

# 6<sup>TH</sup> GRADE

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| <p><b>MATH</b></p>              | <p>Text: Saxon <i>Math 87</i>.<br/>         The course begins with an in-depth review of the four major math operations using whole numbers, decimals, and fractions. New concepts are added gradually while reinforcing those already learned. Percentages, ratios, exponents, basic geometry, graphing and solving equations are introduced. After completion of this course, a student will either continue with Algebra Readiness, Pre Algebra or Algebra I.</p>  |
| <p><b>SCIENCE</b></p>           | <p>Text: <i>Interactive Science</i>, Pearson Education, 2011.<br/>         The 6<sup>th</sup> grade science course teaches students the major concepts of earth and space science. The course offers an introduction to the basic knowledge of geology and astronomy. Through experimentation, hands-on manipulations, demonstrations, discussions, and lectures, students explore the fundamentals of earth science. Students understand how science is involved with everyday living and see daily applications of geology and astronomy. Students use the scientific method in their explorations of the many topics covered in class. Topics include: stars and galaxies, the solar system, weather, earthquakes, rocks and minerals, and natural resources.</p>  |
| <p><b>ENGLISH</b></p>           | <p>Texts: Warriner's <i>Handbook – Introductory Course</i>.<br/>         Prentice Hall <i>Literature</i>, Grade Eight Edition.<br/>         Sadlier-Oxford <i>Vocabulary Workshop</i>, Level B.<br/>         The 6<sup>th</sup> grade year focuses on Literature including short stories, poetry, novels, and plays. Additionally, students review the basics in grammar and writing with the goal of incorporating and successfully using these skills in writing and in speaking. Students practice and refine their writing of narrative, descriptive, persuasive, and expository compositions. To further improve their writing, students study and use new vocabulary words each week.<br/>         Reading list: <i>Across Five Aprils</i>, <i>Where the Red Fern Grows</i>, <i>The Diary of Anne Frank (the play)</i>, <i>Island of the Blue Dolphins</i>, <i>The Pearl</i>.</p> |
| <p><b>GEOGRAPHY HISTORY</b></p> | <p>Texts: Holt Rinehart Winston <i>The Complete School Atlas</i>.<br/>         Amsco School Publishers <i>Global Studies: Civilizations of the Past and Present</i>.<br/>         In order for students to be well prepared to study history, a strong basis in geography is both useful and desirable. Thus, the first semester of this course is spent studying world geography. Through an initial emphasis on general map reading and later memorization of the countries, capitals and physical features of our world, the students build a mental setting in which to place the main events of ancient, and especially Western history. Mastering this half of the course fosters the students' confidence and refines the skills requisite to the goals of the second semester.</p>  |
| <p><b>LATIN</b></p>             | <p>Text: Cambridge Press, <i>Cambridge Latin Course, Unit 1</i>.<br/>         Introduction to Latin presents the student to the Latin language. While vocabulary building, in both Latin and English is a primary concern, the ultimate objective remains that of the entire Latin program at Aquinas Academy, which is to prepare students to read original Latin literature. The first semester lends itself to the memorization of vocabulary, 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> declension nouns, and verbs of present tense. In the second half of the year other verb tenses are introduced. Said subjects are demonstrated within the context of Roman history and culture.</p>  |
| <p><b>RELIGION</b></p>          | <p>Text: Ignatius Press, <i>Following Christ Faith and Life Series Level 6</i>.<br/>         The 6th grade Religion course is devoted to the Ten Commandments, the Holy Mass, and at the end of the course the students learn about the Last Things. Sixth graders are making the transition from childhood to adulthood; this period of tension is a time when they are able to understand the faith more clearly and make it truly their own. The students are able to think independently and to participate in reasoned discussion. At this turning point, the students need to be guided to follow Christ with their whole mind and will. Thus, instructing the students in the formation of conscience and in the liturgical life of the Church is vitally important.</p>   |
| <p><b>STUDY SKILLS</b></p>      | <p>This course is designed to ease the transition from the primary to the middle school curriculum. In the first semester students work on study habits, scheduling, organizational skills, memorizing, taking notes, and taking various types of tests. Students are expected to incorporate what is learned in class into their core subject classes. The second semester focuses on public speaking techniques.</p>  |

