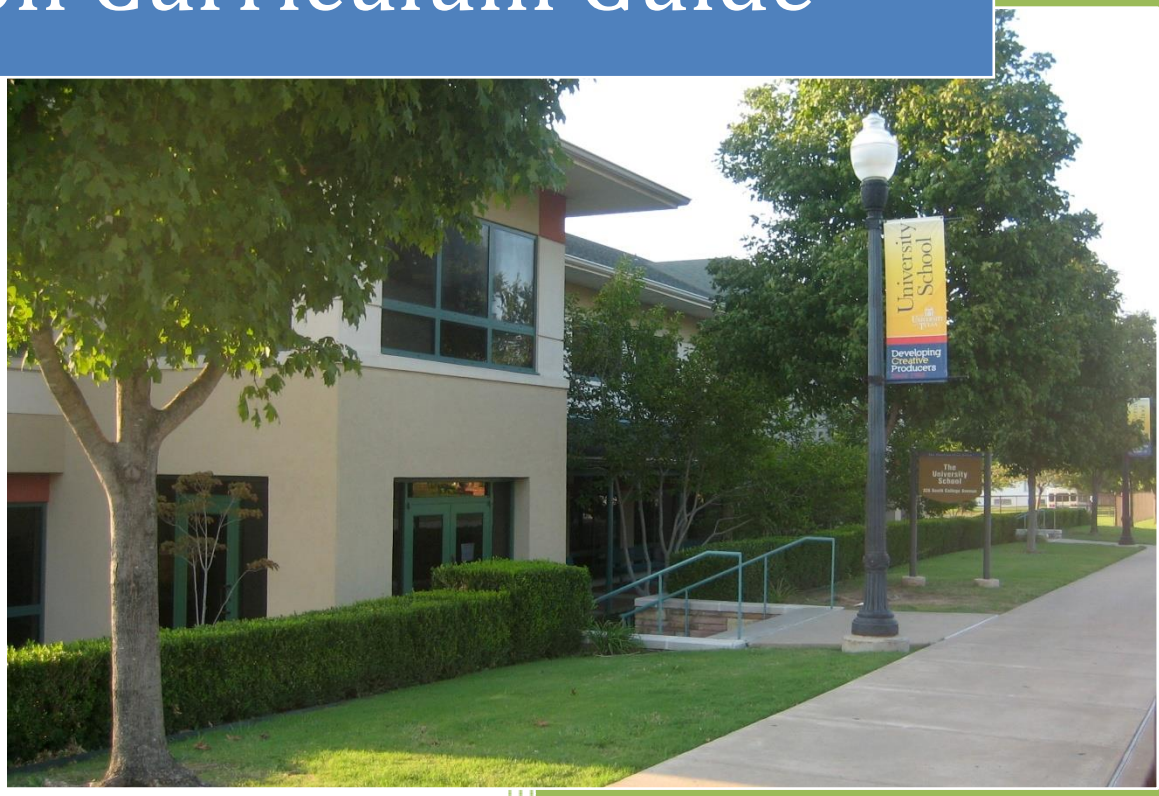
Enaction Curriculum Guide



University School
at The University of Tulsa

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University School
Enaction Curriculum
Updated Fall 2013

Table of Contents

University School is fully accredited by the National Private Schools Accreditation Alliance.

MESSAGE FROM THE DIRECTOR

Each new school year is a time to rededicate ourselves to the enduring values that sustain and guide our school. University School is a place for students to learn to use their gifts in a responsible and caring way, not only for themselves but also for a needy world.

Enduring Values and Goals - While the specifics of our curriculum change, our values do not.

- We want our students to learn to put forth effort and work hard.
- We want our students to see opportunities rather than mistakes.
- We want our students to love learning, to love life, and to respect and care for all living things.
- We want our students to value the gifts given them and to share those gifts responsibly with the world.
- For these things to happen, we as teachers and parents must teach and model these values.

The goal is for all our school community of teachers, staff, parents, and students to strive toward making these values work in our lives.

University School Mission - University School at the University of Tulsa was established in 1982 to offer the city of Tulsa and the state of Oklahoma leadership and service in the field of gifted education. The mission of our school is to serve as a national model of excellence in pre-college education for students of high academic potential. The total focus of the program is gifted students with high academic motivation and potential.

Developing High Potential - Our country has always placed value on providing opportunities for all children to become the best they can be. Sometimes in meeting that goal, very bright children are overlooked, and their potential goes undeveloped. This is not only an individual loss but also a loss to our society. The goal of University School is to develop high academic potential and instill a sense of responsibility to self and others.

Parent Support and Involvement - Parents are expected to support the school staff and administration in dealing with academic, emotional, and social development and growth. Concerns should be brought to the attention of the teacher or director. Parents are welcome to become involved in the University School Association which meets monthly at the school. There are many ways for parents to help the school. Parents are updated on school happenings in a monthly news letter which is distributed electronically. The Network News is distributed three times a year and contains articles and information about current and former students.

Serving the Community - University School serves a wide variety of constituents and has a positive impact far beyond its own students. The school provides many opportunities for the community to participate in its creative and exciting outreach programs. Since we began, University School has provided services to well over 10,000 parents, students, and teachers in Oklahoma and is known nationally and internationally for its service to gifted education. Thank you for the part you play in the University School community.

Patricia Hollingsworth, Ed.D.

About the Director

Dr. Hollingsworth came to University School in 1982 and has been instrumental throughout its development. She received her B S. degree from Florida State University and her M.T.A. and Ed.D. from The University of Tulsa. She has served on the Board of Directors of The National Association for Gifted Children, is an author of books and articles, and is a speaker on a variety of educational topics nationally and internationally. She has been the principal investigator for both U.S. Department of Education Javits grants. Dr. Hollingsworth is fully certified as a Professional Private School Administrator by NPSAG, Inc.

ADMINISTRATIVE POLICIES

OUTSTANDING FACULTY AND STAFF
In addition to the lead classroom teachers and assistant teachers, there are computer, music, Chinese, Spanish, library, art, physical education, and science specialty teachers. Administrative personnel include: Dr. Patricia Hollingsworth, Ed.D., Director; Gina Lewis, Assistant Director; Debra Price, Assistant Director; Shelly McCollum, Communications Coordinator; and Linda Bolin, Administrative Assistant.

Office Hours:	8:30 a.m. - 5:00 p.m.
School Hours:	9:00 - 2:40 Early Childhood through Primary 3
	8:45 - 3:00 Intermediate 1 through Older Intermediate 8
	Students are expected to be on time to school.
	Students may arrive 15 minutes prior to class.
Extended Hours:	7:15 a.m. - 5:30 p.m.

EXTENDED DAY PROGRAM
The Extended Day Program is a service for parents who need additional hours of supervised care each day. The Extended Day Program is a time for older students to do homework, silent reading, physical activity, or an enrichment activity. It is available daily for an additional flat monthly fee or as a drop-in option for occasional use. In order to be in the program, payments must be kept up to date. The Extended Day Program is supervised by Debra Price, Gina Lewis, and University School teachers.

Playground Rule: After school the playgrounds are only for use by extended day students.

Fines. Students are to be at school only during school hours. Parents of students who are brought too early or left too late will be billed accordingly.

IMPORTANT RULES
Written Withdrawal Notification. When parents decide to permanently remove children from University School, it is absolutely essential that notification be given in writing. Tuition billing continues until the school receives notification in writing. You will be held responsible for all tuition that is billed to you. This is part of your written contract.

Appropriate Behavior. It is a privilege to be a student at University School. This privilege is for students who can benefit from the experience and who are able to maintain good grades and appropriate behavior. Violent behavior, of any kind, is not tolerated. Kicking, hitting, biting, or other violent behavior is strictly forbidden. Students with a history of inappropriate behavior may lose the privilege of attending University School.

For more information about school policies, please refer to the *University School Handbook.*

THE ENACTION CURRICULUM

The University School Enaction Curriculum is designed to meet the special needs of able learners by developing their capacities for thinking and problem solving and by providing stimulating and challenging work. The Enaction Curriculum is a curriculum based on active interdisciplinary learning with an emphasis on learning to work hard and put forth effort.

PROGRAM GOALS

Our goals are to 1) enhance academic achievement, 2) provide an emotionally healthy, intellectually challenging atmosphere, 3) teach students the value of working hard, and 4) develop individual creativity and responsibility.

Enaction Curriculum - We believe that learning is facilitated by the use of active and interactive methods such as drawing, simulations, models, and role playing. Once a concept has been introduced in this way, the next step involves extending and refining that concept. The third step focuses on what has been learned that would be useful in future problem solving. This involves evaluation of what was learned and how the knowledge might be used in a meaningful way.

Spiral Curriculum – Our curriculum is an ascending spiral of knowledge. Students are first introduced to important knowledge and concepts, then periodically those topics are revisited. With each rung of the spiral, the concepts and the learning are at a higher level of difficulty and a greater depth. This enables students' knowledge and understanding to deepen and widen and provides the depth and complexity that gifted students need and crave as they continue in our curriculum.

The Importance of Content. Coupled with the process-oriented Enaction Theory is an emphasis on thematic content. It has been found that expert problem solvers are those with conceptual and procedural knowledge in a specific content area. Problem solving, comprehension, and learning are based on knowledge. There can be no problem solving, evaluation, or thinking without subject matter, content, or knowledge. Productive thinking, planning, decision making, communication, and forecasting are taught at University School through content areas using the Talents Unlimited model. In addition, students are encouraged 1) to explore various topics, 2) to learn to use various research methods, and 3) to pursue their academic interests with in-depth independent research projects.

The University Connection. Another essential component of the curriculum is our relationship with the University of Tulsa. The University Connection consists of our students using campus facilities and attending TU events, as well as visits to our school by TU faculty, staff, and students. Our relationship with the University provides us with unique opportunities and resources that few schools can match.

Other Curriculum Strategies. The Enaction Curriculum, while providing structure and direction for our curriculum, is flexible enough to encompass other approaches that research has shown to be effective. We use Renzulli's Triad Enrichment approach to children's independent investigations and Talents Unlimited to develop students' multiple talents. Classroom and other meetings are used to teach children to solve their own problems and develop responsibility. We use a number of hands-on math strategies, and an organic language approach to reading and writing. Our unique curriculum system is open to using approaches that have proven to be effective.

Teachers as Learners. The teachers at University School are involved in on-going learning experiences for personal and professional growth. They attend and make presentations at professional conferences and workshops, take university courses, and attend in-service staff development. They often serve on state and national boards and write and publish curriculum materials. The love of learning is an important attitude that is conveyed by the entire staff.

Dynamic Curriculum. The class descriptions contain our most current information; however, all programs are subject to change without prior notice. As we continue to learn, we continue to grow and change. Our curriculum is dynamic and responsive. The curriculum is constantly being revised to better meet the needs of our students. All of education is an experiment.

Second Step Curriculum. The *Second Step* curriculum, used by all classes, promotes an understanding of self and others and serves as a social-emotional learning program that promotes positive social skills. The *Second Step* program is divided into three units:

- Unit I: Empathy Training. Children learn about feelings and ways to show understanding and caring toward others.
- Unit II: Impulse Control and Problem Solving. Children learn new ways to solve problems and practice skills such as calming down, apologizing, interrupting politely, and making new friends.
- Unit III: Anger Management. Children learn to manage their anger in ways that do not hurt others.

EARLY CHILDHOOD

GOALS
Early Childhood has a multi-faceted focus. While academics are a part of the curriculum they are not our only concern. The curriculum is a blend of activities that promote academic development, social interaction, and emotional growth. Children are encouraged to work at their own skill levels in a supportive environment. Our goal is for each child to strive to become a responsible, independent person. Through activities in the classroom, students are encouraged to develop task commitment and internal motivation. Interpersonal skills are built by working and communicating with peers and teachers. The interdisciplinary curriculum theme for this class is "Art and Architecture Through Time."

