



OAK MOUNTAIN
A C A D E M Y

LOWER SCHOOL CURRICULUM GUIDE 2011-2012

OAK MOUNTAIN ACADEMY LOWER SCHOOL CURRICULUM GUIDE

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OAK MOUNTAIN
A C A D E M Y

PRE- KINDERGARTEN

SAIS SACSCASI
SAIS-SACS Dual Accredited School 2006-2011

MATH - PRE-K: Melanie Adams

COURSE CONTENT:

The goal of this curriculum is to provide the opportunity for children to participate in a wide variety of mathematics activities. Children will learn through hands-on experiences, discussion, exploration, and oral/written practice. The children will learn about the calendar and practice counting, patterning, telling time, and counting money.

Some of the concepts and skills taught are counting by 1's, 2's, 5's, and 10's; acting out and finding answers for addition and subtraction story problems; identifying shapes and solids; covering and reducing designs; telling time to the hour; measuring and comparing objects; identifying halves; and creating and reading graphs.

OBJECTIVES:

- To identify and name the days of the week
- To identify the month, date, and the year
- To identify the next number in a sequence
- To identify numbers on a hundred number chart
- To identify, read, create and extend an AB, ABB, ABC, AABB and ABBC color pattern
- To be able to count by 1's, 5's and 10's
- To be able to count to 100
- To count objects in a set
- To identify missing numbers (1-30) on a hundred number chart
- To identify squares, triangles, trapezoids, parallelograms, rectangles, hexagons
- To identify small, medium and large shapes
- To order objects by size
- To identify yesterday, today and tomorrow
- To find the value of a set of pennies, nickels, or dimes
- To be able to estimate, count, and group by 10's
- To tell time to the hour
- To show time to the hour on a clock
- To identify a number that is one more or one less than a given number
- To name the months of the year and the days of the week
- To identify the number of days in a week and the number of months in a year
- To match sets of objects using one-to-one correspondence
- To be able to name a shape piece using three attributes (shape, color, and size)
- To identify before, after, and between
- To be able to weigh objects and order objects by weight
- To identify full, half full, and empty containers
- To compare length, identifying shorter and longer
- Thru stories learn concepts such as: some, some more, and some went away.
- To be able to make shapes on a geo-board
- To be able to copy line segments, shapes, and designs on a geo-board
- To understand and be able to graph objects

- To identify ordinal positions
- To identify a cube
- To be able to match a number card (0-10) to a set of objects
- To explore tangrams
- To be able to identify the time of day as morning, afternoon, or evening

TEXT AND MATERIALS:

Saxon Publishers' Math K, C 2004

METHODS OF INSTRUCTION:

- Whole group
- One-on-One
- Small groups
- Teacher Modeling
- Hands-on Activities

METHODS OF EVALUATION:

Saxon Lesson Assessments

LANGUAGE ARTS - PRE-K: Melanie Adams

COURSE CONTENT:

Children's experiences with oral and written language during pre-kindergarten lay the foundation for their later successes as readers and writers. For example the children will learn that books have titles, authors, and illustrators and that stories have beginnings, middles, and ends. They also learn how print moves across and down a page. An important foundation for early reading is phonological awareness – recognizing and making rhymes of words. The following skills are also addressed: relationship of spoken sounds to written letters, oral blending of sounds into spoken words, and different literary forms such as stories, poems, folktales, etc. Reading Comprehension and early writing begins here. Vocabulary, thinking and speaking skills will be developed through weekly lessons using a friendly parrot puppet.

OBJECTIVES:

- To recognize and understand the conventions of print and books
- To distinguish between capital and lowercase letters
- To follow left-to-right, top-to-bottom progression
- To know letter recognition and formation
- To recognize a letter as a unit of print
- To understand that print conveys meaning
- To understand page numbering
- To understand the relationship between picture and text
- To understand the relationship between spoken and printed language
- To know where to find the table of contents
- To be able to count the number of letters in a word
- To be able to define vocabulary words through examples
- To have an understanding and usage of rhyming words
- To say complete sentences with action verbs
- To say sentences with subject/verb agreement in the present tense
- To say describing sentences with linking verbs and adjectives
- To ask complete questions verbally using question words
- To answer questions verbally with complete statements
- To use oral blending: words/word parts
- To use oral blending: initial consonants/blends
- To use oral blending: final consonants
- To use oral blending: syllables
- To understand segmentation: initial consonants/blends
- To understand segmentation: words/word parts
- To recognize rhyming words
- To be able to make predictions and confirm predictions
- To be able to summarize/retell stories
- To be able to classify and categorize
- To compare and contrast
- To have a knowledge of various genres

To understand the difference between reality/fantasy
To be able to identify characters in a story
To be able to retail events in a story in sequential order
To be able to read high frequency words (sight words)
To be able to use time and order words (creating sequence)
To wait for turn to speak
To listen to and look at the person speaking
To respond to general questions and comments appropriately during class discussions
To follow directions
To be able to respond appropriately to speaker
To participate in group discussions
To describe ideas and feelings with group
To increase vocabulary words and meanings

TEXT AND MATERIALS:

SRA McGraw-Hill, Open Court Reading, C 2003
Word Time, Handwriting without Tears, C 2010

METHODS OF INSTRUCTION:

Whole group
One-on-One
Small group
Songs
Teacher Modeling
Peer Modeling
Hands-on activities

METHODS OF EVALUATION:

Open Court Unit Assessments

Songs
Art Projects

METHODS OF EVALUATION:

Daily Oral Language (DOL) quizzes
Daily assignments
Short presentations

HANDWRITING - PRE-K: Melanie Adams

COURSE CONTENT:

This developmentally-based Pre-Kindergarten curriculum uses a wonderful variety of manipulatives to assist in the development of small muscles in a child's hand. It also uses finger plays and music to unlock a child's language, following directions, rhyming, positioning of letters. Children learn the size, shape and position concepts with the wood pieces to then build letters. The importance of proper grip and finger strength is taught, starting with a good crayon grip. Each child has his/her own workbook, and will learn the correct printing of each letter.

OBJECTIVES:

- To progress from pre-strokes to shapes then capitals/numbers
- To have the proper crayon grip
- To have the proper pencil grip
- To understand that all capital letters start at the top
- To be able to have an understanding of letter formation and remember the form
- To use fine and gross motor control activities through song
- To develop social skills
- To develop language proficiency skills
- To use multisensory lessons for letter, word, and sentence practice
- To use large step-by-step instructions with fun illustrations
- To learn through the use of a natural, developmental progression of letter lessons

TEXT AND MATERIALS:

Handwriting without Tears, C 2008

METHODS OF INSTRUCTION:

- Whole group
- One-on-One
- Small group
- Songs

METHODS OF EVALUATION:

Handwriting without Tears Assessment



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KINDERGARTEN



KINDERGARTEN MATHEMATICS: Marie Petway

COURSE CONTENT:

The goal of mathematics in the kindergarten classroom is to provide children with the core skills that serve as the basis for learning basic mathematics skills. The Georgia State Standards are woven into the curriculum.

OBJECTIVES:

- To count to 100 by ones, twos, fives, and tens
- To write numbers to 100
- To use manipulatives to demonstrate skills presented
- To follow the Saxon Math curriculum at the first grade level
- To master basic addition and subtraction facts
- To solve word problems through illustrations and using addition and subtraction problems
- To measure, make patterns, graph and identify shapes
- To identify coins and count money up to \$1.00
- To use place value (hundreds, tens, ones) when counting, adding or subtracting numbers
- To use a calendar to teach days, months, and writing the date

TEXT AND MATERIALS:

- Saxon Math*, 1st grade level
- Manipulatives (example: Unifix cubes, pattern blocks, geoboards)

METHODS OF INSTRUCTION:

- Whole group instruction
- Small group instruction
- Individualized instruction
- Use of hands-on materials

METHODS OF EVALUATION:

- Saxon Math* assessments
- Observation
- Individual assessment - orally

KINDERGARTEN READING: Marie Petway

COURSE CONTENT:

The goal of reading in the kindergarten classroom is to provide children with the core skills that serve as the basis for learning to read. The Georgia State Standards are woven into the curriculum. Children are able to accelerate individually at their own level with support from the teacher.

OBJECTIVES:

- To master recognition of upper and lower case letters
- To develop phonemic awareness of letters
- To blend sounds together to make words
- To identify and produce rhyming words
- To master sight words presented in the Open Court reading series
- To accelerate student's reading, work in a notebook containing
 - Dolch Words and teacher written sentences
- To work with nouns, verbs, compound words, blends, digraphs, and comprehension skills geared to
 - individualized instruction

TEXT AND MATERIALS:

- Open Court* Reading Series
- Dolch Word List
- Teacher-made lists and sentences to supplement the Dolch Words

METHODS OF INSTRUCTION:

- Whole group instruction
- Small group instruction
- Individualized instruction
- Peer partners
- Reading Buddies
- Supplemental readers at student's level

METHODS OF EVALUATION:

- Weekly assessments of sight words
- Daily assignments
- Reading individually to teacher
- Name letter sounds

KINDERGARTEN SCIENCE: Marie Petway

COURSE CONTENT:

The goal of science in the kindergarten classroom is to provide children with the core skills that serve as the basis for learning basic science skills. The Georgia State Standards are woven into the curriculum.

OBJECTIVES:

- To demonstrate the use of observations, measurements and tools in scientific activities
- To name and demonstrate the use of the five senses
- To learn characteristics of the day and night sky
- To learn the characteristic of gravity
- To use the senses to describe physical attributes of rocks and soil
- To compare similarities and differences of plants
- To compare similarities and differences in animals
- To identify motions of force

TEXT AND MATERIALS:

- Georgia Performance Standards
- Teacher-developed units

METHODS OF INSTRUCTION:

- Whole group instruction
- Science lab twice a week
- Field trips to enhance study
- Use of hands-on materials

METHODS OF EVALUATION:

- Observation
- Participation in experiments
- Participation in class discussions

KINDERGARTEN SOCIAL STUDIES: Marie Petway

COURSE CONTENT:

The goal of social studies in the kindergarten classroom is to provide children with the core skills that serve as the basis for learning basic social studies skills. The Georgia State Standards are woven into the curriculum.

OBJECTIVES:

- To learn basic map and globe skills
- To identify national holidays and celebrations
- To identify American symbols and their meaning
- To learn positive character traits
- To describe the work done by various community helpers
- To explain how money is used for goods and services
- To determine the difference between wants and needs
- To name our president, governor, address, city, state, and country
- To learn about the diverse cultures in our nation and world

TEXT AND MATERIALS:

- Georgia Performance Standards
- Teacher-developed units

METHODS OF INSTRUCTION:

- Whole group instruction
- Field trips to enhance study
- Use of hands-on materials

METHODS OF EVALUATION:

- Observation
- Participation in class discussions



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1ST GRADE



MATH 1: Elise L. Powers

COURSE CONTENT:

The goal of this class is to expand student understanding in basic math concepts. The instruction reinforces the skills needed to continue previously learned concepts while teaching new concepts.

OBJECTIVES:

- To identify the attributes of pattern blocks and repeating patterns
- To identify missing numbers or shapes in patterns
- To read, write, and identify numbers to 100
- To identify numbers to the left and right on a 100-number chart
- To find a missing number on a piece of a hundred number chart
- To recognize place values: ones, tens, and hundreds
- To recognize even and odd numerals
- To recognize less than, more than, and equal to
- To use comparison symbols in number sentences
- To recognize ordinal position to the twelfth position
- To identify horizontal, vertical, and oblique lines
- To identify some, some more stories-to 50
- To identify some, some went away stories-to 50
- To sort common geometric shapes by attribute
- To divide a shape in half in two or more ways
- To divide a whole into halves, fourths, and eighths
- To recognize fractional parts of a whole
- To recognize polygons, symmetrical shapes, and congruent shapes
- To identify weekdays and days of the weekend
- To identify coins
- To count quarters, dimes, nickels, and pennies
- To trade coins for nickels, dimes, quarters, and a dollar
- To use tally marks to keep a count and record information
- To measure a line segment to nearest inch and centimeter
- To measure and find perimeter
- To read a thermometer to the nearest 10 degree mark
- To read a thermometer to the nearest 2 degree mark
- To use numbers in a fact family to complete addition and subtraction problems
- To complete addition facts: doubles to 18
- To number a clock face
- To recognize and estimate time to the hour, half hour, and minute
- To identify one hour ago and one hour from now
- To create, draw, and read pictographs, bar graphs, and Venn diagrams.
- To weigh objects using nonstandard units
- To measure ingredients for a recipe

TEXT AND MATERIALS:

Saxon MATH 1/2, Saxon Publishers
Saxon Manipulatives, Saxon Publishers
Saxon Charts and Graphs, Saxon Publishers
Saxon Math Office, Saxon Publishers

METHODS OF INSTRUCTION:

Math Meeting
Saxon Math Manipulatives
Teacher examples on the board
Student work on the board
Curriculum number counting sheets
Curriculum charts
Curriculum graphs
Wrap-ups
Flash Cards

METHODS OF EVALUATION:

Student work on the board
Teacher prompted questions
Student answers
Classwork
Homework
Math Masters
Fact Assessments
Written Assessments

LANGUAGE ARTS 1: Elise L. Powers

COURSE CONTENT:

The goal of this class is to expand an understanding of grammar, usage, mechanics, and beginning language skills. The class will aid in the building of foundational skills in phonics, writing, vocabulary, comprehension, and language arts.

OBJECTIVES:

- To print with appropriate spacing between words
- To use commas in a series of words
- To answer story questions using complete sentences
- To apply letter sound rules to decode new words in writing
- To use grade-level or higher-leveled words with multiple meanings when writing
- To write with root and base words in text
- To write contractions and demonstrate an understanding of word meaning
- To write a story about a topic by planning, reviewing, correcting, and illustrating
- To write for pleasure and information
- To be aware of neatness and correctness in writing
- To describe an experience in writing
- To use writing to tell a story
- To produce text through speaking and writing
- To make predictions about texts when writing and creating stories
- To write stories that include who, what, where, when, why, and how
- To reread writing, revise, add details, and edit
- To make journal entries regularly using the rules of writing

TEXT AND MATERIALS:

- Teacher's Manuals 1-10, *Open Court Reading*, SRA McGraw Hill
- Decodable Reading Books and Reading Books for Units 1-10-*Open Court Reading*, SRA McGraw Hill
- Language Arts Big Book, *Open Court Reading*, SRA McGraw Hill
- Phonics Skills, *Open Court Reading*, SRA McGraw Hill
- Comprehension and Language Arts Skills, *Open Court Reading*, SRA McGraw Hill
- Program and Unit Assessments 1-10, *Open Court Reading*, SRA McGraw Hill
- Challenge: Phonics Skills, *Open Court Reading*, SRA McGraw Hill
- Challenge: Comprehension and Language Arts Skills, *Open Court Reading*, SRA McGraw Hill
- Phonics –Level A*, Steck Vaughn

METHODS OF INSTRUCTION:

- Big Book Lessons
- Work on the board
- Lecture
- Class discussions
- Workbooks
- Writing examples

METHODS OF EVALUATION:

- Work on the board
- Writing answers on the board
- Using concepts correctly on workbook pages
- Using concepts correctly in journals
- Various writing projects
- Teacher-prompted questions
- Daily assignments
- Unit assessments

READING 1: Elise L. Powers

COURSE CONTENT:

The goal of this class is to develop a firm foundation in phonics and word attack skills. The instruction will aid a beginning reader in becoming a life-long reader. The class teaches and reinforces the skills needed to read books for pleasure or information.

OBJECTIVES:

- To continue building a bank of sight words
- To identify, repeat, read and spell beginning, middle, and end sounds in single syllable words
- To add, delete, or substitute beginning, middle, and end sounds to change words
- To generate the sounds for all letters and letter patterns, long and short
- To apply letter sound rules to decode new words
- To read grade-level or higher-leveled words with multiple meanings
- To read root and base words in text
- To read contractions and demonstrate understanding of word meanings
- To demonstrate ability to read orally with speed, accuracy, punctuation, and expression
- To self correct mistakes when necessary
- To make predictions when reading or listening
- To read, listen to, and discuss more complex stories
- To read for pleasure and information
- To use context clues to determine meaning
- To identify the main idea and details
- To identify from text: who, what, where, when, why, and how
- To use a table of contents, dictionary, and glossary to gain information

TEXT AND MATERIALS:

- Teacher's Manuals 1-10, *Open Court Reading*, SRA McGraw Hill
- Decodable Reading Books and Reading Books for Units 1-10-*Open Court Reading*, SRA McGraw Hill
- Program and Unit Assessments 1-10, *Open Court Reading*, SRA McGraw Hill
- Big Books 1-6, *Open Court Reading*, SRA McGraw Hill
- Leveled Readers, *Open Court Reading*, SRA McGraw Hill

METHODS OF INSTRUCTION:

- Reading as a class, in small groups, and individually
- Class discussions
- Discuss illustrations
- Creating drawings to review material
- Writing about the story
- Answering questions about material read

METHODS OF EVALUATION:

- Teacher-prompted discussions
- Teacher-prompted questions
- Student's comments referring to material read
- Writing about the stories
- Drawings about the stories
- Daily assignments
- Unit assessments

SPELLING 1: Elise L. Powers

COURSE CONTENT:

The goal of this class focuses on the different spelling rules. After learning the rules, students apply rules to word groups when spelling and writing across the curriculum.

