (6th-8th Grades)**

Students will learn the basics of printmaking, simply put, transferring an image to another surface. This will include lino-cut, wood-block, styrofoam, collagraph and stamping. This class may include some basic photography techniques as well.

## **Musical Theater (6th-8th Grades)**

This all-encompassing introduction to theatre arts will serve new young artists as they take their first steps towards understanding “the basics” of theatre. We will cover the core components of the theatre machine: acting, directing, playwriting, and technical theatre. By understanding the inner workings of these concepts and practices, we will also expand our knowledge of theatre history. Students in this course will take part in a musical production.

## **Jr. High Show Choir (6th-8th Grades)**

Show Choir focuses on the performance of vocal music in the popular idiom. Emphasis is placed on developing appropriate vocal technique, choreography and stage presence to create an overall performance.

## **Music Development (6th-8th Grades)**

Students who are enrolled in musical instrument lessons can enroll in this course and take the opportunity to practice their pieces. The instructor of this course will provide feedback and assist the student in their musical development.

### Dance (6th-8th Grades)

This course is designed to give students the opportunity to learn the beginning skills of dance while improving their techniques, poise, self-confidence and creative ability. Students will choreograph and dance in class presentations. Through their own dance compositions and expressions, students explore the creative process, translating ideas, thoughts, and feelings into original pieces of choreography. They also study dance forms from many cultures and time periods in cultural and historical context. The vocabulary of dance includes the basic elements of time, space, and force or energy. Students grow in understanding dance and its elements through direct experience.

### Piano Class (6th-8th Grades)

This course is designed for students who wish to develop basic piano playing skills or expand on their existing skills. Time in class will be spent both on and off the keyboards. While playing, students will be working individually and in small groups to master the techniques of playing and to learn pieces. There will also be time spent in group instruction on musical notation and theory.

## **Foreign Languages**

### Spanish (6th-8th Grades)

The Spanish curriculum is an expansion of K-6 and a bridge to high school Spanish I. We learn common phrases, sentence structures, conjugating present tense verbs, both regular and irregular, and a basic vocabulary. Our learning style in this curriculum is the cloze method where we have a controlled vocabulary, so that students gain familiarity with common words and phrases.

Our curriculum also expands to include famous Hispanic Americans, learning about countries where Spanish is an official language, culture and history of these countries as well as the food. Students who study this seriously will do well in many situations where Spanish is spoken. We welcome native speakers as guests.

### Spanish I: High School Credit (8<sup>th</sup> grade students may choose this elective for high school credit)

The first year introduces students to basic vocabulary and grammar. This includes the ability to read, write, listen and speak at the beginning level. The course covers present tense verbs as well as stem changing, irregular, and a start on preterit tense verbs. Also covered are major parts of speech including nouns, verbs, adjectives, prepositions and the formation of questions. Cultural concepts are incorporated in the text which are supplemented with reports and lectures. The class requires participation in oral and written exercises, paired and group work. Students will be expected to present a paper and oral presentations (in English) to specific guidelines.

# **Health Physical Education**

## **Health 7 (Mandatory for 7<sup>th</sup> Grade Students)**

This course will provide students an opportunity to develop an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and well-being of self and others. Students will identify the factors that contribute to sustaining physical, mental, and emotional health. The importance of establishing personal core values, strengthening personal relationships, and resisting negative influences are emphasized as students examine the signs of abuse of drugs, alcohol, and tobacco, as well as methods to eliminate risky behaviors from their own lives.

This course will focus on the following key points:

- Building Healthy Relationships
- Building Character
- Bullying and Prevention
- Conflict Resolution and Violence Prevention
- Personal Health Care
- Health and Wellness
- Physical Activity
- Nutrition
- Eating Disorders

## **Health 8 (Mandatory for 8<sup>th</sup> Grade Students)**

This course will provide students an opportunity to develop an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and well-being of self and others. Students will identify the factors that contribute to sustaining physical, mental, and emotional health. The importance of establishing personal core values, strengthening personal relationships, and resisting negative influences are emphasized as students examine the signs of abuse of drugs, alcohol, and tobacco, as well as methods to eliminate risky behaviors from their own lives.

This course will focus on the following key points:

- Drugs, Alcohol, and Tobacco
- Mental and Emotional Health and Disorders
- Communicable and Non-communicable Diseases
- Body Systems
- Safety – First Aid and CPR

## **Physical Education (6<sup>th</sup>-8<sup>th</sup> Grade)**

Students enhance their quality of life by participating in a complete physical exercise program. It will also give students essential knowledge which will help improve and maintain their health. Students will learn that physical education covers a wide variety of physical fitness activities, as well as, developmental games and sports. These activities offer each student social and recreational benefits which will be useful throughout their lives. Areas of instruction include volleyball, pickle ball, badminton, basketball, floor hockey, kickball, softball/whiffle ball, and frisbee games.

## **Strength and Conditioning (8<sup>th</sup> Grade)**

The goal of this class is to expose the students to strength training and conditioning in a safe environment so that they may continue to use the knowledge and skills necessary to lead a healthy and fit life. Each student's success in this class will depend primarily on their individual daily participation and commitment to their strength training and conditioning program. This class will have the emphasis on strength training but will also incorporate a variety of other exercise and training modalities including plyometrics, speed & agility training, and CrossFit.