# 7<sup>TH</sup> GRADE

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| <p><b>MATH</b></p>                 | <p>Text: McDougal Littel <i>Algebra Readiness</i>.<br/>The readiness course meets the needs of the student in the way to master the basic skills involved in the major math operations. These students strengthen their math foundation to prepare them for pre-algebra concepts.</p> <p>Text: Glencoe <i>Prealgebra</i>.<br/>This course creates a bridge between prior knowledge and future connections with an emphasis on ratios, proportions, percents and equations/expressions. It includes applications of algebra to geometry through line and angle relationships.</p> <p>Text: Glencoe <i>Algebra I</i>.<br/>7<sup>th</sup> grade Algebra is by teacher recommendation only. It is for the student who has demonstrated almost flawless excellence in Math 87. See course description in 8<sup>th</sup> grade curriculum.</p>                                       |
| <p><b>SCIENCE</b></p>              | <p>Text: <i>Interactive Science</i>. Pearson Education, 2011.<br/>Life Science is a hands-on, interactive curriculum emphasizing inquiry-based learning. Four modules will be completed: The Diversity of Life, Cells and Heredity, Human Body Systems, and Ecology and the Environment. Students will also be required to complete a Science Fair project over the course of the year in conjunction with their computer class.</p>   |
| <p><b>ENGLISH</b></p>              | <p>Texts: Warriner's <i>Handbook – First Course</i>.<br/>Prentice Hall <i>Literature</i>, Grade Nine Edition.<br/>Sadlier-Oxford <i>Vocabulary Workshop</i>, Level C.<br/>The 7<sup>th</sup> grade year refines the already acquired basic skills. Students should demonstrate these grammar and writing skills in their work, building on them as the year progresses. To this end, students concentrate on composing and using varied sentence and paragraph structures as they write compositions several paragraphs in length. Students strengthen their vocabulary through defining, spelling, and using new words each week. Short stories, poetry, novels, and plays are read, discussed, and analyzed throughout the year.<br/>Reading list: <i>The Hobbit</i>, <i>Johnny Tremain</i>, <i>Romeo and Juliet</i>, <i>Treasure Island</i>, <i>The Miracle Worker</i>.</p> |
| <p><b>HISTORY</b></p>              | <p>Texts: Greenblatt, Miriam &amp; Peter S. Lemmo, <i>Human Heritage: A World History</i>. New York: Glencoe, 1995.<br/>This course is a survey of Western Civilization from the beginning of civilization to the present. The main goal of the course is that the students gain knowledge and appreciation of Western Civilization. In order to more fully appreciate ourselves and the society we live in, it is important that we study the past, especially that which has directly impacted upon us. The history of Western Civilization is our history and studying it leads us to a truer knowledge of ourselves. The emphasis on human quest for truth, virtue, and the revival of Christian culture is explored in conjunction with the study of the Western heritage we share.</p>   |
| <p><b>LATIN</b></p>                | <p>Text: Cambridge Press, <i>Cambridge Latin Course, Unit 2</i>.<br/>The principal aim of the Latin I course is to begin to give the students skills and knowledge needed to read classical literature in the original Latin. To this end, in addition to the presentation of Latin morphology, syntax, and vocabulary, this course also supplies the students with a battery of drills, exercises, and carefully graded passages on which to best develop these skills. Furthermore, an emphasis is placed on understanding the sense of the language, as well as on the acquisition of its forms by rote.</p>  |
| <p><b>RELIGION</b></p>             | <p>Text: Ignatius Press, <i>Following Christ Faith and Life Series Level 7</i>.<br/>Religious education in the 7<sup>th</sup> grade is devoted to understanding the life of Grace which the Church nurtures in us primarily through the sacraments. As a preparation, the first six chapters deal with natural and supernatural revelation and lead up to the mission of Christ and His Church. The course enables students to understand the need for Grace in their lives and to understand ways to acquire it. The second part of this course seeks to explain how God shares His life with us in the sacraments, further defining the meaning of Grace and the many ways God provides for us to receive it.</p>  |
| <p><b>HIGH SCHOOL PREP - I</b></p> | <p>The aim of this weekly class period is to help students continue to develop the academic and social skills required as they move toward young adulthood. In addition to addressing time management, public speaking, social media, and manners, other topics may address service to others, minor household and auto maintenance, and consideration of various career interests.</p>  |