OBJECTIVES:

- To use spellings in beginning, middle, and end sounds in single syllable words
- To use spelling rules for clues to determine spelling of words
- To add, delete, or substitute beginning, middle, and end sounds to change words
- To generate the sounds for all letters and letter patterns, long and short vowels
- To apply letter sound rules to spell new words
- To spell phonetically at or above grade level
- To spell grade level sight words or leveled words with multiple meanings
- To apply letter sound rules to decode new words in spelling
- To spell root and base words
- To spell contractions
- To use spelling words in context
- To use spelling words in sentences
- To use appropriate spacing between letters and words when spelling
- To use commas in a series of words spelled

TEXT AND MATERIALS:

- Spelling, Level 1*, Harcourt Brace
- Spelling, Level 2*, Harcourt Brace

METHODS OF INSTRUCTION:

- Writing spelling words on paper
- Writing spelling words with markers
- Writing spelling words in sentences
- Writing stories with spelling words
- Illustrating stories using spelling words
- Cooperative learning groups
- Crosswords using spelling words
- Spelling games
- Worksheets

METHODS OF EVALUATION:

- Teacher-prompted spellings on the board
- Teacher-prompted spelling aloud
- Students' work, Participation
- Daily assignments, Weekly spelling tests
- Bonus words or sentences

SCIENCE 1: Elise L. Powers

COURSE CONTENT:

The goal of this class is to provide a variety of inquiry experiences, foster conceptual understanding, and stimulate student interest in the world around them.

OBJECTIVES:

- To explore the basic needs of plants
- To observe the parts of a plant
- To explore seeds and flowers
- To identify the basic types of weather and the characteristics of each
- To explore different weather instruments
- To identify the seasons and how they differ
- To recognize sources of light
- To explain how shadows are made
- To make observations about light
- To investigate how vibrations produce sound
- To differentiate high and low pitches
- To discuss emergency sounds using the world around us
- To demonstrate how magnets attract and repel
- To develop hypotheses and test data

TEXT AND MATERIALS:

Science, A Closer Look, Macmillan/McGraw-Hill

METHODS OF INSTRUCTION:

- Reading as a class and individually
- Class experiments and discussions
- Discussions of illustrations
- Creating drawings to review material
- Answering questions about material read

METHODS OF EVALUATION:

- Teacher-prompted discussions
- Teacher-prompted questions
- Students' comments referring to material read
- Participation
- Daily assignments
- Unit assessments

SOCIAL STUDIES 1: Elise L. Powers

COURSE CONTENT:

The goal of this class is to provide information, photographs, maps, and examples of actual history. A variety of time periods and areas from our world are used to stimulate student interest and spark inquiry.

OBJECTIVES:

- To observe and discuss the neighborhoods in our own areas
- To observe maps and interpret map keys
- To discuss families and friends
- To explore how the terms *alike* and *different* are used
- To explore the meaning of citizenship
- To explore voting
- To explore jobs providing goods or services
- To explore money
- To understand needs and wants
- To explore land and water
- To explore weather
- To explore directions: north, south, east, and west
- To explore natural resources
- To explore early Americans
- To explore American celebrations and holidays

TEXT AND MATERIALS:

- MY WORLD, Adventures in Time and Place*, McGraw-Hill (Teacher's Manual),
National Geographic Society
- MY WORLD, Adventures in Time and Place*, Student Edition, McGraw-Hill
- MY WORLD, Adventures in Time and Place*, Student Practice Book, McGraw-Hill
- MY WORLD, Adventures in Time and Place*, Assessment Book, McGraw-Hill

METHODS OF INSTRUCTION:

- Reading as a class and individually
- Class discussions
- Discussion of illustrations
- Creating drawings to review material

ETHODS OF EVALUATION:

- Teacher-prompted discussions and questions
- Students' responses referring to material read
- Participation
- Daily assignments
- Special projects
- Practice Book
- Unit assessments



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2ND GRADE



MATH 2 – Delisa Gledhill

COURSE CONTENT:

Saxon Mathematics is a success-oriented program that enables children to develop a solid foundation in the basic concepts of all areas of mathematics. The program builds on prior learning and is presented in increments, with time provided to practice the concepts. These concepts are taught throughout the year to maintain learning. A variety of teaching methods are used, including but not limited to, memorization of basic math facts, the use of manipulatives, problem solving, and group learning.

OBJECTIVES:

- To learn basic addition, subtraction, and multiplication facts
- To understand single-digit division
- To tell time to the hour, half hour, and minutes; elapsed time
- To read a graph
- To learn adding and subtracting up to three digits with and without regrouping
- To order numbers
- To read numbers to the billions
- To understand and recognize geometrical concepts such as; segments, lines, congruent figures, polygons, perimeter, area
- To count money and write money amounts
- To measure using the standard system of measurement and the Metric system
- To determine and write place values to the thousands
- To understand square roots

TEXT AND MATERIALS:

- Saxon 3*; Saxon Publishers
- Math Manipulatives, including, but not limited to, a thermometer, clock, wrap-ups, student materials, which are included with the program

METHODS OF INSTRUCTION:

- Whole Group
- Small Group
- Independent help as needed

METHODS OF EVALUATION:

- Fact quizzes every five lessons
- Written assessment every five lessons
- Two homework grades given per week

LANGUAGE ARTS 2: Delisa Gledhill

COURSE CONTENT:

Students learn through direct instruction, guided practice, and application of skills using the research-based program *Open Court Reading*. Students apply skills in oral reading and silent reading, using context clues and phonics. They are encouraged to use reading strategies that provide practice and build fluency and comprehension. Students are also given daily practice in writing and grammar in order to strengthen grammar skills and writing techniques.

OBJECTIVES:

- To identify the parts of speech
- To understand the proper use of capitalization and punctuation
- To recognize regular and irregular plurals
- To develop the use of pronouns
- To understand prefixes and suffixes
- To identify types of sentences
- To read and write cursive writing
- To develop understanding of figurative language
- To recognize and write poetry
- To understand fiction
- To understand non-fiction
- To understand biographies
- To understand fairy Tales
- To be able to identify story elements
- To learn points of view
- To develop a sense of creative Writing

TEXT AND MATERIALS:

- Open Court Reading*-McGraw- Hill
- Daily Grams
- Folder Games

METHODS OF INSTRUCTION:

- Large-group activities
- Small-group activities
- Journaling
- Guided Instruction

METHODS OF EVALUATION:

- Weekly tests
- Unit tests
- Grammar quizzes
- Daily grades

SCIENCE 2 – Delisa Gledhill

COURSE CONTENT:

The goal of Science in second grade is to discover the wonders of science through a variety of experiments inside, as well as outside, the classroom. The students use a textbook, field trips, and other means to develop an understanding of their world.

OBJECTIVES:

- To distinguish between living and non-living things
- To learn about plants and animals
- To group living things together using different similarities (physical characteristics, habitats, camouflage)
- To understand the changes of the earth over time (dinosaurs and fossils)
- To understand simple machines
- To understand the earth and sky
- To learn about insects
- To understand different habitats such as water habitats, woodlands, grasslands, rainforest

TEXT AND MATERIALS:

Discover the Wonder – Scott Foresman
Science Studies Weekly
Open Court Reading

METHODS OF INSTRUCTION:

- Class discussion
- Reading
- Small Groups
- Experiments
- Projects

METHODS OF EVALUATION:

- Participation/Class work Grades
- Test Grades
- Project Grades

SOCIAL STUDIES 2: Delisa Gledhill

COURSE CONTENT:

Second graders develop an awareness of themselves and the world. A variety of cultures represented in the classroom promotes the celebration of similarities and differences. The social studies skills learned are also integrated into the reading program.

OBJECTIVES:

- To compare the student's everyday life to life in other geographic locations
- To learn about families and ancestors
- To develop an understanding about special days and holidays and their origin
- To explore the cultures of the Georgia Creek and Cherokee tribes
- To compare students' lives to those of the Georgia Creek and Cherokee Indians
- To make connections between Georgia historical figures and the Creek and Cherokee people
- To locate major geographic regions of Georgia: Blue Ridge Region, the Piedmont, Coastal Plain, and the Appalachian Plateau
- To locate the major rivers of Georgia: Ocmulgee, Oconee, Altamaha, Savannah, St. Mary's, Chattahoochee, and Flint River
- To define the concept of government
- To understand the need for rules and laws in society
- To identify the roles of President, Governor, and Mayor
- To learn how historical figures demonstrate positive character traits
- To identify state and national capitol buildings and locate them on a map
- To understand supply and demand and make connections to costs of items
- To learn about goods and services, trading and purchasing
- To describe the costs and benefits of personal spending and saving choices

TEXT AND MATERIALS:

People Together, Adventures in Time and Place, McGraw Hill
Georgia Studies Weekly

METHODS OF INSTRUCTION:

- Small groups
- Class discussion
- Family projects
- Chapter reviews
- Field trips
- Class projects

METHODS OF EVALUATION:

- Project grades
- Participation



OAK MOUNTAIN
A C A D E M Y

3RD GRADE

SAIS SACSCASI
SAIS-SACS Dual Accredited School 2006-2011

MATH – 3: Susie Hobbs

COURSE CONTENT:

Concepts are divided into small increments so that every assignment and test is a cumulative review. Students are learning and retaining skills needed for the next level and experiencing success.

OBJECTIVES:

- To add and subtract whole numbers
- To estimate sums and differences
- To sequence, compare, order, and round whole numbers
- To recognize and use properties of addition and subtraction
- To use fact families in problem solving
- To utilize problem-solving strategies
- To determine place value to 10,000
- To read and write numbers through hundred millions
- To recognize a wide variety of numerical and geometric patterns
- To read scales
- To tell time, identify time in written form, and estimate time
- To determine elapsed time
- To determine length, width, weight, capacity, and temperature
- To find perimeter and volume
- To use arrays and models
- To identify mean, mode, median, and range of a group of numbers
- To classify two- and three-dimensional shapes
- To identify the radius and diameter of a circle
- To identify symmetrical, congruent, and similar figures
- To identify fractions, mixed numbers, and decimal equivalents
- To add and subtract fractions and decimals
- To multiply and divide
- To determine factors and multiples
- To multiply multi-digit numbers
- To divide multi-digit numbers
- To organize and interpret data from tables, graphs, and schedules
- To plot points on a grid
- To figure sales tax and count change back
- To study probability

TEXT AND MATERIALS:

Saxon Math

METHODS OF INSTRUCTION:

Teacher lecture
Hands-on manipulatives
Group work

METHODS OF EVALUATION:

Teacher observation
Daily homework/assignments
Unit tests

LANGUAGE ARTS 3: Susie Hobbs

COURSE CONTENT:

The students will develop grammar usage and mechanics skills, spelling and vocabulary skills, phonemic sound awareness, comprehension skills, critical thinking strategies, and writing skills using a variety of literature types.

OBJECTIVES:

- To identify relationships between pairs of words
- To use grade-level appropriate oral language to communicate effectively
- To use simple and complex sentences in writing
- To identify statements, questions, exclamations, and commands
- To use punctuation correctly
- To identify subjects and predicates
- To identify and use common and proper nouns, singular possessive nouns, plural possessive nouns, pronouns, and possessive pronouns
- To identify and use verbs, action verbs, present and past tense verbs, main verbs and helping verbs
- To identify and use adjectives, articles, compound words, synonyms and antonyms
- To identify and use homophones and contractions
- To identify and use adverbs correctly
- To identify base words, prefixes, suffixes, and inflectional endings
- To identify spelling patterns and different vowel combinations
- To write grammatically correct sentences, paragraphs and stories
- To develop details in writing a story
- To use the dictionary: guide words, definitions, pronunciation key
- To use cursive handwriting
- To write friendly letters
- To alphabetize words to the fourth letter
- To apply context clues to read unfamiliar words to increase fluency
- To become an active participant in the reading, writing, and listening process by responding to literature
- To identify main idea and supporting ideas, infer main idea, sequence of events, cause and effect, facts and opinions
- To make predictions, draw conclusions
- To classify and categorize, summarize, compare and contrast
- To identify author's purpose, point of view, and audience of story
- To make judgments and decisions
- To identify different types of literature
- To interpret graphic aids: charts, tables, maps, and diagrams
- To interpret figurative language: simile and metaphor
- To distinguish between realism and fantasy
- To use reference sources: encyclopedia and thesaurus

TEXT AND MATERIALS:

McGraw Hill Reading
HBJ Language
Easy Grammar-Grades 3 and 4
Daily Grams – Grade 3

METHODS OF INSTRUCTION:

Teacher Lecture
Class Discussion
Peer Work
Independent Study

METHODS OF EVALUATION

Unit Tests
Daily Assignments
Teacher Evaluation
Writing Projects

SCIENCE – 3: Susie Hobbs

COURSE CONTENT:

The students will study a variety of topics including living things, their habitats, Earth, energy and forces and how they relate to our world.

OBJECTIVES:

- To understand living things: plants and animals
- To identify and understand ecosystems
- To identify and understand the Earth's changes and resources
- To understand the Earth's weather systems
- To identify and study the planets, moon, and stars
- To study and understand the stages of matter
- To identify and understand forces and motion
- To study and understand the kinds of energy

TEXT AND MATERIALS:

Science: A Closer Look Macmillan McGraw-Hill
Materials for Science Lab

METHODS OF INSTRUCTION:

- Teacher lecture
- Class discussion
- Lab discoveries
- Group work

METHODS OF EVALUATION:

- Teacher observation
- Daily assignments
- Unit tests

SOCIAL STUDIES – 3: Susie Hobbs

COURSE CONTENT:

The students will study a wide variety of topics exploring the past and present, relating that study to the world and their own communities.

OBJECTIVES:

- To use maps, globes, diagrams and graphs
- To identify continents, landforms, bodies of water, hemispheres, and regions of the United States
- To identify natural resources
- To identify regional climates
- To identify cities and towns; rural, urban, and suburban communities
- To study Native American culture
- To study European exploration, settlement, and colonization
- To identify basic needs
- To identify goods and services, transportation, and trade
- To study community governments, our country's government, good citizenship
- To study jobs and the economy

TEXT AND MATERIALS:

McGraw Hill Communities in Time and Place
Hands-on Manipulatives

METHODS OF INSTRUCTION:

- Teacher lecture
- Class discussion
- Group work
- Parent-assisted projects

METHODS OF EVALUATION:

- Teacher observation
- Daily and project assignments
- Unit tests



OAK MOUNTAIN
A C A D E M Y

4TH GRADE



MATH 4 and 5: Sue Nolen

COURSE CONTENT:

Saxon Math focuses on student success through incremental development and continual review. Topics are developed in small steps and spread over time. Through continual review, previously presented concepts are practiced frequently and extensively over the course of the year. *Saxon's* daily practices are cumulative which leads to the student's strengthening grasp of concepts, improves their flexibility to work with several mathematical concepts at a time, and improves their long-term retention of concepts.

One lesson is taught daily, and homework is given on a daily basis unless otherwise instructed. A cumulative test is given after every five lessons. Class projects are also assigned.

OBJECTIVES: Fourth Grade

- To identify place value, add, subtract, multiply and divide whole numbers
- To identify and use powers, roots, fractions, decimals, and percents
- To estimate and use number theory
- To understand and use measurement, using both customary and metric
- To identify patterns: tessellations, line symmetry, rotational symmetry
- To use equations to solve problems
- To identify properties
- To identify, analyze, and draw graphs
- To identify and use statistics and data
- To find probability
- To use problem-solving strategies
- To use mathematical reasoning to solve problems

OBJECTIVES: Fifth Grade

- To understand numbers and operations: add, subtract, multiply, divide, powers, roots, order of operations, inverse operations
- To read and write fractions, find equivalent fractions, convert to decimals and percents, find reciprocals, and convert to complex fractions
- To change decimals to percents and percents to decimals
- To use ratios and proportions
- To determine rates
- To use estimation to solve problems
- To use number theory to determine factors, multiples, divisibility, prime, composite numbers, GCF, LCM, prime factorization.
- To identify number sets and systems: negative numbers, integers, irrational numbers, Roman numerals.
- To use customary and metric measurement, convert measurements.
- To use square units, cubic units in geometry
- To determine degrees of arc

To determine unit conversion
To use indirect measure
To understand geometry
To identify basic geometric terms: lines, angles, polygons, circles, and solids
To determine perimeter, area, and volume
To identify coordinating geometry, patterns, constructions, and transformational geometry
To understand basic algebra
To identify integers, equations, inequalities, functions, properties, and graphing
To use statistics, data analysis, and probability
To use problem-solving strategies
To use mathematical reasoning
To use research for math projects

TEXT AND MATERIALS:

Saxon Math 6/5-- 4TH GRADE
Saxon Math 7/6—5TH GRADE
About Teaching Mathematics—Marilyn Burns

METHODS OF INSTRUCTION:

Daily facts tests
Mental math exercises
Lecture
Class discussions
Math research

METHODS OF EVALUATION:

Daily facts tests- a graded facts test is given when lesson tests are given.
Cumulative lesson tests after every five lessons
Daily homework assignments
Research projects-statistics/data

LANGUAGE ARTS 4: Kay Striplin

COURSE CONTENT:

In the fourth grade, students expand and deepen their knowledge of reading, writing, and speaking. The students read and comprehend texts from a variety of genres. Students use writing as a tool for learning, and they write for a variety of purposes and audiences. Grammar mechanics and usage are essential for reading, writing, and speaking. Sentence structure, grammar, spelling patterns, punctuation and capitalization are taught through lessons that reflect emerging student needs and grade-level expectations.

OBJECTIVES:

- To identify prepositions, prepositional phrases, and objects of the preposition
- To use verb forms and tense
- To label direct objects
- To use subject/verb agreement
- To identify and use concrete and abstract nouns, common and proper nouns, noun determiners, singular and plural nouns, possessive nouns, personal pronouns: subject and object, and types of nouns
- To differentiate and compose types of sentences
- To label and select conjunctions and interjections
- To identify and use limiting, descriptive and proper adjectives and degrees of adjectives
- To identify and use adverbs that tell how, when, where, and to what extent
- To identify and use degrees of adverbs
- To eliminate double negatives
- To label antecedents
- To use capitalization and punctuation correctly
- To recognize and use vocabulary words correctly
- To develop comprehension skills
- To make predictions, draw conclusions, and make inferences
- To identify main idea and supporting details, sequence of events, cause and effect, facts and opinions
- To identify story elements: character, plot, and setting
- To identify author's purpose and point of view
- To form generalizations
- To use reference sources: glossary, dictionary, encyclopedia, and thesaurus
- To summarize, compare and contrast
- To organize steps in a process
- To write grammatically correct sentences, paragraphs, and stories
- To identify parts of a friendly letter
- To write a friendly letter
- To identify and apply spelling patterns and vowel combinations

TEXT AND MATERIALS:

Grammar: Grades 4 and 5
Daily Grams: Grade 4
Daily Language Review: Grade 5
McGraw Hill Reading: Grade 5
Harcourt Brace Spelling: Grade 5

METHODS OF INSTRUCTION:

Teacher lecture
Class discussion
Peer groups
Independent study

METHODS OF EVALUATION:

Daily assignments
Tests
Writing assignments

SCIENCE 4 Kay Striplin

COURSE CONTENT:

The fourth grade science curriculum involves life, earth and space, and physical science.

