



*Elm Grove Ex. Lutheran Church
School and Childcare*

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Curriculum Synopsis



TABLE OF CONTENTS

CURRICULUM	1
PURPOSE	1
RELIGION	1
LANGUAGE ARTS	3
READING-LITERATURE	3
GRAMMAR/WRITING SKILLS	5
SPELLING	6
SOCIAL STUDIES	8
MATHEMATICS	9
SCIENCE	10
HEALTH	12
PHYSICAL EDUCATION	13
ART	15
MUSIC	16
COMPUTER	17
MUSIC	19
ACADEMIC CONTESTS/EXHIBITIONS	19
PAWS (POSITIVE ACTIVE WILDCAT STUDENTS)	20
ATHLETICS	20
STUDENT OF THE MONTH	20

ELM GROVE LUTHERAN SCHOOL
“Equipping God’s Children for His Service”
Curriculum Synopsis
5th through 8th Grade

CURRICULUM

Our school is established on the foundation of God’s Word. Students should read the Word of God, study it, and apply it to their lives, daily. In addition Lutheran doctrine is taught at all grade levels culminating in a confirmation class for eighth grade students.

Religion however is not just a segregated subject in the day’s schedule; rather, it is integrated throughout the entire curriculum. We believe that only in keeping God’s Word can all secular subjects be properly understood and applied.

The curriculum in its entirety is drawn from curriculum guides for Lutheran schools of the Lutheran Church-Missouri Synod and from a study of the guidelines for elementary schools developed by the State of Wisconsin.

The curriculum is meant to challenge students academically and prepare them for success as they prepare to move on to high school.

PURPOSE

The purpose of the “Parent’s Curriculum Guide” is to summarize for parents and prospective parents what is being taught at Elm Grove Lutheran School. It also identifies the texts that are being used to teach the curriculum. In addition the guide will demonstrate for parents the developmental nature of the curriculum building a solid foundation on which additional learning can take place. The purpose of this guide is not to provide a comprehensive curriculum guide (that can be obtained in the school office) but rather to briefly summarize what is being taught at each grade level.

RELIGION

5th Grade

Religion instruction in fifth grade is predominantly a study of the written Word. Instruction is done in units, with evaluation of the unit accomplished through a written test upon completion. Formal religion class is taught four times a week with the fifth session dedicated to a school wide chapel. Units taught include: God's Word - The Bible; God's Word in the Life of Martin Luther; God's Word- A Message of Deliverance; God's Word Tells about Old Testament Leaders; God's Word Tells about God's Prophecies; God's Word Tells of Israel's Captivity and Return. The basis of these unit objectives is largely Old Testament studies as well as some New Testament if time allows. In general, the objectives for religious instruction in fifth grade are to confront us with the Law, which shows us our sin and our need for salvation. The objectives also lead us to see God's grace in sending His son for our redemption, and to encourage us in our daily lives so that we may better carry out the great commission. Memory work in fifth grade is based mainly on the chief parts of Luther's Small Catechism. This includes Daily Prayers,

the Books of the Bible, the Ten Commandments and their meanings, the Articles of the Apostles Creed, the Introduction/ Petitions/ and Conclusions or the Lord's Prayer, and the Sacrament of Holy Baptism. Students either recite or write assigned passages (depending on length), twice a week. Additional memory work is sometimes required as part of the Music Education/ Choir program and is assigned by those teachers. Students and parents are provided with a Memory Booklet covering the entire year as well as a quarterly schedule of assigned memory work.

6th Grade

Designed to continue the focus on the Bible literacy characteristic of One in Christ, the sixth grade materials have been developed to give a sequential survey of the Bible-Old and New Testaments. There is an emphasis on the Bible as one big and continuing story of God's love for all people and His plan of salvation for them through the death and resurrection of Jesus Christ. There will be references along the way (as well as Memory assignments) to the Six Chief Parts of doctrine because these are all based on Scripture. The goal of the materials for sixth grade is to help students grow in discipleship as they explore Scripture and apply it to their lives. Students will also be responsible for leading classroom and middle school devotions throughout the school year.

- Unit 1: Beginnings and Patriarchs
In this unit, we will study creation and the biblical patriarchs, the first part of one, long story of God's love for His children through Christ. God is almighty and full of love; we can trust that He always knows what is best for us.
- Unit 2: To the Promised Land
In this unit, we will study the weakness and sinfulness of God's people who continually fail to trust Him and who fall away from Him. Despite this, we will see the unconditional love of God through Christ. God's Word endures and God's grace is sure.
- Unit 3: Prophets and Kings
In this unit, we will study how God spoke messages of warning, repentance, and redemption to His people through prophets. He speaks the same messages to us in Holy Scripture and through the Word made flesh, Jesus Christ. We speak to Him in prayer.
- Unit 4: Collapse and Captivity
In this unit, we will study how God used events (the Law) to prepare His people for the coming Messiah (the Gospel). God rejoices in offering believers the blessings of forgiveness and salvation we have in Christ.
- Unit 5: The Promised One Is Here!
In this unit, we will learn who Jesus is-true God and true Man-and what His purpose is-to give us forgiveness, life and salvation through His death and resurrection. Jesus came for all people because we are all sinners needing rescue.
- Unit 6: The Ministry of Jesus
In this unit, we will study what it means that Jesus gives us His righteousness and transforms us by the power of the Holy Spirit, guiding us to live and grow as God's people. Jesus takes care of us both spiritually and physically.
- Unit 7: Jesus Completes Our Salvation
In this unit, we will study how all of God's covenant promises are fulfilled in Jesus, who

was sacrificed for our sins. His victory over death through His resurrection is also our victory!

