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HOLY TRINITY EPISCOPAL SCHOOL

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# Curriculum Guide

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## Pre-kindergarten 3

Research confirms the value of early education for young children. Pre-kindergarten programs that support effective teaching practices have been shown to lead to important growth in children's intellectual and social development, which is critical to their future academic success. Quality programs that provide challenging but achievable curriculum engage children in thinking, reasoning, and communicating with others. With teacher direction and guidance, children respond to the challenge and acquire important skills and concepts. These guidelines are based on knowledge of theory and research about how children develop and learn; they reflect the growing consensus among early childhood professional organizations that a greater emphasis be placed on young children's conceptual learning, acquisition of basic skills, and participation in meaningful and relevant learning experiences.

# Holy Trinity Episcopal School – Curriculum Guide – Pre-kindergarten 3

	Language Arts	Mathematics
<b>CONTENT</b>	<p>(1)Listening Comprehension            (2)Vocabulary            (3)Verbal Expression            (4)Phonological Awareness            (5)Print and Book Awareness            (6) Letter Knowledge            (7)Shared and Modeled Reading, including stories, songs, poems, non-fiction, and classic literature            (8)Modeled, Shared, and Guided Writing</p>	<p>(1)Number and Operations            (2)Patterns            (3)Geometry and Spatial Sense            (4)Measurement            (5)Classification and Data Collection</p>
<b>SKILLS</b>	<p>(1) a. Listen with increasing attention for different purposes(e.g., to learn what happened in a story, to receive instructions, to converse with an adult or peer)                b. Understand and follows simple oral directions            (2)Shows a steady increase in listening and speaking vocabulary            (3) a. Speak in front of a group                b. Communicate needs, asks questions, expresses feelings, and shares ideas with both peers and adults                c. Use sentences of increasing length (three or more words) and grammatical complexity in everyday speech                d. Begin to engage in conversation and follows conversational rules (e.g., staying on topic and taking turns)                e. Respond to literature through discussion, dramatization, prediction, sequencing, and retelling            (4)Use rhyme, rhythm, and alliteration to demonstrate phonemic awareness            (5)a. Understand that reading and writing are ways to obtain information and knowledge, generate and</p>	<p>(1)a. Count by ones to 20                b. Use one-to-one correspondence to count objects                c. Recognize and write 4 or more numerals                d. Recognize and describe the concept of zero                e. Begin to identify first and last in a series                f. Use manipulatives to combine, separate, and name “how many” concrete objects            (2)Recognize, extend, and create simple patterns (AB, ABB, ABC) using physical movements (e.g., clap, stomp, clap, stomp...), manipulatives, and pictures            (3)a. Recognize, describe, and name 5 basic shapes (rectangle, square, circle, oval, and triangle)                b. Begin to use words that indicate where things are in space (e.g., beside, inside, behind, above, below)                c. Puts together puzzles of increasing complexity            (4 a. Cover or fill an area or shape with solids or liquids(tiles, ice cubes, water)</p>

	<p>communicate thoughts and ideas, and solve problems</p> <ul style="list-style-type: none"> <li>b. Recognize that print carries a message through labels, signs, and other forms in the environment</li> <li>c. Understand that letters are different from numerals</li> <li>d. Understand that illustrations carry meaning, but cannot be read</li> <li>e. Understand that a book has a title and an author</li> <li>f. Begin to understand that print runs from left to right and top to bottom</li> </ul> <p>(6)a. Identify 10 or more printed upper and lower case alphabet letters</p> <ul style="list-style-type: none"> <li>b. Begin to notice beginning letters in familiar words</li> <li>c. Begin to make some letter sound matches</li> </ul> <p>(7)a. Demonstrate an interest in books and reading through body language and facial expressions</p> <ul style="list-style-type: none"> <li>b. Enjoy listening to and discussing storybooks and informational books read aloud</li> <li>c. Frequently requests the re-reading of books</li> <li>d. Attempt to read independently</li> <li>e. Recognize favorite books by their cover</li> <li>f. Selects books to “read” based on personal criteria</li> <li>g. Understand that books and other printed resources are handled in specific ways</li> <li>h. Become increasingly familiar with narrative form and its elements by identifying characters and predicting events, plot, and the resolution of a story</li> <li>i. Connect information and events in books to real-life experiences</li> </ul> <p>(8)a. Recognize and writes first name</p> <ul style="list-style-type: none"> <li>b. Print/copy 6 or more letters of the alphabet</li> <li>c. Attempt to write messages as part of playful activity using pictures, symbols, letters, phonetic spelling, and known words</li> </ul>	<ul style="list-style-type: none"> <li>b. Begin to make size comparisons (e.g., taller than, smaller than, less, equal)</li> <li>c. Begin to categorize time intervals and uses language associated with time in everyday situations (e.g., in the morning, after snack)</li> <li>d. Begin to order two or three objects by size (e.g., largest to smallest)</li> <li>e. Use standard and non-standard measuring devices ( balance, tape measure, ruler, measuring cup, jar, clips, etc. to determine an object’s relative size, length, weight, or volume)</li> </ul> <p>(5)a. Match objects that are alike</p> <ul style="list-style-type: none"> <li>b. Describe similarities and differences between objects</li> <li>c. Participate in creating and interpret real and pictorial graphs</li> <li>d. Sort objects by characteristic (color, size, shape, etc.)</li> </ul>
<b>ASSESSMENT/ EVALUATION</b>	Teacher observation Student created products Letter ID and CAP components of the Observation Survey	Teacher observation Student created products

