

Foothills Academy Elementary Preparatory Curriculum 2010-2011



Multiage Grouping in Grades 1-6

Foothills Academy Elementary Preparatory (FAEP) teaches an academic curriculum based on the Standards and Objectives as prescribed by the Arizona Department of Education. This "body of knowledge" represents the pre-requisite skills and foundation needed for elementary students to achieve success at the middle and college preparatory level. The Standards are integrated across subject areas and grades and allow students to progress at their individual level of ability. Student success is measured with ongoing teacher assessments as well as periodic standardized testing.

Components of FAEP's Curriculum

Literacy



Social Studies



Sciences



Mathematics



Technology



Physical Education



Foreign Language



Art



Music/Drama





Literacy: The Foothills Academy "Balanced Literacy Program" combines reading and writing with projects that explore the topics of science and social studies. Students create projects and activities that are relevant to their language skills. Student's are guided through appropriate levels of reading that challenge them to deepen their understanding and to apply their reading skills to the understanding of classroom assignments. For example, fifth graders may be working on a project about Ancient Greece (a social studies standard), while at the same time using science skills related to the investigation and analysis of mummification (a science standard), in order to create a story or play that requires several language skills. This is an example of how a student can integrate several aspects of the entire curriculum together to create an exciting and relevant class project. The math of Ancient Greece is a perfect fit! How about drama, art, language...?

The Literacy Curriculum teaches the following Standards at each grade.

1. **The Reading Process**
 - * print concepts * phonemic awareness * phonics
 - * vocabulary * fluency * comprehension strategies
2. Comprehending Literary Text
 - * elements of literature * historical / cultural aspects of literature
3. Comprehending Informational Text
 - * expository * functional * persuasive
4. * **The Writing Process**
 - * pre-writing * drafting * revising
 - * editing * publishing
5. Writing Applications
 - * expressive *expository * functional * persuasive
 - * literary response * research
6. Writing Elements
 - * ideas & content * organization * voice * word choice
 - * sentence fluency * conventions



Social Studies Curriculum: The following topics are the themes of each grade in social studies, which include geography, history, civics, and economics.

6th grade studies prehistory, Mesopotamia, Egypt, China, India, Greece, Rome, religions, pre-Columbian civilizations, the Middle Ages, the Renaissance, the Reformation, and the Age of Enlightenment.

5th grade studies European Exploration, Colonialization, American Revolution, Wars, Democracy, Western Expansion, pre-Civil War, Civil War, and contemporary United States.

4th grade students study Native Americans, Spanish and Mexican Wars, the current United States and Arizona History.

3rd graders study Ancient Greece, early exploration, Civil War, and United States History.

2nd graders study early civilizations, Revolutionary War, building a new Nation, Westward expansion, and contemporary United States.

1st graders study symbols of America, maps, money, citizenship, sportsmanship, early civilizations, Pilgrims, Thanksgiving, and Community.



Science Curriculum: The following topics are the themes in each grade of science, which include the inquiry process, history of science, science in society, life and physical science, and earth and space science. The specific content of the topics are extensive and can be best viewed at the ADE web site: www.ade.state.az.us/standards/science



Mathematics Curriculum:

Strand 1: Number and Operations

Number sense is the understanding of numbers and how they relate to each other and how they are used in specific context or real-world application. It includes an awareness of the different ways in which numbers are used, such as counting, measuring, labeling, and locating. It includes an awareness of the different types of numbers such as whole numbers, integers, fractions, and decimals, the relationships between them, and when each is most useful. Number sense includes an understanding of the size of numbers, so that students should be able to recognize that the volume of their room is closer to 1,000 than 10,000 cubic feet.

Strand 2: Data Analysis, Probability, and Discrete Mathematics

This strand requires students to use data collection, data analysis, statistics, probability, systematic listing and counting, and the study of graphs. This prepares students for the study of discrete functions as well as making valid inferences, decisions, and arguments. Discrete mathematics is a branch of mathematics that is widely used in business and industry.

Strand 3: Patterns, Algebra, and Functions

Patterns occur everywhere in nature. Algebraic methods are used to explore, model and describe patterns, relationships, and functions involving numbers, shapes, iteration, recursion, and graphs within a variety of real-world problem solving situations.

Strand 4: Geometry and Measurement

Geometry is a natural place for the development of students' reasoning, higher thinking, and justification skills culminating in work with proofs. Measurement is the assignment of a numerical value to an attribute of an object, such as the length of a pencil.

Strand 5: Structure and Logic

Students evaluate situations, select problem-solving strategies, draw logical conclusions, develop and describe solutions, and recognize their applications.

For specific skills taught at each grade level in mathematics please refer to the Arizona State Department of Education web site at www.ade.state.az.us/standards/math.