OBJECTIVES

Task Commitment Objectives. Students will stay focused and complete teacher-assigned activities; exhibit self-direction during independent work time; and work diligently without giving up easily.

Social Behavioral Objectives. Students will listen to instructions; respond appropriately to teachers; control body for quiet listening; know and follow class routine cooperatively; play and work well in a group; make transitions between activities without problems; and use problem solving skills to solve social problems.

Creative Objectives. Students will exhibit productive thinking; exhibit imaginative and creative thinking; and share stories and ideas with confidence.

Academic Objectives. Students will recognize letters of the alphabet; recognize letter sounds; recognize numbers; have basic counting skills; recognize basic architectural components and historic buildings; and be able to persevere when activities become difficult.

PROGRAM
LANGUAGE ARTS
Children are introduced to the sounds of letters and to the formation of upper and lower case letters. This is done through hands-on activities such as the "Sound Books." Students are encouraged to develop their ideas orally through the use of Talents. Children are also introduced to the whole language method of reading and writing called "Word Works." Each student works individually with the teacher, choosing words to study.

MATH
Children use a hands-on approach to math known as *Math Their Way*. The class begins with free exploration of the math materials, and, as proficiency develops, students move to sorting, patterning, and working with numbers at the concept level. Math concepts are also developed through calendar work, number line, estimating, and graphing.

Scope and Sequence
August – early October – Free Exploration and Sorting
Late October-December – Patterning
January-May – Number at the Concept Level

SOCIAL STUDIES AND SCIENCE
As with other areas of the curriculum, social studies and science are introduced through hands-on activities. Units include Animals, Our Bodies, Seasons, Habitats, and Animals.

Social Studies Scope and Sequence
August/September - Ancient Egypt: Pyramids
- Vocabulary: pyramid, pharaoh, hieroglyphics, Imhotep, Egypt, ziggurat, mummy, vegetation
- Topics: queens & pharaohs, senses, pyramids

October - Classical Greece and Rome: Parthenon, Pantheon
- Vocabulary: Parthenon, discus thrower, pediment, columns, post and lintel, Doric, Ionic, Corinthian, Athens, acropolis, rounded arches, dome, Pantheon

- Topics: exercise, Roman numerals, buildings

November/December – Medieval: Notre Dame Cathedral

- Vocabulary: castle, knights, rose window, cathedral, fortress, tower, stained glass, moat, gothic, arches, peasants, protection, Romanesque, Gothic
- Topics: Gothic, Romanesque, Bayeux Tapestry

January – Renaissance: Florence Cathedral

- Vocabulary: Michelangelo, juggler, jester, damsels, balance, symmetry, Dürer, Mona Lisa, Leonardo daVinci, Brunelleschi
- Topics: work, Renaissance characteristics

February – Baroque: San Carlo alle Quattro Fontane

- Vocabulary: twisted columns, curlicues, Rembrandt, Rubens, ornate
- Topics: doctors, time, opposites

March – Neoclassical: Monticello

- Vocabulary: Thomas Jefferson, Monticello, columns, domes, arches, Audubon, classical, Ben Franklin, colonial
- Topics: United States, inventions

April – Romantic: Neuschwanstein Castle

- Vocabulary: Abraham Lincoln, fairy tales, Victorian, brothers Grimm

Science Scope and Sequence

August/September – My Body
October/November – Habitats
December – Food Chains, Seasonal Changes
January/February – Animals
March – Wind, Decomposers/Recycle
April – Insects, Flowers
May – Growth, Everything Grows

Second Step

This anti-bullying program addresses empathy training, emotion management, and problem-solving.

INDEPENDENT AND REQUIRED WORK

Students begin the day with an assigned task that is part of their "Must Do Work." When that is completed, each student chooses an activity. Choices include blocks, art, water table, and housekeeping area, as well as manipulatives and books. Students develop task-commitment as well as self-direction.

SPECIAL SUBJECTS

Children also have classes in the subjects listed below. See SPECIAL SUBJECTS section for more detail.

- Art
- Chinese
- Computer
- Library
- Music
- Physical education
- Science
- Spanish

EARLY PRIMARY

GOALS
The Early Primary curriculum builds on the foundation laid in the Early Childhood class. The Early Primary curriculum seeks to challenge children intellectually and to further their social/emotional development. The teachers are sensitive to the individual development of young children and provide appropriate learning experiences for them. The goal of the program is to maximize the social, emotional, physical, and intellectual development of the children. Children are encouraged to be active, independent, and creative learners while also learning to be responsible and cooperative.

OBJECTIVES

Task Commitment Objectives. Students will be able to stay focused and complete teacher-assigned activities; exhibit self-direction during independent work time; work eagerly with self motivation; and be able to work diligently without giving up easily.

Social Behavioral Objectives. Students will control body for quiet listening; play and work well in a group; follow class routine in a cooperative manner; solve social problems in an appropriate manner; and make transitions between activities without problems. Students will show respect toward others.

Creative Objectives. Students will exhibit imaginative and creative thinking; exhibit productive thinking; and be able to share stories and ideas with the group in a confident manner. Students will use various art media to produce creative products.

Academic Objectives. Students will recognize all letters and beginning sounds; demonstrate fine motor control; recognize numerical sequences; be familiar with several famous artists; and be able to persevere when activities become difficult.

PROGRAM

LANGUAGE ARTS
Children are encouraged to express and develop their ideas orally through the use of the Talents. They develop a high level of proficiency in Productive Thinking, Decision Making, and Planning skills which foster creative and problem-solving abilities. Through the use of "Sound Books" and hands-on materials, the children work on letter (upper and lower case) and sound recognition. The use of phonics is emphasized in the reading program. They begin the organic, whole language method of reading and writing called "Word Works." Children receive words and sentences of their choice, which form the content of reading and writing. This method provides individualized reading and writing materials for each child. The children also work on large group stories. Along with the "Word Works," children in Early Primary are introduced to the D'Nealian handwriting. The class works on different handwriting projects which incorporate letter and number writing.

MATH
Math in Early Primary incorporates Kumon math (see special subjects) and *Math Their Way*. Children use *Math Their Way* materials for free exploration, sorting, patterning, and numbers at the concept level. They also work on estimating, the number line, graphing, calendar work, recognizing numerals, and one-to-one correspondence through the use of a variety of hands-on materials. The *Math Their Way* approach provides active, hands-on, learning experiences in keeping with the Enaction Curriculum. *Saxon Math* is introduced.

Scope and Sequence
September-May – Working with the many, varied and unusual materials and sorting
September-May – Patterning with various materials in many different ways
October-May – Number at the concept level
October-May – Recording of individual math progress by students
September-May – Kumon - Working at individual levels

SOCIAL STUDIES AND SCIENCE
The theme for Early Primary is "Investigating Our World." Units include The Human Body, Magnets, Recycling, Animals, and the Solar System. Students are encouraged to observe, describe, compare, and classify. Our classroom also has an area for permanent displays such as mini-museums and collections. We encourage independent activity and learning through discovery with the materials on the science shelf. This approach allows our students to work at levels appropriate to their skills, interests, and needs. We also work on recycling and with many different animal groups during the second semester.

GEOGRAPHY
Students will "travel" across the United States, stopping at various states and learning many interesting facts about each one.

Scope and Sequence
September – Learning about Family and Homes
- Ff- family; Hh-homes; Ii-igloos and interesting homes

October – Homes (continued), Plants and Growing
- Xx-"x" marks the spot (maps/floor plans), Cc-castles, Gg-growing, Kk-kingdoms, Pp-plants, Uu-underground

November – Seasons and Weather
- Ss-seasons, Ww-weather

December – Time, Special Projects
- Yy-year, special projects

January – Terrains
- Tt-Terrains, Jj-jungles, Dd-deserts

February – Terrains (continued), Animals
- Ll-lakes and ponds, Mm-marsupials, Vv-viviparous animals

March-May – Animals
- Nn-nocturnal, Qq-queen bee/insects, Oo-oviparous animals, Bb-birds, Rr-reptiles, Ee-endangered, Zz-zoo, Aa-aquatic

May – *SAILS* Interdisciplinary Curriculum study

INDEPENDENT AND REQUIRED WORK
Each day the children begin with required work, called "Must Do Work," that they are to complete. During the week, there is also ample time for selection of independent work, which includes a wide variety of arts and crafts, sand and water table materials, block building, housekeeping, and other manipulatives, games, and books. Children develop a responsible approach to work in that they learn to carry out some teacher-directed activities but also remain self-directed when appropriate.

SPECIAL SUBJECTS
Children also have classes in the subjects listed below. See SPECIAL SUBJECTS section for more detail.
- Art
- Chinese
- Computer
- Library
- Music
- Physical education
- Science
- Spanish
- Team Building (Second Step)

PRIMARY 1

GOALS
Building upon the work begun in Early Childhood and Early Primary classes, Primary I students continue to develop task commitment, positive social behaviors, creative and problem solving abilities, and academic skills. The goal is to develop students who are accustomed to working hard, doing their best, cooperating with teachers and students, and having appropriate behavior.

OBJECTIVES

Task Commitment Objectives. Students will stay on-task and complete teacher-assigned activities; work with self-motivation on teacher-assigned tasks and on self-chosen tasks; exhibit task commitment during independent work time; be able to work diligently without giving up easily; be able to stay focused for 15-20 minutes on Kumon math.

Social Behavioral Objectives. Students will control body for quiet listening; know and follow class routine cooperatively; play and work well in a group; make transitions between activities without problems; be able to use problem solving skills to solve social problems.

Creative Objectives. Students will exhibit productive thinking, creative behaviors, and problem solving approaches to their work.

Academic Objectives. Students will write legible sentences and paragraphs with correct punctuation; phonetically decode words; independently complete math and language arts work; persevere when subjects become difficult; and have a rudimentary understanding of historical contributions.

PROGRAM

LANGUAGE ARTS
Organic, Whole Language Writing: "Word Works." Primary 1 builds on the skills developed in Early Primary in organic reading and writing. Students begin the school year by choosing a new word each day. These words form the basis of the writing done in class daily. When the student is both reading and writing the words with ease, sentence writing is introduced. By the end of the year, students are writing and illustrating five-page stories. This method of writing makes content meaningful and motivating because it comes directly from the child's ideas and experiences. The handwriting method is D'Nealian.

Reading/Language Arts. Our Primary 1 reading curriculum utilizes both phonics and authentic reading experiences. Students use *Explode the Code* to learn short vowel sounds, consonant blends, and the diphthongs ch, sh, wh, and th. A foundation in phonics helps students, even those who can already read, to develop good spelling skills. Students are also provided with level-appropriate guided and independent reading experiences as well as related comprehension activities. Additionally, Shurley Grammar is introduced in Primary 1.

MATH (In addition to Kumon)
Hands-on math methods and Saxon Math (first grade) are used. These methods provide a variety of two and three–dimensional materials used to teach counting, addition, and subtraction. Children are assessed to determine their entry level and then periodically assessed throughout the year. A wide variety of other math manipulatives are used including geoboards, patterning materials, centimeter cubes, and math games. Children continue Kumon math which helps them focus attention, learn basic math skills, and develop task commitment.

SCIENCE
Primary 1 students have science in the classroom and travel to the science classroom as well. The science curriculum is based on the modified spiral pattern used throughout the school. The theme is "Exploring Our World." Students are actively involved in collecting information, experimenting, and drawing conclusions. Productive Thinking, Planning, Communications, and Forecasting are often used in science.

Scope and Sequence - "Exploring the Animal and Plant World"

- Insects

- Reptiles
- Amphibians/Fish
- Land and Sea Mammals
- Plants
- Dinosaurs
- Weather

SOCIAL STUDIES
The social studies theme "Ourselves and Others" involves comparing our lives with those of others, both past and present. Students are introduced to historical figures related to the University School *SAILS* humanities curriculum and holidays that we celebrate. The lessons begin with stories, films, songs, and pictures about the event and move to the children reenacting the historical event. Often these dramas are produced for parents and other students. The people and events introduced include Columbus, Native Americans, the Pilgrims, George Washington, Martin Luther King, Abraham Lincoln, Queen Victoria, Queen Elizabeth I, King Henry VIII, and the Oklahoma Land Run. African, Asian, and Hispanic cultures are also introduced.