- **Unit 8: The Spread of the Gospel**

In this unit, we will study how Jesus reassured the people of the Church by His presence, taught them, and equipped them with the power of the Holy Spirit so they could carry on spreading the message of God’s love and salvation with the world.

7th Grade

This class is an introductory study of Dr. Martin Luther’s *Small Catechism*, together with “An Explanation of the Small Catechism” (1991 edition, Concordia Publishing House). Students will work through an overview of the entire *Small Catechism* as well as discuss aspects of Lutheran doctrine. Worship attendance and understanding are also monitored and evaluated. This class can lead to Confirmation at Elm Grove Evangelical Lutheran Church or at one of its sister congregations.

8th Grade

This class is an intensive study of Dr. Martin Luther’s *Small Catechism*, together with “An Explanation of the Small Catechism” (1991 edition, Concordia Publishing House). Students must demonstrate mastery of the entire *Small Catechism* as well as knowledge of Lutheran doctrine. Worship attendance and understanding are also monitored and evaluated. This class can lead to Confirmation at Elm Grove Evangelical Lutheran Church or at one of its sister congregations.

LANGUAGE ARTS

Reading-Literature

5th Grade

Reading in fifth grade does not use a basal text but instead makes use of paperback trade books. Each is taught in its entirety with emphasis placed on vocabulary, plot, character, main ideas, details, and other literary techniques. Author and background information is provided for most books. A variety of reading forms are utilized including silent, oral, and teacher-read. Comprehension is checked through in class discussion, pop quizzes, question sheets, as well as group and individual projects. Written tests are given at the end of most books and sometimes a special project or contest may culminate the study of a novel. If an appropriate movie version of the book is available, the class will view it after the book is completed. Occasionally extra titles may be added at additional expense to the students if special circumstances arise with a particular story, such as the opportunity to attend a dramatic production of a certain story. In those cases the class may read the book prior to attending the dramatic production.

6th Grade

The content of literature at the sixth grade level will cover a wide variety of genres. We analyze characters and plot and learn new vocabulary as we “travel” into different cultures and

different places of the world. We discover how an author can use imagery through similes, metaphors and find how irony and parody put different twists on things. The students might even find that reading can be humorous, too.

7th Grade

Through the use of trade books students in the 7th grade will explore a variety of literature styles. Students will identify and explore the setting, characters, plot, and themes of these works of literature. Students will also utilize the literature selections as a springboard for creative and critical writing selections. Students will also be encouraged to do independent reading outside of the assigned selections.

8th Grade

In 8th grade students will also make use of a selection of trade books to explore and investigate a variety of literature styles. Through reading and discussing the various types of literature the students will develop and practice critical thinking skills and reading strategies that enable them to gain a fuller understanding of the selection. Students will also develop strategies for understanding and appreciating how words are used in literature (e.g. context clues, personification, allusions, puns, etc.) Students will also be able to recognize elements of narrative, descriptive, expository, and persuasive nonfiction. They will also be able to identify and describe types of poetry such as narrative, figurative, and lyric. Students will also use literature as a basis for creative and critical writing.

LITERATURE TRADE BOOKS

5th Grade

- The Hundred Dresses by Eleanor Estes
- Where Do You Think You're Going, Christopher
- Columbus? by Jean Fritz
- The Sign of the Beaver by Elizabeth George Speare
- Mr. Popper's Penguins by Richard and Florence Atwater
- The Lion, the Witch, and the Wardrobe by C.S. Lewis
- Number the Stars by Lois Lowry

6th Grade

- In the Year of the Boar and Jackie Robinson by Bette Bao Lord
- The Pushcart War by Jean Merrill
- The Witch of Blackbird Pond by Elizabeth George Speare
- Souder by William H. Armstrong
- Tuck Everlasting by Natalie Babbitt
- Bridge to Teribithia by Katherine Paterson
- The View From Saturday by E.L. Konigsburg

7th Grade

- The Westing Game by Ellen Raskin

- Across Five Aprils by Irene Hunt
- Old Yeller by Fred Gipson
- Walk Two Moons by Sharon Creech
- My Side of the Mountain by Jean Craighead George
- The Incredible Journey by Sheila Burnford
- Call It Courage by Armstrong Sperry

8th Grade

- Johnny Tremain by Esther Forbes
- Poetry Unit (approx. 3 weeks duration)
- A Christmas Carol by Charles Dickens
- The Pearl by John Steinbeck
- The Little Prince by Antoine de Saint Exupery
- A Midsummer Night's Dream by Wm. Shakespeare
- The Man Who Was Poe by Avi

Grammar/Writing Skills

5th Grade

The grammar curriculum is made up of a grammar unit and a writing activity to complement that unit. The following concepts are covered in fifth grade grammar and writing. All writing is done following the steps of the writing process, which are: prewriting, research and inquiry, draft, revise, proofread and publish. Grammar units include: sentence type (declarative, interrogative, imperative, and exclamatory), nouns and their usage, verbs and their usage, adjective review and usage, pronoun review and usage, adverbs and usage. Writing units include: personal narrative, persuasive letter, explanatory letter, descriptive paragraph, comparison writing, and creative expression. An important goal with this final writing project is that the student will incorporate all the parts of speech and correct grammar rules they have studied along with adverbs to create writing that is indicative of what has been learned throughout the year. Evaluation is done through daily work and chapter tests. Writing is evaluated both objectively and subjectively based on sentence structure, word usage, grammar, punctuation, and content. A final draft of most writing assignments is placed in an accumulative writing folder, which passes with the student from grade to grade as a sampling of their work.