OBJECTIVES:

- To summarize five functions of living things
- To compare plant and animal cells
- To compare the kingdoms of living things
- To describe the functions of roots, stems, and leaves
- To explain the processes of photosynthesis and respiration
- To describe pollination of flowering plants
- To explain life cycle of flowering plants
- To summarize characteristics of groups of invertebrates and vertebrates
- To identify seven organ systems of animals and summarize the structures and functions
- To compare incomplete and complete metamorphosis
- To identify abiotic and biotic factors in an ecosystem
- To define biome and describe Earth's six biomes
- To explain how energy is cycled through an ecosystem
- To define and describe animal and plant adaptations to environment
- To learn about changes in the Earth's surface and causes of these changes
- To learn about the Earth's resources and how to conserve them
- To describe four properties of weather that can be measured and tools used to measure them
- To sequence steps of water cycle
- To explain main factors that determine climate
- To explain Earth's rotation
- To identify causes of Moon's phases, solar eclipses, and lunar eclipses
- To define and describe the solar system
- To identify characteristics of the Sun and its importance to life on Earth
- To define matter, understand how it is classified, and identify tools used to study matter
- To differentiate between physical and chemical changes in matter
- To recognize the difference between mixtures and compounds
- To demonstrate an understanding of how forces affect motion
- To define work and energy
- To compare and contrast potential and kinetic energy
- To identify different kinds of simple machines
- To learn about heat, sound, light, and electricity
- To understand magnetism and electricity

TEXT AND MATERIALS:

Science: A Closer Look, Macmillan/McGraw-Hill

METHODS OF INSTRUCTION:

Teacher lecture
Class discussion
Lab discoveries
Group work

METHODS OF EVALUATION:

Teacher observation
Daily assignments
Tests

SOCIAL STUDIES 4: Kay Striplin

COURSE CONTENT:

Social Studies consist of map and globe skills, as well as life in the Americas from the early explorers to the 1880s.

OBJECTIVES:

To learn about United States geography, latitude and longitude, and hemispheres of the world

To learn about natural regions of the United States

To discuss physical features such as mountains, plains, and plateaus

To discuss American Indian cultures living in North America at time of the arrival of Europeans

To learn about world explorers such as Marco Polo, the Vikings and Prince Henry

To learn how trade influenced discoveries by explorers such as Magellan, Columbus, and Cortez

To learn about French and English explorers in North America

To learn about the first English colonies of Jamestown and Roanoke

To learn about the settlement of the New England colonies

To learn about the settlement of the middle colonies by the Dutch, Quakers, and others

To learn about the settlement of the Southern Colonies and the problems caused by slavery

To learn about events that led to the Revolutionary War, such as the Stamp Act

To learn about events that occurred during the Revolutionary War

To learn about Shay's Rebellion

To learn about the writing of the United States *Constitution*

To learn about the checks and balances of American democracy

To learn about the *Constitution*, the *Bill of Rights*, and beginnings of political parties

To learn about the westward movement in America

To learn about the Louisiana Purchase and the ways the purchase affected America

To learn about the Indian Removal Act that led to the Trail of Tears

To learn about the War of 1812 and the invention of the cotton gin

To learn about the events of the Civil War and events after the war

To learn about the Industrial Revolution and people involved in industry

TEXT AND MATERIALS:

United States: Adventures in Time and Place, McGraw Hill

USA Studies Weekly – Explorers to the 1880s, Studies Weekly

METHODS OF INSTRUCTION:

Teacher lecture

Class discussions

Group work

METHODS OF EVALUATION:

Teacher observation
Daily assignments and homework
Tests



OAK MOUNTAIN
A C A D E M Y

5TH GRADE

SAIS SACSCASI
SAIS-SACS Dual Accredited School 2006-2011

MATH 4 and 5: Sue Nolen

COURSE CONTENT:

Saxon Math is focused on student success through incremental development and continual review. Topics are developed in small steps and spread over time. Through continual review, previously presented concepts are practiced frequently and extensively over the course of the year. Saxon's daily practices are cumulative which leads to the student's strengthening grasp of concepts, improving their flexibility to work with several mathematical concepts at a time, and improving their long-term retention of concepts. One lesson is taught daily, and homework is given on a daily basis, unless otherwise instructed. A cumulative test is given after every five lessons. Class projects are also be assigned.

OBJECTIVES: *Fourth Grade*

- To identify numeration, place value, addition, subtraction, multiplication and division of whole numbers
- To identify and use powers, roots, fractions, decimals, and percents
- To understand and use number theory
- To understand and use measurement, measuring in using both customary and metric units
- To identify patterns such as tessellations, line symmetry, and rotational symmetry
- To use equations to solve problems
- To identify properties
- To identify, analyze, and draw graphs
- To identify and use statistics and data
- To find probability
- To use problem-solving strategies
- To use mathematical reasoning to solve problems

OBJECTIVES: *Fifth Grade:*

- To understand numbers and operations: addition, subtraction, multiplication, division, powers, roots, orders of operations, and inverse operations
- To understand fraction concepts: reading and writing fractions, finding equivalent fractions, converting to decimals and percents, finding reciprocals, and converting to complex fractions
- To change decimals to percents and percents to decimals
- To use ratios and proportions
- To determine rates
- To use estimation to solve problems
- To use number theory to determine factors, multiples, divisibility, prime and composite numbers, GCF, LCM, and prime factorization
- To identify number sets and systems: negative numbers, integers, irrational numbers, and Roman numerals
- To use customary and metric measurement
- To convert measurements

To use square units and cubic units in geometry
To determine degrees of arc
To determine unit conversion
To use indirect measure
To understand basic geometry: identification of basic terms such as lines, angles, polygons, circles, solids; determination of perimeter, area, volume; identification of coordinating geometry, patterns, constructions, and transformational geometry
To understand algebra by identifying and using integers, equations, inequalities, functions, properties, and graphing
To use statistics, data analysis, and probability
To use problem solving strategies
To use mathematical reasoning
To use research for math projects

TEXT AND MATERIALS:

Saxon Math 6/5-- 4TH GRADE
Saxon Math 7/6—5TH GRADE
About Teaching Mathematics—Marilyn Burns

METHODS OF INSTRUCTION:

Daily facts tests
Mental math exercises
Lecture
Class discussions
Math research

METHODS OF EVALUATION:

Daily facts tests - a graded facts test is given when lesson tests are given
Cumulative lesson tests after every five lessons
Daily homework assignments
Research projects-statistics/data

LANGUAGE ARTS 5: Kay Striplin

COURSE CONTENT:

In the fifth grade, the instruction of grammar usage, mechanics, and composition work together to help students develop a thorough understanding of the English language and to teach them to use their knowledge of the language to improve their writing and speaking skills. Students read and comprehend from a variety of genres, such as fiction, nonfiction, poetry, and drama, and make connections as they encounter new ideas. Students will continue to increase their vocabulary knowledge through reading, writing, word study, and discussion, as well as content area study.

OBJECTIVES:

- To identify prepositions, prepositional phrases, and objects of the preposition
- To differentiate prepositions and adverbs
- To use verb forms and tense
- To use subject/verb agreement
- To label direct and indirect objects
- To identify and use concrete and abstract nouns, common and proper nouns, noun determiners, singular and plural nouns, possessive nouns, personal pronouns: subject and object, and reflexive pronouns
- To identify demonstrative, interrogative and indefinite pronouns
- To differentiate and compose types of sentences
- To label and select conjunctions and interjections
- To identify predicate nominatives and adjectives
- To apply the use of limiting, descriptive, and proper adjectives
- To identify degrees of adjectives
- To identify and use adverbs that tell how, when, where, and to what extent, as well as degrees of adverbs
- To eliminate double negatives
- To identify and compose different types of sentences
- To select complete sentences, fragments, and run-ons
- To identify antecedents
- To use capitalization and punctuation correctly
- To recognize and use vocabulary words correctly
- To identify the denotation and connotation of words
- To recognize and choose synonyms and antonyms
- To identify root words, prefixes, and suffixes
- To identify and apply use of multiple meanings of words, compound words, similes, metaphors, and idioms
- To complete analogies
- To develop comprehension skills
- To make predictions, draw conclusions, and make inferences
- To identify the main idea and supporting details, sequence of events, cause and effect, facts and opinions

To identify story elements: character, plot, and setting
To identify the author's purpose and point of view
To form generalizations
To use reference sources: glossary, dictionary, encyclopedia, and thesaurus
To summarize, compare and contrast
To organize steps in a process
To write grammatically correct sentences, paragraphs, and stories
To recognize and use vocabulary words correctly
To sequence events
To decide on appropriate problem/solution
To make judgments and decisions
To differentiate important and unimportant information
To recognize and apply techniques of persuasion
To evaluate evidence and sources
To identify parts of friendly letter
To write friendly and business letters and correctly address envelopes
To identify and apply spelling patterns and vowel combinations
To identify and apply variant spellings of consonant sounds, consonant clusters, digraphs, and double consonant letters

TEXT AND MATERIALS:

Easy Grammar: Grades 5 and 6
Daily Grams: Grade 6
Daily Language Review: Grade 6
Prentice Hall Grammar and Composition: Grade 6
McGraw-Hill Reading: Grade 6
Harcourt Brace Spelling: Grade 6

METHODS OF INSTRUCTION:

Teacher lecture
Class discussion
Peer groups
Independent study

METHODS OF EVALUATION:

Daily assignments
Tests
Writing assignments

SCIENCE 5: Sue Nolen

COURSE CONTENT:

The fifth grade science curriculum includes: Life Science—cells, classifying life, classifying plants, classifying animals, microorganisms, reproduction, traits, and heredity; Earth Science—Earth’s landforms, plate tectonics, volcanoes, earthquakes, shaping Earth’s surface, exploring Georgia’s landforms, and exploring Georgia’s water features; and Physical Science—properties of matter, elements, physical change, mixtures, compounds and chemical change, static electricity, current electricity, and magnetism.

OBJECTIVES:

To use tools and instruments for measuring, observing, and manipulating objects in scientific activities

To analyze data and implement the scientific method

To identify surface features of the Earth caused by constructive and destructive processes and relate the role of technology and human intervention of these processes

To explain the difference between a physical and chemical change

To investigate electricity, magnetism, and their relationships

To classify and identify plant and animal organisms

To classify organisms into groups and understand why scientists use classification

To compare and contrast the characteristics of learned behaviors and of inherited traits

To identify parts of a plant

To identify parts of a plant and animal cell

TEXT AND MATERIALS:

Science—A Closer Look, Macmillan/McGraw-Hill

METHODS OF INSTRUCTION:

Lecture

Class/peer discussions

Research

Experimentation

METHODS OF EVALUATION:

Chapter and Unit tests

Projects

Classwork and assignments including experiments

Notebook checks

SOCIAL STUDIES 5: Sue Nolen

COURSE CONTENT:

The fifth grade social studies curriculum helps students understand how America grew from the Colonial period to the 20th Century. Areas covered include: the American Revolution, the Articles of Confederation, the Constitution, the War of 1812, the Industrial Revolution, slavery, the Civil War, the Westward Movement, WWI, WWII, civil rights, geography, and map skills.

OBJECTIVES:

- To explain the importance of the American Revolution, the Constitution, the War of 1812, and the Industrial Revolution and their effects on the growth of the United States
- To explain how a citizen's rights are protected under the U.S. Constitution
- To identify issues of states' rights and slavery and how tensions increased between the North and the South
- To explain the causes, major events, and the consequences of the Civil War
- To analyze the effects of the Reconstruction on American life
- To describe how life changed in America at the turn of the century and why people immigrated to the United States—how the impact of westward expansion affected Native Americans
- To describe the United States' involvement in World War I and World War II
- To explain the effects of the Great Depression and the New Deal on Americans
- To discuss the reasons for and the consequences of the Cold War

TEXT AND MATERIALS:

United States – Adventures in Time and Place, McGraw-Hill
USA Studies Weekly, American Legacy Publishers

METHODS OF INSTRUCTION:

- Class discussions
- Lecture
- Peer groupings
- Student presentations/discussions

METHODS OF EVALUATION:

- Written projects/research papers
- 3D projects
- Presentations
- Chapter and unit tests
- Notebook checks
- Daily assignments



OAK MOUNTAIN
A C A D E M Y

LIBRARY



LIBRARY—PRE-K: Teresa Mason

COURSE CONTENT:

The goal of the library class is to encourage students to be life-long readers. Library class focuses on how to use the library and what is available at a library. Students are exposed to many different types of books: such as mystery, historical fiction, science fiction, adventure, realistic fiction, fairy tales, legends, biographies, and informational.

OBJECTIVES:

- To demonstrate proper care and handling of books
- To identify title, author, and illustrator
- To identify parts of a book
- To use place markers when searching for books
- To sort books in alphabetical order.
- To obtain information through listening
- To use Accelerated Reader
- To use a dictionary
- To use an encyclopedia
- To use an almanac
- To use an atlas
- To distinguish between a biography and an autobiography
- To identify and locate biographies
- To discuss fairy tales, folktales, and legends
- To utilize the computerized library program
- To gain knowledge of Caldecott and Newberry medal winners
- To locate fiction picture books, easy chapter and chapter books
- To understand the basic concepts of the Dewey Decimal System
- To expose students to different genres
- To encourage students to expand their reading preferences
- To utilize the basics of Galileo
- To assess the student's reading level
- To encourage reading for information and recreation
- To gather information from a variety of sources
- To gain knowledge of different authors

TEXT AND MATERIALS:

- Abridged Dewey Decimal Classification*, John P. Comaromi
- Sears List of Subject Headings*, Joseph Miller
- Information Power*, American Association of School librarians
- Great Activities for Learning How to Use Reference Books*, Jennifer O'Neil Plummer
- Fun-brarian*, Kathleen Fox

Stretchy Lesson Plans, Pat Miller
Library Celebrations, Cindy Dingwall
Explore the Library, Jeri S. Cipriano

METHODS OF INSTRUCTION:

Class Discussion
Reading

METHODS OF EVALUATION:

Participation

LIBRARY - KINDERGARTEN: Teresa Mason

COURSE CONTENT:

The goal of the library class is to encourage students to be life-long readers. Library class focuses on how to care for books and how to use the library. Students begin checking out and returning books.

OBJECTIVES:

- To demonstrate proper care and handling of books
- To identify title, author, and illustrator
- To identify some parts of a book
- To use place markers when searching for books
- To sort objects in alphabetical order
- To obtain information through listening
- To discuss fairy tales, folktales, and legends
- To encourage students to expand their reading preferences
- To encourage reading for information and recreation
- To gain knowledge of different authors
- To discuss Caldecott awards

TEXT AND MATERIALS:

- Abridged Dewey Decimal Classification*, John P. Comaromi
- Sears List of Subject Headings*, Joseph Miller
- Information Power*, American Association of School librarians
- Great Activities for Learning How to Use Reference Books*, Jennifer O'Neil Plummer
- Fun-brarian*, Kathleen Fox
- Stretchy Lesson Plans*, Pat Miller
- Library Celebrations*, Cindy Dingwall
- Explore the Library*, Jeri S. Cipriano

METHODS OF INSTRUCTION:

- Class Discussion
- Reading

METHODS OF EVALUATION:

- Classroom Participation

LIBRARY 1: Teresa Mason

COURSE CONTENT:

The goal of the library class is to encourage students to be life-long readers. Library class focuses on how to use the library and what is available at a library. Students will begin using Accelerated Reader to encourage reading.

OBJECTIVES:

- To demonstrate proper care and handling of books
- To identify title, author, and illustrator
- To identify parts of a book
- To use place markers when searching for books
- To sort objects in alphabetical order
- To obtain information through listening
- To use Accelerated Reader
- To distinguish between a biography and an autobiography
- To discuss fairy tales, folktales, and legends
- To gain knowledge of Caldecott medal winners
- To locate fiction picture books and easy chapter books
- To expose students to different genres
- To encourage students to expand their reading preferences
- To assess the student's reading level
- To encourage reading for information and recreation
- To gain knowledge of different authors

TEXT AND MATERIALS:

- Abridged Dewey Decimal Classification*, John P. Comaromi
- Sears List of Subject Headings*, Joseph Miller
- Information Power*, American Association of School librarians
- Great Activities for Learning How to Use Reference Books*, Jennifer O'Neil Plummer
- Fun-brarian*, Kathleen Fox
- Stretchy Lesson Plans*, Pat Miller
- Library Celebrations*, Cindy Dingwall
- Explore the Library*, Jeri S. Cipriano

METHODS OF INSTRUCTION:

- Class Discussion
- Promethean Board
- Reading

METHODS OF EVALUATION:

- Participation
- Daily Assignments
- Accelerated Reader

LIBRARY 2: Teresa Mason

COURSE CONTENT:

The goal of the library class is to encourage students to be life-long readers. Library class focuses on how to use the library and what is available at a library. Students will be exposed to many different types of books and continue to use Accelerated Reader to encourage reading.