Scope and Sequence - "Learning about People and Places - History and Geography"
- People: Families, Cultures, and Community
- Holidays: Labor Day, Halloween, Columbus Day, Veterans Day, Thanksgiving, Martin Luther King, Jr. Day, New Years, Ground Hog Day, Presidents Day, Valentine's Day, Election Day, St. Patrick's Day, Earth Day
- Seasons

Geography. The people and events studied are a natural lead-in to the study of other countries. Students learn the location of Spain and Italy during the study of Columbus. By the end of the school year, most of the students can locate all of the continents. Young children are interested in our world and enjoy learning about maps and globes. A variety of countries are studied including Africa, Asia, and the United States.

Art and Music History. The curriculum includes a year-long unit in music and art appreciation. Each month we study the life and times of selected artists and composers. Interdisciplinary activities include geography, art, history, math, music, movement, and listening skills. The *SAILS* student books are used with this unit.

Second Step: A Conflict Resolution Curriculum
- Empathy Training
- Emotion Management
- Problem-Solving

WORK AREAS
Each morning students work with a teacher in math, language arts, reading, and combined science and social studies. When students are not working directly with a teacher, they are free to make choices of work in the independent work area. The independent work area contains a variety of manipulatives and books.

SPECIAL SUBJECTS
Children also have classes in the subjects listed below. See SPECIAL SUBJECTS section for more detail.
- Art
- Chinese
- Computer
- Library
- Music
- Physical education
- Science
- Spanish

PRIMARY 2

GOALS
Primary 2 goals are both academic and behavioral in scope. A structured environment with a reward system and positive reinforcement is in place. The goal for students is to develop a positive work ethic where they are responsible for their actions both academically and behaviorally.

OBJECTIVES

Reading Objectives. Students will show an interest in reading; read well orally; read independently; develop the ability to comprehend and retain knowledge; understand that there are different styles of writing; read with expression; develop word recognition skills.

Spelling Objectives. Students will understand and recognize long and short vowels; understand and recognize consonant blends; complete and return daily homework on time; prepare for weekly test.

Language Arts/Grammar Objectives. Students will write legibly; write independently in complete sentences; express ideas clearly (main ideas and supporting ideas); write with expression and style; transfer skills learned in class to their own writing process; understand the writing process (first draft, editing, and publishing); and use the dictionary independently.

Math Objectives. Students will understand the concepts of addition and subtraction; ordinal numbers (naming positions); common shapes; length (comparing and measuring); weight (comparing and measuring); comparison of numbers using subtraction; picture graphs; the concept of multiplication (numbers to 40); division (sharing and grouping); fractions (halves and quarters); the concept of time (hours and half hours); the concept of money; and be able to do problems involving the addition and subtraction of money.

Social Studies/Science Objectives. Students will organize and understand pertinent concepts; seek out resources and use materials appropriately; contribute to class discussions; follow directions during activity time; and show growth in critical thinking.

Attitudinal and Behavioral Objectives. Students will work independently; follow directions; get along well with others; show respect for teachers and classmates; show responsibility; and complete and turn in homework on time.

PROGRAM

LANGUAGE ARTS
Oral reading occurs daily. Reading is taught in a variety of ways in order to meet the children's individual needs. Mastering good comprehension skills is an important part of the reading program. D'Nealian handwriting skills, capitalization, and punctuation are introduced during the year through a whole language approach to writing and reading. Primary 2 students continue writing stories each day. Students work on editing and revising their written stories with the use of skills learned throughout the year. Shurley Grammar is used to teach skills needed to identify parts of speech, sentence patterns, basic grammar rules, writing a descriptive paragraph with a topic and concluding sentence, and letter writing. Poetry writing is introduced, and students learn about couplets, acrostic, shape, haiku, and diamante poems.

Phonics Workbooks - *Explode the Code* by Nancy Hall & Rena Price

Topics and Concepts. Short vowels; initial consonant blends; final consonant blends; one syllable words ending with long vowels including y; silent e words; digraphs - sh, th, wh, ch, tch, ng, ck; diphthongs - ee, ea, ay, ai, ow, oa.

Writing
First Semester – Children are involved in a review of correct formation of letters and numbers. When the children demonstrate mastery of letters and numbers, they go directly into story writing. If the child chooses to publish a story, the editing process is done with correct capitalization, punctuation, and sentence structure. Once the story is copied onto publishing paper, it is illustrated by the child, shared with the class, and hung on the bulletin board.
Second Semester – After winter break, stories are longer, more involved, and more complex. Good penmanship is encouraged in all work.

Reading. The *Portals to Reading Junior Workbooks* are used for each trade book we read (published by Perfection Learning Corp.) Even if the child has read the books at home, there are many additional things to learn. Students learn to identify and describe the characters, plot, and setting of each book. Base words, compound words, rhyming words, words with dual meanings, story order, fact versus opinion, pronouns, cause and effect, homophones, contractions, antonyms, synonyms, idioms, words with long vowel sounds and short vowel sounds, consonant sounds, consonant blends, vowel teams, and R-controlled vowels are covered.

Books Used: *The Ugly Duckling, Ira Sleeps Over, Tikki Tikki Tembo, Amelia Bedelia Goes Camping, The Pain and the Great One, Alexander and the Terrible Horrible, No Good, Very Bad Day, Cloudy with a Chance of Meatballs, Miss Nelson is Missing; Stone Soup, Doctor DeSoto, Sylvester and the Magic Pebble, The Story of Ferdinand, Strega Nona.*

MATH
Math in Primary 2 incorporates Kumon math (see Special Subjects) and Saxon Math (2nd grade). Students build upon and extend their skills in addition and subtraction to include an understanding of place value. The basics of measurement, fractions, money, and time are taught. Students are introduced to multiplication patterns, graphs, and geometry. A variety of math manipulatives are used to make the learning of concepts concrete and meaningful.

SCIENCE
The Primary 2 science theme is "Investigating Changes Around Us." Topics include weather, insects, the rainforest, plants, and dinosaurs. The purpose of Primary 2 science is to develop inquiry skills needed for scientific investigation.

SECOND STEP
The Second Step curriculum teachers conflict resolution that students are able to use in their daily lives.

SOCIAL STUDIES
Units include Celebrating Diversity, Native Americans, and Famous Americans. Important historical events are discussed as they arise. During the second semester, Primary 2 does an in-depth study of Ancient Egypt. This study will include facts, ideals, daily life, architecture, myths, symbols, arts, science, and the pharaohs. We will use research, writing, poetry, products, drama, and music to explore and learn about this advanced civilization. Students also learn to locate the seven continents, four oceans, and six regions of the United States.

UNIT STUDIES
This is a month long enrichment focus using research methods to support projects and hands-on activities. Information is retained in long-term memory when research facts are transferred to products, reports, games, crafts, discussions, etc. These activities are age-appropriate and a first step to develop students' abilities in locating and evaluating information and sharing it through demonstrations. Students research a country, collect items representing that country, and present their research to the class.

SPECIAL SUBJECTS
Children also have classes in the subjects listed below. See SPECIAL SUBJECTS section for more detail.

- Art
- Chinese
- Computer
- Library
- Music
- Physical education
- Science
- Spanish

PRIMARY 3

GOALS
The goals for Primary 3 are to develop students' academically, socially, and creatively. Classroom activities encourage academic and creative growth as well as good citizenship.

OBJECTIVES
Reading Objectives - Students will use word attack skills on new words, understand and interpret what is read, read orally with fluency and expression, demonstrate critical thinking skills, and complete written activities independently. They will be studying the different literary elements such as idiom, simile, personification, cliffhanger, etc.

Language Arts Objectives - (Writing, Grammar, Spelling, Phonics) – Students will show originality and style in writing; organize and proofread; write legibly; write in complete sentences; show growth in use of capital letters and punctuation; complete journal requirements in a timely manner. Students will understand and use consonant and vowel sounds correctly, complete and return daily spelling homework, and prepare for weekly spelling test.

Social Studies Objectives. Students will begin learning research methods and will use those methods to gather information; organize and present information in a variety of ways; understand and apply map and globe skills; acquire a basic knowledge of ancient Greek civilization.

Mathematics/Kumon Objectives. Students will learn word problem solving skills; be accurate in computation; understand regrouping concept; understand place value concept; understand simple multiplication and division concepts and facts; progress at own pace in Kumon.

Attitudes and Behavioral Objectives. Students will follow directions; work independently; demonstrate responsibility; display cooperative attitude; seek help when needed; get along with others; respect authority; turn in homework; demonstrate self-control; take care of classroom materials; exhibit a cooperative attitude.

PROGRAM

READING
Class novels are used to teach reading skills. Students read aloud and are read to daily. Students will participate in discussion about the assigned book. They will learn the basic concept of story structure as well as reading for facts, inference, multiple word meanings, and understanding context. Word attack skills are reinforced daily. Students will also read books independently and complete assigned book reports. Books with may be used in reading class include the following: *Bunnicula, Nate the Great, The Candy Corn Contest, The Mouse and the Motorcycle, The Cricket in Times Square, Fish Face,* and *Thanksgiving on Thursday.* Students work in small groups with the *Jacob's Ladder Reading Comprehension Program*.

LANGUAGE ARTS
Students write in their individual journals and occasionally edit and publish their work. D'Nealian handwriting skills are reinforced, and cursive handwriting is introduced second semester. The parts of speech, sentence patterns, and primary grammar rules are taught with the Shurley Grammar Method. Phonics content includes review of vowel sounds, consonant blends and digraphs, compound words, synonyms, antonyms, homonyms, prefixes, suffixes, and base words. A dictionary activity is assigned once a week. Twenty spelling words per week are assigned from Harcourt Brace Jovanavich *Spelling Levels 2* and 3.

WRITING
Students practice the five steps in the writing process: prewrite, draft, revise, edit, publish. Students will produce narrative, descriptive, informative, and persuasive writing, as well as poetry and friendly letters. Emphasis will be on writing complete sentences, paragraph development, using specific details, and punctuation.

SECOND STEP
This is a conflict resolution program which helps students with life skills and problem-solving.

SOCIAL STUDIES
Students will study the United States by region, including landmarks, geographical features, and culture. Students will study the cultures and geography of various countries. The *SAILS* curriculum emphasis will be a study of ancient Greece. *Spectrum Geography Communities (Grade 3)* and *Oklahoma Studies* are used weekly.

MATH
Concepts and foundations are developed through the Kumon and Saxon Math (3rd grade) programs. Students extend their learning in such areas as graphing, addition, subtraction, multiplication and division facts, fractions, estimation, measurement, geometry, patterning, money, time, story problems, and simple equations.

SCIENCE
The goals of Primary 3 science are that students enjoy science and become careful observers. These goals will also be enhanced during classroom center times. Hands-on activities are an integral part of the class. Some of the natural phenomena which students will observe, predict, and record include heat rising, influence of temperature on air, and states of matter (liquid, solid, and gases).

SPECIAL SUBJECTS
Students also have classes in the subjects listed below. See SPECIAL SUBJECTS section for more detail.

- Art
- Chinese
- Computer
- Library
- Music
- Physical education
- Science
- Spanish

INTERMEDIATE 1

GOALS
The goals for Intermediate 1 are for students to develop effective language arts and math skills, develop an understanding of history and geography, improve reading and writing, enhance study skills, and become good classroom citizens while learning responsibility for themselves and their community.

OBJECTIVES
Reading and Language Arts Objectives - Students will exhibit reading comprehension through reading and oral discussions; broaden their vocabularies and word recognition through the regular study of spelling and vocabulary words; recognize the parts of speech and label them correctly; write complete sentences using proper grammar and spelling; develop various paragraph writing skills; research and gather information into a format that can be communicated orally, visually, and in written form.