6th Grade

One of the key elements in the development of writing skills is a clear understanding of English grammar. EGL has a history of excellence in this area and it will continue to be an area of emphasis in the future. Students in sixth grade will demonstrate competency in basic sentence structure as well as being introduced to the concepts of prepositional phrases, predicate nouns, indirect objects, independent and dependent clauses and the use of adjective and adverb clauses. Students will also demonstrate competency in the use of proper punctuation and capitalization. In terms of word usage, students will learn to identify and use

personal, interrogative, demonstrative, relative, intensive/reflexive, and indefinite pronouns. Sixth graders will also demonstrate competency in the use of parts of speech and will be introduced to the concepts of prepositions, linking verbs, participles, gerunds, and infinitives. In addition to these grammar skills, students will also participate in activities that reinforce their ability to write paragraphs, expository accounts, descriptive accounts, persuasive accounts, and in the general writing process.

7th Grade

Seventh grade grammar will continue to reinforce the sentence structure concepts that were introduced in sixth grade including the use of direct and indirect quotes, prepositional phrases, direct and indirect objects, complex sentences, and the diagramming of sentences. Seventh grade students will demonstrate competency in the use of punctuation and capitalization in their writing. A number of word usage concepts will also be reinforced including being able to identify and use verb forms, use of adjectives and adverbs, and pronoun usage. A number of concepts in the parts of speech will also be reinforced such as concrete and abstract nouns, compound nouns, adjective usage, use of prepositions, linking verbs, and verbals. In addition to basic writing skills and types of writing students will also practice doing research and work through the process of writing a research-report, write and perform a demonstration, as well as write a personal narrative.

8th Grade

By the end of their eighth grade year, students will demonstrate mastery in all areas of sentence structure including the diagramming of sentences. Eighth grade students will also demonstrate mastery in the use of punctuation and capitalization as well as word usage. Students will also be expected to demonstrate mastery in the use of the parts of speech such as identifying and using participles, gerunds, and infinitives. Eighth grade students will also demonstrate the ability to write in a number of different styles including narrative, expository, persuasive, and comparison/contrasting. They will also demonstrate the ability to utilize a number of sources to do research, take notes, outline, and write a research report.

GRAMMAR/WRITING TEXTS:

- | | | |
|--------------------------|-----------------------------|-----------------------|
| • 5 th Grade: | Language Arts | McMillan/McGraw-Hill |
| • 6 th Grade: | Elements of Language Intro | Holt Rinehart Winston |
| • 7 th Grade: | Elements of Language Book 1 | Holt Rinehart Winston |
| • 8 th Grade: | Elements of Language Book 2 | Holt Rinehart Winston |

Spelling

5th Grade

Spelling is taught weekly using twenty basic words, five challenge words, and five extra words, which are curriculum related. Each weekly unit emphasizes a specific spelling pattern

such as long and short vowel sounds, silent letters, compound words, homophones, words with prefixes and/or suffixes etc. Students are introduced to the rules for the lesson, and each word is defined and pronounced. Each unit provides both guided (done in class) and independent (done as homework) practices to help master the words and the rule for the week. In addition, each unit provides a vocabulary section and either proofreading or a dictionary usage section, which is done as guided practice in class. At the end of each week, a written test is given to assess knowledge of the correct spelling of the words in this week's list. Review tests are given after every five chapters as well. Spelling on daily written work in all subjects is also assessed and evaluated for accuracy.

6th Grade

Students work through one basic unit a week. Content area themes enhance every basic unit so that students practice spelling, vocabulary writing and other language art skills within a meaningful context. At the core of every basic unit is a reliable phonetic pattern or vocabulary principle. Words are grouped so that spelling and meaning relationships are specific. Students broaden their vocabulary as they learn to spell new words. In addition, dictionary skills, such as alphabetic order, multiple meaning, and etymology are presented and practiced frequently in the basic units. Each week, a written test is given to assess knowledge of the correct spelling of the words in the week's list. Spelling on daily written work in all subjects is also assessed and evaluated for accuracy.

7th Grade

Students work through one basic unit a week. Content area themes enhance every basic unit so that students practice spelling, vocabulary writing and other language art skills within a meaningful context. At the core of every basic unit is a reliable phonetic pattern or vocabulary-principal. Words are grouped so that spelling and meaning relationships are specific. Students broaden their vocabulary as they learn to spell new words. In addition, dictionary skills, such as alphabetic order, multiple meanings, and etymology, are presented and practiced frequently in the basic units.