<b>RESOURCES</b>	<p>Print (big books, wordless books, trade books, class-made books, charts, poems, environmental labels)</p> <p>Paper, pencils, crayons, markers, ink pads, stencils</p> <p>Chalkboards and chalk</p> <p>Plastic letters, letter stamps, picture/word cards, alphabet strips and charts, alphabet books, games, sandpaper letters</p>	<p>Manipulatives</p> <p>Measurement devices</p> <p>Chalkboards and chalk</p> <p>Charts, posters, and games depicting shapes and numerals</p>

## Holy Trinity Episcopal School – Curriculum Guide – Pre-kindergarten 3

	<b>Social Studies</b>	<b>Science</b>
<b>CONTENT</b>	<b>Units</b>  Self Pets Neighborhoods Autumn/Pumpkins Winter/Christmas Valentines/Friends Somewhere over the Rainbow Kite/Weather Circus	<b>Units</b>  Self/ Five Senses Pets Autumn/Pumpkins Winter Somewhere over the Rainbow Spring Zoo Animals
<b>SKILLS</b>	<p>Build vocabulary by adding new words in everyday communication when listening and speaking</p> <p>Cooperate with others in a joint activity</p> <p>Identify and follow class rules</p> <p>Participate in classroom jobs and contribute to the classroom community</p> <p>Begin to examine a situation from another person’s point of view</p> <p>Identify common events and routines (e.g., snack time, storytime)</p> <p>Begin to categorize time intervals using words (e.g., today, tomorrow, next time)</p> <p>Recognize changes in the environment over time(e.g., growth, seasonal changes)</p> <p>Begin to understand cause-and-effect relationships(e.g., if someone goes outside in the rain, one will get wet)</p> <p>Identify common features in the home and school environment</p> <p>Begin to use words to indicate relative location (e.g., front, back, near, far)</p> <p>Identify common features of the local landscape (e.g., houses, buildings, streets)</p> <p>Understand the basic human needs of all people for food, clothing, and shelter</p> <p>Describe the roles, responsibilities, and services people assume within a community (home, school, neighborhood, and city)</p> <p>Learn basic concepts of history through stories, songs, and</p>	<p>Build vocabulary by adding new words in everyday communication when listening and speaking</p> <p>Ask questions about objects, events, and organisms</p> <p>Use senses to explore and describe objects, events, organisms, and simple experiments</p> <p>Begin to demonstrate safe practices and appropriate use of materials</p> <p>Compare objects and organisms and identify similarities and differences</p> <p>Sort objects and organisms into groups and begin to describe how groups were organized</p> <p>Participate in creating and using simple data charts</p> <p>Describe features of objects and characteristics of living and non-living things</p> <p>Describe animal characteristics and habitats</p> <p>Identify patterns, cycles, and changes in the environment</p> <p>Identify 11 basic colors by name (red, yellow, blue, green, orange, purple, pink, black, white, brown, and gray)</p> <p>Identify parts of the body and the five senses</p>

	poems Recognize similarities and differences when comparing cultures	
<b>ASSESSMENT/ EVALUATION</b>	Teacher observation Participation in class discussions Student created products	Teacher observation Participation in class discussions and projects Student created products
<b>RESOURCES</b>	Books, posters, pictures, poems, songs	Books, posters, pictures, poems, songs