OBJECTIVES:

- To demonstrate proper care and handling of books
- To identify title, author, and illustrator
- To identify parts of a book
- To use place markers when searching for books
- To sort books in alphabetical order
- To obtain information through listening
- To use Accelerated Reader
- To use a dictionary
- To distinguish between a biography and an autobiography
- To locate biographies
- To discuss fairy tales, folktales, and legends
- To utilize the computerized library program
- To gain knowledge of Caldecott and Newberry medal winners
- To locate fiction picture books, easy chapter and chapter books
- To encourage students to expand their reading preferences
- To assess the student's reading level
- To encourage reading for information and recreation
- To gain knowledge of different authors

TEXT AND MATERIALS:

- Abridged Dewey Decimal Classification*, John P. Comaromi
- Sears List of Subject Headings*, Joseph Miller
- Information Power*, American Association of School librarians
- Great Activities for Learning How to Use Reference Books*, Jennifer O'Neil Plummer
- Fun-brarian*, Kathleen Fox
- Stretchy Lesson Plans*, Pat Miller
- Library Celebrations*, Cindy Dingwall
- Explore the Library*, Jeri S. Cipriano

METHODS OF INSTRUCTION:

Class Discussion, Promethean Board, Reading Theater

METHODS OF EVALUATION:

Participation, Daily Assignments
Accelerated Reader

LIBRARY 3: Teresa Mason

COURSE CONTENT:

The goal of the library class is to encourage students to be life-long readers. Library class focuses on how to use the library and what is available at a library. Students will be exposed to many different types of books; such as mystery, historical fiction, science fiction, adventure, realistic fiction, fairy tales, legends, biographies, and informational.

OBJECTIVES:

- To demonstrate proper care and handling of books
- To identify title, author, and illustrator
- To identify parts of a book
- To use place markers when searching for books
- To sort books in alphabetical order
- To obtain information through listening
- To use Accelerated Reader
- To use a dictionary
- To use an encyclopedia
- To distinguish between a biography and an autobiography
- To identify and locate biographies
- To discuss fairy tales, folktales, and legends
- To gain knowledge of Caldecott and Newberry medal winners
- To locate fiction picture books, easy chapter and chapter books
- To expose students to different genres
- To encourage students to expand their reading preferences
- To assess the student's reading level
- To encourage reading for information and recreation
- To gain knowledge of different authors

TEXT AND MATERIALS:

- Abridged Dewey Decimal Classification*, John P. Comaromi
- Sears List of Subject Headings*, Joseph Miller
- Information Power*, American Association of School librarians
- Great Activities for Learning How to Use Reference Books*, Jennifer O'Neil Plummer
- Fun-brarian*, Kathleen Fox
- Stretchy Lesson Plans*, Pat Miller
- Library Celebrations*, Cindy Dingwall
- Explore the Library*, Jeri S. Cipriano

METHODS OF INSTRUCTION:

Class Discussion, Promethean Board, Reading Theater

METHODS OF EVALUATION:

Participation, Daily Assignments, Accelerated Reader

LIBRARY 4: Teresa Mason

COURSE CONTENT:

The goal of the library class is to encourage students to be life-long readers. Library class focuses on how to use the library and what is available at a library. Students will be exposed to many different types of books; such as mystery, historical fiction, science fiction, adventure, realistic fiction, fairy tales, legends, biographies, and informational.

OBJECTIVES:

- To demonstrate proper care and handling of books
- To identify title, author, and illustrator
- To identify parts of a book
- To use place markers when searching for books
- To sort books in alphabetical order
- To obtain information through listening
- To use Accelerated Reader
- To use a dictionary
- To use an encyclopedia
- To use an almanac
- To use an atlas
- To distinguish between a biography and an autobiography
- To identify and locate biographies
- To discuss fairy tales, folktales, and legends
- To utilize the computerized library program
- To gain knowledge of Caldecott and Newberry medal winners
- To locate fiction picture books, easy chapter and chapter books
- To understand the basic concepts of the Dewey Decimal System
- To expose students to different genres
- To encourage students to expand their reading preferences
- To assess the student's reading level
- To encourage reading for information and recreation
- To gather information from a variety of sources
- To gain knowledge of different authors

TEXT AND MATERIALS:

- Abridged Dewey Decimal Classification*, John P. Comaromi
- Sears List of Subject Headings*, Joseph Miller
- Information Power*, American Association of School Librarians
- Great Activities for Learning How to Use Reference Books*, Jennifer O'Neil Plummer
- Fun-brarian*, Kathleen Fox
- Stretchy Lesson Plans*, Pat Miller
- Library Celebrations*, Cindy Dingwall
- Explore the Library*, Jeri S. Cipriano

METHODS OF INSTRUCTION:

Class Discussion
Promethean Board
Reading Theater

METHODS OF EVALUATION:

Participation
Daily Assignments
Accelerated Reader

LIBRARY 5: Teresa Mason

COURSE CONTENT:

The goal of the library class is to encourage students to be life-long readers. Library class focuses on how to use the library and what is available at a library. Students will be exposed to many different types of books; such as mystery, historical fiction, science fiction, adventure, realistic fiction, fairy tales, legends, biographies, and informational.

OBJECTIVES:

- To demonstrate proper care and handling of books
- To identify title, author, and illustrator
- To identify parts of a book
- To use place markers when searching for books
- To sort books in alphabetical order
- To obtain information through listening
- To use Accelerated Reader
- To use a dictionary
- To use an encyclopedia
- To use an almanac
- To use an atlas
- To distinguish between a biography and an autobiography
- To identify and locate biographies
- To discuss fairy tales, folktales, and legends
- To utilize the computerized library program
- To gain knowledge of Caldecott and Newberry medal winners
- To locate fiction picture books, easy chapter and chapter books
- To understand the basic concepts of the Dewey Decimal System
- To expose students to different genres
- To encourage students to expand their reading preferences
- To utilize the basics of Galileo
- To assess the student's reading level
- To encourage reading for information and recreation
- To gather information from a variety of sources
- To gain knowledge of different authors

TEXT AND MATERIALS:

- Abridged Dewey Decimal Classification*, John P. Comaromi
- Sears List of Subject Headings*, Joseph Miller
- Information Power*, American Association of School librarians
- Great Activities for Learning How to Use Reference Books*, Jennifer O'Neil Plummer
- Fun-brarian*, Kathleen Fox
- Stretchy Lesson Plans*, Pat Miller
- Library Celebrations*, Cindy Dingwall
- Explore the Library*, Jeri S. Cipriano

METHODS OF INSTRUCTION:

Class Discussion
Promethean Board
Reading Theater

METHODS OF EVALUATION:

Participation
Daily Assignments
Accelerated Reader



OAK MOUNTAIN
A C A D E M Y

SPANISH



SPANISH PK: David Wilkerson

COURSE CONTENT:

The overall goal of the Spanish Enrichment course is to teach students to communicate in the target language (TL) at an age-appropriate level or higher. This not only entails grammar and syntax but also the ability to relate cultural information of Spanish-speaking countries, such as basic appropriate social conventions such as greetings, leave-taking, and appropriate cultural practices.

This course emphasizes listening and speaking. Whenever possible, connections are made to other subject areas. Throughout the day, the teacher will give directions to students in Spanish, as appropriate.

OBJECTIVES:

- To demonstrate knowledge of colors
- To demonstrate knowledge of shapes
- To demonstrate knowledge of the alphabet
- To demonstrate knowledge of numbers to 10
- To demonstrate knowledge of classroom items
- To demonstrate knowledge of animals
- To demonstrate knowledge of the parts of the body
- To demonstrate knowledge of clothing
- To demonstrate knowledge of food
- To demonstrate knowledge of family members

TEXT AND MATERIALS:

- Total Physical Response Storytelling*, McDougal Little
- TPR Storytelling*, Prentice Hall
- Teacher's Discovery Bingo*, Teacher's Discovery
- Games and Activities for Whiteboards*, Teacher's Discovery
- Professor Parrot Speaks Spanish*, Sound Beginnings, Inc.
- Rock N' Learn Spanish*, Rock N' Learn, Inc.
- Lyric Language*, Penton Overseas, Inc.
- Spanish Songs, Twin Sisters Productions
- A variety of children's literature
- A variety of images and resources from the worldwide web

METHODS OF INSTRUCTION:

- Cooperative Learning
- Storytelling
- Games

Songs
Art Projects

METHODS OF EVALUATION:

Daily Oral Language (DOL) quizzes
Daily assignments
Short presentations

SPANISH K: David Wilkerson

COURSE CONTENT:

The overall goal of the Spanish Enrichment course is to teach students to communicate in the target language (TL) at an age-appropriate level or higher. This not only entails grammar and syntax but also the ability to relate cultural information of Spanish-speaking countries, such as basic appropriate social conventions (greetings, leave-taking) and appropriate cultural practices.

This course emphasizes listening and speaking. Whenever possible, connections are made to other subject areas. Throughout the day, the teacher will give directions to students in Spanish, as appropriate.

OBJECTIVES:

- To demonstrate knowledge of colors
- To demonstrate knowledge of shapes
- To demonstrate knowledge of numbers to 20
- To demonstrate knowledge of classroom items
- To demonstrate knowledge of animals
- To demonstrate knowledge of parts of the body
- To demonstrate knowledge of the days of the week and months
- To demonstrate knowledge of weather
- To demonstrate knowledge of the alphabet
- To demonstrate knowledge of clothing
- To demonstrate knowledge of food
- To demonstrate knowledge of family members

TEXT AND MATERIALS:

- Total Physical Response Storytelling*, McDougal Little
- TPR Storytelling*, Prentice Hall
- Teacher's Discovery Bingo*, Teacher's Discovery
- Games and Activities for Whiteboards*, Teacher's Discovery
- Professor Parrot Speaks Spanish*, Sound Beginnings, Inc.
- Rock N' Learn Spanish*, Rock N' Learn, Inc.
- Lyric Language*, Penton Overseas, Inc.
- Spanish Songs*, Twin Sisters Productions
- A variety of children's literature
- A variety of images and resources from the worldwide web

METHODS OF INSTRUCTION:

- Cooperative Learning
- Storytelling
- Games

Peer Groupings
Songs
Art Projects

METHODS OF EVALUATION:

Daily Oral Language (DOL) quizzes
Daily assignments
Short presentations

SPANISH 1: David Wilkerson

COURSE CONTENT:

The overall goal of the Spanish Enrichment course is to teach students to communicate in the target language (TL) at an age-appropriate level or higher. This not only entails grammar and syntax but also the ability to relate cultural information of Spanish-speaking countries, such as basic appropriate social conventions (greetings, leave-taking) and appropriate cultural practices.

This course emphasizes listening and speaking. Whenever possible, connections are made to other subject areas. Throughout the day, the teacher will give directions to students in Spanish, as appropriate.

OBJECTIVES:

- To demonstrate knowledge of colors
- To demonstrate knowledge of shapes
- To demonstrate knowledge of numbers to 40
- To demonstrate knowledge of telling time in one hour increments
- To demonstrate knowledge of classroom items
- To demonstrate knowledge of animals
- To demonstrate knowledge of parts of the body
- To demonstrate knowledge of days of the week and months
- To demonstrate knowledge of weather
- To demonstrate knowledge of the alphabet
- To demonstrate knowledge of clothing
- To demonstrate knowledge of food
- To demonstrate knowledge of family members

TEXT AND MATERIALS:

- Total Physical Response Storytelling*, McDougal Little
- TPR Storytelling*, Prentice Hall
- Teach Them Spanish*, Frank Schaffer Publications
- Teacher's Discovery Bingo*, Teacher's Discovery
- Games and Activities for Whiteboards*, Teacher's Discovery
- Professor Parrot Speaks Spanish*, Sound Beginnings, Inc.
- Rock N' Learn Spanish*, Rock N' Learn, Inc.
- Lyric Language*, Penton Overseas, Inc.
- Spanish Songs*, Twin Sisters Productions
- A variety of children's literature
- A variety of images and resources from the worldwide web

METHODS OF INSTRUCTION:

Cooperative Learning
Storytelling
Games
Peer Groupings
Songs
Art Projects

METHODS OF EVALUATION:

Daily Oral Language (DOL) quizzes
Daily assignments
Short presentations

SPANISH 2: David Wilkerson

COURSE CONTENT:

The overall goal of the Spanish Enrichment course is to teach students to communicate in the target language (TL) at an age-appropriate level or higher. This not only entails grammar and syntax but also the ability to relate cultural information of Spanish-speaking countries, such as basic appropriate social conventions (greetings, leave-taking) and appropriate cultural practices.

This course emphasizes listening and speaking. Whenever possible, connections are made to other subject areas. Throughout the day, the teacher will give directions to students in Spanish, as appropriate.

OBJECTIVES:

- To demonstrate knowledge of colors
- To demonstrate knowledge of shapes
- To demonstrate knowledge of numbers to 60
- To demonstrate knowledge of telling time in 30-minute increments
- To demonstrate knowledge of classroom items
- To demonstrate knowledge of animals
- To demonstrate knowledge of the parts of the body
- To demonstrate knowledge of the days of the week and months
- To demonstrate knowledge of weather
- To demonstrate knowledge of the alphabet
- To demonstrate knowledge of clothing
- To demonstrate knowledge of food
- To demonstrate knowledge of family members
- To demonstrate knowledge of likes and dislikes

TEXT AND MATERIALS:

- Total Physical Response Storytelling*, McDougal Little
- TPR Storytelling*, Prentice Hall
- Teach Them Spanish*, Frank Schaffer Publications
- Teacher's Discovery Bingo*, Teacher's Discovery
- Games and Activities for Whiteboards*, Teacher's Discovery
- Professor Parrot Speaks Spanish*, Sound Beginnings, Inc.
- Rock N' Learn Spanish*, Rock N' Learn, Inc.
- Lyric Language*, Penton Overseas, Inc.
- Spanish Songs*, Twin Sisters Productions
- A variety of children's literature
- A variety of images and resources from the worldwide web

METHODS OF INSTRUCTION:

Cooperative Learning
Storytelling
Games
Peer Groupings
Songs
Art Projects

METHODS OF EVALUATION:

Daily Oral Language (DOL) quizzes
Daily assignments
Short presentations

SPANISH 3: David Wilkerson

COURSE CONTENT:

The overall goal of the Spanish Enrichment course is to teach students to communicate in the target language (TL) at an age-appropriate level or higher. This not only entails grammar and syntax but also the ability to relate cultural information of Spanish-speaking countries, such as basic appropriate social conventions (greetings, leave-taking) and appropriate cultural practices.

This course emphasizes listening and speaking. Whenever possible, connections are made to other subject areas. Throughout the day, the teacher will give directions to students in Spanish, as appropriate.

OBJECTIVES:

- To demonstrate knowledge of colors
- To demonstrate knowledge of shapes
- To demonstrate knowledge of numbers to 60
- To demonstrate knowledge of telling time in one - 15 minute increments
- To demonstrate knowledge of classroom items
- To demonstrate knowledge of animals
- To demonstrate knowledge of parts of the body
- To demonstrate knowledge of the days of the week and months
- To demonstrate knowledge of weather
- To demonstrate knowledge of the alphabet
- To demonstrate knowledge of clothing
- To demonstrate knowledge of food
- To demonstrate knowledge of family members
- To demonstrate knowledge of likes and dislikes

TEXT AND MATERIALS:

- Total Physical Response Storytelling*, McDougal Little
- TPR Storytelling*, Prentice Hall
- Let's Learn Spanish*, Hayes School Publishing Company
- Teacher's Discovery Bingo*, Teacher's Discovery
- Games and Activities for Whiteboards*, Teacher's Discovery
- Professor Parrot Speaks Spanish*, Sound Beginnings, Inc.
- Rock N' Learn Spanish*, Rock N' Learn, Inc.
- Lyric Language*, Penton Overseas, Inc.
- Spanish Songs*, Twin Sisters Productions
- A variety of children's literature
- A variety of images and resources from the worldwide web

METHODS OF INSTRUCTION:

Cooperative Learning
Storytelling
Games
Peer Groupings
Songs
Art Projects

METHODS OF EVALUATION:

Daily Oral Language (DOL) quizzes
Daily assignments
Short presentations

SPANISH 4: David Wilkerson

COURSE CONTENT:

The overall goal of the Spanish Enrichment course is to teach students to communicate in the target language (TL) at an age-appropriate level or higher. This not only entails grammar and syntax but also the ability to relate cultural information of Spanish-speaking countries, such as basic appropriate social conventions (greetings, leave-taking) and appropriate cultural practices.

This course emphasizes listening and speaking. Whenever possible, connections are made to other subject areas. Throughout the day, the teacher will give directions to students in Spanish, as appropriate.

OBJECTIVES:

- To demonstrate knowledge of colors
- To demonstrate knowledge of shapes
- To demonstrate knowledge of numbers to 100
- To demonstrate knowledge of telling time in one to 15 minute increments
- To demonstrate knowledge of classroom items
- To demonstrate knowledge of animals
- To demonstrate knowledge of parts of the body
- To demonstrate knowledge of the days of the week and months
- To demonstrate knowledge of weather
- To demonstrate knowledge of the alphabet
- To demonstrate knowledge of clothing
- To demonstrate knowledge of food
- To demonstrate knowledge of family members
- To demonstrate knowledge of likes and dislikes
- To demonstrate knowledge of describing people, places and things

TEXT AND MATERIALS:

- Total Physical Response Storytelling*, McDougal Little
- TPR Storytelling*, Prentice Hall
- Teach Them Spanish*, Frank Schaffer Publications
- Teacher's Discovery Bingo*, Teacher's Discovery
- Games and Activities for Whiteboards*, Teacher's Discovery
- Professor Parrot Speaks Spanish*, Sound Beginnings, Inc.
- Rock N' Learn Spanish*, Rock N' Learn, Inc.
- Lyric Language*, Penton Overseas, Inc.
- Spanish Songs*, Twin Sisters Productions
- A variety of children's literature
- A variety of images and resources from the worldwide web

METHODS OF INSTRUCTION:

Cooperative Learning
Storytelling
Games
Peer Groupings
Songs
Art Projects

METHODS OF EVALUATION:

Daily Oral Language (DOL) quizzes
Daily assignments
Short presentations

SPANISH 5: David Wilkerson

COURSE CONTENT:

The overall goal of the Spanish Enrichment course is to teach students to communicate in the target language (TL) at an age-appropriate level or higher. This not only entails grammar and syntax but also the ability to relate cultural information of Spanish-speaking countries, such as basic appropriate social conventions (greetings, leave-taking) and appropriate cultural practices.