8th Grade

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SPELLING TEXTS

- 5th Grade: Spelling and Vocabulary Houghton Mifflin
- 6th Grade: Spelling and Vocabulary Houghton Mifflin

- 7th Grade: Spelling and Vocabulary Houghton Mifflin
- 8th Grade: Spelling and Vocabulary Houghton Mifflin

SOCIAL STUDIES

5th Grade/ U.S. History

The fifth grade curriculum in history begins with a study of Spanish explorers (Columbus, Cortes, Coronado, etc.). It then follows the European settlement of the original thirteen colonies in the early 1500s-1600s and European contact with Native Americans. Students will have the opportunity to learn about various groups of Native Americans in North and South America in a special unit, which will be wrapped up with a class pow-wow. The curriculum also gives emphasis to the founding of the new nation through the study of the Revolutionary War, the Articles of Confederation and the Declaration of Independence. Through the study of Constitution, students learn about the three branches of government and how they operate. Students also learn about the exploration and settlement of the new country through the study of political and historical figures. Study skills are introduced with each unit such as points of view, fact and opinion, etc. Map skills are included in most lessons so that, students become efficient in reading and interpreting maps of all kinds. Practice is done with directional reading as well as interpreting a variety of map keys and labeling maps correctly. A written test is given at the completion of each chapter. Unit tests are also given to evaluate a more comprehensive body of retained knowledge. Notes are taken in class to assure comprehension of important vocabulary and facts from the lesson.

6th Grade World History

Through the use of textbooks and additional audio-visual resources, the sixth grade goes back in time to the early civilizations of our world. We find that through artifacts and others sources we can learn a lot about how the ancient people lived. By learning about the development of a people's technology, we get a glimpse of their life. We try to grasp how the interaction of cultures has shaped the world, as we know it today. As we study the rise and fall of empires, kingdoms, and countries in conflict, we see the importance of learning from past mistakes and look forward to our fast and ever-changing world around us that will be part of tomorrow's history. We are the participants of the future history. We are blessed to be able to do this in a Christian setting, keeping in mind scientists, archeologists, and historians aren't always working with the same time line as the Bible.

7th Grade World Geography

The world is divided into different regions in a variety of ways, and the seventh grade reaches to the ends of the earth through map studies and the study of charts and graphs. By dividing the world into different sections we can compare and contrast the physical features of the land as well as see how the resources of a land impact the economy of the countries. Student-led projects will bring the sights sounds, as well as the tastes of these countries into our classroom as we look into the different cultural aspects of people, who live, in our world.

8th Grade Constitution/U.S. History

With the knowledge that the naturalized U.S. citizen knows much more about the workings of our national government than the average native-born citizen, it has become the desire of educators that students at some point in their education thoroughly study the Constitution of the United States. A good portion of the first quarter in eighth grade is dedicated to introduce the background and purpose of the Constitution and then take an in depth look at the actual writings of the document that is so important to our country. The rest of the year is spent learning about the history of this great country, from the time of the industrial revolution through most of the twentieth century. A look at the people, places, and events that compose this story of our country's past make it possible for us to more fully appreciate and thank God for our citizenship in this country.

SOCIAL STUDIES TEXTS

- | | | |
|--------------------------|--|----------------------------|
| • 5 th Grade: | Our Nation | Macmillan/McGraw-Hill |
| • 6 th Grade: | Our World | Macmillan/McGraw-Hill |
| • 7 th Grade: | Our World Today | Glen Coe/ McGraw-Hill, |
| • 8 th Grade: | Creating America 1877-21 st Century | McDougal Littel |
| | Our Constitution | McGraw-Hill |
| | We the People... | Center for Civic Education |

MATHEMATICS

5th Grade

Mathematics curriculum at the fifth grade level stresses review of the four basic computation operations: addition, subtraction, multiplication and division. Each is reviewed and practiced almost daily in a variety of ways, which include word problems, mental math, calculator skills, and basic fact review. Students that are weak in the area of basic facts are given additional drill and supplements in their daily lessons to aid in mastery. The main emphasis of relatively new concepts for fifth graders include: Geometry/ Decimals/ Fractions/ Place Values to Billions (whole numbers)/ Place Value to Thousandths (for decimals)/ Long Division (2 & 3 digits and remainders/ Mean, Media, Mode. Various methods are used to teach the above and appropriate tools are also used (i.e. using a protractor to measure angles in geometry). Math vocabulary is also important and is written down in class notes, reviewed regularly in class, and is included on most tests and quizzes (two or three per chapter) and tests at the end of every chapter. Students are also evaluated through daily work and class participation performance.

6th Grade

The focus of sixth grade math is on numerical reasoning. The use of estimation such as rounding, front-end one and two digit, and logical reasoning are stressed through out the year. Geometric instruction includes units of measurement, area and volume of polygons, and area of circles, which includes an introduction to Pi. Lines and angles are measured and the transformations of polygons are introduced. Graphing of data is covered with scatter plots,

tallies, frequency charts, line plots, bar graphs, and stem and leaf diagrams. Mean, median, and mode are emphasized with the graphing concepts. The adding, subtracting, multiplying, and dividing of decimals is taught as a lead to the relationship between decimals and fractions. Adding, subtracting, multiplying and dividing of fractions is emphasized in the second semester. Integers and the graphing of these on a coordinate plane are introduced. The year closes with ratios, rates, proportions, and percents. At the end of the sixth grade a recommendation based on standardized test scores and teacher recommendation is made for the student to continue in either regular seventh grade math or pre-algebra.