Technology:

The Educational Technology Standard is divided into six categories which include the 6th grade benchmarks :

- Fundamental Operations and Concepts
- Social, Ethical and Human Issues
- Technology and Productivity Tools
- Technology and Communication Tools
- Technology Research Tools
- Technology Tools for Problem Solving and Decision Making

Refer to www.ade.state.az.us/standards/technology for details

Physical Education:

Strand 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

Strand 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Strand 3: Participates regularly in physical activity both during and beyond the structured physical education class.

Strand 4: Achieves and maintains a health-enhancing level of physical fitness.

Strand 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Strand 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.



Foreign Language: Spanish

www.ade.state.az.us/standards/fl/

Foothills Academy engages the service of Hispalia for Spanish Instruction.



Mission Statement *Enhance our community by increasing diversity through language and cultural awareness.*

SPANISH CURRICULUM

Objective:

The children will be able to describe themselves, their friends, objects and places. They will learn genders and sounds.

They will be able to build, use, and create questions and answers in the affirmative and/or negative sentence using the verbs and vocabulary used in class. They will be able to apply the knowledge of the new language in a creative way.

The students will be able to talk about their activities in different places, like at school, at home, at a park, at a bank, etc.

The students will be able to describe and make comparisons of people.

They will also use these expressions in order to prepare them to learn the present progressive and Future tense.

The students will be able to give orders in Spanish, looking to obtain results.

Evaluation:

. Posters with a minimum of twenty sentences and pictures and will be presented to the class for oral descriptions using the vocabulary taught.

- . The teacher will display the posters, and use them for information, references, and materials for the class.
- . Students will create presentations with pictures about the family.
- . They will create many sentences about themselves and their activities.
- . In groups students will make a city using all the vocabulary.
- . A five minute oral presentation about them will be required.
- . Students will construct a picture book of verbs organized by places.
- . They will obtain information about somebody and ask questions about that person in Spanish. They will write that information in complete sentences. Finally, they will make an oral presentation that will have 60 sentences, approximately.
- . The students will obtain information using the new tenses and vocabulary.

The Teaching Method

HISPALIA's success lies in the teaching method. HISPALIA's teaching method is based on the basic principles of linguistics: listening, understanding, repetition, speaking, creating, reading and writing. The HISPALIA's teaching method is flexible, individualized and fun. Through various types of activities, games and open discussions about real-life situations and current events, the students are encouraged to apply what they are learning to their own lives. They are encouraged to create and expand their knowledge of the language and culture at their own speed. In order to reach our learning objectives, Hispalia instructs through the use of small groups, providing a greater intensity of involvement, so that the quality of language practice is increased, along with the opportunities for feedback and monitoring, giving adequate guidance and preparation by the teacher.

Because the small group simulates natural conversational settings more closely than any other mode of classroom organization, it will most effectively combine all aspects of communication and will allow us to organize according to skill levels.



Art

Philosophy and Rationale for the Arts

The arts are essential in education for they provide students with the means to think, feel, and understand the world around them in ways unique and distinct from other academic disciplines. Arizona has recognized the importance of arts education for its students in a variety of ways, including:

- 1 • Requiring music and visual arts be taught in grades K-8
- 2 • Creating high quality certifications (endorsements) for teachers in the areas of dance, music, theatre and visual arts
- 3 • Requiring a fine arts high school credit for admission to our state's universities
- 4 • Adopting Academic Standards in the Arts, with rigorous, sequential guidelines for creating quality arts education for Arizona's students.



Music/Drama

The music/drama curriculum follows the Arizona Arts Standards for both general music and theater. As with other school curriculum, the music/drama curriculum supports other standards. For example, students work on a musical theater production that includes songs about American history, grammar and science. The songs each class performs are tied to what they are studying in their classes.

In general music, students explore a variety of musical styles and explore the ways music is integral to their lives. They study music history both factually and musically and learn to identify various composers through their music. They create music using percussive instruments and "found objects"

and write and arrange their own pieces. They learn to actively listen to music.

In the 3/4 grade class students begin learning music notation. They explore music writing in relation to mathematics and fractions and use visual tools to help them understand time signatures and rhythm composition. This composition is carried into the 5/6 grade classes where they add melodies to their compositions.

Drama is used to support the general music program. Students participate in a spring musical each year. The spring musical is a musical revue which relies heavily on songs and has little dialogue. Students learn the music and choreography. They learn how to work together, and learn the impact their effort, or lack thereof, has on everyone within the production. Teamwork is imperative to a strong theatrical production, and students are learning that teamwork through their rehearsal process.

In the studying of the vocal music for the production, students review the music theory they are learning. They note the time signatures, dynamics, rhythms, etc. to enhance the quality of their performance.

Prepared by Jim White, 2/2010