

# Oak Mountain Academy

## Course Guide



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## **LOWER SCHOOL COURSE GUIDE**

### **PRE-KINDERGARTEN - 3**

#### **GROSS MOTOR SKILLS PRE-K3**

##### **COURSE CONTENT:**

Physical development is defined as the ability to use one's body with increasing purpose, skill, and control. During the years from 3-7, children develop basic motor skills that enable them to move in and respond to their social and physical environments. Physical development is interrelated with all aspects of the child's development. In general, motor learning progresses from simple to complex and from spontaneous to controlled.

Fine motor development involves the use of small muscles of the body (particularly in the hands) to perform such tasks as picking up objects, using crayons, pencils, markers, scissors, stacking blocks, copying designs and stringing beads. Development of these initial fine motor skills assists in preparation for later drawing/writing tasks. The skill required for writing begins when a baby first grasps a rattle and continues to develop throughout the preschool years. Children need frequent opportunities to work with an assortment of materials to develop their fine motor control and strength as well as their eye-hand coordination.

#### **LANGUAGE ARTS PRE-K3**

##### **COURSE CONTENT:**

As the International Reading Association and the National Association for the Education of Young Children has stated, learning to read and write is critical to a child's success in school and later in life. One of the best predictors of whether a child will function competently in school and go on to contribute actively in our increasingly literate society is the level to which the child progresses in reading and writing. Children take their first critical steps toward learning to read and write very early in life. Long before they can exhibit reading and writing production skills, they begin to acquire some basic understandings of the concepts about literacy and its function. Children will have the opportunity to explore these concepts through various methods, techniques, and practices in a safe and structured environment.

### **MATH PRE-K3**

#### **COURSE CONTENT:**

Young children are active learners, who construct meaning about quantity, relationships and symbols through hands-on, meaningful experiences. Their thinking may not be accurate at first, their problem-solving strategies may not always work, and their verbal expressions of mathematical ideas may be incorrect. Nevertheless, children have an intuitive, informal mathematical knowledge that becomes more and more reasoned and accurate with maturity, direct experience with materials and participation in solving thoughtful and appropriate problems and challenges presented by adults.

A good math program for preschoolers is so much more than the old standbys—counting, shape recognition, and numeral recognition. The content should be rich and varied and focus on five important areas identified by the National Council of Teachers of Mathematics: number and operations; patterns, functions, and algebra; geometry and spatial sense; measurement; and data analysis and probability.

### **SCIENCE PRE-K3**

#### **COURSE CONTENT:**

Children are natural-born scientists. They are curious to learn about the world in which we live. As true scientists do, they observe intensely, ask questions, and actively work with materials and ideas, in order to make sense of the world to find out how things in it work.

Teachers build on the natural drive of young children, fostering the disposition and skills of scientific inquiry, by providing direct experience with materials, events, and ideas. As we help children form questions, investigate, collect and organize information, and reflect on their findings, we lead children to draw conclusions and form theories. With their limited experience and level of maturity, children's conclusions may be incorrect or incomplete. However, it is from these experiences that children develop a greater interest, appreciation, and understanding of the world in which they live.

### **SOCIAL SKILLS PRE-K3**

#### **COURSE CONTENT:**

Learning to become compassionate, responsible, respectful members of a community is an ongoing journey. These are long-term goals we work toward in early childhood. They are not behaviors we consistently expect. Children need time to live through childhood egocentricity, immaturity, and inexperience before gradually coming to regard other people with respect and to understand their perspective. They also need the modeling and guidance of caring adults to make it happen. Children learn to respect themselves and others, and eventually act out of consideration, by our showing respect for them, for their parents, and for our colleagues and others at school. We are the models our children emulate. In addition, it takes the appropriate support and intervention of caring adults to help children develop the dispositions and learn the skills to develop relationships with trust and respect.

### **PHYSICAL EDUCATION/HEALTH PRE-K3**

#### COURSE CONTENT:

The goal of this class is to introduce physical activities and skills through fun games and movement exploration. At this age children are exposed to very basic skills in a general way in order for them to get a beginning foundation of skill development.

The Skill Themes and movement concepts, which interact, make up the core content. Students learn pathways, simple rules, simple directions and safety, and begin to build a foundation for skills. There is developmentally appropriate progress for each of the skill themes so that progression of skills can be built upon from one grade level to the next.

The health aspect of this course focuses on keeping hands out of mouths, clean hands, clean noses, and other personal hygiene skills to promote healthy habits.

### **BIBLE PRE-K3**

#### COURSE CONTENT:

The goal of this class is to introduce the *Bible* and its stories to our youngest students. This class is designed to teach biblical truths through a variety of instruction, including sensory, fine and gross motor skills, dramatic play, and art to make the lessons relatable to the young child.

### **MEDIA PRE-K3**

#### COURSE CONTENT:

The goal of this class is to familiarize students with fairy tales and easy reading books. Students begin to learn the parts of a book and tell stories with a felt board, while working with colors, shapes, and numbers. We discuss the sequence of events in the story: what happened first, in the middle and at the end of the story. Students also expand their creativity with Legos and learn basic programming of Bee-Bots with directional commands.

## **PRE-KINDERGARTEN – 4**

### **LANGUAGE ARTS PRE-K4**

#### 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 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, different literary forms: stories, poems, folktales, etc. Reading

comprehension and early writing begins here. Vocabulary, thinking and speaking skills are developed through daily language experiences.

#### **MATH PRE-K4**

##### COURSE CONTENT:

The goal of this curriculum is to provide the opportunity for children to participate in a wide variety of mathematics activities. Children learn through hands-on experiences, discussion, exploration, and oral/written practice. The children learn about the calendar and practice counting, patterning, telling time and counting money. They identify shapes and solids, measure and compare objects, and create and read graphs.

#### **SCIENCE PRE-K4**

##### COURSE CONTENT:

Through science children learn to appreciate nature and develop a sense of wonder. They learn to demonstrate safe practices and appropriate use of materials while asking questions about objects, events, and organisms and comparing them. Children use their senses to observe and to learn about the environment around them. Using items such as magnifying glasses, bug catchers, and binoculars allows them to gain valuable knowledge. Children learn and investigate using guided experiments, including baking/cooking projects. Simple data charts are used by the children to document observations and changes in the scientific areas. The children recognize that all living things change and need water, food and air. Some of the units covered are colors, animal habitats, weather, life cycles, insects, health and basic body parts.

#### **SOCIAL STUDIES PRE-K4**

##### COURSE CONTENT:

The children enjoy participating in joint activities with others, especially in the classroom, with daily jobs allowing them the opportunity to contribute to the classroom community. They develop an awareness of different cultures through exploration of family customs and traditions while they learn to look at things from another's point of view, including how to get along with others and express emotions appropriately. The students learn to identify daily routines; recognize changes in the environment over time, such as seasonal changes; begin to understand cause-and-effect; learn about community and understand the basic human needs of all people for food, clothing and shelter. Community workers and what it means to be a consumer are big parts of their learning this year. National symbols (American flag, Statute of Liberty and the bald eagle) and National Holidays are discussed.

## **PHYSICAL EDUCATION/HEALTH PRE-K4:**

### COURSE CONTENT:

The goal of this class is to introduce physical activities and skills through fun games and movement exploration. The expectations of this class are: skills themes, movement competence and understanding; continuing and building upon the foundation from PRE-K3; and safety and risk management. These goals lead to positive feelings about physical activity which leads to a life-long love of movement.

The Skill Themes and movement concepts, which interact, make up the core content. Skills from previous years are revisited and new skills are introduced. These skills form the foundation for success in sports and physical activities in later years. There is developmentally appropriate progress for each of the skill themes, thus ensuring that progression of skills can be built upon from one grade level to the next. Students learn to play together, follow rules, directions, and safety procedures. They are involved in games which help them learn to work cooperatively and respectfully with others. PRE-K4 begins to learn cues used for skills.

The health aspect of this course focuses on personal hygiene skills to promote healthy habits. They begin to learn the term fitness and games associated with fitness.

## **BIBLE PRE-K4**

### COURSE CONTENT:

In PRE-K4 *Bible*, students learn about New Testament and Old Testament *Bible* stories. We read from the *Bible*, sing songs, create crafts, and have in-class activities that reinforce the lesson. Students are encouraged to be thankful, to honor their parents, to follow the rules and to be good friends to others.

## **FINE ARTS PRE-K4**

### COURSE CONTENT:

Students 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 gain skills and understanding of a variety of media available, enabling them to create artworks and express their ideas and feelings.

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

## **MEDIA PRE-K4**

### COURSE CONTENT:

The goal of this class is to familiarize students with fairy tales, easy reading, and non-fiction books. Students begin to learn the parts of a book. We tell stories with a felt board, while

working with colors, shapes, and numbers. We also talk about the sequence of events in the story. Students have the opportunity to expand their creativity with Legos and learn basic programming of Bee-Bots with directional commands.

## **SPANISH PRE-K4**

### **COURSE CONTENT:**

The purpose of Pre-K4 Spanish is to introduce students to basic vocabulary and Hispanic culture in order to provide them with a foundation for future Spanish education. Students engage in a variety of activities that will foster respect for one another, the language, and Hispanic culture. This level is intended to build confidence in introductory vocabulary.

## **KINDERGARTEN**

## **LANGUAGE ARTS K**

### **COURSE CONTENT:**

The goal of language arts in the kindergarten classroom is to provide children with the core language arts skills, including reading, writing, listening, speaking, and spelling. The Georgia State Standards are woven into the curriculum. Children are able to accelerate individually at their own level with support from the teacher.

## **MATH K**

### **COURSE CONTENT:**

The goal of this curriculum is to provide the opportunity for students to engage in a wide variety of mathematics. Students learn through discussion, oral/written practice, and hands-on experiences. These core math skills are taught throughout the year and are built upon as we progress through the curriculum.

## **SCIENCE K:**

### **COURSE CONTENT:**

The Kindergarten Science Curriculum encourages the natural exploration of living and non-living things, the five senses, magnets, forms of matter, and oceanic life. An introduction to the scientific procedure provides students with an understanding of the concepts of gathering data, data analysis, problem solving, and cause-and effect. Our kindergarten science curriculum has a strong focus on the exploration of plants. Students lead the discussions and decide on the project that we will be focusing on each term.

## **SOCIAL STUDIES K**

### COURSE CONTENT:

The Kindergarten Social Studies Curriculum introduces and builds upon the concepts of time, holidays, local history, citizenship skills, national symbols, respect, peace and justice, families, cultures, map skills, the environment, community helpers, and differentiating between needs and wants, as well as work and play. Students participate in projects and engaging activities to create a solid foundation.

## **PHYSICAL EDUCATION/HEALTH K**

### COURSE CONTENT:

The goal of this class is to introduce physical activities and skills through fun games and movement exploration. The expectations of this class are: skill themes, movement competence, fitness fun, and safety and risk management. Kindergarten-aged children should experience positive feelings about physical activity which leads to a life-long love of movement.

The health aspect of this course revisits the PRE-K4 topics. The following new topics are introduced: nutrition, personal hygiene skills, safety in the gym, fitness skills, which lead to healthy habit choices.

## **BIBLE K**

### COURSE CONTENT:

The goal of this class is to introduce the *Bible* to young students. We begin our study with the Old Testament. We discuss Biblical characters, their characteristics, and what role they played in *Bible* times. At the end of the school year students study the Ten Commandments and the Lord's Prayer.

## **FINE ARTS K**

### COURSE CONTENT:

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

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



## **MEDIA K**

### COURSE CONTENT:

The goal of this class is to assist the students in becoming more comfortable with the use of technology. Students begin to develop keyboarding skills on the computer. We use Microsoft Word and typing games in class. We will also have library time to check out books, create with Lego Story Maker, and practice directional skills with Bee-Bots.