7th Grade

The focus of seventh grade math is on proportional reasoning. Estimation is stressed throughout the text including the estimation of fractions, mixed numbers, ratios, and rates. Geometric instruction includes the exploration of polyhedrons, Pi and circumference of circles, and transformations. The Pythagorean theorem, squares and roots, areas of triangles, parallelograms, trapezoids, and irregular polygons are covered. Graphing data, mean, median, and mode are reviewed. The language of algebra is introduced through the use of formulas, expressions, and equations. The use of equations is continued in the study of the number sense of decimals and fractions, ratios, rates, proportions, percents, scale, and similarity. The order of operations and algebraic patterns are studied using equations and graphs. Comparing, ordering, adding, subtracting, multiplying, dividing, and graphing of integers is studied. Students who successfully complete this course will be enrolled in pre-algebra in the following year.

7th/8th Grade/Pre-Algebra

Pre-algebra weaves three-themes: applied arithmetic, pre-algebra, and pre-geometry by focusing on arithmetic operations in mathematics and the real world. Variables are used as pattern generalizers, abbreviations in formulas, and unknowns in problems, and are represented on the number line and graphed in the coordinate plane. Basic arithmetic and algebraic skills are connected to corresponding geometric topics.

8th Grade/Algebra

This text has a scope far wider than most other algebra texts. Applications motivate all topics. Exponential growth and compound interest are covered. Statistics and geometry are settings for work with linear expressions and sentences. Probability provides a context for algebraic fractions, functions, and set ideas. Automatic graphing is utilized.

MATHEMATICS TEXTS

- 5th Grade: SF-AW 5th Math Scott Foresman-Addison Wesley
- 6th Grade: PH Middle School Math-1 Prentice Hall
- 7th Grade: PH Middle School Math-2 Prentice Hall
- 7th/8th Grade: PH Pre-algebra Prentice Hall
- 8th Grade: PH Algebra Prentice Hall

SCIENCE

5th Grade

The science curriculum at the fifth grade level is a study of life, earth, and physical science. Areas of study include: processes of living things; systems and interactions in nature; processes that change the Earth; the solar system and beyond; building blocks of matter; energy and motion. Instruction is achieved through a combination of discussion, experimentation, and demonstrations during which students use the tools and processes of scientific inquiry. In each chapter the history and nature of science and the work of scientists are featured for study and discussion also. Emphasized in every aspect of instruction is the fact that God created and preserves this world, it's inhabitants, and the systems of which it is composed. Students are assessed through daily work, participation in and completion of experiments/demonstrations, quizzes and chapter tests.

6th Grade

The students in sixth grade science will be studying the topics of cells, genetics, heredity, classification, botany, and zoology. Students will grow in their knowledge that God is the Creator of the universe and all things in it. His love for us as His children is evident in the beauty and mystery of the world around us.

7th Grade/Physical Science

All matter is composed of atoms and subatomic particles. The structures of chemicals and of observable objects are dependent upon the structures of atoms and their interactions with one another. The flow of energy through systems is also a result of different kinds of interactions. Through all of these interactions, God's divine hand is at work, controlling the changes that occur in our world. Motion is the result of forces that interact with each other and act on objects. Gravity and friction are two examples of such forces. Machines change the direction of movement or the amount of force needed to move an object. God has put our universe into motion at the time of creation. Through His power and might, forces continue to act on all things. We can use these forces in our lives.

8th Grade/Life Science

All living things are composed of cells. The organelles inside of a cell are vital to the survival of the cell. Living organisms have needs, which must be met. Cellular processes such as respiration, photosynthesis, mitosis and meiosis are studied. An overview of the human body and the eleven systems that work together shows God's divine hand in the creation of each student. Dissection of an amphibian and mammal allows synthesis of all concepts studied through the year.

All students at Elm Grove Lutheran School participate in an all school science fair, which is held every other year.

SCIENCE TEXTS

- 5th Grade: Science Harcourt School Publishers
- 6th Grade: Science Harcourt School Publishers
- 7th Grade: Physical Science Prentice Hall Science Explorer

- 8th Grade: Life Science Prentice Hall Science Explorer

HEALTH

5th/6th Grade

Health instruction is given once a week at the middle school level. The two grade levels share the same textbook materials and the class is taught on a two year rotation. Health assessment is accomplished through weekly in-class assignments and chapter exams. Students in fifth grade also take part in a family life unit and a DARE unit (see below) outside of Health class.

- Year One Topics:
Personal Health and Physical Activity
Violence and Injury Prevention
Alcohol, Tobacco, and Other Drugs
Communicable and Chronic Diseases
Consumer and Community Health
- Year Two Topics:
Environmental Health
Mental and Emotional Health
Family and Social Health
Growth and Development
Nutrition

The Dare Program

(Drug Awareness Resistance Education) is a ten-week course taught by the Elm Grove Police Department. The Elm Grove Police Department supplies the instructor and all materials necessary for the class. The instructor through written work, discussion, and a summary essay written by the student accomplishes course evaluation. An information parent letter is sent home prior to the course and then parents are invited to participate in the graduation ceremony. The DARE program covers the dangers of drugs and alcohol and provides students with strategies to say no to these temptations. Students are provided with legal, moral, and physical reasons for why they should resist the use of drugs and alcohol.

7th/8th Grade

Health instruction is given once a week at the middle school level. The two grade levels share the same textbook materials and the class is taught on a two year rotation. Health assessment is accomplished through weekly in-class assignments and chapter exams. Students in eighth grade also take part in a family life unit outside of Health class.