Math Objectives - Students will stay focused and work diligently on individually paced Kumon math. They will develop and improve math skills including addition, subtraction, multiplication, division, fractions, time and measurement, geometry, and gathering and recording data through the Saxon program.

Geography/Social Studies Objectives. Students will study maps, globes, and atlases to become aware of the geographical context in which they live; review the 50 states and capitals; explore rivers, mountain ranges, and various landforms of the United States and the world. Oklahoma's history, culture, landforms, and people will be studied so that students can identify themselves as Oklahomans and relate their heritage to other cultures. There will be projects that require outside work, extra effort, and organizational skills.

Study Skills Objectives. Students will enhance their dictionary and encyclopedia skills through practical experience; be responsible for class work and homework; and develop test-taking skills.

Behavior Objectives. Students will respect teachers, classmates, and themselves; exhibit personal responsibility for actions, class work, and personal property; focus on work and follow directions accordingly; finish class work and homework in expected framework of time; and complete assignments neatly and promptly.

PROGRAM
LANGUAGE ARTS
Lessons focus on vocabulary, sentences, grammar and usage, mechanics, composition skills and study skills. The students learn to apply knowledge of language structure and language conventions while reinforcing skills using references from the Shurley Method.

Reading - The reading program uses children's literature (primarily Newbery Award and Honor Books) general literature, and poetry to provide varied subjects, levels, and types of reading. Activities build on previously acquired skills in phonetic analysis, comprehension development, and higher level thinking skills. Skills needed for reading in the content areas are emphasized. Oral discussion, teacher conferences, and content worksheets are used to assess comprehension.

Spelling - The spelling program provides a systematic approach to sound-spelling relationships based on patterns or structure of words. Group instruction is used to introduce spelling patterns and structure. Vocabulary building is an important part of spelling and is emphasized in Intermediate 1. Dictionary and proofreading skills are developed. Skills are reinforced using the Vocabulary Workshop curriculum.

Writing - The continuation of the organic, whole language method of reading and writing provides reinforcement of grammar and punctuation skills on an individual basis. Both oral and written reports provide extended practice for correct language usage. Students continue to master both D'Nealian manuscript and cursive. Emphasis is placed on sentence structure and paragraph development using a topic sentence and supporting details.

MATH

Kumon and Saxon Math (4th grade) form the basis of the Intermediate 1 math curriculum. Students work on maintaining and developing computation skills in addition, subtraction, multiplication, and division, time, estimation, measurement, money, geometry, and graphing.

SOCIAL STUDIES
The objective of the social studies program is to develop critical thought and inquiry. Students continue to develop their knowledge and understanding of various historical time periods. They enhance their knowledge of significant events, persons, and ideologies shaping these periods of history. Students will study the daily life, art, architecture, and music of the periods. They will do research, produce plays, and develop products focusing on the time periods. Materials utilized will include biographies, maps, and historical fiction. Emphasis will be placed on geography, states, capitals, world civilizations, Oklahoma history, Canada, and the study of ancient Rome.

SECOND STEP
The Second Step curriculum is used to teach social-emotional skills. In this program, students increase their social competence through empathy training, impulse control, problem-solving, and anger management.

SPECIAL SUBJECTS
Students also have classes in the subjects listed below. See SPECIAL SUBJECTS section for more detail.

- Art
- Chinese
- Computer
- Library
- Music
- Physical education
- Science
- Spanish

INTERMEDIATE 2

GOALS
The goals for Intermediate 2 are for students to communicate clearly and effectively both orally and in writing, to become competent and confident readers, to understand and recognize mathematical relationships, to become more proficient and self-confident in math, and to gain greater depth of knowledge and understanding of our world.

OBJECTIVES
Language Arts Objectives - Students will demonstrate an understanding of grammar skills; organize and express ideas in written work; identify and understand the eight parts of speech; write clear, concise sentences; and compose paragraphs and essays with an introduction, body, and conclusion. The *Shurley Method: English Made Easy* by Brenda Shurley is a resource material used to teach these objectives.

Reading Objectives - Students will read independently; comprehend what is read; understand and apply vocabulary; read aloud smoothly with few errors; organize and express verbal and written ideas; and demonstrate higher level thinking skills.

Math Objectives - Students will apply number sense and numeration to whole number computations; develop a variety of problem-solving skills; apply estimation to computation and problem solving; utilize critical thinking skills; and demonstrate understanding of a variety of math concepts.

Social Studies Objectives - Students will locate and interpret information using a variety of sources; understand historical events and their impact on today's society; and demonstrate an understanding of concepts in verbal and written form.

Social Behavioral Objectives - Students will demonstrate compassion through listening and being sensitive to other's needs; confidence in their abilities; initiative; honesty and integrity; leadership; self-discipline; responsibility and accountability; perseverance in setting goals and completing assignments on time; and respect for property and authority.

PROGRAM

LANGUAGE ARTS
Reading - Students participate in a variety of daily activities including independent silent reading, oral reading in small groups, and group discussion, as well as written response journal entries. The reading materials consist of Newbery Award and Honor Books. Skills needed for reading in the content areas are emphasized. Student activities will build on vocabulary development, analysis, comprehension, and higher-level thinking skills.

Writing. Intermediate 2 students continue to develop and improve their skills in the writing and research process. Students are involved in expressive writing in journals. Emphasis is on paragraph structure and descriptive, informative, expository and narrative writing. The spelling program provides a systematic approach to sound-spelling relationships based on patterns or structure of words. Students continue to master D'Nealian cursive writing.

MATH
Basic math concepts and facts are introduced and reinforced through Kumon, which is individualized. Small group instruction focuses on whole number operations, problem solving techniques, geometry, place value, decimals, graphing, and measurement, as well as critical thinking skills. Saxon Math (5^{th} grade) is used.

SOCIAL STUDIES
The purpose of Intermediate 2 social studies is to give students greater depth and breadth of knowledge and understanding of our world. This is accomplished through the study of geography, medieval history and early American history. In geography, students use a world atlas weekly. They will learn to interpret maps as well as locate important land and water areas. IN addition, students will draw the world map The *SAILS* world history topic is the Middle Ages. Resource materials include the *SAILS Middle Ages* book, and *A History of US-The First American* by Joy Hakim.

TEAM BUILDING
The Second Step curriculum incorporates conflict resolution strategies and build-building activities. Students will learn impulse control and problem-solving skills.

SPECIAL SUBJECTS
Students also have classes in the subjects listed below. See SPECIAL SUBJECTS section for more detail.

- Art
- Chinese
- Computer
- Library
- Music
- Physical education
- Science
- Spanish

OLDER INTERMEDIATE 5

LANGUAGE ARTS

GOALS
The goal for language arts is to develop students who are able to effectively communicate through a variety of means.

OBJECTIVES
Students will demonstrate appropriate practices in speaking and writing; understand and implement the structure and patterns used in grammar; understand and implement the rules for spelling and punctuation; utilize elements of style; demonstrate understanding and use of increasing vocabulary; write effective narratives; refine editing skills; and communicate through a variety of forms and for various audiences.

PROGRAM
Students study poetry, literature, penmanship, listening and reading comprehension, and study and organizational skills. Shurley English is used to incorporate the teaching of grammar and sentence structure into the writing curriculum. A strong skill foundation in spelling, grammar, sentence and paragraph structure, editing, and vocabulary provides the basis for the writing and editing process.

Texts Used: *The Shurley Method: English Made Easy* by Brenda Shurley, *Write Source 2000: A Guide to Writing, Thinking, and Learning*

SOCIAL STUDIES

GOALS
The overarching goal is to foster in the students an excitement for discovering and learning and expose them to historical situations that challenge their critical reasoning and nurture their search for meaning. Additional goals are: to teach the concept of systems and promote understanding of structure, function and pattern as key elements; to develop reasoning skills with application to the social studies; to develop interpersonal and social group process skills; and to advance content knowledge and understanding in the areas of history, geography, civics, and economics.

OBJECTIVES
History and Economics - Students will identify the impact of the encounter between Europeans and Native Americans; describe early European settlements in colonial America; identify reasons people came to America; compare and contrast life in the colonies from various perspectives; identify reasons contributing to the beginning of slavery in North America; describe similarities and differences in the colonies; relate contributions of important individuals and groups; examine sources and results of conflict between England and the colonies; identify individuals who contributed to the American Revolution; identify and evaluate major events of the Revolutionary War; and sequence territorial exploration, expansion, and settlement of the United States.

Geography - Students will understand and use various maps; understand and use basic geographical terms and concepts; understand how geography impacted the settlement and growth of the United States; and recognize states and countries on political maps. A focus on Europe, its countries, physical features, and culture are incorporated into both history and language arts.

DRAMA BASED ON SOCIAL STUDIES CONTENT
Throughout the year, students improve acting and improvisational skills through participation in classroom activities related to social studies content. Using topics from the social studies curriculum, each class collaborates on developing an original play that is performed at the Winter Drama Festival.

Texts Used: *A History of U.S.* by Joy Hakim, books two and three. Objectives include discussions, note-taking, research projects, student presentations, dramatic reenactments, and reading historical fiction.

MATHEMATICS

GOALS
The goal of the math program is to produce students who are both mathematically competent and confident. Like the learning of music, the learning of math requires practice that approaches problems from a variety of angles and encourages children to use intuition and develop a facility at quickly estimating correct results. Pre-testing is done throughout the year for placement and curriculum compacting. Students who learn the required materials more quickly have the opportunity for curriculum extensions or an alternative path through the content.

OBJECTIVES
Number Sense. Students will use the structure of fraction and decimal number systems through 1000ths to solve problems; compare, convert, and order common fractions and decimals to 100ths place; represent with models the connection between fractions, decimals, and percents and be able to convert from one representation to another; explain 25%, 50%, and 75% and use these to solve problems and relate them to their corresponding fractions and decimals; apply the basic properties of arithmetic - commutative, associative, distributive, identity, and inverse; and identify factors, multiples, odd, even, prime, and composite numbers.

Patterns. Students will use variables to solve problems or to describe general rules in algebraic expression form and will simulate algebraic problem-solving techniques.

Operations. Students will multiply and divide whole numbers and decimals with 2-digit multipliers of divisors; develop estimation and computational skills in adding and subtracting decimals with different place values; and use whole number, fraction, decimal, or common percent estimates in practical, everyday situations.

Geometry. Students will identify, describe, compare, and classify geometric figures and their attributes using appropriate geometric terminology; develop, understand, and use formulas to find the perimeter and area of a rectangle; and compare the measure of angles extending to 180 degrees.

Measurement. Students will use nonstandard units and standard units to find the volume of rectangular solids and estimate the volume of other solids; measure an attribute using the appropriate tool; convert measurements within the same system; and estimate, calculate, and/or compare perimeter, area, volume, and surface area of given objects.

Data Analysis. Students will organize data using tables and graphs and justify the selection of the table or graph used; compare and translate between complex displays of data; formulate questions, design investigation, consider samples, and collect, organize, and analyze data using observation, measurement, surveys, or experiments; determine the range (spread) and the mean (average or middle) of a set of data; investigate the likelihood (probability) of events occurring in familiar contexts and in experiments; and express probabilities as fractions.

Problem Solving. Students will use problem-solving approaches; formulate problems from everyday and mathematical situations; develop, test, and apply strategies to solve a variety of routine and non-routine problems; verify and interpret results with respect to the original problem; and distinguish between necessary and irrelevant information in solving problems.

Texts Used: *Saxon Course 1 and 2*

KUMON
Students use the Kumon Mathematics method, an individualized, self-paced approach to math that emphasizes repetition, speed, and accuracy. Kumon Math helps students internalize basic math skills and learn task commitment and the ability to focus. Review packets will be given, at the teacher's discretion, to review concepts needed to successfully complete current Kumon packets.

SPECIAL SUBJECTS
Students also have classes in art, Chinese, computer, library, music, physical education, science, and Spanish. See SPECIAL SUBJECTS section for more detail.