## **MUSIC K**

### COURSE CONTENT:

The goal of kindergarten music is to develop the basic aspects of music established in the elementary music curriculum. Students learn the systematic study of sound as it relates to the art of music. As the continuation of a progressive study, the student is 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 the following basic aspects: (1) Steady beat (2) listening, (3) notation, (4) singing, (5) instruments, (6) music history/composers, and (7) movement to music.

This course is a year-long study of music presented as a weekly 30-minute music enrichment class and provides every child the opportunity to learn and engage in musical arts.

## **SPANISH K**

### COURSE CONTENT:

The purpose of Kindergarten Spanish is to introduce students to basic vocabulary and Hispanic culture in order to provide them with a foundation for future elementary Spanish education. Students engage in a variety of activities that foster respect for one another, the language, and Hispanic culture. This level builds upon introductory vocabulary and to achieve a basic understanding of pronunciation.

## **FIRST GRADE**

### **LANGUAGE ARTS 1**

#### **COURSE CONTENT:**

The goal of this class is to expand an understanding of grammar, usage, mechanics, reading, spelling, and beginning language skills. This class uses research-based instruction with new tools to meet today's challenges. We address basic print features, spoken words, syllables, sounds, phonics, word recognition, and fluency. We also study and apply grammar and vocabulary in speaking and writing.

### **MATH 1**

#### **COURSE CONTENT:**

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

### **SCIENCE 1**

#### **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. Science is a way of knowing, a process for gaining knowledge and understanding of the natural world. The science curriculum places emphasis on understanding and using skills. Students are active learners as they observe, inquire, question, formulate and test hypotheses, analyze data, report, and evaluate findings. The students, as scientists, have hands-on, active experiences throughout the instruction of the science curriculum.

### **SOCIAL STUDIES 1**

#### **COURSE CONTENT:**

The goal of this class is to continue the introduction to United States history through the study of selected historical figures. The students study their contributions, where they lived, and their positive character traits they exhibited. They also continue the introduction of basic economic concepts.

## **PHYSICAL EDUCATION/HEALTH 1**

### COURSE CONTENT:

The content of this class is based on the Skill Theme Approach. Age-appropriate skill levels are worked upon and built from previous grade levels. This approach allows for progression in skills as children advance in grade level and developmental readiness. Students begin to demonstrate each locomotor skill at slow and fast speeds while observing good technique. Students continue to use movement and manipulative skill concepts while expanding skills. Participation in moderate to vigorous physical activity is enhanced. Students continue to recognize rules, directions, and safety procedures. Students are encouraged to consider others and cooperate so that all get equal opportunity to play.

Focus on developing a physically educated person includes the involvement in physical activities and an understanding of its contribution to a healthful lifestyle. Health in first grade continues its focus on personal hygiene, nutrition, and making healthy choices. Health games are used to introduce the skeletal and muscular systems.

## **BIBLE 1**

### COURSE CONTENT:

The goal of this class is to introduce the *Bible* to young students. We continue studying the Old Testament. We discuss Biblical characters, their characteristics, and what role they played in *Bible* times. At the end of the school year, students study making good choices, the Ten Commandments, and the Lord's Prayer.

## **FINE ARTS 1**

### COURSE CONTENT:

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

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

## **MEDIA 1**

### **COURSE CONTENT:**

The goal of this class is to get the students more comfortable with the use of technology. Students will begin to develop keyboarding skills and the many uses of the computer. They will use Microsoft Word, PowerPoint, the internet, and games in class. We will also have library time to check out books, create with Lego Story Maker, and use coding strategies with Bee-Bots.

## **MUSIC 1**

### **COURSE CONTENT:**

The goal of first grade music is to develop the basic aspects of music established in the elementary music curriculum. Students learn the systematic study of sound as it relates to the art of music. The student is 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 the following basic aspects: (1) Introduction to line and space notes (2) listening, (3) Melodic Patterns and Direction, (4) singing, (5) instruments, (6) music history/composers, (7) movement to music (8) three basic tempo's.

This course is a yearlong study of music presented as a weekly 30-minute music enrichment class and provides every child the opportunity to learn and engage in musical arts.

## **SPANISH 1**

### **COURSE CONTENT:**

The purpose of this course in Spanish is to introduce students to basic vocabulary and Hispanic culture to provide them with a foundation for future elementary Spanish education. Students engage in a variety of activities that will foster respect for one another, the language, and Hispanic culture. This level is intended to build upon basic vocabulary and to expand upon basic knowledge of pronunciation.

## **SECOND GRADE**

### **LANGUAGE ARTS 2**

#### **COURSE CONTENT:**

Students learn through direct instruction, guided practice, and application of skills using the research-based McGraw Hill Reading Program. 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.

### **MATH 2**

#### **COURSE CONTENT:**

The goal of this class is to help students develop a better understanding of numerals and number sense, mathematical operations, fractions, decimals, geometry and measurement. The math class reinforces the skills needed to complete math functions.

### **SCIENCE 2**

#### **COURSE CONTENT:**

The goal of this class is to develop the natural curiosity of second graders and enable them to explore the world around them by gathering data, observing, estimating, recording and analyzing.

The study of earth science enhances the student's understanding of the solar system and changes that occur in our world. Through physical science, the students investigate matter and energy. The study of life science leads the students to investigate the life cycles of plants and animals.

### **SOCIAL STUDIES 2**

#### **COURSE CONTENT:**

The goal of this class is to develop an awareness of history, to study parts of geography, and to develop positive character traits.

The history strand introduces the students to some important historical figures in Georgia, as well as the Creek and Cherokee cultures and the positive character traits they exhibit. The geography strand emphasizes the geography of Georgia. The basic economics concepts are also introduced.

## **PHYSICAL EDUCATION/HEALTH 2**

### COURSE CONTENT:

The content of this class is based on the Skill Theme Approach. Previous skill themes and movement concepts continue to be introduced and practiced. This allows for progression in skills as children advance in grade level and developmental readiness. Students begin to exhibit mature form in skipping, sliding and galloping when moving through space. Combining non-locomotor movement with manipulative and locomotor patterns in a variety of games and dances, demonstrating momentary body control during balance and weight transfer is evident at this grade level. Students apply multiple movement concepts while using manipulatives. The goal of this class is to develop a life-long appreciation for physical fitness and physical activities. The mission is to instruct the child in the physical or psychomotor domain. Children's past psychomotor, cognitive, and affective experiences are recognized and accommodated in developmentally appropriate instruction.

Focus on developing a physically educated person includes learning skills necessary to perform a variety of physical activities, understands physical fitness, participates regularly in physical activity, understands the implications and benefits of involvements in physical activities, and values physical activity and its contribution to a healthful lifestyle.

Health content focuses on the components of health-related fitness (cardiorespiratory endurance, muscular strength, muscular endurance, and flexibility).

## **BIBLE 2**

### COURSE CONTENT:

Lower School *Bible* is designed to encourage students to develop a lifestyle that encompasses the values of Judeo-Christian principles. Students 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.

## **DRAMA 2**

### COURSE CONTENT:

This enrichment class meets once a week. It teaches theatre basics through game play. The Lower School Drama course begins in second grade and sets a foundation for skills to be learned each subsequent year. Year one focuses on personal physicality, areas of the stage, spatial relations of actors on the stage. Each year, the class culminates in a short, age-appropriate play to be performed for an audience including parents and students.

## **FINE ARTS 2**

### COURSE CONTENT:

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

Students 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 are 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.

## **MEDIA 2**

### COURSE CONTENT:

In the second-grade technology class, the students enhance their knowledge of technology and become familiar with Microsoft Word, Excel, Power Point, and keyboarding skills. Students are also exposed to coding through computer games and Bee-Bots. During the media class, they will also have the opportunity to check out books from the library and take Accelerated Reader tests.

## **MUSIC 2**

### COURSE CONTENT:

The goal of second grade music is to develop the basic aspects of music established in the elementary music curriculum. Students will learn 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 the following basic aspects: (1) Introduction to Meter (2) listening, (3) Melodic Patterns and Direction, (4) voice range, (5) instruments, (6) music history/composers, (7) movement to music (8) Melodic Direction

This course is a yearlong study of music presented as a weekly 45-minute music enrichment class and provides every child the opportunity to learn and engage in musical arts.

## **SPANISH 2**

### COURSE CONTENT:

The purpose of second grade Spanish is to continue learning basic vocabulary, to introduce simple grammar concepts, and to study Hispanic culture, providing students with a

foundation for future elementary Spanish education. Students engage in a variety of activities that foster respect for one another, the language, and Hispanic culture. This level is intended to continue to build confidence in introductory vocabulary, basic grammar, and basic pronunciation both inside and outside the classroom.

## **THIRD GRADE**

### **LANGUAGE ARTS 3**

#### **COURSE CONTENT:**

Language Arts is composed of reading, grammar, and spelling. The three components of the reading program are novel studies through literature circles, Wonders Reading/Language Arts program, and Accelerated Reader. Students enjoy reading novels where the skills learned in the Wonders Reading Program are applied to a higher-level text. The Accelerated Reader program allows students to determine the level of understanding for books they have read.

Grammar is important for writing skills. Students have a different grammar skill each week which is applied to creative writing. Students are also taught to write texts in the following genres: narrative, informational, and persuasive.

Spelling instruction is important for third-grade students. Students receive spelling instruction to ensure mastery of basic spelling rules. Each week, students receive above-level spelling lists that help students practice and apply spelling principles.

In addition, third-grade students are taught cursive handwriting.

### **MATH 3**

#### **COURSE CONTENT:**

Students in third grade utilize the Saxon Math program. Saxon Math's distributed approach breaks apart traditional units and then distributes and integrates the concepts across the year. This creates an accelerated learning curve that provides the time most students need to master each part of every standard. With this approach, no skills or concepts are eliminated, and students retain what they have learned well beyond the test. Every lesson in Saxon Math follows the same three-part lesson plan. This regular format allows students to become comfortable with the lesson and to know what to expect each day.

Saxon Math is based on the concept that all of mathematics is about problem solving. Further, problem solving is more than word problems which cannot be successfully solved without an understanding of the meaning of operations and the relationship between the numbers in a problem. The organizing principle for the Saxon Math approach is Mathematical Thinking. Skills, concepts, and problem solving are bridged by consistent mathematical language.



### **SCIENCE 3**

#### COURSE CONTENT:

Students receive an introduction to the three strands of science. Using the textbook *Science – A Closer Look*, students explore a variety of topics in life science, earth science, and physical science. Students leave third grade with a basic knowledge of science topics that will be further developed in fourth through eighth grades.

### **SOCIAL STUDIES 3**

#### COURSE CONTENT:

Third-grade students receive well-rounded social studies instruction through a variety of sources. Using the Georgia Experience 3<sup>rd</sup> Grade Social Studies text, students explore *United States History – American Indian Cultures through Colonization*. In addition, students enjoy determining how to spend money with the “Piggy Bank Primer.” Finally, students develop social studies concepts further through projects and field trips. Field trips include visiting the Georgia State Capital and Roosevelt’s Little White House in Warm Springs, Georgia.

### **PHYSICAL EDUCATION 3**

#### COURSE CONTENT:

The class continues to be based upon the Skill Theme Approach and will show skill theme progression for children at more advanced levels. Skills are revisited, practiced, and new skills are introduced. Grade three content continues to practice mature form in all locomotor and non-locomotor movement patterns while participating in small-sided games and body control activities such as in gymnastics. Locomotor skills will be performed at different levels, distances, and speeds. By the end of third grade, students will demonstrate all striking and throwing patterns when performing manipulative skills. Catching objects at a medium level during drills is expected. Underhand striking skills are performed, but mastery is not expected. Students participate in physical activity related to the components of physical fitness.

The goal of this class is to develop a life-long physically educated person, one who knows the implications and benefits of involvement in physical activities and values physical activity and its contribution to a healthful lifestyle.