- Year One Topics:
Personal Health and Physical Activity
Violence and Injury Prevention

Alcohol, Tobacco, and Other Drugs
Communicable and Chronic Diseases
Consumer and Community Health

- Year Two Topics:
Environmental Health
Mental and Emotional Health
Family and Social Health
Growth and Development
Nutrition

PHYSICAL EDUCATION

*“In Him we live and move and have our being.” Acts 17:18
“You were bought with a price. Therefore honor God with your body. 1Cor. 6:20*

The purpose of physical education is to help each child reach his or her God-given potential through physical activities. Now because by faith we belong to Him, we can serve and honor God in everything we do and say as the Holy Spirit works in our lives. Integrating the faith in each grade level on a day-to-day basis includes:

- Assisting children in recognizing that God has given each of us unique talents and abilities
- Enjoying fellowship with one another through cooperation and sportsmanship
- Glorifying God by doing our best according to our individual abilities
- The following grade level synopsis is also based on the standards developed by the National Association of Sports and Physical Education. (Copyright 2004). The following content standards in physical education will be applied to instruction at all grade levels.
- The Spark Program is utilized in all grade levels.

Elm Grove Lutheran follows the standards as set both by National and State Standards for Physical Education course study. Physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

A physically educated person:

- **Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- **Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- **Standard 3:** Participates regularly in physical activity.
- **Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

- **Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- **Standard 6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

5th Grade

Students will:

- Demonstrate mature patterns for all basic skills previously learned and refine combined and various motor-skills.
- Transfer knowledge and understanding to the learning and development of new skills such as personal self-assessment and identifying proper warm-up and cool down techniques.
- Participates in games, sports, dance and outdoor activities in and out of school based on interests and capabilities.
- Participate in moderate to vigorous physical activity in a variety of settings and develop a strategy for the improvement of selected fitness components.
- **Participate in establishing rules, procedures, and etiquette for activity situations; demonstrate courtesy, self-control, loyalty, truthfulness, and Christian conduct in cooperative and competitive activities.**
- Acknowledge differences and cooperate with people of like and different backgrounds and skill levels; appreciate the body as a marvelous creation of God.
- Recognize the social benefits of participation and choose physical activities where they experience success.
- Demonstrate mature patterns for all basic skills previously learned and begin to acquire the basic skills of select sport, dance, and gymnastic activities.

6th Grade

Students will:

- Transfer knowledge and understanding to the learning and development of new skills such as personal self-assessment and identifying proper warm-up and cool down techniques.
- Participate in games, sports, dance and outdoor activities in and out of school based on interests and capabilities.
- Participate in moderate to vigorous physical activity in a variety of settings and develop a strategy for the improvement of selected fitness components.
- **Participate in establishing rules, procedures, and etiquette for activity situations; demonstrate courtesy, self-control, loyalty, truthfulness, and Christian conduct in cooperative and competitive activities.**
- Acknowledge differences and cooperate with people of like and different backgrounds and skill levels; appreciate the body as a marvelous creation of God.
- Recognize the social benefits of participation and choose physical activities where they experience success.
- Applies cognitive understanding to improve motor skill development and performance.

7th/8th Grade

Students will:

- Demonstrate competency in basic motor skills and apply them to more complex movement activities
- Applies cognitive understanding to improve motor skill development and performance.
- Demonstrate knowledge of fitness components and assess their fitness status in each. They will interpret results and set goals for improvement as they accept the responsibility as a child of God to maintain a healthy lifestyle.
- Demonstrate responsibility and cooperation, to accomplish group or team goals in both cooperative and competitive activities.
- **Participate in establishing rules, procedures, and etiquette for activity situations; demonstrate courtesy, self-control, loyalty, truthfulness, and Christian conduct in cooperative and competitive activities.**
- Demonstrates safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction.

ART

5th Grade

The goal of art instruction at the fifth grade level is to provide opportunities for students to learn more about themselves and their world through experiences with artistic forms. Fifth graders participate in weekly art classes through which students are exposed to a wide variety of creative experiences such as drawing, painting, and 3-dimensional art. Students learn new skills through the use of varied media and create personal works of art. These works of art illustrate the elements and principles of design: line, color, shape, texture, form, space, balance, rhythm, variety, emphasis, proportion, and unity of design elements. In addition students also study the works and artistic styles of Edward Hicks, Albrecht Durer, Georges Seurat, and Paul Cezanne. Art assignments are designed to illustrate and gain experience with specific art processes and design elements. Completion of these assignments is required. While certain criteria are essential to each assignment, students are encouraged to exhibit individuality in the completion of each project. These assignments serve to help the students improve artistic skills, use of media, practice art elements, and explore art as a means of communication of ideas and feelings. Evaluation is based primarily on cooperative participation, an understanding of the concepts taught, and following directions.

6th Grade

The students are given an overview of three different artists and their paintings: O'Keefe, Wood, and Monet. Different types of projects include the use of overlapping techniques, mosaics, grid-reproductions, impressionistic tissue work, complimentary colors, blending paint colors, and paper-mache sculpture. Step-by-step two-dimensional drawing is introduced, with an opportunity to practice these techniques.

7th Grade

The students are given an overview of five different artists and their paintings: DaVinci, Michelangelo, Rembrandt, Renoir, and Gauguin. Different types of projects include the use of lines, patterns, and printing, charcoal sketches, wire sculpting, and impressionist-style painting. Eight key words for three-dimensional drawing are introduced, with an opportunity to practice these drawing techniques.