This course emphasizes listening and speaking. Whenever possible, connections are made to other subject areas. Throughout the day, the teacher will give directions to students in Spanish, as appropriate.

OBJECTIVES:

- To demonstrate knowledge of colors
- To demonstrate knowledge of shapes
- To demonstrate knowledge of numbers to 500
- To demonstrate knowledge of telling time in one to 15 minute increments
- To demonstrate knowledge of classroom items
- To demonstrate knowledge of animals
- To demonstrate knowledge of parts of the body
- To demonstrate knowledge of the days of the week and months
- To demonstrate knowledge of weather
- To demonstrate knowledge of the alphabet
- To demonstrate knowledge of clothing
- To demonstrate knowledge of food
- To demonstrate knowledge of family members
- To demonstrate knowledge of likes and dislikes
- To demonstrate describe people, places and things

TEXT AND MATERIALS:

- Total Physical Response Storytelling*, McDougal Little
- TPR Storytelling*, Prentice Hall
- Teacher's Discovery Bingo*, Teacher's Discovery
- Games and Activities for Whiteboards*, Teacher's Discovery
- Professor Parrot Speaks Spanish*, Sound Beginnings, Inc.
- Rock N' Learn Spanish*, Rock N' Learn, Inc.
- Lyric Language*, Penton Overseas, Inc.
- Spanish Songs*, Twin Sisters Productions
- A variety of children's literature
- A variety of images and resources from the worldwide web

METHODS OF INSTRUCTION:

Cooperative Learning
Storytelling
Games
Peer Groupings
Songs
Art Projects

METHODS OF EVALUATION:

Daily Oral Language (DOL) quizzes
Daily assignments
Short presentations



OAK MOUNTAIN
A C A D E M Y

TECHNOLOGY



TECHNOLOGY /COMPUTERS – KINDERGARTEN: Heather Aldridge

COURSE CONTENT:

Each and every child is exposed to technology. This class will ensure that the kindergarten class develops age-appropriate knowledge, fundamentals, and understanding about computers and technology. The students will also begin learning basic keyboarding skills.

OBJECTIVES:

- To be able to identify basic technology tools
- To demonstrate understanding of basic technology and telecommunication tools
- To demonstrate the understanding of the use of technology in the home and community
- To follow established rules for the care and use of technology tools
- To operate basic technology tools and applications
- To utilize technology tools to facilitate typing
- To use multimedia tools to express ideas with teacher guidance
- To use technology tools to express ideas with teacher guidance
- To understand the appropriate use of technology
- To use basic research techniques with teacher guidance
- To be able to understand home keys and the basics of keyboarding

TEXT AND MATERIALS:

- Computer
- Printer
- Microsoft Office
- Promethean board
- Digital Camera
- Internet
- Ear phones

METHODS OF INSTRUCTION:

- Whole Group
- Independent practice

METHODS OF EVALUATION:

- Teacher observations
- End-of-the-year project

TECHNOLOGY /COMPUTERS – 1: Heather Aldridge

COURSE CONTENT:

The goal of the technology class in 1st grade is to get the students more comfortable with the use of technology. The students will begin to explore the many uses of computers, other forms of technology, and how they are used on a daily basis. The students will also continue to develop keyboarding skills.

OBJECTIVES:

- To be able to identify basic technology tools
- To demonstrate understanding of basic technology and telecommunication tools
- To demonstrate the understanding of the use of technology in the home and community
- To follow established rules for the care and use of technology tools
- To operate basic technology tools and applications
- To utilize technology tools to facilitate typing
- To use technology tools to express ideas with teacher guidance
- To understand the appropriate use of technology
- To use basic research techniques with teacher guidance
- To be able to understand home keys and the basics of keyboarding

TEXT AND MATERIALS:

- Computer
- Printer
- Microsoft Office
- Promethean board
- Digital Camera
- Internet
- Ear phones

METHODS OF INSTRUCTION:

- Whole Group
- Independent practice

METHODS OF EVALUATON:

- Teacher observations
- End-of-the-year project

TECHNOLOGY /COMPUTERS – 2: Heather Aldridge

COURSE CONTENT:

In the 2nd grade technology class the students will enhance their knowledge about technology and start becoming very familiar in the use of Microsoft word, Excel, Power Point, and keyboarding.

OBJECTIVES:

- To be able to identify basic technology tools
- To demonstrate understanding of basic technology and telecommunication tools
- To demonstrate the understanding of the use of technology in the home and community
- To follow established rules for the care and use of technology tools
- To operate basic technology tools and applications
- To utilize technology tools to facilitate typing
- To use multimedia tools to express ideas with teacher guidance
- To use technology tools to express ideas with teacher guidance
- To understand the appropriate use of technology
- To use basic research techniques with teacher guidance
- To be able to understand home keys and the basics of keyboarding

TEXT AND MATERIALS:

- Computer
- Printer
- Microsoft Office
- Promethean board
- Digital Camera
- Internet
- Ear phones

METHODS OF INSTRUCTION:

- Whole Group
- Independent practice

METHODS OF EVALUATON:

- Teacher observations
- Keyboarding drills
- End-of-the-year project

TECHNOLOGY /COMPUTERS – 3: Heather Aldridge

COURSE CONTENT:

The goal of the technology course for our 3rd grade students is to have thorough understanding of the use of Microsoft word, excel, and power point. The students will also gain more knowledge in using the internet for research and the ethical and legal use of technology. They will become fluent in keyboarding and will begin to develop understanding of the use of other technology tools.

OBJECTIVES:

- To be able to identify basic technology tool
- To demonstrate understanding of basic technology and telecommunication tools
- To demonstrate the understanding of the use of technology in the home and community
- To follow established rules for the care and use to technology tools
- To operate basic technology tools and applications
- To utilize technology tools to facilitate typing
- To use multimedia tools to express ideas with teacher guidance
- To use technology tools to express ideas with teacher guidance
- To understand the appropriate use to technology
- To demonstrate ethical and legal use of technology and information
- To use basic research techniques with teacher guidance
- To be able to understand home keys and the basics of keyboarding

TEXT AND MATERIALS:

- Computer
- Printer
- Microsoft Office
- Promethean board
- Digital Camera
- Internet
- Ear phones

METHODS OF INSTRUCTION:

- Whole Group
- Independent practice

METHODS OF EVALUATON:

- Teacher observations
- Keyboarding drills
- End-of-the-year project

TECHNOLOGY /COMPUTERS – 4: Heather Aldridge

COURSE CONTENT:

In the 4th grade technology class the students will begin demonstrating their ability to use the technology tools independently. The students will be able to research the internet, use Microsoft excel, power point, and word freely. The students will be fluent in keyboarding and will be able to show how the use of technology can increase knowledge and the ability to present information.

OBJECTIVES:

- To be able to identify basic technology tools
- To demonstrate understanding of basic technology and telecommunication tools
- To demonstrate the understanding of the use of technology in the home and community
- To follow established rules for the care and use to technology tools
- To operate basic technology tools and applications
- To be able to apply word processing/desktop-publishing tools to facilitate typing and the writing process
- To manage information with databases and spreadsheets
- To use multimedia tools to express ideas
- To use technology tools and on-line resources to communicate with others, gather information, and express ideas
- To understand the appropriate use to technology
- To demonstrate ethical and legal use of technology and information
- To use basic research techniques with teacher guidance
- To be fluent in keyboarding

TEXT AND MATERIALS:

- Computer
- Printer
- Microsoft Office
- Promethean board
- Digital Camera
- Internet
- Ear phones

METHODS OF INSTRUCTION:

- Whole Group
- Independent practice

METHODS OF EVALUATON:

- Teacher observations
- Keyboarding drills
- End-of-the-year project

TECHNOLOGY /COMPUTERS – 5: Heather Aldridge

COURSE CONTENT:

In the 5th grade technology class the students will continue demonstrating their ability to use the technology tools independently. The students will be able to research the internet, use Microsoft excel, power point, and word freely. The students will be fluent in keyboarding and will be able to show how the use of technology can increase knowledge and the ability to present information.

OBJECTIVES:

- To be able to identify basic technology tools
- To demonstrate understanding of basic technology and telecommunication tools
- To demonstrate the understanding of the use of technology in the home and community
- To follow established rules for the care and use to technology tools
- To operate basic technology tools and applications
- To be able to apply word processing/desktop-publishing tools to facilitate typing and the writing process
- To manage information with databases and spreadsheets
- To use multimedia tools to express ideas
- To use technology tools and on-line resources to communicate with others, gather information, and express ideas
- To understand the appropriate use to technology
- To demonstrate ethical and legal use of technology and information
- To use basic research techniques with teacher guidance
- To be fluent in keyboarding

TEXT AND MATERIALS:

- Computer
- Printer
- Microsoft Office
- Promethean board
- Digital Camera
- Internet
- Ear phones

METHODS OF INSTRUCTION:

- Whole Group
- Independent practice

METHODS OF EVALUATON:

- Teacher observations
- Keyboarding drills
- End-of-the-year project



OAK MOUNTAIN

A C A D E M Y

BIBLE

Bible - Pre-K, K, and 1: Cindy Jennings

COURSE CONTENT:

In the Pre-K, Kindergarten, and First Grade *Bible* courses, students learn about Genesis, Creation, and other early events in the **Bible** from September through October. In November students begin an “I am Thankful” unit. In December, the students study the birth of Christ and the events that led to his birth. In January and February, the students focus on certain characters in the *Bible*, their characteristics, and what role they played in the *Bible*. Students discuss how those characters relate to their lives today in a developmentally appropriate manner. In March and April the students study about the death and resurrection of Jesus. From the middle of April to the end of the school year, students learn the Ten Commandments, the Lord’s Prayer, and how making good choices and treating others with respect are important.

OBJECTIVES:

- To learn *Bible* characters and their characteristics
- To learn to make Godly decisions
- To learn the Lord’s Prayer
- To learn the Ten Commandments
- To learn the methods of prayer

TEXT AND MATERIALS:

The Beginner’s Bible
The Bible (KJV)

Websites:

- <http://childrenschapel.org/>
- <http://children.calvarychapel.com/site/curriculum.htm>
- <http://littl lambsministry.freesevers.com/childrensbiblestories.htm>
- <http://christiananswers.net/kids/clr-indx.html>
- <http://www.christiananswers.net/godstory/exodus3.html>
- <http://www.sermons4kids.com/colorpg.htm>
- <http://applesaucekids.com/LinkPage/colrlist.html>
- <http://www.geocities.com/Heartland/7457/biblestories.html>

METHODS OF INSTRUCTION:

- Oral reading of Bible stories
- Hands-on activities
- Role-playing activities
- Art activities
- Food sampling
- Movies
- Songs

METHODS OF EVALUATION:

- Oral evaluation
- Hands-on activities
- Prayer creation, Review, Role playing

BIBLE - 2: Susanne Wall

COURSE CONTENT:

Lower School *Bible* is designed to encourage students to develop a lifestyle that encompasses the values of Judeo-Christian principles. Students will become familiar with using the *Bible*. Lessons focus on Biblical examples of character traits that are taught from the Old and New Testaments, which are presented with accompanying object lessons, visuals and real life stories.

Second grade students are introduced to the basic organization of the *Bible*. In-depth study of basic *Bible* stories will enable students to discover outstanding *Bible* characters. Students become familiar with character traits that should be exhibited in their lives.

OBJECTIVES:

- To learn about Biblical characters “not quite so familiar” to them—Rahab, Jethro, Caleb
- To understand the basic organization of the *Bible*
- To begin to locate scripture
- To study in more detail the Genesis story of creation
- To understand special lessons for Thanksgiving, Christmas and Easter

TEXT AND MATERIALS:

- The New International Version Bible*, Zondervan
- Selected *Veggie Tale* DVDs, Big Idea Productions
- What's In the Bible*, DVD's, Phil Vischer
- Teacher compiled maps and illustrations

METHODS OF INSTRUCTION:

- Lecture
- Object Lessons
- Class discussions
- Instructional DVDs
- Role-playing

METHODS OF EVALUATION:

- Teacher observation
- Daily assignments
- Lesson Discussion

BIBLE - 3: Susanne Wall

COURSE CONTENT:

Lower School *Bible* is designed to encourage students to develop a lifestyle that encompasses the values of Judeo-Christian principles. Students will become proficient in using the *Bible* as a tool for life. Lessons focus on Biblical examples of character traits that are taught from the Old and New Testaments, which are presented with accompanying object lessons, visuals, and real life stories.

Third grade students learn the organization of the *Bible* and use this knowledge to locate information. Students explore the history, culture, and geography of Biblical times. In-depth studies are conducted of the Ten Commandments and the Twenty-third Psalm.

OBJECTIVES:

- To learn the basic layout of the *Bible*
- To explore culture of Biblical times
- To learn to locate scripture in the *Bible*
- To memorize the books of the Old and New Testaments
- To learn the Ten Commandments
- To study the Twenty-third Psalm
- To understand special lessons for Thanksgiving, Christmas, and Easter

TEXT AND MATERIALS:

- The New International Version Bible*, Zondervan
- The Ten Commandments*, John Houston
- Selected *Veggie Tale* DVDs, Big Idea Productions
- McGee and Me* DVD Series, Focus on the Family
- What's In the Bible*, DVD's, Phil Vischer
- Teacher compiled maps and illustrations

METHODS OF INSTRUCTION:

- Lecture
- Object Lessons
- Class discussions
- Instructional DVDs
- Role-playing

METHODS OF EVALUATION:

- Teacher observation
- Daily assignments
- Lesson Discussion

BIBLE - 4: Susanne Wall

COURSE CONTENT:

Lower School *Bible* is designed to encourage students to develop a lifestyle that encompasses the values of Judeo-Christian principles. Students will become proficient in using the *Bible* as a tool for life. Students learn God's word concerning Biblical morals and values such as honesty, compassion, responsibility, respect, and self-control. Lessons focus on Biblical examples of character traits that are taught from the Old and New Testaments, which are presented with accompanying object lessons, visuals, and real life stories.

Fourth grade students develop a basic understanding of the character traits that God would have them display in their daily lives. Biblical examples of values and moral truths are explored. In-depth studies are conducted of the character of God and The Fruits of the Spirit. Students will explore God's word concerning Biblical morals and values such as honesty, compassion, responsibility, respect, and self-control.

OBJECTIVES:

- To understand and exhibit Character
- To understand and exhibit Obedience
- To understand and exhibit Love
- To understand and exhibit Forgiveness
- To understand and exhibit Gratitude and Thankfulness
- To understand and exhibit Joy
- To understand and exhibit Peace
- To understand and exhibit Patience and Perseverance
- To understand and exhibit Kindness and Compassion
- To understand and exhibit Faithfulness and Responsibility
- To understand and exhibit Gentleness and Humility
- To understand and exhibit Self-Control
- To learn The Lord's Prayer
- To understand special lessons for Thanksgiving, Christmas and Easter

TEXT AND MATERIALS:

The New International Version Bible, Zondervan
Selected *Veggie Tale* DVDs, Big Idea Productions
McGee and Me DVD Series, Focus on the Family
What's In the Bible, DVD's, Phil Vischer
Teacher compiled maps and illustrations

METHODS OF INSTRUCTION:

- Lecture
- Object lessons
- Class discussions
- Instructional DVDs
- Role-playing

METHODS OF EVALUATION:

- Teacher observation
- Daily assignments
- Lesson discussion
- Quizzes

BIBLE - 5: Susanne Wall

COURSE CONTENT:

Lower School *Bible* is designed to encourage students to develop a lifestyle that encompasses the values of Judeo-Christian principles. Students will become proficient in using the *Bible* as a tool for life. Students will learn to incorporate Christian morals, values, and ethics into their daily lives as they prepare to become responsible citizens in tomorrow's global community. This basic understanding of the *Bible* and Christianity will serve as a foundation that can be built upon in the coming years.

Fifth grade students study how to make decisions based on God's word and the importance of taking a stand for what is right. Studies of outstanding characters in the *Bible* enable students to recognize specific morals and values that should be incorporated in their lives. Students learn the importance of honesty and purity as a lifestyle. Emphasis is on the practical application of the character traits studied in fourth grade. Students will also be introduced to Godly role models.

OBJECTIVES:

- To learn the importance of knowing right from wrong
- To understand truth and honesty
- To study the importance of mental purity
- To learn good decision making
- To learn the importance of standing for right
- To discover the consequences of decisions
- To study Godly role models who have taken a stand for right at great risk
- To study special lessons for Thanksgiving, Christmas, and Easter

TEXT AND MATERIALS:

- The New International Version Bible*, Zondervan
- Selected *Veggie Tale* DVDs, Big Idea Productions
- McGee and Me* DVD Series, Focus on the Family
- What's In the Bible*, DVD's, Phil Vischer
- Teacher compiled maps and illustrations

METHODS OF INSTRUCTION:

- Lecture
- Object Lessons
- Class discussions
- Instructional DVDs
- Role-playing

METHODS OF EVALUATION:

- Teacher observation
- Daily assignments
- Lesson discussion
- Quizzes



OAK MOUNTAIN
A C A D E M Y

PHYSICAL EDUCATION



PHYSICAL EDUCATION - PRE-K: Deborah Fields

COURSE CONTENT:

The goal of Pre-K Physical Education concentrates on Movement Competencies, Concepts, and Principles. Students explore movement in a variety of forms and expressions within their personal and general space. They begin to develop an understanding of their personal and general space and learn to move within that space. Within this context students explore space awareness (where the body moves); effort (how the body moves); and relationships (with objects and or people). Pathways are explored. Following directions and listening is interwoven with games and activities. Physical education content is built upon the basic skill themes, which are the basic locomotor, non-locomotor, and manipulative skills. Focus is placed on using the skill themes within all physical activity. Students participate in developmentally appropriate physical education and health related fitness activities, which incorporate the skill themes. Fitness is interwoven within our movement competencies. To have fun while moving is emphasized throughout the early years.