The class focuses on motor skills, participating successfully, an appreciation for the ways the body can move, an understanding of how physical activity is beneficial to the body, social interactions with others and the environment through play, and emotional ability through the awareness of and expression of feelings.

Basic rules for games are taught so that students may benefit in lifetime sports. Competition through games which emphasize skill acquisition, teamwork, and good sportsmanship along with safety in use of equipment and the gym area are important goals.

### **BIBLE 3**

#### COURSE CONTENT:

The goal of this class is to encourage students to develop a lifestyle that encompasses the values of Judeo-Christian principles. Students learn how the *Bible* is organized and become proficient in locating scripture to enable them to use the *Bible* as a resource for life. We explore biblical history, culture and geography. In the study of the Ten Commandments, emphasis is on heart motive rather than just actions. The study of the 23<sup>rd</sup> Psalm focuses on trust and faith by learning the relationship of sheep to a good and loving shepherd. Special emphasis is given to Godly character building. Special lessons explore the biblical meaning of our Christmas and Easter holidays.

### **DRAMA 3**

#### COURSE CONTENT:

This enrichment class meets once a week. Students learn theatre basics through game play. The course builds on skills learned the previous year. Third grade is year two of the Lower School Drama course, and examines actors' relation to each other, the use of props and improvisation. Each year, the class will culminate in a short, age-appropriate play, to be performed for an audience including parents and students.

### **FINE ARTS 3**

#### COURSE CONTENT:

Students 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 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 create landscapes, still-life paintings and collages, portraits, relief prints, sculptures, ceramics, photomontages, mosaics, and batiks. The focus of study is 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 are encouraged.

### **MEDIA 3**

#### COURSE CONTENT:

The goal of the technology course for third-grade students is to understand the use of Microsoft Word, Excel, and Power Point. The students gain more knowledge in using the Internet for research and the ethical and legal use of technology. They continue to practice their keyboarding skills and be exposed to coding through computer games and Bee-Bots. During the media class, students also check out books from the library and take Accelerate Reader tests.

### **MUSIC 3**

#### **COURSE CONTENT:**

The goal of third grade music is to develop the basic aspects of music established in the elementary music curriculum. Students learn the systematic study of sound as it relates to the art of music. The student is 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 the following basic aspects: (1) Introduction to Harmony (2) listening to layering voices, (3) Dynamics, (4) Form of Music, (5) ostinato patterns, (6) music history/composers, (7) movement to music (8) Melodic Direction

This course is a yearlong study of music presented as a weekly 45-minute music enrichment class and provides every child the opportunity to learn and engage in musical arts.

### **SPANISH 3**

#### **COURSE CONTENT:**

The purpose of third grade Spanish is to expand knowledge of basic vocabulary and simple grammar concepts, and to study Hispanic culture, providing students with a foundation for future elementary Spanish education. Students engage in a variety of activities that will foster respect for one another, the language, and Hispanic culture. This level is intended to build confidence in vocabulary, grammar, and basic pronunciation both inside and outside the classroom.

## **FOURTH GRADE**

### **LANGUAGE ARTS 4**

#### **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 and further develop their vocabularies as well. Students also use writing as a tool for learning, and they write for a variety of purposes and audiences. Grammar rules, mechanics, and usage along with sentence structure, spelling patterns, punctuation, and capitalization are taught through lessons that reflect emerging student needs and grade-level expectations.

### **READING 4**

#### **COURSE CONTENT:**

The goal of the reading class in fourth grade is to develop readers who read a variety of topics with a focus on increasing their ability to gain understanding from the text. The fourth-grade reading class helps students read thoughtfully, discover details, extract meaning from what they read, and read more complex texts.

The McGraw-Hill Reading Program provides weekly instruction in comprehension strategies, comprehension skills, genre study, vocabulary strategies, and literary elements.

#### **SPELLING 4**

##### COURSE CONTENT:

The goal of this class is to help students develop phonics and spelling skills to enable them to recognize misspelled words. Also, its purpose is to help students become proficient in utilizing tools such as a dictionary and thesaurus to help provide accurate spellings and meanings of words.

The spelling component of the Wonders Fourth Grade Program presents various skills to help students read unfamiliar words. Students use spelling patterns and a consistent decoding strategy that will help make reading unfamiliar words, including multisyllabic words, easier. As students learn to read and decode these words, they also increase their ability to spell them and put them into practice consistently when writing.

#### **MATH 4**

##### COURSE CONTENT:

The unique structure of Saxon's mathematics instruction promotes student success through the sound educational practices of incremental development and continual review.

With incremental development, topics are developed in small steps spread over time. This provides students with time to solidify prerequisite concepts and skills before they are introduced to the next step of instruction.

Through continual review, previously presented concepts are practiced frequently and extensively over the year. Incremental development of topics coupled with continual review gives students the time to develop a deeper understanding of concepts and how to apply them.

#### **SCIENCE 4**

##### COURSE CONTENT:

The goal of this class is to develop the big ideas of science, to provide a depth of understanding, support reading skills, provide a variety of inquiry experiences, support structured, guided and open inquiry, and foster conceptual understanding.

#### **SOCIAL STUDIES 4**

##### COURSE CONTENT:

Fourth-grade students continue their study of United States history from the early beginnings of American colonization and ending with the Reconstruction period. History, geography, civics, and economics are integrated through the various time periods.

## **PHYSICAL EDUCATION 4**

### COURSE CONTENT:

The content is based upon the Skill Theme Approach and will show skill theme progression for children at more advanced levels.

Grade four will begin to combine skills in dynamic and complex situations, demonstrating sequences commonly associated with various sports and activities such as moving to a ball, trapping, dribbling, and then passing it, forward roll, cartwheel, balance, and travel. Overhead throwing and striking patterns are mastered as well as the ability to catch or handle objects from low, medium, or high levels in simple situations. Dance includes moving in tempo to slow and fast rhythms. Basic rules for games are taught so that students may benefit in lifetime sports. Competition through games which emphasize skill acquisition, teamwork, and good sportsmanship along with safety in use of equipment and the gym area are important goals.

The goal of this class is to develop a life-long physically educated person, one who knows the implications and benefits of involvement in physical activities, and values physical activity and its contribution to a healthful lifestyle.

The mission of physical education is to instruct the child in the physical or psychomotor domain, the cognitive domain, and the affective domain. The class focuses on: motor skills, for participating successfully in lead-up games and sports; an appreciation for the ways the body can move; an understanding of how physical activity is beneficial to the body; social interactions with others and the environment through play; and emotional ability through the awareness of and expression of feelings.

## **BIBLE 4**

### COURSE CONTENT:

Lower school *Bible* is designed to encourage students to develop a lifestyle that encompasses the values of Judeo-Christian principles. Students 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, such as honesty, compassion, responsibility, respect, and self-control.

## **DRAMA 4**

### COURSE CONTENT;

This enrichment class meets once a week. Students learn theatre basics through game play. The course builds on skills learned the previous year. Fourth grade is year three for the Lower School Drama course and introduces character development and emotions. Each year, the class will culminate in a short, age-appropriate play to be performed for an audience including parents and students.

## **FINE ARTS 4**

### COURSE CONTENT:

The student develops 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 continues through creating art inspired by art history.

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

## **MEDIA 4**

### COURSE CONTENT:

In the fourth-grade technology class the students begin demonstrating their ability to use the technology tools independently. The students research the Internet, use Microsoft Word, Excel, and Power Point freely. The students are fluent in keyboarding and able to show how the use of technology can increase knowledge and the ability to present information. Students continue to work with coding games and programming Bee-Bots and Pro-Bots. During this class, students are given the opportunity to check out library books and take Accelerated Reader tests.

## **MUSIC 4**

### COURSE CONTENT:

The goal of Fourth grade music is to develop the basic aspects of music established in the elementary music curriculum. Students learn the systematic study of sound as it relates to the art of music. As the continuation of a progressive study of music, the student is 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 the following basic aspects: (1) Introduction to triplets rhythms, (2) learn to recognize and sing Ascending and Descending Scales, (3) Playing Chords, (4) Form of Music, (5) ostinato patterns, (6) music history/composers, (7) Part Singing (8) Articulation and Diction.

This course is a yearlong study of music presented as a weekly 45-minute music enrichment class and provides every child the opportunity to learn and engage in musical arts.

## **SPANISH 4**

### COURSE CONTENT:

The purpose of fourth grade Spanish is to introduce and expand upon basic vocabulary, grammar concepts, and knowledge of Hispanic culture, providing students with a foundation for

future elementary Spanish education. Students engage in a variety of activities that will foster respect for one another, the language, and Hispanic culture. This level is intended to continue to build confidence in vocabulary, grammar, and pronunciation both inside and outside the classroom.

## **FIFTH GRADE**

### **LANGUAGE ARTS 5**

#### **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, non-fiction, poetry, and drama and make connections as they encounter new ideas. Students continue to increase their vocabulary knowledge through reading, writing, word study, and discussion, as well as content-area study.

### **READING 5**

#### **COURSE CONTENT:**

The goal of the reading class in fifth grade is to develop readers who read a variety of topics with a focus on increasing their ability to gain understanding from the text. The fifth-grade reading class helps students read thoughtfully, discover details, extract meaning from what they read, and read more complex texts.

The McGraw-Hill Reading Program provides weekly instruction in comprehension strategies, comprehension skills, genre study, vocabulary strategies, and literary elements.

### **SPELLING 5**

#### **COURSE CONTENT:**

The goal of this class is to help students develop phonics and spelling skills to enable them to recognize misspelled words. Also, its purpose is to help students become proficient in utilizing tools such as a dictionary and thesaurus to help provide accurate spellings and meanings of words.

The spelling component of the Wonders Fifth Grade Program presents various skills to help students read unfamiliar words. Students use spelling patterns and a consistent decoding strategy that will help make reading unfamiliar words, including multisyllabic words, easier. As students learn to read and decode these words, they also increase their ability to spell them and put them into practice consistently when writing.

## **MATH 5**

### COURSE CONTENT:

The unique structure of Saxon’s mathematics instruction promotes student success through the sound educational practices of incremental development and continual review.

With incremental development, topics are developed in small steps spread over time. This provides students with time to solidify prerequisite concepts and skills before they are introduced to the next step of instruction.

Through continual review, previously presented concepts are practiced frequently and extensively over the year. Incremental development of topics coupled with continual review gives students the time to develop a deeper understanding of concepts and how to apply them.

## **SCIENCE 5**

### COURSE CONTENT:

The goal of this class is to develop the big ideas of science, to provide depth of understanding, support reading skills, provide a variety of inquiry experiences, support structured, guided, and open inquiry, and foster conceptual understanding.

## **SOCIAL STUDIES 5**

### COURSE CONTENT:

Fifth-grade students continue their study of United States history from the early industrialization of America to the Digital Age. Some topics covered include the Industrial Revolution, Immigration, the Great Depression, World War I, World War II, the Civil Rights Movement, voting rights, and 9/11. History, geography, civics, and economics are all integrated throughout the course as the students explore and apply knowledge through the various events and time periods.

## **PHYSICAL EDUCATION 5**

### COURSE CONTENT:

The content is based upon the Skill Theme Approach and shows skill theme progression for children at more advanced levels. Games are introduced to show progression in skills.

The skill themes and movement patterns in fifth grade are in combination with any non-motor skills in complex environments. Specialized skills like those associated with sports are refined and used in game play. Ability to hit a target when performing manipulative skills is practiced. Ability to combine movement in meaningful ways, creating movement sequences that are smooth and fluid are done to several different rhythmic patterns. Students perform complex motor skills and transfer concepts learned in other skills and games for performance of new skills and games. Students begin to recognize methods for improving their performance. Fitness assessment is used by the students. Specific rules for games are taught so that students may



benefit in lifetime sports. Healthy competition through games which emphasize skill acquisition, teamwork, and good sportsmanship along with safety in use of equipment and the gym area are important goals.