OLDER INTERMEDIATE 6

LANGUAGE ARTS

GOALS
The goal for language arts is to develop students who are able to effectively communicate through a variety of means.

OBJECTIVES
Students will demonstrate appropriate practices in speaking and writing; understand and implement the structure and patterns used in grammar; understand and implement the rules for spelling and punctuation; utilize elements of style; demonstrate understanding and use of increasing vocabulary; write effective narratives and formal essays; refine editing skills; and communicate through a variety of forms and for various audiences.

PROGRAM
Students study poetry, literature, penmanship, listening and reading comprehension, and study and organizational skills. Shurley English is used to incorporate the teaching of grammar and sentence structure into the writing curriculum. A strong skill foundation in spelling, grammar, sentence and paragraph structure, editing, and vocabulary provides the basis for the writing and editing process.

Each year students complete a Type III study which requires individuals to research a topic of choice, choose subtopics, take notes, organize information, type and edit a report, and prepare and present a product related to the topic.

Texts Used:
The Shurley Method: English Made Easy by Brenda Shurley
Essay Voyage by Michael Clay Thompson.

SOCIAL STUDIES

GOALS
The overarching goal is to foster in the students an excitement for discovering and learning and expose them to historical situations that challenge their critical reasoning and nurture their search for meaning. Additional goals are: to teach the concept of systems and promote understanding of structure, function and pattern as key elements; to develop reasoning skills with application to the social studies; to develop interpersonal and social group process skills; and to advance content knowledge and understanding in the areas of history, geography, civics, and economics.

OBJECTIVES

History and Economics
Students will understand the evolving government of the new nation and the first 16 presidents; understand the beginning of political parties; relate planning and building the nation's capital; understand the foundation and implications of judicial review; understand the first census; understand the implications of colonial migration on Native Americans; analyze the Louisiana Purchase and its effect on the United States; identify Lewis and Clark and their contribution; examine the impact of Native American individuals in their attempt to unite the tribes; identify the causes and results of the War of 1812; understand the Industrial Revolution; examine the development of modern transportation; and analyze westward expansion.

Geography
Students will understand and use various maps; understand and use basic geographical terms and concepts; and understand how geography impacted the growth of the United States. Geography studies in 6th grade have an emphasis on Asia.

DRAMA BASED ON SOCIAL STUDIES CONTENT
Throughout the year, students improve acting and improvisational skills through participation in classroom activities related to social studies content. Using topics from the social studies curriculum, each class collaborates on developing an original play that is performed at the Winter Drama Festival.

Texts Used: *A History of U.S.* by Joy Hakim, (books four and five): *The New Nation* and *Liberty for All?*

MATHEMATICS

GOALS
The goal of the math program is to produce students who are both mathematically competent and confident. Like the learning of music, the learning of math requires practice that approaches problems from a variety of angles and encourages children to use intuition and develop a facility at quickly estimating correct results.

OBJECTIVES
Using the text from College Preparatory Mathematics, *Making Connections: Foundations for Algebra Course 1*, students will be able to:

1. Interpret data using stem-and-leaf plots and box-and-whisker plots
2. Add, subtract, multiply, and divide rational numbers, including integers, fractions, and terminating decimals.
3. Represent quantitative relationships graphically and interpret the meaning of a specific part of a graph in the situation represented by the graph
4. Convert fractions to decimals and percents and use these representations in estimations, computations, and applications
5. Choose appropriate units of measure and convert within and between measurement systems to solve problems
6. Solve problems that involve discounts, simple interest, and tips; distance, rate, and time; angle measurement
7. Use formulas for finding the perimeter and area of basic two-dimensional figures and the surface area and volume of basic three-dimensional figures
8. P{lot the values of quantities whose rations are always the same (e.g., cost to the number of an item, feet to inches, circumference to diameter of a circle)
9. Use ratios to enlarge and reduce two-dimensional shapes
10. Use variables to make generalizations

Beginning in 5th grade, students are tested for pre-algebra and algebra readiness using the *Orleans-Hanna Algebra Prognostic Test* and the *Iowa Algebra Aptitude Test*. Results of this testing are used to place students in the appropriate math class.

KUMON
Students use the Kumon Mathematics method, an individualized, self-paced approach to math that emphasizes repetition, speed, and accuracy. Kumon Math helps students internalize basic math skills and learn task commitment and the ability to focus. Review packets will be given, at the teacher's discretion, to review concepts needed to successfully complete current Kumon packets.

SPECIAL SUBJECTS
Students also have classes in the subjects listed below. See SPECIAL SUBJECTS section for more detail.

- Art
- Chinese
- Computer
- Library
- Music
- Physical education
- Science
- Spanish

OLDER INTERMEDIATE 7 AND 8

LANGUAGE ARTS

GOAL
Language arts is the vehicle of communication for all of life's activities. The goal for language arts is to ensure that all 7th and 8th grade students can engage successfully in writing, reading, researching, studying, and analyzing.

WRITING GOAL
The writing goal is for students to be able to communicate effectively.

WRITING OBJECTIVES
Students prewrite (generate the topic and organize the information); draft (put ideas on paper); revise (refine for content); edit (refine for mechanics); publish (write for an audience); write clear, correct sentence structure as taught through goofy sentence lessons, editing sheets, and peer editing; write complete sentences; edit for usage, mechanics, and spelling; learn the patterns, formation rules, and categories of English words and sentences as taught with the Shurley English system and reinforcement exercises; compose paragraphs and essays with an introduction, body, and conclusion; write thesis statements, topic sentences, specific supporting details (using facts, details, explanation, examples, or descriptions), and attention getters; produce vivid, descriptive writing with techniques such as active verbs, distinctive modifiers, similes, metaphors, and the five senses; write short stories with an introduction, body, and conclusion; identify characters, settings, problems, struggles, climax, and resolutions as part of short story structure; learn how to write "show not just tell" and dialogue in a story; read and analyze children's picture books and famous writing; study the lives and verse of famous poets; write in various poetic forms; and interpret elements of poetry such as word choice, figurative language (e.g., metaphor, simile, alliteration, onomatopoeia, personification, and symbolism), line length, rhythm, rhyme, and stanza.

READING GOAL
The goal of the reading program is to comprehend, interpret, evaluate, and appreciate texts.

READING OBJECTIVES
Students will read books year around and write reading responses; read a variety of materials including historical fiction to support social studies units and other fiction to support language arts units; use story structures and literary elements such as goal, plot, setting, theme, characterization, conflict, and resolution to analyze literature; practice listening to or reading short articles and answering questions in order to sharpen focusing skills; and study vocabulary to facilitate reading comprehension.

RESEARCH GOAL
The goal of research is to use a wide range of reading to acquire knowledge, gather facts, and organize the information.

RESEARCH OBJECTIVES
Students will complete a semester research project based on Joseph Renzulli's Type III model. They will learn to narrow a topic, conduct library research, take notes, paraphrase relevant information, organize a 6-7 page typed paper with MLA works cited; practice planning skills by setting up a long-term calendar, intermediate goals, and deadlines; create a product for the topic; and demonstrate appropriate use of informational sources (e.g., reference books, almanacs, atlases, encyclopedias, dictionaries, thesauruses, electronic card catalogs and databases, tables of contents, glossaries, indexes, magazines, newspapers, and the Reader's Guide to Periodical Literature).

PROGRAM

Language Arts Topics and Concepts. Essay structure, paragraph structure, library research, poetry, editing for content and mechanics, grammar and sentence structure, spelling and syllabication, study and organizational skills, analogies, listening and reading comprehension, literature appreciation, penmanship, listening skills, and SAT vocabulary.

Scope and Sequence of Writing Curriculum
Ongoing throughout the year

- Sentence structure: goofy sentence lessons, editing sheets, peer editing
- Paragraph and short essay structure: topic sentence lessons, supporting details lessons, essay structure
- Poetry: students learn to write in various poetic forms, students study lives and writings of famous poets
- Personal anthology: collection of prose and poetry with illustrations

Fall semester and January –

- Creative writing: descriptive writing; 5 senses lesson; show, not tell, lessons; fiction structure analysis and writing

January through April

- Type III research paper: students learn to narrow topic, complete library research, take notes, and organize a 6-7 page typed paper

April

- Type III product: students learn to present research material in a visual format

Report Writing and Enrichment
Individual and group activities include three types of enrichment:

- Type I - Exposure to a wide variety of informational resources allows students to explore and assess their interests. Printed matter, guest speakers, visual presentations, and field trips are utilized to introduce new concepts.
- Type II - Skill development to enable independent learning is tailored to the interests and abilities of students. Students learn to locate, interpret, and classify information and to use a personal filing system.
- Type III - Research, conducted individually, culminates in multimedia products for presentation to an audience. The pace, scope, and product requirements are tailored to the research project. Written reports are required from all students.

Grammar and Writing Skills. Class time each week is set aside for small group lessons. The patterns, formation rules, and categories of English words and sentences are systematically taught with the Shurley English Method. Appropriate reinforcement exercises are given and remedial needs are targeted for further individualized instruction. Grammar and other skills are connected and applied to student writing. Students analyze and correct their individual writing patterns.

Penmanship Skills. The goal of handwriting/penmanship is to facilitate written communication. Students will be aware of the importance of legibility to facilitate communication and will practice this skill when need is demonstrated.

Study Skills. Students are taught strategies throughout the year for setting study priorities, planning time for long-term and short-term projects, maintaining a homework assignment notebook, and staying personally organized. Note taking and test preparation skills are also covered.

FINANCE

Goal
The goal for the finance class is to introduce students to concepts of personal financial literacy.

Objectives
Students will learn money concepts which will help them develop responsible decision-making skills with personal finances in their teens and as they enter adulthood.

Program
Concepts focus on U.S. financial institutions, consumers, users of credit, savers, investors, and participating members of a global workforce and society. Part of this program follows curriculum from the Oklahoma State Department of Education Priority Academic Student Skills (PASS) for Personal Financial Literacy, Grades 7-12.

Topics trace sources of income through uses of income such as fixed expenses, variable expenses, savings, and investment. In the spring semester, students compete with other students in the state in the online Oklahoma Stock Market Game, sponsored by the Oklahoma Council on Economic Education. In addition, 8th graders participate in the Junior Achievement Investor Challenge, a trading floor simulation and competition for area students.

MATHEMATICS

GOALS

The goals are for students to value mathematics; be confident in their mathematics ability; be mathematical problem solvers; be able to communicate mathematically; and be able to reason mathematically. Our main goal is to **have mathematics make sense**.

OBJECTIVES

Objectives for Pre-Algebra. Using the text *College Preparatory Mathematics (Foundations 2 Connections)*, students will be able to:

1. Interpret data using steam-and-leaf plots or box-and-whisker plots
2. Add, subtract, multiply, and divide rational numbers including integers, fractions, and terminating decimals
3. Represent quantitative relationships graphically and interpret the meaning of a specific part of a graph in the situation represented by the graph
4. Convert fractions to decimals and percents and use these representations in estimations, computations, and applications
5. Use variables and appropriate operations to write an expression, an equation, an inequality, or a system of equations or inequalities that represents a verbal description
6. Simplify numerical expressions by applying properties of rational numbers and justify the process used
7. Choose appropriate units of measure and use ratios to convert within and between measurement systems to solve problems
8. Multiply, divide, and simplify rational numbers by using exponent rules
9. Solve problems that involve discounts, markups, commissions, and profit, and compute simple and compound interest
10. Use formulas for finding the perimeter and area of basic two-dimensional figures and the surface area and volume of basic three-dimensional figures
11. Plot the values of quantities whose ratios are always the same (e.g., cost to the number of an item, feet to inches, circumference to diameter of a circle).