8th Grade

The students are given an overview of five different artists and their paintings: Van Gogh, Remington, Toulouse-Lautrec, Matisse, and Picasso. Different types of projects include the use of lines, patterns, shading techniques, printing, pen and ink sketches, clay sculpting, chalk sketches, and Picasso-style painting. Lines of perspective are introduced, and eight key words for three-dimensional drawing are reviewed with an opportunity to practice these drawing techniques.

MUSIC

5th Grade

Students continue learning basic music reading skills begun in 3rd and 4th grades. They are required to participate on an elective basis in band or hand bells. Music appreciation focuses on American folk and popular music with some attention given to ethnic music. The students become more familiar with the families and the instruments of the orchestra. Students have the opportunity to attend a performance of an opera or a symphony orchestra concert. A great emphasis is placed on learning Lutheran hymnody as a means of teaching the faith and encouraging greater participation in worship.

6th Grade

Music reading skills continue to be developed through participation in band, hand bells or a “performance basics” class, which focuses, in alternate years, on hand bells and recorders. Music appreciation includes some of the important composers of American music, especially musical theater as well as a number of great composers from music history. Special attention is given to keyboard instruments including a special presentation of the Casavant organ in the EGL sanctuary. Students have the opportunity to attend a performance of an opera or a symphony orchestra concert. A great emphasis continues to be placed on learning Lutheran hymnody as a means of teaching the faith and encouraging confident participation in worship.

7th Grade

Students continue participation in band or hand bells, developing their music reading skills through these performance groups and the performance basics class. Music appreciation introduces a number of the great composers of history. Form in music, including two and three part song form, fugue, theme and variations and march form, is introduced. Students have the opportunity to attend a performance of an opera or a symphony orchestra concert. A great emphasis continues to be placed on learning Lutheran hymnody as a means of teaching the faith and encouraging confident participation in worship.

8th Grade

Students continue participation in band or hand bells, honing their music reading skills through these performance groups. Students not in the formal performance groups participate in the performance basics class where music reading fundamentals are developed and practiced through the use of hand bells and recorders, in alternate years.

Music appreciation continues the study of the great composers of history and the periods, in which they lived and wrote. Attention is also given to 20th century music, with students writing their own 12-tone, or serial, compositions. Students have the opportunity to attend a performance of an opera or a symphony orchestra concert. A great emphasis continues to be placed on learning Lutheran hymnody as a means of teaching the faith and encouraging confident participation in worship. Students are encouraged to choose their graduation song from this corpus of hymnody as an expression of their faith and life in Christ.

MUSIC TEXTS

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|--------------------------|-------------------|-----------------------|
| • 5 th Grade: | Share the Music-5 | Macmillan/McGraw Hill |
| • 6 th Grade: | Share the Music-6 | Macmillan/McGraw Hill |
| • 7 th Grade: | Share the Music-7 | Macmillan/McGraw Hill |
| • 8 th Grade: | Share the Music-8 | Macmillan/McGraw Hill |

COMPUTER

5th Grade

Computer literacy continues at this level. Students become familiar with computer related terminology and understand more about the parts of the computer, which they can identify. Students utilize computers in the computer LAB and in centers in the classrooms. Students continue to utilize numerous software programs that reinforce classroom objectives. Students will be able to: operate computers constructively; refine and demonstrate keyboard skills; store, retrieve, and print documents; use technology to complete classroom assignments; describe the influence of technology in the United States; identify computers as tools for accessing current information; describe the need for protection of software and hardware from vandalism.

6th Grade

Students utilize computers in the computer LAB and in centers in the classrooms. Computer literacy continues at this level. Students become familiar with computer related terminology and understand more about the parts of the computer, which they can identify. Their familiarity with the keyboard and word processing skills allows them to use technology to complete classroom assignments. Desktop publishing skills and knowledge about file sharing continue. Students will utilize numerous software programs to enhance curricular objectives. Students are introduced to the usefulness of databases. Students will discuss several online topics such as: Private Identity Information, E-mail Safety, Computer Ethics, Netiquette, Search Engines and Directories, Communications Inventions, and How the Internet Works. Students

will be able to: operate computers; constructively; refine and demonstrate keyboard skills; create, format, store, retrieve, and print documents; create and print their own databases; identify ways that telecommuting promotes a global community; given a list of actions, identify the ones that are violations of copyright laws.

7th Grade

Computer literacy continues along with the use of computers in the computer LAB and in centers in the classrooms. Besides terminology and understanding the various functions a computer can perform, students study the history of computers and look ahead into the future generations of computers and their possible uses. For students, who have progressed through the program, keyboarding skills have reached a high level of ability and use, which enables them to use computers not only in the computer classroom setting, but across the curriculum in other areas such as the preparation of papers and presentations utilizing numerous software programs to enhance curricular objectives. In addition to understanding and using on-line services in the LAB, students continue with their use and application of databases and desktop publishing. Students will discuss several Internet safety topics such as: Private Identity Information, E-mail Safety, Computer Ethics, Netiquette, Strategies students should know in order to effectively use Search Engines and Directories, Communications Inventions, and How the Internet Works. Students will be able to: identify the role of technology in a variety of careers; identify, as intellectual property, work created using a computer; discriminate between ethical and unethical access to information stored on a computer system. Students will learn the real-world applications of computers, as they use the computer and Web 2.0 tools to create a brochure, a digitalized version of themselves on Voki, a comic strip, and an animated storybook in Story-Jumper. Students will also learn to use Excel, Microsoft Word, Powerpoint, Prezi, and Animoto to present information in various projects.