The program at Oak Mountain Academy uses the National Standards for Physical Education as its guideline. The national content standards and the skill themes are interwoven throughout the content. The goal of the physical education program is to offer a developmentally appropriate program that will enhance the growth of the whole (cognitive, affective, and psychomotor) child through physical education and play

OBJECTIVES:

- To improve movement Principles and Concepts (body and space awareness, relationships)
- To move efficiently using a variety of locomotor skills
- To combine locomotor and non-locomotor skills into movement themes
- To use a variety of manipulative skills
- To move rhythmically in a variety of settings including fundamental and creative rhythms
- To use a variety of locomotor skills in low-organized game settings (running and dodging)
- To demonstrate understanding and respect for differences among people
- To understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction
- To improve personal physical fitness

TEXT AND MATERIALS:

Dynamic Physical Education for Elementary School Children, Pangrazi
Physical Education Methods for Classroom Teachers, Human Kinetic
Teaching Elementary Physical Education, Peter Hastie and Ellen Martin

Developing the Physical Education Curriculum, Luke E. Kelly and Vincent J.
Melograno
Staying Healthy, Weekly Reader Publishing
Songs for Kids, DigiMusic
Billboard Top Rock 'n' Roll Hits, Rhino
Everybody Dance, Kimbo Education

METHODS OF INSTRUCTION:

Direct Style
Task Style
Free-Exploration
Guided Discovery

METHODS OF EVALUATION:

Student participation (movement, listening, following directions (safety), sharing)
Teacher observation
Skill checklist

PHYSICAL EDUCATION - K: Deborah Fields

COURSE CONTENT:

The goal of Kindergarten Physical Education concentrates on Movement Competencies, Concepts, and Principles. Students explore movement in a variety of forms and expressions within their personal and general space. They begin to develop an understanding of their personal and general space and learn to move within that space. Within this context students explore space awareness (where the body moves); effort (how the body moves); and relationships (with objects and or people). Pathways are explored. Following directions and listening is interwoven with games and activities. Physical education content is built upon the basic skill themes, which are the basic locomotor, non-locomotor, and manipulative skills. Focus is placed on using the skill themes within all physical activity. Students participate in developmentally appropriate physical education and health related fitness activities, which incorporate the skill themes. Fitness is interwoven within our movement competencies. To have fun while moving is emphasized throughout the early years.

The program at Oak Mountain Academy uses the National Standards for Physical Education as its guideline. The national content standards and the skill themes are interwoven throughout the content. The goal of the physical education program is to offer a developmentally appropriate program that will enhance the growth of the whole (cognitive, affective, and psychomotor) child through physical education and play.

OBJECTIVES:

- To improve movement Principles and Concepts (body and space awareness, relationships)
- To move efficiently using a variety of locomotor skills
- To combine locomotor and non-locomotor skills into movement themes
- To use a variety of manipulative skills
- To move rhythmically in a variety of settings including fundamental and creative rhythms
- To use a variety of locomotor skills in low-organized game settings (running and dodging)
- To demonstrate understanding and respect for differences among people
- To understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction
- To improve personal physical fitness

TEXT AND MATERIALS:

Dynamic Physical Education for Elementary School Children, Pangrazi
Physical Education Methods for Classroom Teachers, Human Kinetics
Teaching Elementary Physical Education, Peter Hastie and Ellen Martin

Developing the Physical Education Curriculum, Luke E. Kelly and Vincent J. Melograno
Staying Healthy, Weekly Reader Publishing
Songs for Kids, DigiMusic
Billboard Top Rock 'n' Roll Hits, Rhino
Everybody Dance, Kimbo Education
All-Time Favorite Dances, Kimbo Education

METHODS OF INSTRUCTION:

Direct Style
Task Style
Free-Exploration
Guided Discovery

METHODS OF EVALUATION:

Student participation; sharing, listening, following directions/safety rules
Teacher observation
Skill checklist

PHYSICAL EDUCATION AND HEALTH - 1: Deborah Fields

COURSE CONTENT:

First Grade Physical Education concentrates on movement competencies, concepts, and principles. Students explore movement in a variety of forms and expressions within their personal and general space. They begin to develop an understanding of their personal and general space and learn to move within that space. Within this context students explore space awareness (where the body moves); effort (how the body moves); and relationships (with objects and or people).

In the elementary school the emphasis is placed on practicing motor skills rather than learning rules or the structures of sports. Physical education content will continue to build upon the basic skill themes which are subdivided into three categories: locomotor, nonmanipulative, and manipulative skills. These skill themes are applied to all physical activity. Fitness is an integral part of movement competencies and skills. Motivating students to commit to a lifelong pursuit of good health through physical activity will be emphasized. The student participates in the Presidential Physical Fitness Challenge in the spring. Students also participate in the Warrior Express Running Club. These are not used as grading tools.

The physical education program at Oak Mountain Academy uses the National Standards for Physical Education as its guideline along with the topics for each grade level. The national content standards, movement competencies, and skills themes are interwoven in all content. Our goal is to offer a developmentally appropriate program that will enhance the growth of the whole child (cognitive, affective, and psychomotor) through physical education.

OBJECTIVES:

- To improve movement Principles and Concepts (body and space awareness, relationships)
- To move efficiently using a variety of locomotor skills
- To combine locomotor and nonlocomotor skills into movement themes
- To use a variety of manipulative skills
- To move rhythmically in a variety of settings including fundamental and creative rhythms
- To use a variety of locomotor skills in low-organized game settings (running and dodging)
- To demonstrate understanding and respect for differences among people
- To understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction
- To improve personal physical fitness

TEXT AND MATERIALS:

Dynamic Physical Education for Elementary School Children, Pangrazi
Physical Education Methods for Classroom Teachers, Human Kinetics

Teaching Elementary Physical Education, Peter Hastie and Ellen Martin
Developing the Physical Education Curriculum, Luke E. Kelly and Vincent J. Melgrano
Staying Healthy, Weekly Reader Publishing
Songs for Kids, DigiMusic
Billboard Top Rock 'n' Roll Hits, Rhino
Everybody Dance, Kimbo Education

METHODS OF INSTRUCTION:

Direct Style
Task Style
Cooperative learning
Guided Discovery
Free-Exploration Style

METHODS OF EVALUATION:

Student Participation
Listening and following directions, safety rules, cooperation
Checklists
Task Sheets
Teacher Observation
Dress (proper shoes)

PHYSICAL EDUCATION AND HEALTH 2: Deborah Fields

COURSE CONTENT:

Second Grade Physical Education concentrates on movement competencies, concepts, and principles. Students will explore movement in a variety of forms and expressions within their personal and general space. They will begin to develop an understanding of their personal and general space and learn to move within that space. Within this context students will explore space awareness (where the body moves); effort (how the body moves); and relationships (with objects and or people).

In the lower school the emphasis is placed on practicing motor skills rather than learning rules or the structures of sports. Physical education content will continue to build upon the basic skill themes which are subdivided into three categories: locomotor, nonmanipulative, and manipulative skills. These skill themes will be applied to all physical activity. Children need to become sufficiently competent in basic motor skills if they are going to eventually enjoy playing sports or games as teens and adults. Fitness will be an integral part of movement competencies and skills. Motivating students to commit to a lifelong pursuit of good health through physical activity will be emphasized. The second grade will participate in The President's Fitness Challenge and the Warrior Express Running Club. The purpose is to increase the students' level of fitness not to use as a grading tool.

The physical education program at Oak Mountain Academy will use the National Standards for Physical Education as its guideline along with the topics for appropriate for second grade. The national content standards, movement competencies, and skills themes are interwoven in all content. Our goal is to offer a developmentally appropriate program that will enhance the growth of the whole child (cognitive, affective, and psychomotor) through physical education.

OBJECTIVES:

- To improve movement Principles and Concepts (body and space awareness, relationships)
- To move efficiently using a variety of locomotor skills
- To combine locomotor and nonlocomotor skills into movement themes
- To use a variety of manipulative skills
- To move rhythmically in a variety of settings including fundamental and creative rhythms
- To use a variety of locomotor skills in low-organized game settings (running and dodging)
- To demonstrate understanding and respect for differences among people
- To understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction
- To improve personal physical fitness

TEXT AND MATERIALS:

Dynamic Physical Education for Elementary School Children, Pangrazi
Physical Education Methods for Classroom Teachers, Human Kinetics
Teaching Elementary Physical Education, Peter Hastie and Ellen Martin
Developing the Physical Education Curriculum, Luke E. Kelly and Vincent J.
Melograno
Staying Healthy, Weekly Reader Publishing
Songs for Kids, DigiMusic
Billboard Top Rock 'n' Roll Hits, Rhino
Everybody Dance, Kimbo Education

METHODS OF INSTRUCTION:

Direct Style
Task Style (stations)
Guided Discovery
Free-Exploration Style
Cooperative Learning Style

METHODS OF EVALUATION:

Assessment will be utilized in physical education.
Check lists
Teacher observation
Tasks sheets
Dress (proper shoes)
Cooperation with classmates
Following gym rules (safety)

PHYSICAL EDUCATION AND HEALTH - 3: Deborah Fields

COURSE CONTENT:

Third Grade Physical Education concentrates on movement competencies, concepts, and principles. Students explore movement in a variety of forms and expressions within their personal and general space. They begin to develop an understanding of their personal and general space and learn to move within that space. Within this context students explore space awareness (where the body moves); effort (how the body moves); and relationships (with objects and or people). In the lower school the emphasis is placed on practicing motor skills rather than learning rules or the structures of sports. Physical education content continues to build upon the basic skill themes which are subdivided into three categories: locomotor, nonmanipulative, and manipulative skills.

These skill themes will be applied to all physical activity. Learning of rules for sports begins in this grade. Fitness is an integral part of movement competencies and skills. Motivating students to commit to a lifelong pursuit of good health through physical activity is emphasized. The students participate in The Presidents Fitness Challenge and the Warrior Express Running Club. These activities are utilized to increase the students' fitness level and not as a grading tool.

The physical education program at Oak Mountain Academy uses the National Standards for Physical Education as its guideline along with the topics for the third grade. The national content standards, movement competencies, and skills themes are interwoven in all content. Our goal is to offer a developmentally appropriate program that enhances the growth of the whole child (cognitive, affective, and psychomotor) through physical education.

OBJECTIVES:

- To perform specialized sport skills with mature form
- To use sport skills in a variety of activities
- To perform a variety of gymnastics skills
- To perform body management skills on equipment
- To move rhythmically in a variety of settings (dances, rope jumping)
- To apply a wide variety of locomotor and manipulative game skills in low-organized game settings
- To incorporate specialized sport skills in a variety of sport lead-up games
- To maintain good health and learn how to incorporate a healthy eating lifestyle and physical activity into their daily lives
- To understand and build the components of physical fitness; endurance, strengthen muscle, improve flexibility, and to get the heart rate up for an extended time
- To demonstrate empathy, understanding, and respect for classmates
- To follow rules and procedures in physical activity settings
- To cooperate in a group setting by taking turns and helping others
- To behave responsibly when differences of opinion occur

TEXT AND MATERIALS:

Dynamic Physical Education for Elementary School Children, Pangrazi
Physical Education Methods for Classroom Teachers, Human Kinetics
Teaching Elementary Physical Education, Peter Hastie and Ellen Martin
Developing the Physical Education Curriculum, Luke E. Kelly and Vincent J.
Melograno
Staying Healthy, Weekly Reader Publishing
Billboard Top Rock 'n' Roll Hits, Rhino
Everybody Dance, Kimbo Education
Mr. C The Slide Man, ChaChaSlide, Universal Records

METHODS OF INSTRUCTION:

Direct Instruction
Tasks Style (stations)
Cooperative Learning
Guided Discovery Style
Problem Solving Style
Free Exploration Style
Cooperative Learning Style

METHODS OF EVALUATION:

Check-lists
Tasks Sheets
Teacher Observation
Participation and effort
Dress (proper shoes)
Following Gym Rules (safety)

PHYSICAL EDUCATION AND HEALTH - 4: Deborah Fields

COURSE CONTENT:

The Fourth Grade Physical Education Program concentrates on Movement Competencies, Concepts, and Principles with emphasis on educational and modified games and sports. Fitness concepts, personal, and social responsibility are continued in the physical education program. Basic skill themes are revisited and improved upon. Students will begin to realize the relationship between these skill themes and their use in modified games and sports. Rules of sports will be taught and emphasized in game type settings.

Students will participate in developmentally appropriate physical education and health related fitness activities, which incorporate the basic skill themes. Fitness is an integral part of physical education class. Emphasis is placed upon fitness components: cardiovascular endurance, muscular strength, muscular endurance, flexibility, agility, and balance. Motivating students to commit to a lifelong pursuit of good health through physical activity will be emphasized. The President's Physical Fitness Challenge and the Warrior Express Running Club will be an integral part of class. Students will participate in these activities for enjoyment and to measure their level of fitness. These activities will not be used as a grading tool.

The physical education program uses the National Standards for Physical Education as its guideline along with the topics for each grade level. The national content standards and the skill themes are interwoven throughout the content. A developmentally appropriate program that enhances the growth of the whole child (cognitive, affective, and psychomotor) through physical education is reflected by the activities that students engage in.

OBJECTIVES:

- To perform specialized sport skills with mature form
- To use sport skills in a variety of activities
- To perform a variety of gymnastics skills
- To perform body management skills on equipment
- To move rhythmically in a variety of settings (dances, rope jumping)
- To apply a wide variety of locomotor and manipulative game skills in low-organized game settings
- To incorporate specialized sport skills in a variety of sport lead-up games
- To maintain good health and learn how to incorporate a healthy eating lifestyle and physical activity into their daily lives
- To understand and build the components of physical fitness; endurance, strengthen muscle, improve flexibility, and to get the heart rate up for an extended time to demonstrate empathy, understanding, and respect for classmates
- To follow rules and procedures in physical activity settings
- To cooperate in a group setting by taking turns and helping others
- To behave responsibly when differences of opinion occur

TEXT AND MATERIALS:

Dynamic Physical Education for Elementary School Children, Pangrazi
Physical Education Methods for Classroom Teachers, Human Kinetics
Teaching Elementary Physical Education, Peter Hastie and Ellen Martin
Developing the Physical Education Curriculum, Luke E. Kelly and Vincent J.
Melograno
Staying Healthy, Weekly Reader Publishing
Billboard Top Rock 'n' Roll Hits, Rhino
Everybody Dance, Kimbo Education
Mr. C The Slide Man, ChaChaSlide, Universal Records

METHODS OF INSTRUCTION:

Direct Style
Tasks/Station Style
Cooperative Learning Style
Problem Solving Style

METHODS OF EVALUATION:

Skill test
Written test
Task Sheets
Checklists
Teacher observation
Dress (proper shoes)

PHYSICAL EDUCATION AND HEALTH - 5: Deborah Fields

COURSE CONTENT:

The Fifth Grade Physical Education Program concentrates on Movement Competencies, Concepts, and Principles with emphasis on educational and modified games and sports. Fitness concepts, personal, and social responsibility are continued in the physical education program. Basic skill themes are revisited and improved upon. Students will begin to realize the relationship between these skill themes and their use in modified games and sports. Rules for sports and offense and defense will be introduced.

Students will participate in developmentally appropriate physical education and health related fitness activities, which incorporate the basic skill themes. Fitness is an integral part of physical education class. Emphasis is placed upon fitness components: cardiovascular endurance, muscular strength, muscular endurance, flexibility, agility, and balance. Motivating students to commit to a lifelong pursuit of good health through physical activity will be emphasized.

The physical education program uses the National Standards for Physical Education as its guideline along with the topics for each grade level. The national content standards and the skill themes are interwoven throughout the content. A developmentally appropriate program that enhances the growth of the whole child (cognitive, affective, and psychomotor) through physical education is reflected by the activities that students engage in. The Warrior Express Running Club and the Presidential Fitness Challenge is for student participation. These two activities provide enjoyment and measure fitness levels and will not be used for grading purposes.

OBJECTIVES:

- To perform specialized sport skills with mature form
- To use sport skills in a variety of activities
- To perform a variety of gymnastics skills
- To perform body management skills on equipment
- To move rhythmically in a variety of settings (dances, rope jumping)
- To apply a wide variety of locomotor and manipulative game skills in low-organized game settings
- To incorporate specialized sport skills in a variety of sport lead-up games
- To maintain good health and learn how to incorporate a healthy eating lifestyle and physical activity into their daily lives
- To understand and build the components of physical fitness; endurance, strengthen muscle, improve flexibility, and to get the heart rate up for an extended time
- To demonstrate empathy, understanding, and respect for classmates
- To follow rules and procedures in physical activity settings
- To cooperate in a group setting by taking turns and helping others
- To behave responsibly when differences of opinion occur

TEXT AND MATERIALS:

Dynamic Physical Education for Elementary School Children, Pangrazi
Physical Education Methods for Classroom Teachers, Human Kinetics
Teaching Elementary Physical Education, Peter Hastie and Ellen Martin
Physical Activity and Health: An Interactive Approach, David Q. Thomas and Jerome E. Kotecki
Developing the Physical Education Curriculum, Luke E. Kelly and Vincent J. Melograno
Staying Healthy, Weekly Reader Publishing
Billboard Top Rock 'n' Roll Hits, Rhino
Everybody Dance, Kimbo Education
Mr. C - The Slide Man, ChaChaSlide, Universal Records

METHODS OF INSTRUCTION:

Direct Style
Task Style
Cooperative Learning Style
Peer Groupings
Mastery Learning Style
Problem-Solving Style

METHODS OF EVALUATION:

Assessment and instruction are linked therefore assessment will be utilized in physical education.
Check lists
Teacher observation
Tasks sheet
Written test
Dress (proper athletic shoes)



OAK MOUNTAIN
A C A D E M Y

FINE ARTS



FINE ARTS - PK: Boyce Covert

COURSE CONTENT:

Students will explore the seven elements of design: line, shape, color, value, texture, form, and space and experience a variety of art media through drawing, painting, collage, sculpture, and printmaking. Through the creation of artworks, students will gain skills and understanding of a variety of media available enabling them to create artworks and express their ideas and feelings.