Objectives for Algebra I. Using the text *College Preparatory Mathematics* (*Algebra Connections*), students will be able to:

1. Use various problem solving strategies in order to analyze problems and formulate appropriate solution strategies;
2. Express, interpret, and graph functions, specifically linear and quadratic, but they will have experience with others;
3. Use variables to represent relations from tables, graphs, verbally stated problems, and geometric diagrams and understand that algebraic relations can be tested by substitutions of numbers;
4. Solve linear and quadratic equations and systems of linear equations, and understand their relationship to the graphs of functions;
5. Use ratio, proportion, and direct variation from numerical, geometric, and algebraic perspectives (percent, similarity, right triangles, slope, and probability);
6. Use the Distributive Property and order of operations to reorganize algebraic expressions into more useful forms. Early examples will be in conjunction with perimeter, area, and volume relationships.

Objectives for Geometry. Using the text *College Preparatory Mathematics* (*Geometry Connections*), students will be able to:

1. Use their problem solving skills in data organization, looking for patterns, drawing diagrams, making systematic lists/tables, finding and solving sub-problems, and writing algebraic representations to make and test conjectures about angles, lines, congruence, polygons, circles, etc.;

2. Communicate their mathematical understanding in clear conjectures, explanations, and/or justifications (logical arguments – proofs);
3. Understand and exploit the interdependence between algebra and geometry;
4. Learn a core set of geometric facts and relationships about polygons, circles, prisms, congruence, and functions;
5. Use coordinate geometry as often as possible, particularly for the study of area, perimeter, transformations, congruence, and functions;
6. Develop spatial visualization skills and apply them to the study of three-dimensional figures; 7. Develop facility with ratios, particularly in the areas of similarity, right triangle trigonometry, and probability.

PROGRAM
Each student continues work at his/her own pace through the graduated Kumon levels. Students' advancement is directly related to their ability to master mathematical concepts following Kumon's requirements.

Beginning in 5th grade, students are tested for pre-algebra and algebra readiness using the *Orleans-Hanna Algebra Prognostic Test* and the *Iowa Algebra Aptitude Test*. Results of this testing are used to place students in the appropriate math class. Students in pre-algebra and above are required to purchase a scientific calculator. TI 84 Plus graphic calculators are available and used in the classroom.

SOCIAL STUDIES

GOALS
The goal for social studies is for students to continue to develop their knowledge and understanding of history, geography, government/politics, and current events of the United States and the world. The social studies program aims to increase students' awareness through research, discussion, and projects.

OBJECTIVES
Students will build an historical framework for the continuum of history through time; analyze decisions and ways of thinking at given points in history; develop a vocabulary relating to history and government; and understand our system of government and how it functions in order to become responsible citizens. Students will think critically about choices made in the past, recognize patterns, forecast how things might have been different with different choices, and discuss application to the future. They will examine lives of individuals who have shaped our world, for better or worse, and see how, as these individuals impacted the world, students can also choose to impact the world. They will think critically about bias in the media and books, follow historical trends and technological developments and see how these trends impact various areas of life. They will think critically about choices made in current times, learn to ask questions and research answers; examine, interpret, and draw political cartoons; examine primary source documents.

Government/Politics. Students in 7th and 8th grades learn the Bill of Rights as the basis for their study of government. Students will look at the government of the United States through the 1800s and 1900s and will examine changes and analyze reasons for the change. They will look at important court cases relating to the period they are studying, and through discussion and forecasting, they will develop a better understanding of the role our government has played in the past. Leading up to and during presidential election years, students will research and discuss the candidates and political topics. As a class, they will follow the campaign process through the election results.

Current Events. Students pay close attention to current events. They will examine how events such as weather disasters, government changes, economic crises, etc., taking place elsewhere in the world, can have effects on our country. Students will analyze and discuss the cause and effect of current events throughout the year.

Geography. The 7th and 8th grades will use the National Geographic *Five Themes of Geography* method in class. This method looks at the location, place, human-environmental interaction, movement, and region of a country and its people. Students develop a clearer understanding of the reasons that people differ throughout the world. Seventh grade will focus on Central and South American, and eighth grade will focus on Africa. Students will demonstrate an understanding of geographical terms and vocabulary, use maps to interpret information, see how geography impacts the lives of people in various regions, and locate places using latitude and longitude. Students will

understand the relationship between humans and their environment. They classes also use the *Click and Learn* website to identify continents, oceans, countries, capitals, and major landforms and rivers in and around their continent of study.

Skills. Students will take notes from lecture and/or highlight from written material; participate in class discussion, ask questions, forecast outcomes, think critically; learn how to find information independently through research; present research information orally in front of class; develop a product from research; work cooperatively in groups, study and prepare for class discussion through homework.

DRAMA BASED ON SOCIAL STUDIES CONTENT

The 7th and 8th grade classes create a play through improvisation tied to historical content. Students develop their own character and collaborate with class members to produce their play for the Winter Drama Festival. Through this process, students develop a deeper understanding of the event and the part it played in our historical development.

Curriculum Materials

- *The American Vision: Modern Times*, Glencoe Press.
- *National Geographic Five Themes of Geography*, Joint Committee on Geographic Education of the National Council for Geographic Education (NCGE) and the Association of American Geographers (AAG)
- *SAILS* Curriculum materials
- Current events materials including newspapers, Internet sources, news media, etc.

SPECIAL SUBJECTS

Students also have classes in the subjects listed below. See SPECIAL SUBJECTS section for more detail.

- Art
- Chinese
- Computer
- Library
- Music
- Physical education
- Science
- Spanish

SPECIAL SUBJECTS

DEVELOPING MULTIPLE TALENTS
The development of multiple talents is a high priority at University School. The model used throughout the school is Talents Unlimited, based on Calvin Taylor's research and developed by Carol Schlichter. The talents of 1) Productive Thinking, 2) Planning, 3) Communication, 4) Decision Making, and 5) Forecasting are taught within the context of the academics. For example, to teach productive thinking in math, students might be asked to think of the many, varied, and unusual ways that fractions can be used. To teach planning in social studies, students might be asked to plan the cargo that Columbus should have carried with him. Each one of the Talents has specific steps to be learned and is always taught within academic content. All classroom teachers are involved in teaching the Talents.

ART

GOALS
The goals of the art program are for students to have a positive experience with the visual arts, to become competent at drawing and painting, to creatively express ideas and feeling in a visual format, to learn about famous art and artists, to understand the historical time periods of western civilization, and to see opportunities in art rather than mistakes.

OBJECTIVES
Students will learn to creatively express their ideas and feelings visually; respond to a wide variety of artistic periods and styles; learn ways art has been expressed over time; learn to make reasoned judgments about art based on appropriate criteria; be introduced to a variety of artists and art media, and develop an understanding of composition and design.

EARLY CHILDHOOD
The goal of Early Childhood art is for students to enjoy using colors, creating lines and shapes, and expressing themselves. Imaginative stories and a variety of art materials are used to encourage and motivate the children. Art activities are a regular part of the EC curriculum and are led by their classroom teachers.

EARLY PRIMARY
Art at this level is taught by the classroom teacher. Emphasis is placed on developing creative self-expression while learning correct methods of caring for materials and equipment. Students are led through a wide variety of art activities which are often related to specific famous artists such as Picasso, Michelangelo, Georgia O'Keeffe, and others.

PRIMARY 1
The goal of Primary 1 art is to introduce famous artiest and artwork related to the school's *SAILS* humanities curriculum. Personal expression and observation of the natural world are encouraged. Students also illustrate their own creative stories. Art activities are also often incorporated into other subject areas in the classroom.

PRIMARY 2
Primary 2 students enjoy a wide variety of artistic experiences with a variety of media. Students illustrate their own original stories and have additional opportunities for art projects in other subject areas as well.

PRIMARY 3
Students in Primary 3 do a variety of art projects that are designed to encourage creativity and observational skills. A variety of media is used for art.

INTERMEDIATE 1 and 2
Students begin the year by reviewing the *SAILS* curriculum time periods. Arts and art work of those periods are reviewed through the Human Time Line.

OLDER INTERMEDIATE 5, 6, 7 and 8
Older Intermediate students continue to learn art history and are introduced to art theories and art criticism. Students begin working on more long-term projects such as painting on canvas and are required to have their own acrylic paints and brushes. Additional emphasis is placed on drawing from observation with personal interpretation. Students are introduced to design problems that emphasize proximity and overlapping and also continue to learn about how color and design influence art. Students continue the study of art and architecture through the *SAILS* curriculum.

Texts:

- *Smart Art* by Dr. Pat Hollingsworth and Stephen Hollingsworth. Zephyr Press, Tucson, AZ
- *Kinetic Kaleidoscope* by Gail Herman and Pat Hollingsworth. University School Press, Tulsa, OK
- *SAILS Art and Architecture Series* by Pat Hollingsworth and University School teachers
- *Active Learning* by Pat Hollingsworth and Gina Lewis, Crown House Publishing, Ltd.

AFTER-SCHOOL AND SUMMER PROGRAMS
A weekly art club for upper school students is part of University School's extracurricular program. Art classes are also often part of Camp Incredible, our summer camp program. These classes have covered a variety of art topics, including digital photography, computer-generated art, clay, jewelry-making, pop art, painting, and more.

CHINESE

GOALS
The goals are for students to develop interest in Chinese, to acquire basic conversational listening and speaking abilities, auditory understanding, fundamental grammar and writing skills, to get to know China better through study of its history and culture, and to take this knowledge into beyond the school setting.

OBJECTIVES

Early Childhood – Students build their Chinese vocabulary through learning words for greetings, numbers, colors, body parts, animals, clothing, family members, and movements. Songs, games, and videos will be presented to help memorize and understand the Chinese words. (Textbooks: *Monkey King Chinese* – Preschool Edition A & B)

Early Primary- Students review Chinese vocabularies learned in Early Childhood and expand upon it. Students begin to learn phrases and present their answers in Chinese to build basic conversation skills. Students also start to learn about Chinese culture by listening to traditional stories and learning Chinese children's songs. (Textbooks: *Monkey King Chinese* - Preschool Edition A & B and School-Age Edition 1A)

Primary 1 – Students review vocabulary from the preschool years and add words for emotions as well as common verbs and simple adjectives. Students learn short sentences to express their feelings and get to know more about China through culture activities. (Textbook: *Monkey King Chinese*-School Age Edition 1A, 1B, 2A, 2B)

Primary 2 – Students review vocabulary from previous years and expand on this knowledge with simple sentence patterns to describe objects and express their thoughts and feelings. They continue to explore Chinese culture through reading stories, making crafts, and watching Chinese cartoons. (Textbook: *Monkey King Chinese*-School Age Edition 1A, 1B, 2A, 2B, 3A, 3B, 4A, 4B)

Primary 3 – Students continue to develop vocabulary and begin writing simple Chinese characters. Students learn the names of the strokes from which characters are made, and they also learn the rules to write the characters. Students can make short conversations from given situations, and they learn about Chinese traditions and custom as well. (Textbook: *Chinese Paradise*, 1A, 1B)

Intermediate 1 - Students begin to learn to converse in Chinese and to complete a dialogue from a given situation. Students can master Pinyin (the pronunciation system of Chinese characters) and recognize more characters. They

learn more about Chinese culture by exploring traditional holidays, clothing, food, and social activities. (Textbook: *Chinese Paradise*, 2A, 2B)

Intermediate 2 - Students continue learning vocabulary and expressions and begin to learn basic grammar and implement it in making sentences. Students master more Chinese characters and learn to the structure of each. Cultural knowledge is expanded with leaning about Chinese history. (Textbook: *Happy Chinese* – Book 1)

Older Intermediate 5 – Students engage in conversations about common topics, including initiating and carrying out dialogues covering general daily life situations. Students continue to learn new words and grammar and to write more characters. Chinese history and culture is compared with American culture. (Textbook: *Ni Hao Chinese 1*)

Older Intermediate 6 – In addition to learning more vocabulary and sentence patterns, students begin to write short paragraphs. They are able to express their opinions and exchange them with classmates using advanced vocabulary. Chinese cultures studies include watching documentary movies, Chinese TV series, and acting out dramas. (Textbook: *Experiencing Chinese* – Middle School 1A, 1B)

Older Intermediate 7 - Students continue expanding their vocabulary and are also able to comprehend short paragraphs and relate the information in their own words. Students can exchange opinions, understand and interpret statements and questions. They can describe the timeline of Chinese history and share their understanding of Chinese culture. (Textbook: *Experiencing Chinese* - Middle School 2A, 2B)

Older Intermediate 8 - Students enhance their Chinese language ability by listening, reading, speaking, and writing. Students can master basic grammar and sentence structure in the Chinese language. They learn about famous historical people and events in ancient China and understand the influence of Chinese culture around the globe. (Textbook: *Experiencing Chinese* Culture – Middle School 3A, 3B)

IMPLEMENTATION TECHNIQUES
Instruction is mainly based on the usage of the SMART Board. Group work, videos, pictures, audio cassettes, vocabulary building games and songs, and real-life objects from China are all used to enhance student learning. PowerPoint presentations are also posted on RenWeb ParentsWeb so that students can practice and review at home.