The goal of this class is to develop a life-long physically educated person, one who knows the implications and benefits of involvement in physical activities and values physical activity and its contribution to a healthful lifestyle.

The mission of physical education is to instruct the child in the physical or psychomotor domain, the cognitive domain, and the affective domain. The class focuses on: motor skills, for participating successfully in lead-up games and sports; an appreciation for the ways the body can move; an understanding of how physical activity is beneficial to the body; social interactions with others and the environment through play; and emotional ability through the awareness of and expression of feelings.

## **BIBLE 5**

### COURSE CONTENT:

Lower school *Bible* is designed to encourage students to develop a lifestyle that encompasses the values of Judeo-Christian principles. Students become proficient in using the Bible as a tool for life. Students 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 serves 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 will also be introduced to Godly role models.

## **DRAMA 5**

### COURSE CONTENT:

This enrichment class meets once a week. It will teach theatre basics through game play. The course builds on skills learned the previous year. Fifth Grade is year four in the Lower School Drama course and builds on character development through improvisation, monologue, and scene work. Each year, the class culminates in a short, age-appropriate play, to be performed for an audience including parents and students.

## **FINE ARTS 5**

### COURSE CONTENT:

Students incorporate the elements and principles of design to create moods, feelings, and ideas in art. Emphasis is 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 are introduced and utilized to create two-dimensional and three-dimensional work. Students are encouraged to use a sketchbook for planning and self-reflection. Students are engaged in well-rounded studio art experiences.

## **MEDIA 5**

### **COURSE CONTENT:**

In the fifth-grade technology class the students will continue demonstrating their ability to use the technology tools independently. The students research the Internet and use this information to create Microsoft Excel spreadsheets, Power Point presentations, and Word documents freely. The students are fluent in keyboarding and show how the use of technology can increase knowledge and the ability to present information. Students work with coding games and program Bee-Bots and Pro-Bots. During the class, students check out library books and take the Accelerated Reader tests.

## **MUSIC 5**

### **COURSE CONTENT:**

The goal of Fifth grade music is to develop the basic aspects of music established in the elementary music curriculum. Students learn the systematic study of sound as it relates to the art of music. The student is 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 the following basic aspects: (1) Introduction of SAB Music and Bass Clef, (2) Evaluating Performances, (3) Playing Chords, (4) Improvising on the Major Scale, (5) Dotted Note Rhythms, (6) The Impressionist Period, (7) Sharps and Flats (8) Study of a Symphony Orchestra.

This course is a yearlong study of music presented as a weekly 45-minute music enrichment class and provides every child the opportunity to learn and engage in musical arts.

## **SPANISH 5**

### **COURSE CONTENT:**

The purpose of 5<sup>th</sup> grade Spanish is to introduce and expand upon basic vocabulary, grammar concepts, and knowledge of Hispanic culture, providing students with a foundation for future middle school Spanish education. Students will engage in a variety of activities that will foster respect for one another, the language, and Hispanic culture. This level is intended to build confidence in intermediate vocabulary, grammar, and conversation both inside and outside the classroom.



*Oak Mountain Academy provides a challenging college-preparatory education in a safe family environment. The school nurtures the ethical, spiritual and physical development of students as they become confident leaders inspired to serve.*

## **MIDDLE SCHOOL COURSE GUIDE**

### **ENGLISH**

#### **ENGLISH 6**

##### **COURSE CONTENT:**

The goal of this class is to aid students in becoming skilled communicators of the English language through the development and expansion of reading, writing, vocabulary, and speaking skills. This class reinforces the skills needed to write successfully across the curriculum and to use writing as a tool for learning.

The grammar and composition strand focuses on the functions and proper use of the English language in writing with an emphasis on mechanics and usage, as well as on sentence and paragraph formation. Students utilize the writing process through a modified writing workshop format. Students complete essays throughout the year in accordance with the guidelines found on *The Purdue Online Writing Lab*. To enhance the course of study, the class devotes units to poetry and public speaking.

#### **ENGLISH 7**

##### **COURSE CONTENT:**

The goal of this class is to continue to develop adept communicators of the English language by enhancing students' skills in reading, writing, vocabulary, and speaking skills. This class increases the skills needed to write successfully across the curriculum and to use writing as a tool for learning.

Through the grammar and composition element, students comprehend and properly use the English language in writing with an emphasis on mechanics, vocabulary, and organization. Students utilize the writing process through a modified writing workshop format. Students complete essays throughout the year in accordance with the guidelines found on *The Purdue Online Writing Lab*. In addition, the class devotes units to poetry and public speaking to introduce and encourage students to utilize multiple forms of communication.

## **ENGLISH 8**

### COURSE CONTENT:

This class will aid students as they prepare to enter high school through enhancing literary knowledge and composition skills. This class takes a broad look at a variety of literature and presents students with the tools needed to communicate successfully in both verbal and written formats.

Through accelerated grammar and composition, students continue to improve upon proper use of the English language in writing with an emphasis on mechanics, vocabulary, and organization. Students utilize the writing process through a modified writing workshop format. Students complete essays throughout the year in accordance with the guidelines found on *The Purdue Online Writing Lab*. To increase students' literary knowledge, the class devotes units to various literary movements and genres.

## **MATH**

### **MATH 6**

#### COURSE CONTENT:

The Saxon Math Course 2 stresses that students learn mathematics best by working on problems themselves. Therefore, the assigned homework is critical to success. The problem set is designed to review important skills and concepts, to reinforce learning, to automate foundational skills, to develop flexibility in working with several strands of mathematics, and to provide the distributed practice that improves long-term retention of concepts.

### **MATH 7**

#### COURSE CONTENT:

The Saxon Math Course 3 is designed as an introduction to algebra concepts and practices. The focus in this class is on algebraic functions, solving algebraic expressions, linear functions and more complex geometry.

### **PRE-ALGEBRA**

#### COURSE CONTENT:

Pre-algebra is designed as an introduction to algebra and as reinforcement for material introduced in previous math classes. The class is designed to get students ready for more complicated algebra classes and to apply the concepts they learned. There will be hands-on projects associated with each chapter.

## **ALGEBRA I**

### **COURSE CONTENT:**

This course is the foundation for all future math courses. Basic concepts and properties of algebra are introduced early in the course to prepare students for equation solving. Throughout the course, concepts and skills are introduced algebraically, graphically, numerically, and verbally. The content encompasses all of the basic skills needed for further mathematical success.

## **SCIENCE**

### **SCIENCE 6**

#### **COURSE CONTENT:**

The goal of this class is to develop problem solving and creativity in the context of engineering. Students are challenged to design or adapt and build devices within the constraints of the need, the budget, and the time constraints.

Four areas of engineering are considered: mechanical, structural, materials, and aerospace, spending approximately one quarter on each area. The intention is to spend twice as many days in lab as in direct instruction.

### **SCIENCE 7**

#### **COURSE CONTENT:**

The goal of this class is to develop an understanding of and respect for life in all its forms.

The primary focus is on taxonomy, the major phyla of plants and animals and the kingdoms of bacteria, fungi, and protists. Basic concepts of plant cells, animal cells, and prokaryotic cells, as well as ecology, are introduced as they become relevant. Also introduced are processes such as photosynthesis, cellular respiration, genetics, and evolution.

### **SCIENCE 8**

#### **COURSE CONTENT:**

The goal of this class is to deepen and broaden the students' understanding of physics and chemistry, in preparation for high school work. Mathematics is used throughout, primarily in one-step but occasionally in two-step problems and lab calculations. The laboratory component emphasizes measurement, demonstrating and verifying principles, designing original experiments, and interpreting data.

First semester is a survey of physics, including motion, heat, light, sound, electricity, and magnetism. Second semester is a survey of chemistry, including atoms, the periodic table,

chemical formulas and names, simple reactions, and acids and bases. The last two weeks are biochemistry, in preparation for ninth grade biology.

## **SOCIAL STUDIES**

### **ANCIENT WORLD HISTORY 6**

#### **COURSE CONTENT:**

Ancient World History covers the time period from the birth of the river civilizations of Mesopotamia, Egypt, India, and China to the Middle Ages in Europe. Students examine the impact of geography on the development of civilizations. The course includes a discussion of characteristics of civilizations including the development of agriculture, governments, division of labor, social hierarchies, and culture. Students focus on causes, effects, and turning points in the rise and fall of various civilizations. They investigate major religions including Judaism, Hinduism, Buddhism, Christianity, and Islam and their impact on governments, society, and culture. The course includes an examination of the spread and transformation of culture and ideas across these regions through trade and conquest. Students draw conclusions about the significance of various civilizations and their connection to events, ideas, and culture today. The course is rigorous and relevant with instruction that integrates thinking skills, historical processes, and content so that students apply their learning to their own lives. Instruction includes the integration of concepts and principles from history, economics, geography, civics, and the humanities.

### **WORLD GEOGRAPHY 7**

#### **COURSE CONTENT:**

World geography focuses on fundamental map skills and basic geographical terminology. Through the prism of the five themes of geography, students will learn about the physical features of the earth and the relationship of people to the environment and each other. Students examine the geography of the United States, Canada, Western Europe, Eastern Europe, Latin America, South America, Africa, Asia, the Middle East, and Australia. In addition, students in World Geography hone their research, writing, and critical analysis abilities.

### **US/GEORGIA HISTORY 8**

#### **COURSE CONTENT:**

This United States and Georgia History course is designed to cover America's journey from Pre-Columbian times into the 21st Century. Students develop an in-depth knowledge of significant events, major happenings, and critical turning points in American and Georgian history. The class explores the events that shaped our nation and the relationship between our country's past and the present. Students continue to hone their research, writing, and historical analysis abilities.

## **FOREIGN LANGUAGE**

### **FRENCH 6**

#### COURSE CONTENT :

6<sup>th</sup> grade French aims to create a strong foundation in vocabulary and grammar concepts to prepare for Upper School French education. This course will cover basic daily communication such as dates, time, personal information, numbers, adjectives, verbs, sentence structure, and a broad range of important vocabulary topics. It will also seek to expose students to a geographical and cultural understanding of French speaking countries around the world.

### **FRENCH 7**

#### COURSE CONTENT :

7<sup>th</sup> grade French aims to build upon existing vocabulary and grammar concepts to create a foundation for Upper School French education. This course will cover basic daily communication such as dates, time, personal information, numbers, adjectives, verbs, sentence structure, and a broad range of important vocabulary topics. It will also seek to expose students to a geographical and cultural understanding of French speaking countries around the world.

### **FRENCH I**

#### COURSE CONTENT :

The French I language course focuses on the development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have minimal or no prior knowledge of the language and culture.

An important component of language classes is the use of the language beyond the classroom in the real world. The integration of technology is an important tool in accessing authentic information in the target language and in providing students the opportunity to interact with native speakers.

By the end of Level I, students will exhibit Novice-Mid level proficiency in speaking and writing and Novice-High level proficiency in listening, and reading (ACTFL Proficiency Guidelines, 2012).

### **SPANISH 6**

#### COURSE CONTENT:

The purpose of sixth grade Spanish is to build upon existing vocabulary and grammar concepts in order to lay a basic foundation for upper school Spanish education. This course covers basic daily communication such as dates, time, personal information, numbers, adjectives, verbs, sentence structure, and a broad range of important vocabulary topics. It also seeks to

expose students to a geographical and cultural understanding of Spanish speaking countries around the world.

## **SPANISH 7**

### **COURSE CONTENT:**

The purpose of seventh grade Spanish is to build upon existing vocabulary and grammar concepts, laying a foundation for upper school Spanish education. This course covers basic daily communication such as dates, time, personal information, numbers, adjectives, verbs, sentence structure, and a broad range of important vocabulary topics. It also seeks to expose students to a geographical and cultural understanding of Spanish speaking countries around the world.