# 8<sup>TH</sup> GRADE

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| <b>MATH</b>                  | <p>Text: Glencoe <i>Prealgebra</i>.<br/>This course is a bridge between prior knowledge and future connections with an emphasis on ratios, proportions, percents, equations/expressions, and applications of algebra to geometry through line and angle relationships.</p>   |
|                              | <p>Text: Glencoe <i>Algebra I</i>.<br/>Algebra I provides the student with the basic tools necessary to progress in the academic sequence of high school mathematics: simplifying expressions, solving equations, solving algebraic problems, polynomials and factoring, systems of equations, and rational expressions.</p>   |
|                              | <p>Text: <i>Geometry</i> Holt McDougal.<br/>Geometry provides spatial relationships with regard to shape and measurement and introduces students to mathematical proof and logic. Broad categories include: basic geometric definitions and postulates; lines and planes; angle relationships; triangle congruence and similarity; right triangle trig; circles; area; perimeter, surface area, and volume of figures and solids.</p>  |
| <b>SCIENCE</b>               | <p>Text: <i>Interactive Science</i>, Pearson Education, 2011.<br/>8<sup>th</sup> grade science is an introduction to the basic knowledge of physics and chemistry. Through experimentation, demonstrations, discussions, and lectures students explore the fundamentals of physical science. Students understand how science is involved with everyday living and see daily applications of physics and chemistry. Students use the scientific method in their explorations of the many topics covered in class. Topics include: atoms and elements, motion, electricity, gravitation, matter and its phases, chemical reactions, and work and machines.</p>   |
| <b>ENGLISH</b>               | <p>Texts: Warriner's <i>Handbook – Second Course</i>.<br/>Prentice Hall <i>Literature</i>, Grade Ten Edition.<br/>Sadlier-Oxford <i>Vocabulary Workshop</i>, Level D.<br/>The 8<sup>th</sup> grade year continues to build on and refine the skills already acquired. Students write multi-paragraph compositions with assignments often generated by the literature materials they study, which includes short stories, poems, novels, essays, and plays. To further enhance writing, students study and use new vocabulary words each week. In addition, students learn the fundamentals of the research process in conjunction with the writing of a research paper in another of their academic classes. Reading list: <i>Animal Farm</i>, <i>Julius Caesar</i>, <i>The Red Badge of Courage</i>, <i>A Separate Peace</i>.</p> |
| <b>HISTORY</b>               | <p>Texts: Holt Rinehart Winston <i>The Story of America</i>.<br/>This course is a survey of United States History from the Age of European Exploration through World War I. The main goal of the course is that the students master knowledge of and gain appreciation for US History. In order to fully understand who we are as Americans today, we must examine the past. Through the lectures, assigned readings and exercises the students are given the instruction needed to accomplish the stated goal.</p>  |
| <b>LATIN</b>                 | <p>Text: Cambridge Press, <i>Cambridge Latin Course, Unit 3</i>.<br/>The chief aim of the Latin II course is to continue to give the students the skills and knowledge needed to read classical literature in the original Latin. In addition to the presentation of Latin forms, syntax, and vocabulary, this course also supplies the student with a battery of drills, exercises, and carefully graded passages on which to best develop these skills. Moreover, it is the firm belief of the instructor that the surest way to reap the optimal benefits from the study of classical Latin is to take seriously its invitation to reckon with the structure of meaning. Hence, for this reason, an emphasis is placed on understanding, rather than on acquisition by rote.</p>  |
| <b>RELIGION</b>              | <p>Text: Ignatius Press, <i>Our Life in the Church</i> Faith and Life Series Level 8.<br/>Religion 8 prepares the students to receive the sacrament of Confirmation. The first semester presents the origin, structure, and mission of the Church, culminating in a study of the saints in the history of the Church. The second semester gives the students the opportunity to become familiar with the sanctifying work of the Holy Spirit in the Church by examining the life of virtue, vocations, and the Christian in the world, including a unit on Confirmation capped by a daylong Confirmation retreat.</p>  |
| <b>HIGH SCHOOL PREP - II</b> | <p>The aim of this weekly class period is to help students continue to develop the academic and social skills required as they move toward young adulthood. In addition to addressing time management, public speaking, social media, and manners, other topics may address service to others, minor household and auto maintenance, and consideration of various career interests.</p>  |