COMPUTERS

GOALS
The goal of the University School computer technology program is for students to gain computer skills to support their academic endeavors. The skill set required in today's world includes accurate and fast keyboarding, competency in word processing, spreadsheets, and presentation tools, and competent use of the Internet for information research and communication in a safe and responsible manner.

OBJECTIVES
Early Childhood and Early Primary. Students will use mouse-based educational websites with a strong emphasis in phonics and math concepts. Students will learn terminology of hardware components and basic care of computers. Age-appropriate Internet safety rules will be discussed in circle time.

Primary 1, 2 and 3. Students will work with keyboarding software to develop keyboarding techniques. Using *Microsoft Word* and *Excel*, students will learn beginning concepts through easy, fun projects. Beginning research skills will be introduced using teacher-selected websites. Age-appropriate Internet safety and ethics such as privacy, property ownership, copyright concepts, and "gimmicks" will be covered.

Intermediate 1 and 2. Students continue keyboarding skills using specialized software with an emphasis on technique and accuracy. Students will expand their terminology usage for hardware, software, Windows applications and *Microsoft Office*. Through in-class projects, students will demonstrate intermediate level *Microsoft* Word and Excel concepts. Beginning *Microsoft* PowerPoint concepts will be introduced. Research and website navigation will be completed using pre-selected websites, web quests, and class assignments. Age-appropriate

Internet safety and ethics such as privacy, ad identification, respecting the law, copyright rules, basic URL citing, and cyber bullying will be studied.

Older Intermediate 5 and 6. Students will continue keyboarding using specialized software with an emphasis on technique, 90% accuracy and increasing speed. End-of-year speed goals are 25-30 gwam (gross words a minute) for OI-5 and 30-35 gwam for OI-6. Topics including computer care, basic troubleshooting, the importance of security and firewalls will be discussed. Students will demonstrate intermediate level *Microsoft Word, Excel* and *PowerPoint* concepts through in-class projects. Preparation for the Type 3 research projects will include use of online tools such as dictionaries, thesauri, research databases, online library checkout, and advanced *Word* concepts. Age appropriate Internet safety and ethics such as privacy, safety tips, myths, copyright rules, plagiarism issues, and cyber bullying will be studied.

Older Intermediate 7 and 8. Students start the school year with an intensive keyboarding unit designed to improve their speeds. Keyboarding goals are 90% accuracy and 40 gwam (gross words a minute) for OI-7 and 50 gwam for OI-8. Students will hone their skills in *Microsoft Word, Excel* and PowerPoint for team-created presentations. As part of the two-year financial literacy curriculum students will participate in the OCCE Stock Game competition with other teams. Internet safety, cyber ethics and netiquette will be emphasized during class discussions and presentations.

KUMON MATH

All students from Early Primary through Older Intermediates take Kumon Math. The Kumon program helps students develop speed, accuracy, and focus in math. Kumon Math is an individualized, self-learning approach to math that emphasizes repetition, speed, and accuracy. Kumon Math helps students internalize basic math skills such as multiplication tables and division of fractions, as well as develop task commitment and focus.

The starting level for each student is determined by the teacher based on his/her level of mastery. In Kumon, mastery means the ability to complete worksheets accurately within a specified time and accuracy framework. Students correct any mistakes that are made, and worksheets are complete when the student scores 100% on all pages. Kumon is extremely sequential, thorough, and systematic. Students master a concept before moving on to another concept.

We emphasize the similarity between Kumon and exercise. For example, a runner might complete a track in five minutes at which time the coach responds, "Good work, now try for 4 minutes." Kumon is like exercise or music in that if you do it, you will get better.

Most of our students have a good grasp of math concepts. Kumon helps them develop an internalized mastery of basic computational skills that allows them to make full use of their understanding of advanced math concepts.

LIBRARY

PROGRAM

The University School library is available for all students to use. Students come to the library to have stories read aloud to them, to check out books, and to learn library and research skills. The University School library has over 12,000 books and access to many excellent online resources through the Internet. The library catalog is computerized as a part of the University of Tulsa's McFarlin Library collection and is also accessible on the Internet at www.lib.utulsa.edu.

GOALS

The goals of the library curriculum are to foster a love of reading, help students become successful independent learners, and for students to appreciate and enjoy a wide variety of literature. Students will learn to use a variety of information sources; develop abilities to select, evaluate, and interpret information in print and non-print formats;

develop skills to record, classify, and arrange information; and learn to communicate information in a variety of formats.

OBJECTIVES

Early Childhood, Early Primary, and Primary 1 – Students come to the library for thematic story time. Picture books, songs, and finger-plays are used during story time. Students learn the definitions of fiction and nonfiction and also learn how to care for books.

Primary 1, 2 and 3 – In addition to reading classic and current children's literature, students will explore reference books, learn the parts of a book and other library skills.

Intermediate – Older Intermediates – Beginning in Intermediate 1, students are eligible to vote for the Sequoyah Award, Oklahoma's state book award. We spend time reading and discussing the nominated titles. Students also continue to develop library and research skills.

MUSIC

GOALS
The goal of the music program is to develop an appreciation of music and proficiency in voice and other instruments. Music will be taught in such a way that students integrate musical understanding into their total life experiences.

PROGRAM
The music course provides a variety of sequentially arranged activities through which students may acquire concepts of rhythm, melody, harmony and texture, form, and timbre. The Kodaly and Orff methods of music education are used at University School with students of all ages. The Kodaly method is used to teach students to read music notation using solfege and hand signs. Students study a variety of musical styles, but the core of the music curriculum is American folk music. The Orff approach to elementary music learning addresses every aspect of musical behavior: performing, creating, listening, and analyzing. It combines singing, movement, speech, and the playing of Orff instruments to learn improvisation and musical sensitivity.

Course Texts:
The Kodaly Method by Lois Choksy. Prentice Hall, Inc. Englewood Cliffs, New Jersey.
150 American Folk Songs by Peter Erdri. Boosey and Hawks, New York.
Simple Gifts Vol. I, II, III and IV by Helen Wyzga.
Spotlight on Music, Macmillan/McGraw Hill, New York.
Many other musical materials are also used in general music.

OBJECTIVES
Students will demonstrate understanding of musical concepts by performing, reading, writing, analyzing, and creating; study melodic and rhythmic concepts in sequences of difficulty; demonstrate performance skills both individually and as part of an ensemble; build a vocabulary of musical terms and symbols which will increase with each year; and demonstrate the social skills necessary to work with other students toward achieving musical goals.

Early Childhood and Early Primary – Students are introduced to concepts such as steady beat, rhythm, melody, dynamics, form, and tone color with appropriate vocabulary for each area. Classes will also demonstrate levels of achievement by performing in two concerts per year.

Primary 1, 2, and 3 – Students continue building on their understanding of musical concepts including steady beat, rhythm, melody, dynamics, form, and tone color with more advanced vocabulary and music. Students demonstrate their new levels of achievement by performing in two concerts each year.

Intermediate 1 and 2 – Students further their understanding of musical concepts previously covered and add understanding of harmony and texture with use of classroom percussion instruments and recorders. Music appropriate to their advanced level of proficiency will be performed at two concerts per year.

Older Intermediate 5 – 8 Band – Students select a band instrument to begin learning in 5th grade and continue playing through 8th grade using all previously leaned concepts as well as new information about their chosen instrument. Learning to play an instrument helps students develop higher cognitive skills and increased ability to analyze and evaluate information. Band helps students develop teamwork and conflict resolution skills. For the first two years of band, any non-percussion instrument such as flute, clarinet, trumpet, trombone, or recorder may be selected. Band students are featured performing as a group at two concerts per year.

UNIVERSITY SCHOOL SINGERS
Participating in University School Singers offers Older Intermediate students an opportunity to further develop their musical singing voices and to be part of a group with common goals and values. The choir performs for school functions and as an outreach to the Tulsa community.

PHYSICAL EDUCATION

Physical education teachers assess student knowledge, motor and social skills, and provide instruction in a safe, supportive environment. Physical education offers then best opportunity to provide physical activity to all children and to teach them the skills and knowledge needed to establish and sustain an active lifestyle.

GOALS
Physical education will provide a comprehensive school physical activity program with physical education as the foundation. Students are to learn and follow the NASPE (National Association for Sports and Physical Education) standards. Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. Students will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Students will participate regularly in physical activity. Students achieve and maintain a health-enhancing level of physical fitness. Students exhibit responsible personal and social behavior that respects self and others in physical activity settings. The student values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

OBJECTIVES
Students will be encouraged to participate in physical activities that are appropriate for their age, that are enjoyable, and that offer variety. Instruction will be based on an individualized skill level and will meet Oklahoma PASS objectives (motor skill and lifetime activity development, health-enhancing activity development, personal and social skills development.)

Early Childhood – Primary 1. Students will participate in activities that involve both large and small motor skills. Students will also participate in activities designed for the development of lifetime health and fitness and for developing the skills necessary to interact with others and to care for oneself.

Primary 2 – Intermediate 2. Students will demonstrate competency in many movement forms and proficiency in a few movement forms. Students apply movement concepts and principles to the learning and development of motor skills in order to have a physically active lifestyle. Objectives for students include: demonstrating responsible personal and social behavior in physical activity settings; demonstrating understanding and respect for differences among people in physical activity settings; and understanding that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

Older Intermediate 5 – 8
Individual Fitness. Students will participate in fitness activities that develop flexibility and coordination which include warm-up and stretching exercises; participate in fitness activities that develop muscular strength; participate in fitness activities that develop cardiovascular fitness endurance such as running and brisk walking; participate in fitness activities that develop strength; and learn to set personal fitness goals.

Teamwork Skills. Students will develop teamwork skills through involvement in such sports as volleyball, basketball, and softball, as well as a variety of games and activities. Student will learn the rules of a variety of games; the importance of following the rules of the game; the skills necessary for a variety of games; the art of cooperation and working together as a team; appropriate ways to solve problems that arise during sports play; and an attitude of good sportsmanship. Students with specific physical limitations should provide the physical education teacher with a letter from parents and/or doctors.

SCIENCE

GOALS
Goals for science students include: developing an understanding of science as a thought process; making science relevant to everyday life; expanding the science knowledge base; becoming proficient observers and gatherers of information; and enjoying and developing a love and respect of science.

OBJECTIVES
Students will participate in experiments, make observations, analyze and interpret data, make inferences, draw conclusions, and learn to use and appreciate the scientific method.

PRIMARY 1, 2, AND 3 SCIENCE PROGRAMS
Science curriculum for students at this level is designed to stimulate interest while simultaneously providing opportunities for learning basic scientific concepts that will be revisited in the future. Students are encouraged to participate in classroom discussion. Science is taught in the inquiry style, meaning that students are encouraged to reach a conclusion rather than being told an answer. All primary level students attend science twice a week.

Primary 1 Science. Topics to be covered include the main organs of the human body, basic mineral and rock properties, and measurement.