## **SPANISH I**

### **COURSE CONTENT:**

This course is a study of the basic communication skills in Modern Language Level I: pronunciation, comprehension, grammar, reading, writing, and conversation. The culture of the Spanish-speaking people is also studied, including geography, history, important literary works, music, education, recreational activities, and special holidays. Chapter objectives are presented for every chapter. The objectives will be discussed to preview what students will be able to communicate in Spanish in real-life situations by the end of the chapter. Each chapter of *Spanish 1 ¡Así se dice!* focuses on a specific communicative and cultural theme.

## **PHYSICAL EDUCATION**

### **PHYSICAL EDUCATION 6**

#### **COURSE CONTENT:**

The content is based upon the Skill Theme Approach and shows skill theme progression for children at more advanced levels. New skills and higher-level game strategies are introduced.

Sixth grade physical education focuses on combining motor skills that are used in specific game and performance situations. Practice on refining previous skill themes is continued. Students begin to recognize that the basic skill themes are used in most games and sports. These skills are used in small-sided games, dance, tumbling, and individual activities. Students identify principles of practice and conditioning that enhance movement performance. They begin to have higher levels of understanding and movement skills are more automatic. They begin to understand basic game strategies and will perform basic rhythmic patterns.

Students participate in moderate to vigorous physical activity in a variety of settings for longer periods of time. Students apply components of fitness and explain how these relate to their overall fitness status. Information from fitness assessments is used to assess and improve their personal fitness status.

Students participate in the establishment of safe practices, rules, procedures, and etiquette for specific activities. Competitive and cooperative activities will be played in order to work to accomplish group or team goals. Students participate in physical activities that provide



opportunities for challenges in social interaction.

The ultimate goal of this class is to develop a life-long physically educated person, one who knows the implications and benefits of involvement in physical activities and values physical activity and its contribution to a healthful lifestyle.

## **PHYSICAL EDUCATION 7**

### **COURSE CONTENT:**

The content continues to build from the Skill Theme Approach and shows skill theme progression for children at more advanced levels. New skills and higher-level game strategies are introduced.

The seventh-grade physical education content focuses on complex combinations of movement specific to game, sport, rhythms, and physical activity settings. Specialized skills are adapted to meet the requirements of increasingly complex strategies. Students apply concepts from other disciplines, such as physics, to movement skills. They analyze movement forms and reactions of objects (balls) to basic concepts. New games related to sports are introduced and played by students. Students apply basic strategies in games, learn rules, and skill assessments are completed. Students participate in moderate to vigorous physical activity in a variety of settings for longer periods of time than during the elementary years.

Students apply components of fitness and explain how these relate to their overall fitness status. Students begin to understand the connection between physical activity and wellness. Students will learn to assess their own heart rates, breathing rate, perceived exertion, and recovery rate during and following physical activities addressing each component of health-related fitness. The students assess their personal fitness status for each component and use this information to assist in the development of individualized physical fitness goals with teacher assistance. Students then develop a personal fitness plan based on their fitness assessment.

Students participate in the establishment of safe practices, rules, procedures, and etiquette for specific activities. Competitive and cooperative activities are played to accomplish group or team goals. Students participate in physical activities that provide opportunities for challenges in social interaction. Students recognize the role of physical activity in understanding diversity and continue to include and support others. Cooperative team work is enhanced by playing sports.

The ultimate goal of this class is to develop a life-long physically educated person, one who knows the implications and benefits of involvement in physical activities and values physical activity and its contribution to a healthful lifestyle.

## **PHYSICAL EDUCATION 8**

### **COURSE CONTENT:**

The content continues to build from the Skill Theme Approach and shows skill theme progression for children at more advanced levels. New skills and higher-level game strategies are introduced.

The focus is on mature forms for the basic skills, strategies, and tactics used in sports. Students show understanding and apply movement concepts and principles, games strategies, critical elements of activity, specific movement skills, and characteristics which are in highly skilled games. They participate in a variety of invasion, net wall, or field games. Skill assessment

is used as a tool for refining skills. Focus on dance will be as a warm-up activity. Students in eighth grade will begin to take ownership in the importance of maintaining a healthy lifestyle.

Students apply components of fitness and explain how these relate to their overall fitness status. Students begin to understand the connection between physical activity and wellness. Students learn to assess their own heart rates, breathing rate, perceived exertion, and recovery rate during and following physical activities addressing each component of health-related fitness. The students assess their personal fitness status for each component and use this information to assist in the development of individualized physical fitness goals with teacher assistance.

Students participate in the establishment of safe practices, rules, procedures, and etiquette for specific activities. Students participate in physical activities that provide opportunities for challenges in social interaction. Students recognize the role of physical activity in understanding diversity and continue to include and support others. Cooperative team work is enhanced by playing sports.

The goal of this class is to develop a life-long physically educated person, one who knows the implications and benefits of involvement in physical activities and values physical activity and its contribution to a healthful lifestyle.

## **ENRICHMENTS**

### **BIBLE 6**

COURSE CONTENT:

The goal of this class is to begin a *Bible* study with middle school students. Students become familiar with the structure of the *Bible* and look up scriptures in the *Bible*. Students discuss Biblical characters, their characteristics, and what role they played in *Bible* times. The study will begin in Genesis and cover major events in Genesis through Joshua.

### **BIBLE 7**

COURSE CONTENT:

The goal of this class is to have a more in-depth study of the *Bible*. Students begin study in 1 Samuel where the people rejected the leadership of the judges and desired a king like other nations of that time. Our study includes King Saul, King David, King Solomon, Ester, and Daniel. Students participate in daily memory verses and *Bible* drills.

### **BIBLE 8**

COURSE CONTENT:

The goal of this class is to learn more about the life of Jesus. Students study the Gospels with a focus on the book of John. Students return to study in the Old Testament and look at prophecies that predicted his birth, life, death, and resurrection. They study who Jesus was and why he is so important in our lives.

## **DRAMA 6**

### COURSE CONTENT:

This enrichment class lasts one quarter. It will include a brief review of play production, including back stage etiquette, blocking, projection, memorization, and character development. It culminates in a one-act play, to be performed for an audience including parents and students.

## **DRAMA 7**

### COURSE CONTENT:

This enrichment class lasts one quarter. It includes a brief review of play production, including backstage etiquette, blocking, projection, memorization, and character development. It also explores conflict and how to create tension between characters in a play. The quarter culminates in a one-act play to be performed for an audience including parents and students.

## **DRAMA 8**

### COURSE CONTENT:

This enrichment class lasts one quarter. It includes a brief review of play production including backstage etiquette, blocking, projection, memorization, character development, and conflict. The students have an opportunity to add their voice and decisions to a scene as they become directors and designers for a collection of scenes that are presented to an audience made up of students and parents at the end of the semester.

## **FINE ARTS 6**

### COURSE CONTENT:

Students engage in the creative process as they find, identify, formulate, solve problems, and pursue open-ended inquiry through production of artworks. Aesthetics develop through examination of own artwork and that of others. Effort is made to understand meaning in the study of art through exploration of the personal relationship of artists to community, culture, and world. Creation of art is prompted by art history study.

Students explore new art techniques and media to create two and three-dimensional works. Emphasis is placed on creating illusions of space in two-dimensional works using perspective and value. Positive /negative space, texture, form, proportion, and unity are utilized in creating three-dimensional work. Sketchbook use for planning work is encouraged.

## **FINE ART 7**

### **COURSE CONTENT:**

Students engage in the creative process as they find, identify, formulate, solve problems, and pursue open-ended inquiry through production of artworks. Aesthetics develop through examination of own artwork and that of others. Effort is made to understand meaning in the study of art through exploration of the personal relationship of artists to community, culture, and world. Creation of art is prompted by art history study.

Students create artworks by applying a variety of media, techniques, and processes to formulate and express ideas and concepts. The media includes acrylic and watercolor painting, printmaking, colored pencil, oil pastel, fiber arts, and sculpture. Sketchbook use is encouraged to plan work and to keep record of ideas and thoughts.

## **FINE ARTS 8**

### **COURSE CONTENT:**

Students engage in the creative process to generate and visualize ideas. Students experiment with art methods and materials to gain a further understanding of the relationship of process, material, and technique to communicate ideas. Techniques explored are drawing, painting, sculpture, fiber arts, and printmaking. Media includes acrylic and watercolor paint, water-soluble block printing ink, oil pastel, India ink, chalk pastel, colored pencil, and fibers.

Aesthetics develop through examination of own artwork and that of others. Effort is made to understand meaning in the study of art through exploration of the personal relationship of artists to community, culture, and world. Creation of art is prompted by art history study. Sketchbook use for planning work is encouraged.

## **MUSIC 6**

### **COURSE CONTENT:**

The goal of this class is to develop the basic aspects of music established in the general music curriculum. Students continue 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 is introduced to the basic aspects of music study outlined in the Georgia Performance Standards in Middle School General Music. Those standards are modeled after the National Standards published by the Music Educators National Conference and include the following basic aspects: (1) Introduction to Pop, Opera, and Rock, (2) Listening and evaluating music of other cultures, (3) Composing, (4) Singing in three-part, (5) Keyboard skills, (6) Group Presentations, (7) Vocalizing for a Performance

This course is a yearlong study of music presented as a weekly 45-minute music enrichment class and provides every student the opportunity to learn and engage in musical arts.

## **MUSIC 7**

### COURSE CONTENT:

The goal of this class is to develop the basic aspects of music established in the general music curriculum. Students continue 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 is introduced to the basic aspects of music study outlined in the Georgia Performance Standards in Middle School General Music. Those standards are modeled after the National Standards published by the Music Educators National Conference and include the following basic aspects: (1) Music Media and Technology, (2) Playing and Singing the Scales, (3) Composer Project Presentation, (4) Singing in three-part, (5) Student Performances, (6) Introduction to playing string Instruments, (7) Students create lyrics and notes for class presentation.

This course is a yearlong study of music presented as a weekly 50-minute music enrichment class and provides every student the opportunity to learn and engage in musical arts.

## **MUSIC 8**

### COURSE CONTENT:

The goal of this class is to develop the basic aspects of music established in the general music curriculum. Students continue 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 is introduced to the basic aspects of music study outlined in the Georgia Performance Standards in Middle School General Music. Those standards are modeled after the National Standards published by the Music Educators National Conference and include the following basic aspects: (1) Music Media and Technology, (2) Playing and Singing the Scales, (3) Improvising a Jazz Piece, (4) Singing in three-part, (5) Student Performances, (6) Composing an Ensemble Piece, (7) Poetry of Music.

This course is a yearlong study of music presented as a weekly 50-minute music enrichment class and provides every student the opportunity to learn and engage in musical arts.

## **STUDY AND SUCCESS SKILLS 6**

### COURSE CONTENT:

The objective of the Sixth Grade Study and Success Skills course is to develop study skills and success skills that enable the student to be more successful during the current year and beyond through the expansion of basic study, social, and soft skills knowledge. Areas of Study Skills instruction include Time Management, Organizational Skills, Learning Styles, Goal Setting, Making Predictions, Note-Taking and Study Techniques, Summarizing, Vocabulary, and Test-taking Skills. Areas of Success Skills instruction include Respect, Responsibility, Accountability, Positive Attitude, Trustworthiness, Honesty, Integrity, Being a Team Player, Self-Confidence, and Leadership.

## **TECHNOLOGY**

### COURSE CONTENT:

The goal of the Technology course is to increase students' understanding of the digital tools they use regularly, get better acquainted with academic software, recognize and avoid digital threats, and experiment with creative programs. Students are better prepared for college by becoming familiar with and utilizing the Microsoft Office Suite. They also learn how computers work and identify what they need in a computer to better suit their needs.

## **TECHNOLOGY 7**

### COURSE CONTENT:

The goal of the Technology course is to increase students' understanding of the digital tools they use regularly, get better acquainted with academic software, recognize and avoid digital threats, and experiment with creative programs. Students are better prepared for college by becoming familiar with and utilizing the Microsoft Office Suite. They also learn how computers work and identify what they need in a computer to better suit their needs. Students build on the knowledge they learned in the previous technology course and learn more of the inner workings of electronics.