8th Grade

Computer literacy continues along with the use of computers in the computer LAB and in centers in the classrooms. Besides terminology and understanding the various functions a computer can perform, students study the history of computers and look ahead into the future generations of computers and their possible uses. For students, who have progressed through the program, keyboarding skills have reached a high level of use and ability enabling them to use computers not only in the computer classroom setting, but across the curriculum in other areas such as the preparation of papers and presentations utilizing numerous software programs to enhance curricular objectives. In addition to understanding and using on-line services in the LAB, students continue with their use and application of databases and desktop publishing. Students will discuss several Internet safety topics such as: E-mail Safety; Students social, legal and ethical responsibilities when they use the Internet; Strategies students should know in order to effectively use resources on the Internet; and what information students should know about the past, present and future of the Internet. Students learn about and use spreadsheets and databases. Students will further be able to: identify commercial messages online and know how to protect their privacy; identify technological skills required for various careers; distinguish between different types of data as to which are public and which are private; state the need for protection of software and hardware from computer viruses. Students will learn the real-world applications of computers, as they use the computer and

Web 2.0 tools to create a brochure, a digitalized version of themselves on Voki, a comic strip, and an animated storybook in Story-Jumper. Students will also learn to use Excel, Microsoft Word, Powerpoint, Prezi, and Animoto to present information in various projects.

COMPUTER TEXTS

- 5th/6th Grade: Tech Knowledge SRA/McGraw-Hill; Paws

MUSIC

Special Programs

The children present special programs during different seasons of the year under their teachers' direction. These performances are opportunities for the children to practice stage manners and public speaking before audiences larger than their classroom groups. Examples of these special programs include the Christmas Concert, School Musical/Drama, Spring Concert, and Concordia Hand Bell Concert and many others.

School Choirs

Children enjoy singing praises to God in regular and special services. Elm Grove Lutheran has three grade-level choirs: Grades Kindergarten through 2nd -all students, Grades 3 through 5 -all students, Grades 3-8 -elective. In addition, students in grades 5 thru 8 have the opportunity to participate in several hand bell choirs or a performance basics course, which focuses on hand bells and recorders, in a two-year cycle.

Band/Instrument Lessons

Students in grades five through eight may take lessons on a band instrument through a program offered by a contracted band instructor. Individual and group lessons are offered during the school day. The instructor also provides lessons for students in fourth through eighth grade on stringed instruments. The cost, payable monthly, is the parents' responsibility. In addition to individual lessons, there are also weekly band rehearsals at school and a Saturday morning mass band practice at Milwaukee Lutheran or Martin Luther High School. Two mass band concerts are held each year.

ACADEMIC CONTESTS/EXHIBITIONS

During the school year, students are encouraged or in some cases required to participate in a number of extracurricular academic contests/exhibits. The classroom teacher will provide details and rules for these events. The following contests/exhibitions occur on an annual or bi-annual basis:

- Spelling Bee: Grade 3-8 (January)
- National Geographic Geography Bee: Grade 6-8 (December)
- Science Fair: All grades (March every other year)
- Knowledge Bowl: Grades 6-8
- Fine Arts Fair: All grades (In conjunction with the spring concert)

PAWS (POSITIVE ACTIVE WILDCAT STUDENTS)

PAWS Goals

- Students will grow in their faith as they demonstrate Christian love and concern for other through their actions.
- Students will develop leadership skills.
- Students will develop organizational skills.
- Students will learn to work together and share the work.
- Students will learn responsibility.
- Students will develop and utilize their God given talents for the benefit of others.
- Students will develop a sense of ownership in the school.

PAWS Duties & Responsibilities

- PAWS will sponsor two student events, one each semester and will be responsible for choosing, planning, and leading the event.
- PAWS will sponsor two service projects, one each semester and will be responsible for choosing, planning, and leading the project.
- PAWS members will be responsible for writing, getting approval, and reading the announcements every Friday morning.
- PAWS Members may also be asked to volunteer at events such as the PEP assembly, Spirit Tournament, etc.

To become a member of PAWS students in grades 5-8 must fill out an application form and be recommended by two middle school teachers. The application will be submitted to the PAWS Advisor. Students applying will then be interviewed by the advisor and another staff member using a set of predetermined questions. Based on their application form and the oral interview, the advisor and staff member may then choose up to two members from each class to serve in PAWS for the coming school year.

ATHLETICS

Students in grades five through eight are eligible to participate in the after school sports program at EGLS. A variety of sports are offered for both boys and girls including: Fall- girls softball, boys flag football, Winter- boys and girls basketball, Spring- girls and boys volleyball, co-ed soccer, and boys and girls track. Students do need to maintain a minimum C- average and not have a failing grade on their mid-quarter or quarterly report cards. Athletics are an important part of the EGLS program. However, academics must always take precedence.

STUDENT OF THE MONTH

Each month of the school year teachers nominate students for either Academic Leadership or Christian Leadership. A student of the month for each category is then elected from the

nominees. These students then have their names placed on a plaque in the Middle School hallway, are recognized in the school newsletter and have their name announced at chapel.

Revised: September 2014