Primary 2 and Primary 3 Science. Studies in Primary 2 relate directly to what is being taught in the regular class. Primary 2 topics include dinosaurs, the rainforest, trees, birds, animals, clouds, weather, moon phases, Egyptian measurement, and plants. Studies in Primary 3 include ISS, planets, systems of measurement, electricity and magnetism, simple machines, oceans, aquatic animals, buoyancy, and displacement.

INTERMEDIATE 1 and 2 SCIENCE PROGRAMS
Science curriculum for students at this level is designed to expand upon previously learned concepts while laying a foundation for future learning. Students are not viewed as envelopes to be stuffed with information; rather students are encouraged to make inferences and to draw conclusions that lead to understanding of scientific concepts. Training in data collection, the use of logical thought, and higher order thinking skills are provided through experiences that also expand the scientific knowledge base. Students in Intermediate 1 and 2 use modules from the *Scott-Foresman Science* series.

Intermediate 1 Science. Students begin to attend science three times weekly. Topics of study are designed to encourage observation and develop proficiency in both the scientific method and the Talents Unlimited Model. Topics of study include basic principles of chemistry (elements, physical changes, and chemical changes), classes of animals, habitats, plant studies, skeletal system, muscular system, and the digestive system.

I**ntermediate 2 Science.** Students at this level attend science three days per week allowing for further exploration. Topics that have been examined in the past are revisited, allowing for further exploration and more complete understanding. Hands-on activities and classroom activities are augmented by the use of science texts. Testing, through both formal and informal assessments such as quizzes, portfolios, poetry writing, interviews and posters, is introduced as well. Topics studied include: space, water, matter, natural disasters, flight, weather, rocks, and minerals.

OLDER INTERMEDIATE SCIENCE PROGRAMS
Students begin to attend science four times weekly. Experimentation, explorations using the scientific method and regular use of the Talents Unlimited Model continue at this level. Classroom discussions, student presentations,

group presentations, group work, and lab work, as well as the occasional video, also augment the curriculum. Previously learned information and skills are expanded. Guest speakers from a variety of science backgrounds make presentations that enhance the curriculum and match up with student interest. Historical and current events are used to stimulate scientific dialogues and to relate science to everyday life. Students in 5th grade use modules from the Scott-Foresman *Science* series, and 6th – 7th graders use books from Pearson's *interactive Science* series. 8th grade students will use Pearson's high school physical science book *Physical Science Concepts in Action with Earth and Space Science*.

OBJECTIVES

Older Intermediate 5 and 6

Students will make observations using standard units of measurement; create data chart s using the information gathered through observations; interpret other such charts and draw inferences from chart s and graphs that lead to scientifically sound conclusions; use scientific equipment properly; follow safety rules in order to ensure a fun and safe learning environment for themselves and others; extract meaning from the detailed information presented in scientific texts; participate in group discussions and work with others cooperatively; and complete content specific homework and take notes.

Areas of study in 5th grade include microscopes, cells, skeleton, muscles, cardiovascular system nervous system Newtonian motion, simple machines, magnetism, and electromagnetism. Sixth grade topics include classification, the major animal kingdoms, animal behavior, measurement, mapping, weather, and chemistry.

Older Intermediate 7 and 8.

Students will use the scientific method in the manner learned during 5th and 6th grades; follow safety rules to ensure safety of all learners; complete individual and group experiments and present their findings; participate in group discussions, cooperative group work, content specific homework, and note taking. The expectation is that previous learning experiences will allow students to become immediately active in experimentation without the training that occurred in earlier levels.

Topics of study in 7th grade include cells, genetics, DNA, human body systems, electricity, light, wave behavior, and ecology. In 8th grade, areas of study include measurement, motion, geologic time, plate tectonics, earthquakes, volcanoes, change over time, space, and chemistry.

SPANISH

GOALS

The goals are for students to communicate in Spanish; gain knowledge and perspectives; make connections with other content areas; make comparisons between the two languages and cultures; and make use of Spanish beyond the school setting. Additionally, the expectation is for all students to perform written Spanish tasks at one level of difficulty above their standard grade level.

OBJECTIVES

Early Childhood – Students will be introduced to theme vocabulary covering colors, numbers (1-10), greetings, polite words, shapes, days of the week, clothing, family members, fruits and vegetables, animals, seasons, body parts and seasonal vocabulary through TPR and storytelling, songs, games, worksheets and hands-on activities.

Early Primary- Review colors, numbers (1-20), greetings, polite words, days of the week, clothing, family members, fruits and vegetables, animals, seasons, body parts, opposites, shapes , meal names and rooms in the house through TPR and Storytelling, games, songs, worksheets and hands-on activities. Students begin to present their answers aloud using basic complete sentences.

Primary 1 - Review of numbers, rooms of the house, seasons, days of the week, body parts, place settings, meal times and times of day, community vocabulary, animals, transportation, fruits and vegetables, greetings polite words and classroom vocabulary. Students build their conversation skills by developing and translating sentences aloud

and in written format. TPR and Storytelling with the use of the ¡Hola Niños! curriculum will enhance the students' oral language.

Primary 2 - Students will continue to review previously learned vocabulary through conversational activities. Additional theme vocabulary will be introduced. Students will begin building their own sentences in written format. The *¡Hola Niños! TPR and Storytelling* curriculum will compliment their oral and written language acquisition.

Primary 3 – Students will continue reviewing previously learned vocabulary by writing descriptions of their homes, what they like to do, their family, meals, school life, etc. This will introduce them to the sentence structure, modifying nouns and gender agreement. *Teach Them Spanish Grade 3 and ¡Hola Niños! TPR and Storytelling* will complement their language acquisition.

Intermediate 1 - Students will be using the textbook *¡Hola! ¡Viva el Español!* The curriculum will take previously acquired vocabulary, oral and written skills and add the grammar explanation. In addition, a combination of videos, smart board interactive activities and cultural lessons will allow the student to use media to acquire confidence in language acquisition.

Intermediate 2 - The students will begin the *Cuentame* series. This series will introduce new vocabulary through mini-stories. Students' comprehension will be assessed by written and verbal retelling. Their grammar study will emphasize regular and irregular verb conjugation.

Older Intermediate 5 - The students will continue their TPR storytelling by completing the *Cuentame* series. The series builds the vocabulary base and the retelling of stories. Students will begin the middle school text series *Realidades A*. The curriculum will build on the students' vocabulary and grammar understanding. Multi-media will be used to enhance the language comprehension. Students will also read beginning novels with comprehension activities to complete.

Older Intermediate 6 - The students will continue their middle school Spanish grammar studies. Upon completion of *Realidades A*, students will continue their Spanish I curriculum with *Realidades B*. The students will continue vocabulary and grammar development. TPR and storytelling will continue to enhance the student's oral language acquisition. Novice level books will be read and discussed.

Older Intermediate 7 - Students review their previously acquired Spanish I vocabulary and grammar. Their Spanish I curriculum concludes with the learning to describe locations in their community, entertainment modes, cooking, meal preparations, restaurant dialogues, environment and conservation. The culture of Costa Rica and Cuba are studied through literature. The students will learn to speak and write about the past by conjugating in the preterite tense. An extensive cultural unit will complete their studies at year end.

Older Intermediate 8 - Students will begin Spanish II (*Realidades 2).* Students will make videos to illustrate and communicate vocabulary themes. Students will speak and write about their childhood, clothing styles, family celebrations, personal and household items, expanded community, medical ailments and care, professions and international travel. The grammar will include present, past, imperfect, present progressive, future and subjunctive conjugations along with parts of speech. The students will continue to learn and compare cultures by reading novels set in Latin or South America.

OLDER INTERMEDIATE SPANISH PROGRAM

Group activities introduce grammar principles and Hispanic cultural perspectives. Conversation time with fluent speakers provides the practice students need to comprehend and use Spanish. Instruction follows a middle school textbook, video, and workbook series.

Scope and Sequence

Older Intermediate 5 and 6 - Level 1. Students learn to greet people; talk about how they feel; talk about the classroom; use the Spanish alphabet to spell; give phone numbers and dates; tell where people come from; describe themselves; find out what other people are like; talk about and compare likes and dislikes; and talk about class schedules and supplies.

Older Intermediate 5 and 6 - Level 2. Students review and learn to tell what they like and don't like to eat and drink; give reasons for their preferences; talk about hunger or thirst; describe family members and friends; ask and tell what someone's age is; tell what other people like to do; describe, ask about, and buy clothes.

Older Intermediate 7 and 8 - Level 1. Students review and learn to discuss vacation choices and activities; talk about the weather; discuss what to take on a trip; tell where they live; describe their home; name household chores; describe how they feel and tell where they hurt; ask how someone else is feeling; and talk about good health maintenance.

Older Intermediate 7 and 8 - Level 2. Students review and learn to name places and things they do in the community; identify means of transportation; talk about TV and movies; tell when events begin, end, and how long they last; express an opinion; ask politely for something; order a meal; say what they ate or drank; and discuss the natural environment.

SCOPE AND SEQUENCE

LANGUAGE ARTS	EC	EP	P1	P2	P3	INT1	INT2	OI-5	OI-6	OI-7	OI-8
D'Nealian Handwriting	✓	✓	✓	✓	✓	✓			✓	✓	✓
Organic Reading and Writing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Words	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Sentences		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Paragraphs			✓	✓	✓	✓	✓	✓	✓	✓	✓
Essays			✓		✓		✓	✓	✓	✓	✓
Dictonary Skills		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Writer's Conference			✓	✓	✓	✓	✓	✓	✓	✓	✓
Literature		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Creative Writing		✓	✓	✓	✓		✓	✓	✓	✓	✓
Shurley English Grammar			✓	✓	✓	✓	✓	✓	✓	✓	✓
Public Speaking	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

MATHEMATICS	EC	EP	P1	P2	P3	INT1	INT2	OI-5	OI-6	OI-7	OI-8
Math Their Way	✓	✓									
Saxon		✓	✓	✓	✓	✓	✓	✓			
Kumon		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mathematics-A Way of Thinking					✓				✓		
CPM									✓	✓	✓
Algebra I and II									✓	✓	✓
Geometry										✓	✓

SCIENCES	EC	EP	P1	P2	P3	INT1	INT2	OI-5	OI-6	OI-7	OI-8
Life	✓	✓	✓	✓		✓			✓	✓	
Earth	✓	✓	✓	✓	✓		✓		✓		✓
Physical		✓	✓		✓	✓		✓	✓	✓	✓

SOCIAL STUDIES	EC	EP	P1	P2	P3	INT1	INT2	OI-5	OI-6	OI-7	OI-8
History	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Geography	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SAILS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

LANGUAGES	EC	EP	P1	P2	P3	INT1	INT2	OI-5	OI-6	OI-7	OI-8
Chinese	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Spanish	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

SPECIALTIES	EC	EP	P1	P2	P3	INT1	INT2	OI-5	OI-6	OI-7	OI-8
Art	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Band								✓	✓	✓	✓
Choir								✓	✓	✓	✓
Computer	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Drama			✓			✓	✓	✓	✓	✓	✓
Library	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Music	✓	✓	✓	✓	✓	✓	✓				
Physical Education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

TALENTS	EC	EP	P1	P2	P3	INT1	INT2	OI-5	OI-6	OI-7	OI-8
Productive Thinking	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Forecasting	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
Planning	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Communication	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
Decision-Making	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓

ENRICHMENT TRIAD	EC	EP	P1	P2	P3	INT1	INT2	OI-5	OI-6	OI-7	OI-8
Type I Exploration Activities	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
Type II Training Activities			✓	✓			✓		✓	✓	✓
Type II.5 Beginning			✓				✓		✓	✓	✓
Type III Investigations of Real								✓	✓	✓	✓

TEACHING METHODS	EC	EP	P1	P2	P3	INT1	INT2	OI-5	OI-6	OI-7	OI-8
Whole Group	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Cluster Grouping	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Enrichment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Curriculum Compacting	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
Differentiation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Team Building	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