## **TECHNOLOGY 8**

### COURSE CONTENT:

The goal of the Technology course is to increase students' understanding of the digital tools they use regularly, get better acquainted with academic software, recognize and avoid digital threats, and experiment with creative programs. Students are better prepared for college by becoming familiar with and utilizing the Microsoft Office Suite. They also learn how computers work and identify what they need in a computer to better suit their needs. The goal is for students to have the skills necessary to begin technology courses in the upper school.



# OAK MOUNTAIN

## A C A D E M Y

*Oak Mountain Academy provides a challenging college-preparatory education in a safe family environment. The school nurtures the ethical, spiritual and physical development of students as they become confident leaders inspired to serve.*

### **UPPER SCHOOL COURSE GUIDE**

#### **ENGLISH**

##### **ENGLISH LITERATURE AND COMPOSITION**

###### **COURSE CONTENT:**

This course introduces students to the study of literature and composition at the upper school level. This course focuses on a study of literary genres; the students develop initial understanding of both the structure and meaning of literary work. The students explore the effect of the literary form in regard to interpretation. The students read across the curriculum to develop academic and personal interests in different subjects. While the focus is technical writing in ninth grade literature, the student also demonstrates competency in a variety of genres: narrative, expository, persuasive, and technical. The students engage in research, timed writings, and the writing process. Instruction and language conventions occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes.

##### **WORLD LITERATURE**

###### **COURSE CONTENT:**

This course explores World Literature from The Epic of Gilgamesh to present-day, considering these texts from the perspective of what each author in his or her time and place has to tell us about the human experience past and present. Students will do textual analysis, project and oral presentations, extemporaneous speaking and writing, group discussions, and timed writings to prepare them for their English instruction in future years.

##### **BRITISH LITERATURE**

###### **COURSE CONTENT:**

This course is designed using the Georgia Standards of Excellence (GaSE) to foster Language Arts skills in the areas of grammar, literature, communication and composition. Each unit is grounded in recurring anchor standards that emphasize textual evidence, academic vocabulary, effective communication, and narrative writing experiences, and is focused on students achieving standards mastery. A balance of informational reading that includes news articles,



essays, and speeches, is also included in each unit to enhance student understanding of literary content and promote mastery of standards. Students will be assessed on their progress through discussions, written responses, essays, and performance tasks. Vocabulary improvement is essential for the college bound student; therefore, we will have vocabulary lessons each week.

### **AMERICAN LITERATURE AND COMPOSITION**

#### **COURSE CONTENT:**

This course is primarily a study of American Literature, critical reading skills, and effective writing skills for college bound students.

Students study the works of important American writers, focusing on novels, short stories, poetry, and drama. The students learn to write college-appropriate essays of analysis, exposition, and persuasion. They also practice writing essays for college applications, using actual college examples. Writing skills include weekly college-level vocabulary building, an emphasis on mechanics and usage, sentence and paragraph formation, editing and rewriting, and research skills.

### **ADVANCED PLACEMENT LANGUAGE AND COMPOSITION**

#### **COURSE CONTENT:**

The goal of this class is to develop advanced college-level reading and writing skills by reading and studying a variety of appropriate sources and writing essays of various specific purposes. A second goal of equal importance is to prepare for the Advanced Placement Language and Composition exam administered in May of each year.

This course is authorized and approved each year by the College Board. The guidelines, goals, and suggested curriculum content can be found on their website: [apcentral.collegeboard.com](http://apcentral.collegeboard.com).

The course is primarily a study of college-level nonfiction as opposed to fiction, but a small amount of well-chosen fiction is studied for purposes related to the argumentative essay required on the May exam. Students use actual past AP Language exams and accompanying student essays along with judges' comments and scores as models and resources for their study.

The course teaches and requires students to write in several forms (e.g., narrative, expository, analytical, and argumentative essays) about a variety of subjects (e.g., public policies, popular culture, personal experiences).

### **ADVANCED PLACEMENT LITERATURE AND COMPOSITION**

#### **COURSE CONTENT:**

The goal of this class is to develop advanced college-level reading and writing skills by reading and studying a variety of appropriate sources and writing essays of various specific purposes. A second goal of equal importance is to prepare for the Advanced Placement Literature and Composition exam administered in May of each year.

This course is authorized and approved each year by the College Board. The guidelines, goals, and suggested curriculum content can be found on their website:

[apcentral.collegeboard.com](http://apcentral.collegeboard.com).

The course is primarily a study of college-level fiction, including poetry, novels, short stories, and drama. Students use actual past AP Literature exams and accompanying student essays along with judges' comments and scores as models and resources for their study.

The course teaches and requires students to write primarily the essay of literary analysis.

# **MATH**

## **ALGEBRA I**

### **COURSE CONTENT:**

The Algebra I course serves as a foundation for all future math courses. Basic concepts and properties of algebra are introduced early in the course to prepare students for equation solving. Throughout the course, concepts and skills are introduced algebraically, graphically, numerically, and verbally. The content encompasses all the basic skills needed for further mathematical success.

The Algebra I course, as do all our math courses, incorporates critical thinking skills and problem-solving skills throughout. The various components of Algebra I, such as solving equations and graphing, are developed jointly using basic algebra techniques and real data to illustrate the practical applications of algebra.

## **GEOMETRY**

### **COURSE CONTENT:**

Geometry is an art that aspires to create beauty in a world of natural chaos. Through a study of shapes and configurations, students will demonstrate a mastery of inductive and deductive reasoning skills. This course will equip students with skills, such as creativity, critical thinking, communication and collaboration, all of which will be needed in college and career endeavors. Topics such as Euclidean Geometry, deductive proofs, similarity and congruence, and trigonometry will be included in an in-depth manner. These concepts will be illustrated through practical and real-life applications.

Geometry is the branch of mathematics concerned with two and three-dimensional figures and their properties. It is a critical component of a mathematics education because students are required to relate concepts from general math and Algebra I to geometric events.

## **ALGEBRA II:**

### **COURSE CONTENT:**

The Algebra II course is intended to prepare students for more advanced mathematics courses. Topics from Algebra I are reviewed and expanded as well as matrices, rational and irrational expressions and equations, complex numbers, linear and quadratic equations, polynomial functions, conic sections, exponential and logarithmic functions and equations, and sequences and series.

The Algebra II course, as do all our math courses, incorporates critical thinking skills and problem-solving skills throughout. The various components of Algebra II, such as solving equations and using functions, are developed jointly using basic algebra techniques and real data to illustrate the practical applications of algebra.

## **STATISTICS**

### **COURSE CONTENT:**

The goal of this class is to develop students' ability to study and interpret data in a meaningful and scientific way. Students learn how to recognize good and bad data sets, what data to analyze and how, the correct use of statistics, and the different forms of scientific studies. A good portion of the course is spent understanding what makes a high quality statistical study and how to recognize fraudulent or misleading data.

## **PRE-CALCULUS**

### **COURSE CONTENT:**

Precalculus is a prerequisite for calculus and for most courses in science and engineering. The purpose of this course is to provide students with an essential background for many other college-level mathematics courses. Students will gain a deeper understanding to polynomials, rational/exponential and other concepts needed to prepare students for calculus. Students will also gain a comprehensive understanding of previous content knowledge gained in Algebra I, Algebra II & Geometry.

Pre-Calculus is an introductory course to advanced studies. Previously learned content, such as linear equations and inequalities, systems, and basic functions, will be reviewed before expanding into advanced topics that may include the real number system; algebraic, exponential, logarithmic, trigonometric, and inverse functions; polynomials; and systems of equations. Graphing calculators will be utilized to further illustrate many concepts.

## **AP CALCULUS AB**

### **COURSE CONTENT:**

The goal of this class is to prepare students to go into any field related to mathematics with an understanding of the basic concepts of calculus and a strong foundation in algebra and trigonometry concepts.

Real world applications and a deep understanding of the concepts are the focus of the course. Students are expected to not only be able to explain their work through traditional computations but also through graphs, verbal explanations and analytical analysis. Students gain the skills to not only do the computations by hand but also to use technology appropriately for beyond classroom and testing purposes.

## **SCIENCE**

### **ASTRONOMY**

#### COURSE CONTENT:

Astronomy is the study of the stars, galaxies, and the universe. In this course we cover the foundations for the formation of the universe as we know it. We will cover the theories that we know and discuss hypothesis for the areas we do not know. Emphasis is given to understanding the connections between different aspects to space and our place in it. This course is also designed to be more student guided and students have the opportunity to explore areas they are interested in.

### **BIOLOGY**

#### COURSE CONTENT:

In this course students study the characteristics and relationships of living things and viruses. As the first science course in the upper school we also cover many of the key concepts of science techniques and units. Students study ecology, cells, cell reproduction, genetics, plants and animals.

### **CHEMISTRY**

#### COURSE CONTENT:

This course introduces traditional concepts of chemistry. Chemistry is the study of atoms, how they arrange themselves into compounds and the changes they undergo. Students will cover the math of chemistry, the periodic table, types of bonds, stoichiometry, gas laws, and acids and bases. Students conduct different experiments in the lab to explore more of the chemical world.

### **ANATOMY/PHYSIOLOGY**

#### COURSE CONTENT:

This course is a study of the structure, function, and homeostasis of the human body. Students study the different systems of the body, the different senses, blood and its functions, and how all the different systems interact. Students will be able to identify the different parts of each system as well as their major functions.

### **AP BIOLOGY**

#### COURSE CONTENT:

The goal of this class is to develop a college-level understanding of Biology, to improve scientific thinking skills, and to broaden awareness of current scientific events, debates, and issues. Additionally, students develop a working knowledge of the nature of science and are able to formulate scientific opinions in response to new scientific discoveries and technologies.

Students who successfully complete this course demonstrate knowledge of the following criteria: (1) the major themes of biology, (2) biochemistry, (3) cell biology, (4) genetics and heredity, (5) the mechanisms of evolution, (6) an evolutionary history of diversity, (7) plant form and function, (8) animal form and function, and (9) ecology.

## **AP CHEMISTRY**

### **COURSE CONTENT:**

The goal of this class is to duplicate introductory chemistry at the college level and to prepare the students for the AP Chemistry exam administered by College Board. Topics from introductory chemistry are reviewed at a higher level, and additional topics are introduced. Although the new curriculum from College Board is described as “conceptual,” mathematical solution of problems is still vital; the “conceptual” aspect lies in understanding the processes on an atomic/molecular level and estimating the results before solving.

The laboratory component is crucial to providing a college-level experience. Both traditional and inquiry labs are included. A larger fraction of class time than required is devoted to laboratory work.

This is a “flipped” class. Lectures are watched online as homework, and class time is devoted to solving problems, doing labs, discussing case studies, doing simulations, etc.

## **AP PHYSICS I**

### **COURSE CONTENT:**

The goal of this class is to develop students understanding of light and matter and how they interact. Students develop skills needed to succeed in a college lab environment for sciences and engineering. The basic skills needed are cultivated through both guided and inquiry-based labs focused around key concepts. While algebraic manipulations are key in physics, students are also expected to be able to explain physical concepts through graphs and verbal descriptions as well.

## **AP COMPUTER SCIENCE PRINCIPLES**

### **COURSE CONTENT:**

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

## **SOCIAL STUDIES**

### **WORLD HISTORY**

#### **COURSE CONTENT:**

World History is a survey course beginning with a brief overview of the ancient world with an emphasis on the events, individuals, and developments from 1300 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time.