Students will also learn how to express themselves using art terminology and the use of art materials effectively and safely. National symbols, family, self, and community are some of the themes that will be explored.

OBJECTIVES:

- To expand students use of art terminology
- To verbally express individual ideas, thoughts, and feelings
- To engage in the creative process
- To manipulate art materials or media to generate art images
- To learn the seven elements of design and learn how to use them to express ideas and feelings
- To make connections between art and other disciplines of learning such as math, literature, and science

TEXT AND MATERIALS:

- Portfolios*, Barrett Kendall Publishing, Ltd.
- Art Express*, Harcourt Brace and Company
- The Art Book for Children*, Phaidon Press, Inc.
- School Arts*, Davis Publications
- The Little Hands Art Book*, Davis Publications, Inc.
- Children and Painting*, Davis Publications, Inc.
- Drawing With Children*, G.P. Putnam's Sons
- Preschool Art*, Gryphon House, Inc.
- Arts and Activities*, Publishers' Development
- I Can Fly: Kids and Creativity* video series, Crystal Productions
- Art Prints*, Crystal Productions
- Art Smart*, Prentice Hall
- Transparencies of artwork, Davis Publications, Inc.
- A variety of images and resources from the World Wide Web
- Teacher's examples of art projects to be completed

METHODS OF INSTRUCTION:

- Teacher example
- Show artwork image if available for lesson
- Demonstration of art method
- Discussion of famous artist artworks, if applicable
- Oral reading of books on famous artist, if applicable
- Demonstration on handling of new art materials
- Demonstration on clean up procedure at the end of each art project

METHODS OF EVALUATION:

- Art Portfolio
- Verbal Assessment on art terminology
- Verbal discussion on identity of famous artists
- Visual assessment on students handling of art materials

FINE ARTS - K: Boyce Covert

COURSE CONTENT:

Students will continue to explore the seven elements of design: line, shape, color, value, texture, form, and space; the principles of design: movement, balance, and pattern will be introduced. Students will learn to use a variety of new art materials to create two dimensional and three dimensional art work: oil pastels, Papier Mache, and mixed media. Through experience in a range of art processes and use of a variety of art materials in the creation of artworks, the students will begin to relate process, material, and technique to communicate their ideas and feelings.

Art terminology and it's expression will continue in use. The introduction of well-known artists, both multicultural and artists of our state and community will be explored. Self-expression, light and shadow, weather and seasons, and nature are some of the themes that will be explored.

OBJECTIVES:

- To expand students use of art terminology
- To verbally express individual ideas, thoughts, and feelings
- To relate process, materials, and technique to express themselves
- To further develop fine motor skills
- To engage in the creative process
- To develop ideas, express imagination, and explore a variety of art media and techniques
- To make connections between art and other disciplines of study
- To learn about the visual arts in relation to history and culture

TEXT AND MATERIALS:

- Portfolios*, Barrett Kendall Publishing, Ltd.
- Art Express*, Harcourt Brace and Company
- Explorations in Art*, Davis Publications, Inc.
- Discovering Great Artists*, Bright Ring Publishing, Inc.
- The Wildlife Book*, Williamson Publishing, Inc.
- Emphasis: Art*, International Textbook Company
- Using Color in Your Art*, Williamson Publishing, Inc.
- Teach Art to Children*, Evan-Moor Corp.
- School Arts*, Davis Publications, Inc.
- The Little Hands Art Book*, Williamson Publishing
- Children and Painting*, Davis Publications, Inc.
- Drawing With Children*, G.P. Putnam's Sons
- Arts and Activities*, Publishers' Development
- I Can Fly: Kids and Creativity* video series, Crystal Productions
- Art Prints*, Crystal Productions

The Art Book for Children, Phaidon Press, Inc.
Transparencies of artist's work, Davis Publications, Inc.
Art Smart, Prentice Hall
Art Through the Ages, Universal Color Slide
A variety of images and resources from the World Wide Web
Teacher's examples of art projects to be completed by students

METHODS OF INSTRUCTION:

Teacher example
Demonstration of art method
Discussion of famous artist artworks, if applicable
Oral reading of book on famous artist, if applicable
Discussion of meaning behind an artist creation of artworks
Demonstration on handling of new art materials
Creation of artwork to express individual ideas, thoughts, and feelings
Demonstration of clean up procedure at the end of each art project
Discussion of own artwork and that of classmates

METHODS OF EVALUATION:

Art Portfolio
Verbal and oral assessment on art terminology
Verbal and oral assessment on identity of various well known artists
Visual assessment on students handling of art materials
Ability to express meanings and feelings behind own artwork and that of classmates

FIRST GRADE FINE ARTS: Boyce Covert

COURSE CONTENT:

Students will create artworks that implement the seven elements of design: line, shape, color, value, texture, form, and space; the principles of design: movement, balance, proportion, pattern, emphasis, unity, and variety will be introduced. A variety of art media will be implemented to create two dimensional and three dimensional artworks with a focus on self development toward relating the process, materials, and techniques communicating their ideas and feelings.

Students will connect the visual arts to other academic disciplines through studies made of Multicultural and European artworks. A variety of new art media will be taught, creating drawings, prints, sculpture, and mixed media. Self expression, representational art, and decorative art are some of the themes for exploration.

OBJECTIVES:

- To expand students use of art terminology
- To verbally express individual ideas, thoughts, and feelings
- To relate process, materials, and technique to express themselves
- To further develop fine motor skills
- To engage in the creative process
- To develop ideas, express imagination, and explore a variety of art media and techniques
- To make connections between art and other disciplines of study
- To learn about the visual arts in relation to history and culture

TEXT AND MATERIALS:

- Portfolios*, Barrett Kendall Publishing, Ltd.
- Art Express*, Harcourt Brace and Company
- Adventures in Art*, Davis Publications, Inc.
- School Arts*, Davis Publications, Inc.
- The Little Hands Art Book*, Williamson Publishing
- Children and Painting*, Davis Publications, Inc.
- Drawing With Children*, G.P. Putnam's Sons
- Arts and Activities*, Publishers' Development
- I Can Fly: Kids and Creativity* video series, Crystal Productions
- Art Prints*, Crystal Productions
- Transparencies of artist's work, Davis Publications, Inc.
- Art Smart*, Prentice Hall
- Discovering Great Artists*, Bright Ring Publishing, Inc.
- The Kid's Wildlife Book*, Williamson Publishing Co.
- Emphasis: Art*, International Textbook Company
- Using Color in Your Art*, Williamson Publishing Co.

Teach Art to Children, Evan-Moor Corp.
The Art Book for Children, Phaidon Press, Inc.
Art Through the Ages, Universal Color Slide
A variety of images and resources from the World Wide Web
Teacher's examples of art projects to be completed by students

METHODS OF INSTRUCTION:

Display teacher example
Demonstration of art method
Discussion of famous artist, artwork, and art movement, if applicable
Oral reading of book on famous artist, if applicable
Discussion of meaning behind an artist's or art movement's creations
Demonstration on handling of new art materials when presented
Student's creation of artwork to express individual ideas, thoughts, and feelings
Demonstration of clean up procedure at the end of each art project
Discussion of own artwork and that of others

METHODS OF EVALUATION:

Art Portfolio
Verbal, oral, and written assessment on art terminology
Verbal, oral, and written assessment on identity of various well known artists
Visual assessment on students handling of art materials
Visual assessment on student's ability to express meanings and feelings behind own artwork and that of others

SECOND GRADE FINE ARTS: Boyce Covert

COURSE CONTENT:

Students will develop greater skill and understanding in the use of art media, elements, and principles of design to engage in the creative process in order to visualize their ideas and generate artwork. Media and techniques will include drawing, painting, sculpture, ceramics, fiber arts, collage, and printmaking.

Students will connect the visual arts to other academic disciplines through studies made of American Art, Japanese Art, Mexican Art, and Native American Art. Selected art works will be viewed and discussed to recognize unique contributions of contemporary and historical Georgia artists and artworks as well. Emphasis will be placed on art terminology to discuss their personal artwork and that of others.

OBJECTIVES:

- To expand students use of art terminology
- To verbally express individual ideas, thoughts, and feelings
- To relate process, materials, and technique to express themselves
- To create artwork based on personal experience and selected themes
- To make connections between art and other disciplines of study
- To learn about the visual arts in relation to history and culture

TEXT AND MATERIALS:

Portfolios, Barrett Kendall Publishing, Ltd.
Art Express, Harcourt Brace and Company
Explorations in Art, Davis Publications, Inc.
School Arts, Davis Publications, Inc.
The Little Hands Art Book, Williamson Publishing
Children and Painting, Davis Publications, Inc.
Drawing With Children, G.P. Putnam's Sons
Arts and Activities, Publishers' Development
I Can Fly: Kids and Creativity video series, Crystal Productions
Art Prints, Crystal Productions
Transparencies of artist's work, Davis Publications, Inc.
Art Smart, Prentice Hall
Discovering Great Artists, Bright Ring Publishing, Inc.
The Kid's Wildlife Book, Williamson Publishing Co.
Emphasis: Art, International Textbook Company
Using Color in Your Art, Williamson Publishing Co.
Teach Art to Children, Evan- Moor Corp.
The Art Book for Children, Phaidon Press, Inc.
Art Through the Ages, Universal Color Slide
A variety of images and resources from the World Wide
Teacher's examples of art projects to be completed by students

METHODS OF INSTRUCTION:

- Display teacher example
- Demonstration of art method
- Discussion of famous artist, artwork, and art movement, if applicable
- Oral reading of book on famous artist, if applicable
- Discussion of meaning behind an artist's or art movement's creations
- Demonstration on handling of new art materials when presented
- Student's creation of artwork to express individual ideas, thoughts, and feelings
- Demonstration of clean up procedure at the end of each art project
- Discussion of own artwork and that of others

METHODS OF EVALUATION:

- Art Portfolio
- Verbal, oral, and written assessment on art terminology
- Verbal, oral, and written assessment on identity of various well known artists
- Visual assessment on students handling of art materials
- Visual assessment on student's ability to express meanings and feelings behind own artwork and that of others

THIRD GRADE FINE ARTS: Boyce Covert

COURSE CONTENT:

Students will engage in the creative process to generate and visualize ideas using the elements and principles of design as a guide when planning and creating two dimensional and three dimensional art. Students will investigate and discover the personal relationship of artists to community, culture and world through making art inspired by North American, South American, European, and Asian art.

Students will create landscapes, still-life paintings and collages, portraits, relief prints, sculptures, ceramics, photomontages, mosaics, and batiks. The focus of study will be on color mixing and the use of perspective and shading to give the illusion of form. Discussion of artworks based on subject, theme, composition and/or elements and principles of design will be encouraged.

OBJECTIVES:

- To increase students use of art terminology when studying and interpreting artwork
- To formulate a personal response to the visual arts
- To create artwork based on personal experiences and selected themes
- To understand and apply art media in new and inventive ways
- To create compositions using the elements and principles of design
- To make connections between art and other disciplines of study
- To learn about the visual arts in relation to history and culture
- To discuss artwork of self, classmates, and well-known artists

TEXT AND MATERIALS:

- Portfolios*, Barrett Kendall Publishing, Ltd.
- Art Express*, Harcourt Brace and Company
- Adventures in Art*, Davis Publications, Inc.
- School Arts*, Davis Publications, Inc.
- The Little Hands Art Book*, Williamson Publishing
- Children and Painting*, Davis Publications, Inc.
- Drawing With Children*, G.P. Putnam's Sons
- Arts and Activities*, Publishers' Development
- I Can Fly: Kids and Creativity* video series, Crystal Productions
- Art Prints*, Crystal Productions
- Transparencies of artist's work, Davis Publications, Inc.
- Art Smart*, Prentice Hall
- Discovering Great Artists*, Bright Ring Publishing, Inc.
- The Kid's Wildlife Book*, Williamson Publishing Co.
- Emphasis: Art*, International Textbook Company

Using Color in Your Art, Williamson Publishing Co.
Teach Art to Children, Evan- Moor Corp.
The Art Book for Children, Phaidon Press, Inc.
Art Through the Ages, Universal Color Slide
A variety of images and resources from the World Wide Web
Teacher's examples of art projects to be completed by students

METHODS OF INSTRUCTION:

Display teacher example
Demonstration of art method
Discussion of famous artist, artwork, and art movement, if applicable
Viewing and discussion of video, slides, or transparencies showing artwork
Viewing and discussion of meaning behind an artwork or movement
Demonstration on handling of new art materials when presented
Student's creation of artwork to express individual ideas, thoughts, and feelings
Demonstration of clean up procedure, if unknown
Discussion of own artwork and that of others

METHODS OF EVALUATION:

Art Portfolio
Verbal, oral, and written assessment on art terminology
Verbal, oral, and written assessment on identity of various well known artists
Visual assessment on students handling of art materials
Visual assessment on student's ability to express meanings and feelings behind own artwork and that of others

FOURTH GRADE FINE ARTS: Boyce Covert

COURSE CONTENT:

The student will develop creativity, critical thinking, perceptual awareness, and problem solving skills when planning and creating two dimensional and three dimensional art. Investigation of the personal relationship of artists to community, culture, and world is continued through creating art inspired by art history.

Students will unite the elements and principles of design to plan and create abstract, realistic, and optical compositions in a variety of art media. Emphasis will be placed on composition, space, and properties of color. Discussion of artworks based on subject, theme, composition and/or elements and principles of design will be encouraged.

OBJECTIVES:

- To increase students use of art terminology when studying and interpreting artwork
- To formulate a personal response to the visual arts
- To create artwork based on personal experiences and selected themes
- To understand and apply art media in new and inventive ways
- To create compositions using the elements and principles of design
- To make connections between art and other disciplines of study
- To learn about the visual arts in relation to history and culture
- To discuss artwork of self, classmates, and well-known artists

TEXT AND MATERIALS:

Portfolios, Barrett Kendall Publishing, Ltd.
Art Express, Harcourt Brace and Company
Adventures in Art, Davis Publications, Inc.
School Arts, Davis Publications, Inc.
The Little Hands Art Book, Williamson Publishing
Children and Painting, Davis Publications, Inc.
Drawing With Children, G.P. Putnam's Sons
Arts and Activities, Publishers' Development
I Can Fly: Kids and Creativity video series, Crystal Productions
Art Prints, Crystal Productions
Transparencies of artist's work, Davis Publications, Inc.
Art Smart, Prentice Hall
Discovering Great Artists, Bright Ring Publishing, Inc.
The Kid's Wildlife Book, Williamson Publishing Co.
Emphasis: Art, International Textbook Company
Using Color in Your Art, Williamson Publishing Co.
Teach Art to Children, Evan- Moor Corp.
The Art Book for Children, Phaidon Press, Inc.
Art Through the Ages, Universal Color Slide

A variety of images and resources from the World Wide Web
Teacher's examples of art projects to be completed by students

METHODS OF INSTRUCTION :

- Display teacher example
- Demonstration of art method
- Discussion of famous artist and art movement, if applicable
- Viewing and discussion of video, slides, or transparencies showing artwork
- Viewing and discussion of meaning behind an artwork or movement
- Demonstration on handling of new art materials when presented
- Student's creation of artwork to express individual ideas, thoughts, and feelings
- Demonstration of clean up procedure, if unknown
- Discussion of own artwork and that of others

METHODS OF EVALUATION:

- Art Portfolio
- Verbal, oral, and written assessment on art terminology
- Verbal, oral, and written assessment on identity of various well known artists
- Visual assessment on students handling of art materials
- Visual assessment on student's ability to express meanings and feelings behind own artwork and that of others

FIFTH GRADE FINE ARTS: Boyce Covert

COURSE CONTENT:

Students will incorporate the elements and principles of design to create moods, feelings, and ideas in art. Emphasis will be placed upon line, perspective, proportion, color, space, shape, and form. Interest in detail and improvement of art techniques is accentuated. An exploration of the personal relationship of artists to community, culture, and world is continued through creation of art prompted by art history study.

New techniques and media will be introduced and utilized to create two dimensional and three dimensional work. Students are encouraged to use a sketchbook for planning and self-reflection. Students will be engaged in well-rounded studio art experiences.