# ART

The students build upon skills and techniques learned and push their creativity with an emphasis on the following:

- Adapt techniques and thematic matters to appropriate age groups
- Introduce students to more advanced medias
- Give the students more creative control in their projects
- More of an emphasis on skill mastery
- Quizzes on techniques, artists and periods in art history

The goal of middle school art, is to increase each child's ability to observe, and to be open to inspiration from the surrounding world and from inside themselves. The middle school students are introduced to more advanced forms of the medias they have already learned. Students are also introduced to new medias and techniques that build upon on skills previously learned. The students use skills learned in the past and are challenged to push these skills to new levels.

In art history, the students are tested on artists and time periods. They are also quizzed on their knowledge of techniques and terminologies.

# MUSIC

The goal of the general music department is to offer students the opportunity to study and appreciate music through the following medium:

- The singing of general song material in unison, as partner songs and in parts
- Experiencing music through Eurhythmics, which gives the student the opportunity of moving through music-a whole-body approach to music education
- Learning the use of percussion instruments through rhythmic exercises and games and as accompaniment to song material
- Developing an appreciation of music through the study of composers and their musical styles through various periods of music
- Listening to and analyzing various forms of music
- Understanding music in relation to history and culture, in close association with social studies lessons of the classrooms
- Learning to read music through an understanding of musical notation and the mechanics of music
- Performing and improvising music, using instruments the students study in private lessons situations

The above concepts are taught in each grade and according to the age-appropriateness of each level.

# COMPUTER SCIENCE

The middle school students will further develop their computer usage skills by using higher order thinking, creativity, research, analysis and interpretation skills to complete a variety of technology-based projects.

An emphasis is placed on increasing the students' knowledge of hardware and software terminology, improving typing and word processing skills, and the correct usage of the Internet as a safe tool for research. This is accomplished through the students' use of software, presentation, HTML, and productivity technologies.

# PHYSICAL EDUCATION

Students are taught according to the National Standards in Physical Education

1. Demonstrates competency in many movement form and proficiency in a few movement forms
2. Applies movement concepts and principles to the learning and development of motor skills
3. Exhibits a physically active lifestyle
4. Achieves and maintains a health-enhancing level of physical fitness
5. Demonstrates responsible personal and social behavior in physical activities settings
6. Demonstrates understanding and respect for differences among people in physical activity settings
7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

Physical education helps students learn to work with partners and groups, share equipment, take turns, and solve problems, as they develop physical coordination.

The above is taught through the following courses of study: individual fitness activities, social development/teamwork/cooperative games, sport skills/team play, playground games, dance/movement, and relays.

## AQUINAS ACADEMY

“A school in the Catholic Tradition: Academic Excellence, Lifelong Values”

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