### **ADVANCED PLACEMENT WORLD HISTORY**

#### **COURSE CONTENT:**

Advanced Placement World History is a college-level introductory course which examines the key people, places, and events in the world from 1200 A.D. to the present. In addition to course content, students will learn historical thinking skills such as contextualization, comparing and contrasting, argumentation, and connecting historical events. Students will look at numerous primary and secondary documents and learn to analyze and use them to support a claim. A variety of instructional approaches will be employed along with a college-level textbook and numerous primary and secondary sources. The quick pace of AP World History can be difficult to manage, and students are encouraged to keep up by working daily on reading and writing assignments. Falling behind in a course like this will make success very difficult. Writing is a central component of the course, and students will be asked to write argumentative essays regularly. The rigor of the course is designed to prepare students for college, the A.P. World History exam, and to think critically about the past and future.

### **U.S. HISTORY**

#### **COURSE CONTENT:**

This course is a survey course beginning with Native American Life and European expansion onto the North American continent. The course's major themes cover the lives and struggles of various minority groups, women, and the rise of the United States to world superpower status.

During the first semester, the class will cover Native American history before European influence, European empire expansion and the colonial period, the American Revolution, the growth and struggles of the young republic, the Era of Good Feelings, the Jacksonian era, and Antebellum America. During the second semester, the class moves on to study the Civil War, Reconstruction, and the Gilded Age. Among these political developments, students also study the rapid modernization and economic developments of the 19<sup>th</sup> century. The class then moves into the twentieth century, the U.S. as part of the international political arena through imperialism, two world wars, and the Cold War period. The class also discusses modern race and

gender conflicts along with the Civil Rights movement. The class concludes with the current state of affairs in the United States.

## **ECONOMICS**

### **COURSE CONTENT:**

This course will provide the student with a general understanding of basic economics and cover topics such as supply and demand, opportunity cost, labor, production, investment, government taxation and spending, types of businesses, inflation, unemployment, money, GDP, the stock market, and the business cycle. The goal of the course is to provide the students with a general understanding of how the national economy functions and its impact on people. In addition to regular tests and quizzes, students may be asked to do projects, write papers, and do outside reading in order to further their knowledge of economics.

## **ADVANCED PLACEMENT MACROECONOMICS**

### **COURSE CONTENT:**

Advanced Placement Macroeconomics is a college-level introductory course which focuses on national income and price determination, economic performance measures, economic growth, and international economics. The course partially overlaps with Microeconomics, but then diverges to cover aggregate supply and demand and cyclical and counter cyclical movements within the national economy. In addition to critical thinking and reading comprehension skills, students will need to be adept at math as the course uses multiple formulas, charts, and graphs. A.P. Macroeconomics is a semester long course and moves at a fast pace in order to cover all the material required for the A.P. exam at the end of the year. The goal of the course is to give the students a better understanding of how the economy functions, how decisions about the national economy are made, and the effects of those decisions on people. Moreover, the course prepares the students to potentially receive college credit by passing the A.P. exam in May.

## **AP PSYCHOLOGY**

### **COURSE CONTENT:**

This course introduces the major fields of contemporary psychology. Additionally, it presents basic concepts within the field of psychology and their application to everyday human behavior, thinking, and emotion. Emphasis is placed on students understanding basic psychological principles and their application within the context of family, work, and social interactions. Emphasis is also placed on critical thinking and fundamental principles of psychology as a science. Topics include an overview of psychology as a science, research design, the nervous and sensory systems, sensation and perception, learning and memory, motivation and emotion, thinking and intelligence, lifespan development, personality, psychological disorders and their treatment, stress and health, and social psychology.

This course investigates the principles of psychology, developmental psychology, heredity and environmental aspects of psychology, learning theory, personality, intelligence, social disorders and research methods used in the study of psychology. It integrates and



reinforces social studies skills.

### **AP U.S GOVERNMENT**

#### **COURSE CONTENT:**

The Advanced Placement Government and Politics – American National Government course is designed as an introductory political science course in which students gain and display an understanding of American politics and the processes of government that help shape our public policies. Topics for discussion include, but are not limited to, political beliefs and behaviors, institutions of national government, civil rights and liberties, and public policy.

### **AP UNITED STATES HISTORY**

#### **COURSE CONTENT:**

Advanced Placement United States History is a college-level introductory course which examines the nation's political, diplomatic, cultural, social, and economic history from pre-colonization to the present. In addition to course content, students will learn historical thinking skills such as contextualization, comparing and contrasting, argumentation, and connecting historical events. Several themes will be explored throughout the course: identity, peopling, race, gender, class, politics and power, geography and the environment, and America and the world. Writing is a central component, and students will receive instruction and write regularly. A variety of teaching approaches will be employed along with a college-level textbook and numerous primary and secondary sources. The goal of the course is to prepare students for the AP Exam in May, which may enable them to receive college credit. For students to be successful, they will need to manage their time, stay up to date on all reading and writing assignments, participate in class, and review all material routinely.

### **HUMAN GEOGRAPHY**

#### **COURSE CONTENT:**

Human Geography is a study of how people interact with their environment. The course will explore such topics as population, economics, mapping, history, globalization and environmental impact. In addition to regular map work and an introduction to key terms and concepts, students will acquire knowledge about cultures around the world. The goal of the course is to enhance the students' knowledge of the world while fostering a sense of understanding and acceptance of other peoples and cultures. Assessments will include projects, essay tests, map quizzes, regular write-ups, and work ethic.

## **PHILOSOPHY**

### COURSE CONTENT:

Introduction to Philosophy is a course designed for students who may want to explore some of the ideas and beliefs of the top thinkers in history. The course progresses chronologically beginning with a look at ancient Greece and the teachings of Socrates, Plato, and Aristotle and concludes with contemporary philosophers such as Derrida, James, and Irigaray. Over forty different philosophers are covered in varying degrees of depth and breadth. However, the vast majority of those covered are from Europe and the West. The basic premise of the course is to give students an opportunity to explore the major beliefs and thoughts of some of history's most brilliant thinkers. Daily discussions and regular writings will be the norm in this class. Students may be asked to present their findings and write a paper or do a project in addition to regular tests and quizzes. The main book used for the course is Donald Palmer's, *Looking at Philosophy*, but additional articles, texts, and videos may be utilized as needed.

## **AP EUROPEAN HISTORY**

### COURSE CONTENT:

In AP European History, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations. AP European History is designed to be the equivalent of an introductory college or university survey of modern European history.

## **FOREIGN LANGUAGE**

### **FRENCH II**

#### COURSE CONTENT :

The Level II language course focuses on the continued development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have successfully completed a Level I course or are at a Novice-Mid level of proficiency.

Students begin to show a greater level of accuracy when using basic language structures, and they are exposed to more complex features of the language. They continue to focus on communicating about their immediate world and daily life activities, read material on familiar topics, and write short, directed compositions. The major means of communication between students and instructors will be in the target language. Because students may begin formal language learning at various stages of their cognitive development, teachers must adjust vocabulary and content to reflect developmentally appropriate interests.

By the end of Level II, students will exhibit Novice-Mid level proficiency in speaking and writing and Novice-High level proficiency in listening and reading (ACTFL Proficiency Guidelines, 2012).

### **French III**

#### COURSE CONTENT :

The Level III language course focuses on the continued development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have completed a Level II course or are at a Novice-Mid to Novice-High level of proficiency.

Students use basic language structures with accuracy and recombine learned material to express their thoughts. They are exposed to more complex features of the language, moving from concrete to some abstract concepts. Because students may begin formal language learning at various stages of development, teachers must adjust vocabulary and content to reflect developmentally appropriate interests.

By the end of Level III, students will exhibit Novice-High level proficiency in speaking and writing and Intermediate-Low proficiency in listening and reading (ACTFL Proficiency Guidelines, 2012).

## **FRENCH IV**

### **COURSE CONTENT:**

The Level IV language course focuses on the continued development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have completed a Level III course or are at a Novice-Mid to Novice-High level of proficiency.

Students use basic language structures with accuracy and recombine learned material to express their thoughts. They are exposed to more complex features of the language, moving from concrete to some abstract concepts. Because students may begin formal language learning at various stages of development, teachers must adjust vocabulary and content to reflect developmentally appropriate interests.

By the end of Level IV, students will exhibit Novice-High level proficiency in speaking and writing and Intermediate-Low proficiency in listening and reading (ACTFL Proficiency Guidelines, 2012).

## **AP FRENCH LANGUAGE AND CULTURE**

### **COURSE CONTENT:**

AP French Language and Culture is a college-level course intended for students in their fourth and fifth year of study of French. Every effort is being made to conduct the class exclusively in French. The three modes of communication (Interpersonal, Interpretive and Presentational) defined in the Standards for Foreign Language Learning in the 21st Century are foundational to the AP French Language and Culture course. Students who enroll in this course should already have a good command of the grammar and considerable competence in listening, reading, speaking, and writing. When communicating, students in the AP French Language and Culture course demonstrate an understanding of the culture(s), incorporate interdisciplinary topics (connections), and make comparisons between the target language and the native languages in real-life settings (pen pals, writing cover letters/CVs). Students are expected to take the AP French Language and Culture exam at the end of this course.

## **SPANISH II**

### **COURSE CONTENT:**

Level II scaffolds the learning obtained in Level 1 Spanish and builds by introducing new vocabulary and grammar. Topics include concepts that develop skills in pronunciation, comprehension, grammar, reading, writing, and conversation. The culture of the Spanish-speaking people is also studied, including geography, history, important literary works, music, education, recreational activities, and special holidays. Chapter objectives are presented for every chapter. The objectives will be discussed to preview what students will be able to communicate in Spanish in real-life situations by the end of the chapter. Each chapter of *Spanish 2 ¡Así se dice!* focuses on a specific communicative and cultural theme.

### **SPANISH III**

#### **COURSE CONTENT:**

The goal of this class is to provide students the presentational, interpretive, and interpersonal skills needed to exceed the national standards created by the American Council on the Teaching of Foreign Languages (ACTFL) Standards for Foreign Language Learning.

Spanish III is aimed at progressing from novice-mid to novice-high level of Spanish grammar structure, verb conjugation, and conversational skills through writing, reading, listening assignments, Latin Cinema, and speaking. Also, this course aims to further explore Hispanic culture, history, and customs through literature, cooking, and educational activities.

### **SPANISH IV**

#### **COURSE CONTENT:**

Spanish IV is aimed at advanced level Spanish grammar, verb conjugation, and conversational skills through writing, reading, listening assignments, speaking, and cultural immersion. Also, this course aims to expand on previous years' knowledge of Hispanic culture, history, and customs through literature, film, and educational activities.

Spanish IV also concentrates on the integration of high levels of the American Council on the Teaching of Foreign Languages (ACTFL) standards. Linguistic and cultural comparisons are met throughout the course in order for students to communicate with native speakers.

### **AP SPANISH LANGUAGE AND CULTURE**

#### **COURSE CONTENT:**

The AP Spanish Language and Culture course is designed to assist the advanced level student succeed in the study of the Spanish language and in the AP® Spanish Language and Culture Examination. Six themes provide the framework to achieve course goals. Students delve into real-life issues and gain a better understanding of Spanish Speaking cultures through authentic sources, vocabulary development, and effective communication activities. This course facilitates the achievement of understanding cultures, incorporating connections, and the use of Spanish speaking, reading skills, and auditory skills to communicate with native Spanish speakers.

## **CULTURAL STUDIES**

### COURSE CONTENT:

In Cultural Studies, students will explore many aspects of cultures. The class will cover Economic and Political Geography, religions and belief systems, technology and literature, and global issues deemed important to address by National Geographic Learning. Additionally, students will research and create projects to address real-life information for travel, living in, moving, residency information, health, education, and the government of the countries they study. Cooperative learning activities from the National Geographic Best Practices for Active Teaching will be implemented in the classroom to ensure active learning and student engagement.