OBJECTIVES:

- To increase students use of art terminology when studying and interpreting artwork
- To formulate a personal response to the visual arts
- To create artwork based on personal experiences and selected themes
- To understand and apply art media in new and inventive ways
- To create compositions using the elements and principles of design
- To make connections between art and other disciplines of study
- To learn about the visual arts in relation to history and culture
- To discuss artwork of self, classmates, and well-known artists

TEXT AND MATERIALS:

- Portfolios*, Barrett Kendall Publishing, Ltd.
- Art Express*, Harcourt Brace and Company
- Adventures in Art*, Davis Publications, Inc.
- School Arts*, Davis Publications, Inc.
- The Little Hands Art Book*, Williamson Publishing
- Children and Painting*, Davis Publications, Inc.
- Drawing With Children*, G.P. Putnam's Sons
- Arts and Activities*, Publishers' Development
- I Can Fly: Kids and Creativity* video series, Crystal Productions
- Art Prints*, Crystal Productions
- Transparencies of artist's work, Davis Publications, Inc.
- Art Smart*, Prentice Hall
- Discovering Great Artists*, Bright Ring Publishing, Inc.
- The Kid's Wildlife Book*, Williamson Publishing Co.
- Emphasis: Art*, International Textbook Company
- Using Color in Your Art*, Williamson Publishing Co.
- Teach Art to Children*, Evan- Moor Corp.
- The Art Book for Children*, Phaidon Press, Inc.
- Art Through the Ages*, Universal Color Slide

A variety of images and resources from the World Wide Web
Teacher's examples of art projects to be completed by students

METHODS OF INSTRUCTION:

- Display teacher example
- Demonstration of art method
- Discussion of famous artist, artwork, and art movement, if applicable
- Viewing and discussion of video, slides, or transparencies showing artwork
- Viewing and discussion of meaning behind an artwork or movement
- Demonstration on handling of new art materials when presented
- Student's creation of artwork to express individual ideas, thoughts, and feelings
- Demonstration of clean up procedure, if unknown
- Discussion of own artwork and that of others

METHODS OF EVALUATION:

- Art Portfolio
- Verbal, oral, and written assessment on art terminology
- Verbal, oral, and written assessment on identity of various well known artists
- Visual assessment on students handling of art materials
- Visual assessment on student's ability to express meanings and feelings behind own artwork and that of others



OAK MOUNTAIN

A C A D E M Y

MUSIC



MUSIC – K: Dr. Joel Williams

COURSE CONTENT:

The course is designed to continue in a spiraling manner the basic aspects of musical study established in the Pre-K curriculum. The student continues to be exposed to the systematic study of sound as it relates to the art of music. As the beginning of a progressive study of those components of music that will lead to an enjoyment and understanding of music, the student will be introduced to the basic aspects of music study outlined in the Georgia Performance Standards in K-5 General Music. Those standards are modeled after the National Standards published by the Music Educators National Conference and include seven basic aspects of music study: (1) awareness of sound properties, (2) listening, (3) notation, (4) singing, (5) instruments, (6) music history/composers, and (7) movement to music. The course is a yearlong study of music presented as a weekly 30 minute music enrichment class.

COURSE OBJECTIVES:

- To be aware of sound production properties of instrument family groups
- To understand direction of pitch movement: high to low, low to high, static
- To identify classics familiar through exposure from media sources: Beethoven's *Fifth Symphony* and *Fuer Elise*, Tchaikovsky's *Nutcracker Suite*, Haydn's *Surprise Symphony*, Mozart's *Eine Kleine Nachtmusik*, etc.
- To become aware of the basic components of musical form: repetition, contrast, and variation
- To draw and/or identify treble and bass clef signatures, staff, quarter rest, rhythmical notation icons
- To identify by sight and sound the instruments that represent the characters of Prokofiev's *Peter and the Wolf* and Saint-Saens' *Carnival of the Animals*
- To demonstrate through proper playing technique how age appropriate instruments such as rhythm band, xylophones, and Boomwhackers are played
- To relate to and recall stories of famous composers and significant musical events related through teacher's narratives and/or media presentation
- To demonstrate actions and movements reinforcing beat, meter, and rhythm
- To sing age-appropriate selected songs for fun and skill building and learn songs that can be performed at special programs

TEXTS AND MATERIALS:

- Teacher designed materials appropriate for the age group
- Internet materials that reinforce skills
- Georgia Performance Standards - Fine Arts
- National Performance Standards - MENC
- Music in the Elementary School* - Nye/Nye

METHODS OF INSTRUCTION:

- Teacher narratives
- Peer group skills activities
- Class discussions
- Written projects
- Media presentations

METHODS OF EVALUATION:

- Class discussion
- Teacher observation
- Class participation
- Tests and/or quizzes as appropriate
- Written projects

MUSIC – 1: Dr. Joel Williams

COURSE CONTENT:

The course is designed to continue in a spiraling manner the basic aspects of musical study established in the Pre-K curriculum and continued in the Grade K curriculum. The student continues to be exposed to the systematic study of sound as it relates to the art of music. As the continuation of a progressive study of those components of music that will lead to an enjoyment and understanding of music, the student will be introduced to the basic aspects of music study outlined in the Georgia Performance Standards in K-5 General Music. Those standards are modeled after the National Standards published by the Music Educators National Conference and include seven basic aspects of music study: (1) awareness of sound properties, (2) listening, (3) notation, (4) singing, (5) instruments, (6) music history/composers, and (7) movement to music. The course is a yearlong study of music presented as a weekly 45 minute music enrichment class.

OBJECTIVES:

- To be aware of sound production properties of instrument family groups and high and low characteristics of individual instruments within the family group
- To understand direction of pitch movement: high to low, low to high, static
- To understand major-minor sound qualities
- To identify classics familiar through exposure from media sources: Grofe's *Grand Canyon Suite*, Strauss' *Also Sprach Zarathustra*, etc.
- To become aware of the basic components of musical form: repetition, contrast, variation
- To draw and/or identify staff, quarter rest, rhythmical notation symbols for quarter and eighth notes
- To identify by sight and sound some of the instruments that belong to specific family groups
- To continue playing Boomwhackers, rhythm band instruments, and introduce African percussion
- To relate to and recall stories of famous composers and significant musical events related through teacher's narratives and/or media presentations
- To demonstrate actions and movements reinforcing beat, meter, and rhythm
- To sing age appropriate selected songs for fun and skill building and learn songs that can be performed at special programs such as patriotic songs that reinforce skills

TEXTS AND MATERIALS:

- Teacher designed materials appropriate for the age group
- Internet materials from the Georgia Performance Standards - Fine Arts
- National Performance Standards - MENC
- Music in the Elementary School* - Nye/Nye

METHODS OF INSTRUCTION:

- Teacher narratives
- Peer group skills activities
- Class discussions
- Written projects
- Media presentations

METHODS OF EVALUATION:

- Class discussion
- Teacher observation
- Class participation
- Tests and/or quizzes as appropriate
- Written projects

MUSIC – 2: Dr. Joel Williams

COURSE CONTENT:

The course is designed to continue in a spiraling manner the basic aspects of musical study established in the Pre-K curriculum and continued in the Grade K and Grade 1 curriculum. The student continues to be exposed to the systematic study of sound as it relates to the art of music. As the continuation of a progressive study of those components of music that will lead to an enjoyment and understanding of music, the student will be introduced to the basic aspects of music study outlined in the Georgia Performance Standards in K-5 General Music. Those standards are modeled after the National Standards published by the Music Educators National Conference and include seven basic aspects of music study: (1) awareness of sound properties, (2) listening, (3) notation, (4) singing, (5) instruments, (6) music history/composers, and (7) movement to music. The course is a yearlong study of music presented as a weekly 45 minute music enrichment class.

COURSE OBJECTIVES:

- To become aware of sound production properties of instrument family groups and high and low characteristics of individual instruments within the family group
- To understand direction of pitch movement: high to low, low to high, static; major-minor sound qualities, and the concept of harmony
- To identify classics familiar through exposure from media sources: Thompson's *Mississippi Suite*, Joplin Rags, etc.
- To become aware of the basic components of musical form: repetition, contrast, variation, and rondo
- To draw and/or identify staff, quarter rest, rhythmical notation symbols for quarter notes, eighth notes, half notes
- To identify by sight and sound some of the instruments belonging to specific family groups
- To continue playing Boomwhackers, rhythm band instruments, and African percussion
- To relate to and recall stories of famous composers and significant musical events related through teacher's narratives and/or media presentations
- To demonstrate actions and movements reinforcing beat, meter, and rhythm
- To sing age appropriate selected songs for fun and skill building and learn songs that can be performed at special programs, patriotic songs, and multi-cultural songs

TEXTS AND MATERIALS:

- Teacher-designed materials appropriate for the age group
- Internet materials that reinforce skills
- Georgia Performance Standards - Fine Arts
- National Performance Standards - MENC
- Music in the Elementary School* - Nye/Nye

METHODS OF INSTRUCTION:

- Teacher narratives
- Peer group skills activities
- Class discussions
- Written projects
- Media presentations

METHODS OF EVALUATION:

- Class discussion
- Teacher observation
- Class participation
- Tests and/or quizzes as appropriate
- Written projects

MUSIC – 3: Dr. Joel Williams

COURSE CONTENT:

The course is designed to continue in a spiraling manner the basic aspects of musical study established in the Pre-K curriculum and continued through the Grade K, Grade 1, and Grade 2 curriculum. The student continues to be exposed to the systematic study of sound as it relates to the art of music. As the continuation of a progressive study of those components of music that will lead to an enjoyment and understanding of music, the student will be introduced to the basic aspects of music study outlined in the Georgia Performance Standards in K-5 General Music. Those standards are modeled after the National Standards published by the Music Educators National Conference and include seven basic aspects of music study: (1) awareness of sound properties, (2) listening, (3) notation, (4) singing, (5) instruments, (6) music history/composers, and (7) movement to music. The course is a yearlong study of music presented as a weekly 45 minute music enrichment class.

COURSE OBJECTIVES:

- To be aware of individual sounds of specific instruments, electronic sound production, major-minor sound qualities, and the concept of harmony
- To identify classics familiar through exposure from media sources: Sousa marches, world music, etc.
- To continue the basic components of musical form: repetition, contrast, variation, and rondo
- To draw and/or identify staff, quarter rest, rhythmical notation symbols for quarter notes, eighth notes, half notes, whole notes and corresponding rest symbols
- To identify by sight and sound some of the instruments belonging to specific family groups
- To continue playing Boomwhackers, rhythm band instruments, African percussion, and chordophone
- To relate to and recall stories of famous composers and significant musical events related through teacher's narratives and/or media presentations
- To demonstrate actions and movements reinforcing beat, meter, and rhythm
- To sing age appropriate selected songs for fun and skill building and learn songs that can be performed at special programs, patriotic songs, multi-cultural songs
- To reinforce concept of harmony by singing roulds and canons

TEXTS AND MATERIALS:

- Teacher designed materials appropriate for the age group
- Internet materials that reinforce skills
- Georgia Performance Standards - Fine Arts
- National Performance Standards - MENC
- Music in the Elementary School* - Nye/Nye

METHODS OF INSTRUCTION:

- Teacher narratives
- Peer group skills activities
- Class discussions
- Written projects
- Media presentations

METHODS OF EVALUATION:

- Class discussion
- Teacher observation
- Class participation
- Tests and/or quizzes as appropriate
- Written projects

MUSIC-4: Dr. Joel Williams

COURSE CONTENT:

The course is designed to continue in a spiraling manner the basic aspects of musical study established in the Pre-K curriculum and continued through the Grade K, Grade 1, Grade 2, and Grade 3 curriculum. The student continues to be exposed to the systematic study of sound as it relates to the art of music. As the continuation of a progressive study of those components of music that will lead to an enjoyment and understanding of music, the student will be introduced to the basic aspects of music study outlined in the Georgia Performance Standards in K-5 General Music. Those standards are modeled after the National Standards published by the Music Educators National Conference and include seven basic aspects of music study: (1) awareness of sound properties, (2) listening, (3) notation, (4) singing, (5) instruments, (6) music history/composers, and (7) movement to music. The course is a yearlong study of music presented as a weekly 45 minute music enrichment class.

COURSE OBJECTIVES:

- To be aware of individual sounds of specific instruments: electronic sound production: major-minor sound qualities, and concept of harmony
- To identify classics familiar through exposure from media sources: Smetana's *The Moldau*, Schubert's *Erlking*, and world music, etc.
- To continue the basic components of musical form (repetition, contrast, variation, rondo, through-composed)
- To draw and/or identify staff, rhythmical notation symbols for quarter notes, eighth notes, half notes, whole notes and corresponding rest symbols, and dynamics symbols
- To identify by sight and sound some of the instruments that belong to specific family groups, continue playing Boomwhackers, and rhythm band instruments African percussion and chordophone
- To relate to and recall stories of famous composers and significant musical events related through teacher's narratives and/or media presentations
- To demonstrate actions and movements reinforcing beat, meter, and rhythm
- To sing age appropriate selected songs for fun and skill building and learn songs that can be performed at special programs, patriotic songs, multi-cultural songs
- To reinforce concept of harmony by singing rounds, canons, and imitative part-songs

TEXTS AND MATERIALS:

- Teacher designed materials appropriate for the age group
- Internet materials that reinforce skills
- Georgia Performance Standards - Fine Arts
- National Performance Standards - MENC
- Music in the Elementary School* - Nye/Nye

METHODS OF INSTRUCTION:

- Teacher narratives
- Peer group skills activities
- Class discussions
- Written projects
- Media presentations

METHODS OF EVALUATION:

- Class discussion
- Teacher observation
- Class participation
- Tests and/or quizzes as appropriate
- Written projects

MUSIC – 5: Dr. Joel Williams

COURSE: CONTENT

The course is designed to continue in a spiraling manner the basic aspects of musical study established in the Pre-K curriculum and continued through the Grade K, Grade 1, Grade 2, Grade 3, and Grade 4 curriculum. The student continues to be exposed to the systematic study of sound as it relates to the art of music. As the continuation of a progressive study of those components of music that will lead to an enjoyment and understanding of music, the student will be introduced to the basic aspects of music study outlined in the Georgia Performance Standards in K-5 General Music. Those standards are modeled after the National Standards published by the Music Educators National Conference and include seven basic aspects of music study: (1) awareness of sound properties, (2) listening, (3) notation, (4) singing, (5) instruments, (6) music history/composers, and (7) movement to music. The course is a yearlong study of music presented as a weekly 45 minute music enrichment class.

COURSE OBJECTIVES:

- To be aware of individual sounds of specific instruments (2) electronic sound production (3) major-minor sound qualities (4) concept of harmony (5) phrase and theme identification
- To identify classics familiar through exposure from media sources: folksongs, world music, *introduction to jazz*, etc.
- To continue the basic components of musical form: repetition, contrast, variation, rondo, through-composed, theme recognition
- To draw and/or identify staff, rhythmical notation symbols for quarter notes, eighth notes, half notes, whole notes, sixteenth notes and corresponding rest symbols and Dynamics symbols
- To learn to read basic choral scores
- To identify by sight and sound some of the instruments belonging to specific family groups
- To continue playing Boomwhackers, rhythm band instruments, African percussion, and chordophone
- To understand and demonstrate the Symphony Orchestra set-up on stage relate to and recall stories of famous composers and significant musical events that are related through teacher's narratives and/or media presentations
- To demonstrate actions and movements reinforcing beat, meter, and rhythm
- To sing age-appropriate selected songs for fun and skill building and learn songs that can be performed at special programs, patriotic songs, and multi-cultural songs
- To reinforce concept of harmony by singing rounds, canons, imitative part-songs, and two-part songs

TEXTS AND MATERIALS:

- Teacher designed materials appropriate for the age group
- Internet materials that reinforce skills

Georgia Performance Standards - Fine Arts
National Performance Standards - MENC
Music in the Elementary School - Nye/Nye

METHODS OF INSTRUCTION:

Teacher narratives
Peer group skills activities
Class discussions
Written projects
Media presentations

METHODS OF EVALUATION:

Class discussion
Teacher observation
Class participation
Tests and/or quizzes as appropriate
Written projects



OAK MOUNTAIN
A C A D E M Y

EXTRA-CURRICULAR COURSE OFFERINGS



OAK MOUNTAIN ACADEMY AFTER-SCHOOL MANDARIN CHINESE ENRICHMENT PROGRAM LEVEL I (SESSION I & II): Elizabeth Zhao-Kanode

COURSE CONTENT:

The program enables non-native Chinese-speaking students to acquire practical communication skills, develop competence and confidence, and enjoy the fun Chinese cultural activities and events. It is designed for China's official language – Mandarin Chinese. The pronunciation is based on the Beijing dialect, and the writing follows the simplified version used in P. R. China.

Students will learn the basic language skills of listening, speaking, reading, and writing some basic Chinese characters; they will practice their conversational skills through dynamic and interactive activities. Students will also learn about Chinese culture and history.

OBJECTIVES:

The curriculum is designed to meet the needs and interests of various learners who would like to explore a foreign language in a fun way. Aside from learning the language and practicing language skills, the curriculum at all levels will combine the western and eastern cultural elements, as well as use authentic and fun materials to motivate learners.

The Aims of this course are introducing Chinese phonetic alphabets – Pinyin and Chinese characters; speaking simple everyday expressions; singing children's songs and chanting children's rhymes; becoming familiar with approximately 50 Chinese characters and gaining a preliminary understanding of Chinese culture.

Language objectives are greetings, self-introduction, counting, asking and telling age, stating physical features, family, common household terms, terms of reading and writing, classroom terms, drinks and food.

TEXT AND MATERIALS:

The Chinese Paradise 汉语乐园, Level 1: Beijing Language and Culture University Press, Beijing: 2005
(2 Student's Books -1A, 1B & 1 CD and 2 Workbooks -1A, 1B & 1 CD)

Supplementary handouts such as writing exercises of basic Chinese characters, Chinese Calligraphy - brush pen writing, Chinese arts & crafts and more.

METHODS OF INSTRUCTION:

A typical lesson plan for young learners includes games, role-play, singing, dance, video, story books, and hands-on Chinese cultural crafts and activities that appeal to younger learners such as writing with brush pens, painting a Chinese opera mask, writing a birthday card in Chinese, kicking shuttlecocks, making paper cuttings, kites, and more.

METHODS OF EVALUATION:

Class participation
Group and individual projects
Teacher observation

STRINGS AND PIANO INSTRUCTION: Sam Lee

COURSE CONTENT:

Lower school students are provided the opportunity for piano and strings lessons with Mr. Lee during and after the school day.

OBJECTIVES:

To be able to read and play music using a piano or string instrument such as the violin.

TEXT AND MATERIALS:

Text and materials are recommended by the music instructor based on the knowledge level of the student.

METHODS OF INSTRUCTION:

Individual music lessons provided by Mr. Sam Lee

METHODS OF EVALUATION:

Instructor observation
Student performance
Demonstrated student knowledge