## **CULTURAL ARTS**

### COURSE CONTENT:

Cultural Arts explores many aspects of the history of cultures as well as cultures today. Students learn about religions and belief systems, technology, literature, art, music, and global issues deemed important by National Geographic Learning and *Arts and Culture: An Introduction to the Humanities, Combined Volume 4th Edition*. Additionally, students research and create projects to address real-life information for travel, living in the country, moving, residency, health, education, and the government of the countries they study. Cooperative learning activities from the National Geographic Best Practices for Active Teaching are implemented in the classroom to ensure communication and collaboration and student engagement. Reading for literacy is incorporated as students read a variety of information about cultures and the arts

## **ELECTIVES**

\* Required Courses

### **\*BIBLE**

#### COURSE CONTENT:

This one-year course explores the Old and New Testaments from a literary perspective. Primary analysis of the text is completed with an emphasis on authorship, historical context and major themes. Furthermore, the students are presented with different methodologies found within the field of biblical studies (Historical, Source, Form, Reader Response, etc.). They are also presented with biblical studies' research tools and led to practice applying those tools to biblical texts.

### **DRAMA**

#### COURSE CONTENT:

This enrichment class lasts for the entire year. It is designed to have elements in rotation so that students may take the course multiple times and have varying material each year. It is understood in theatre that aspects of improvisation and character development, while taught the same way, grow with the student's maturity and understanding of the art. Therefore, students are in varying levels depending on how long they have practiced and developed their skills and their own maturity and perceptions.

The course includes an overview of drama, including a brief history of theatre, genres of drama, elements of drama, technical and performance aspects of theatre. It allows the student an avenue to express creativity through performance, directing, playwriting and design.

The technical aspects of theatre are taught through the production of plays and other events throughout the year. Creation of theatre aspects are taught on a rotating basis, two disciplines each year so that students are able to have in-depth focus on set design, costume design, lighting design, prop design, makeup design, costume design, playwriting, and directing.

The performance aspects of theatre are taught through more in-depth character study and exploration. This includes creating a given character's backstory, examining the motivation for a character's decisions in a play, and exploring the best ways to portray a character for an audience.

## **HISTORY OF MUSICAL THEATER**

### **COURSE CONTENT:**

The History of Musical Theatre course examines the origins and development of music and theatre, starting with the Greeks, moving through Commedia dell'arte and Shakespeare, into operetta and into the 20<sup>th</sup> century. We will look at the classic creators of Musical Theatre including Cole Porter, Rodgers and Hart, Rodgers and Hammerstein, Kander and Ebb, Lerner and Lowe, Bob Fosse and Stephen Sondheim. We will also move into the modern age of musicals with Johnathan Larson, Lin-Manuel Miranda, Kenny Ortega, the blend of Disney into live Broadway productions, and shows that are running today.

The class will watch and evaluate several performances, both in cuttings and in their entirety. We will discuss the culture of the era that specific productions originated and how the same productions resonate with audiences today.

## **BAND**

### **COURSE CONTENT:**

Band in the upper school develops student's skills and appreciation of music through the use of an instrument. The course can be tailored to be small groups or individuals depending on the needs of the class. This course develops the current skills of each students and provides opportunities to improve on existing skills or start new ones. Students learn how to read music, learn Major scales, and establish or refine proper playing techniques.

## **CHOIR**

### **COURSE CONTENT:**

Choir in the upper school helps refine and improve on the choir teachings from the middle grades. Students learn vocalization, dynamics and tempo, responding to conducting gestures, and voice parts. This course can also be for those who have not done singing in some time but would like to refine their skills.

## **\*HEALTH**

### **COURSE CONTENT:**

The goal of this class is to develop a life-long commitment to health and to help students generate and choose healthy behavior alternatives to risky behaviors. The class heightens students' awareness of the consequences of choosing risky behaviors. The Georgia Performance Health Standards and the National Health Standards are used as guidelines for the health curriculum. The guidelines are aligned with the following six priority adolescent risk behaviors identified by the U.S. Centers for Disease Control and Prevention: Alcohol and other Drug Use, Injury and Violence (including Suicide), Tobacco Use, Poor Nutrition, Inadequate Physical



Activity, and Risky Sexual Behavior. The classes are designed to encompass a wide range of the following common content areas: Community Health, Consumer Health, Environmental Health, Family Life, Mental/Emotional Health, Injury Prevention/Safety, Nutrition, Personal Health, Prevention/Control of Disease, and Substance Use/Abuse. To enhance the topics, the class devotes time to the study of reliable health websites.

The health education class represents an effective avenue for students to develop the knowledge and skills that they need to avoid health risks and enhance both their health and their academic achievement.

### **\*SPEECH**

#### **COURSE CONTENT:**

This class is a study of the principles of public speaking with emphasis on basic oral communication skills. It includes critical thinking, critical listening, and evaluating ethical issues for the student. Students present twelve graded speeches over the course of the year. They record three speeches, one at the beginning of the course, one in the middle of the course, and one at the end of the course, to give a self-evaluation of their progress as a public speaker.

### **\*SENIOR SEMINAR**

#### **COURSE CONTENT:**

This class is a capstone for the college-preparatory upper school education. Each student chooses a topic for intensive study during his or her senior year. The student will research and write an eight-page MLA-formatted research paper on that topic. The student will also find a mentor who is an expert in the field of study and complete at least forty hours of internship with the mentor. With the help of the mentor, the student will decide on and create a related product.

### **EPIDEMIOLOGY**

#### **COURSE CONTENT:**

The Epidemiology curriculum is designed to extend student investigations that begin in Biology. This curriculum is performance-based. It integrates scientific investigations using real world situations to find patterns and determine causation of pathological conditions. Instruction will focus on the design, implementation, and evaluation of studies to increase students' media literacy and their understanding of public health. This course should expand their understanding of the scientific methods and develop critical thinking skills.

## **FORENSIC SCIENCE**

### **COURSE CONTENT:**

Forensic Science is designed to build upon science concepts from previous courses and apply science to the investigation of crime scenes. Students will learn the scientific protocols for analyzing a crime scene, chemical and physical separation methods to isolate and identify materials, how to analyze biological evidence, and the criminal use of tools, including impressions from firearms, tool marks, arson, and explosive evidence.

## **COLLEGE READINESS\TEST PREP**

### **COURSE CONTENT:**

This course is designed to prepare students for the postsecondary world. We will discover how to navigate the college search journey, select a college/university that best fits the student, and ultimately how to become their best self as a person and student. Through this course, we will look at an overarching framework that can be used, not only in the context of college, but also in life. Students will walk away from this course with a better understanding of all types of postsecondary options, steps to becoming a strong college applicant, finding the type of college/university that fits them best, and how to make the most of their college experience. By the end of this rigorous course, students should feel confident in their post-secondary journey.

## **MATH TUTORING**

### **COURSE CONTENT:**

Math Tutoring is a specified class period during the regular school day designed specifically for Upper School students who feel like they might need some additional help in their math class. The teacher in the Math Tutoring class is a math teacher. The teacher of any class is the first resource when a student has questions or needs help. However, there are times when that teacher might be unavailable and a student needs help with the work from the class, ACT prep questions, SAT prep questions, or some other math-related topic.

Math Tutoring gives students two days a week with a specific time during the regular school day and a specific place where they can get math help. The class will function as a regular study hall when math help isn't needed.

## **PERSONAL FINANCE**

### **COURSE CONTENT:**

The OMA Financial Mathematics course is designed to provide knowledge in handling common financial situations that almost every adult encounters at some time in life. Algebra and statistics are integrated throughout the course to provide additional practice in those subjects to insure the student is well-grounded in mathematics and prepared for whatever path he or she chooses to follow in the future. Topics include: discretionary & essential expenses, banking services, consumer credit, loans, employment basics, and retirement planning.

## **MATH OF INDUSTRY AND GOVERNMENT**

### **COURSE CONTENT:**

This is a course designed to follow the completion of Algebra II, Advanced Algebra, Accelerated Geometry B/Algebra II, or Accelerated Analytic Geometry B/Advanced Algebra. Modeled after operations research courses, Mathematics of Industry and Government allows students to explore decision making in a variety of industries such as: Airline - scheduling planes and crews, pricing tickets, taking reservations, and planning the size of the fleet; Pharmaceutical - R& D management; Logistics companies - routing and planning; Lumber and wood products - managing forests and cutting timber; Local government - deployment of emergency services, and Policy studies and regulation - environmental pollution, air traffic safety, AIDS, and criminal justice policy. Students learn to focus on the development of mathematical models that can be used to model, improve, predict, and optimize real-world systems. These mathematical models include both deterministic models such as mathematical programming, routing or network flows and probabilistic models such as queuing, and simulation.

Instruction and assessment should include the appropriate use of manipulatives and technology. Topics should be represented in multiple ways, such as concrete/pictorial, verbal/written, numeric/data-based, graphical, and symbolic. Concepts should be introduced and used, where appropriate, in the context of realistic phenomena.

## **OUTDOOR EDUCATION**

### **COURSE CONTENT:**

The purpose of this class is to develop an appreciation of the outdoors. Students learn basic concepts of outdoor activities, develop physical skills needed to enjoy the outdoors, cooperate with peers to complete tasks, and try new tasks. Students also identify obstacles and challenges that come with outdoor activities and how weather can change plans while outdoors.

## **TEAM SPORTS**

### **COURSE CONTENT:**

Introduces fundamental skills, strategies, and rules associated with team sports. Possible sports of study include but are not limited to basketball, volleyball, soccer, softball, baseball, field hockey, lacrosse, team handball, and flag football. The physically educated student has developmentally appropriate grade-level comprehension and application of the concepts and principles of fitness, motor skills, movement patterns, tactics, and strategies which contribute to a physically literate and active lifestyle.

## **HOME ECONOMICS**

### **COURSE CONTENT:**

The purpose of this class is to introduce you to the wide array of subjects included under the Home Economics/Family and Consumer Sciences umbrella; including things like Food and Nutrition, Culinary Arts, Family Relationships, Child Development & Guidance, Household Budgeting and Housing/Interiors/Sewing. Course instruction will be focused on leadership and positive habits & attitudes as well as planning, problem solving in all areas of Home Economics/FACS (Family and Consumer Science Studies).

## **VISUAL ART**

### **COURSE CONTENT:**

In this class you will learn how to creatively problem solve and tackle artistic challenges, while learning life-long skills such as persistence, reflection, observation, and self-critique. As this is an introductory class, you will begin the course with learning the basics and tackling new medias and more challenging techniques as the year progresses. The different units of study included in the course are Design in Art, Expressing Ideas Through Art, Art Appreciation, Art in Your World. This class will set you up for a great foundation of skills to help you in higher level courses.

## **PROGRAMMING GAMES AND APPS**

### **COURSE CONTENT:**

This course is designed for students to learn what goes into creating games and apps that are used in the real world. Students learn about the development cycle, how users interact with the software, and how testing and troubleshooting are done. Students are expected to have a laptop to be able to do the work and will be learning various programming constructs.

## **ANIMATION AND SIMULATION**

### **COURSE CONTENT:**

This course is designed to build an understanding of animation and simulation principles using Unity software as the primary tool for doing animation. Students learn the computer fundamentals needed in order to understand what goes into creating an animation of a scene or character. Students learn about 2D and 3D animation and what makes animation look believable and how simulation makes those come to life.

## **YEARBOOK**

### **COURSE CONTENT:**

This course is designed to teach students about media arts. Specifically, exploring how we use and engage with media arts daily. Students will participate in creating the school yearbook, yearbook Instagram, and helping to document the activities and events of the school. Sometimes students will on occasion be asked to attend afterschool activities and events. Daily students will be required to read, write, and practice and persist to build their skills.

## **LS TEACHERS AIDE**

### **COURSE CONTENT:**

Students who enroll as a teacher's aide for the lower school will assist various classes in the lower school with administrative tasks, making copies, tutoring, and assisting with various tasks around the lower school. Students will be assigned based off of the needs of the lower school. This provides those with an interest in teaching or mentoring a great opportunity to get hands on experience.