## Holy Trinity Episcopal School – Curriculum Guide – Pre-kindergarten 3

	Physical/Health Education	Social Development
<b>CONTENT</b>	Throwing Catching Movement Stability Jumping / Landing Running Galloping Health and Safety Practices	Social Skills Responsibility Self Awareness Conflict Resolution
<b>SKILLS</b>	Demonstrate the principles of movement (e.g., in various directions, alone, with others, at various speeds) using locomotion, manipulation, and stability skill. Throw objects underhand, using one or two hands and large targets (e.g., toss a bean bag through a hoop). Catch objects of various sizes, shapes, and textures below the waist and using two hands (e.g., catch a utility or beach ball). Begin to develop pincer control in picking up objects Begin to practice self-help skills (e.g., zipping, buttoning) Begin to manipulate play objects that have fine parts Begin to use scissors Show awareness of name, location, and relationship of body parts Practice appropriate personal hygiene Begin to understand the need for exercise and rest Begin to recognize and select healthy food Identify safe and unsafe situations, actions, and materials.	Identify feelings/emotions and express them acceptably Demonstrate an awareness of social surroundings, including others' rights, feelings, and abilities Demonstrate self-reliance appropriately Demonstrate self-control by following rules in different contexts (classroom, field trips, lunchroom, Fine Arts, Spanish, etc.) Recognize situations, words, or actions that threaten safety or well-being Use a variety of simple strategies to solve social problems (ask for help, talk it over, leave the situation, give advice, etc.) Begin to share and cooperate with others Work collaboratively to complete a task (academically) or to participate in group play, invented games, or drama (socially) Begin to develop friendships with others State personal information (full name, age, birthday, state, school, teacher's name)
<b>ASSESSMENT/ EVALUATION</b>	Teacher observation	Teacher observation



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## Prekindergarten 4

# Holy Trinity Episcopal School – Curriculum Guide – Prekindergarten 4

	Language Arts	Mathematics
<b>CONTENT</b>	<p>Verbal communication            Shared and modeled reading, including stories, songs, poems, non-fiction, and classic literature            Conventions of print, Story Elements            Modeled, shared, and guided writing</p>	<p>Counting, Sorting            Patterns, Geometry            Number Sense, Measurement            Comparisons (greater than, less than, equal to)            Simple addition and subtraction</p>
<b>SKILLS</b>	<p>Speak in front of a group            Communicate needs, ask questions, express feelings, and share ideas with peers and adults            Listen and respond to literature through discussion, dramatization, prediction, sequencing, and retelling            Use rhyme, rhythm, and alliteration to demonstrate phonemic awareness            Identify and print upper and lower case letters (with at least 90% accuracy)            Produce and identify sounds represented by consonants, vowels, and digraphs            Recognize and write first and last name appropriately (using capital and lowercase letters)            Write simple messages using pictures, symbols, letters, phonetic spelling, and known words (encoding)            Begin to recognize and decode high frequency words, simple CVC words, word families</p>	<p>Use 1:1 correspondence to count objects            Sort objects by characteristic (color, size, shape, etc.)            Rote count to 60            Recognize and write numerals 0-20            Recognize and name 5 basic shapes (rectangle, square, circle, oval, and triangle)            Use manipulatives to solve simple story problems            Create and interpret simple graphs            Use standard measurement devices (balance, tape measure, ruler, measuring cup, etc.) to determine an object's relative size, weight, or volume            Extend and create simple patterns (AB, ABB, ABC)            Use mathematical terms to describe an amount in comparison to another (greater, less, equal)</p>
<b>ASSESSMENT/ EVALUATION</b>	<p>Teacher observation            Student portfolio            Letter Identification, Name Test, Dictation, and Concepts about Print components of the Observation Survey            DRA (Developmental Reading Assessment)</p>	<p>Teacher observation            Anecdotal records</p>
<b>RESOURCES</b>	<p>Print (big books, wordless books, trade books, class-made books, charts, poems, environmental labels)            Paper, pencils, crayons, markers, ink pads, stencils            Chalkboards and chalk            Plastic letters, letter stamps, picture/word cards, alphabet strips and charts, alphabet books, games, sandpaper letters</p>	<p>Manipulatives            Measurement devices            Chalkboards and chalk            Charts, posters, and games depicting shapes and numerals</p>

## Holy Trinity Episcopal School – Curriculum Guide – Prekindergarten 4

	<b>Social Studies</b>	<b>Science</b>
<b>CONTENT</b>	School (Communities) Families (Communities) Folk Tales (Traditions) Thanksgiving (Traditions) Christmas (Traditions) Alaska (Communities) Cowboys/Rodeo (Communities) Valentines (Traditions) Mother Goose & Classic Rhymes (Traditions)	Self/ Five Senses (Characteristics of Animals) Fall (Changes) Farm Animals (Characteristics of Animals) Winter (Changes) Zoo Animals (Characteristics of Animals) Spring (Changes) Seeds & Eggs (Changes) Ocean Animals (Characteristics of Animals)
<b>SKILLS</b>	Build vocabulary by adding new words in everyday communication Talk about time in relation to certain events Identify events that occur annually Describe the roles people assume within a community (home, school, neighborhood, and city) Learn basic concepts of history through stories, songs, and poems Recognize similarities and differences when comparing cultures Begin to comprehend another’s “point of view”	Build vocabulary by adding new words in everyday communication Use senses to explore and describe objects and simple experiments Identify patterns, cycles, and changes in the environment Name features of living and nonliving things Describe animal characteristics and habitats Identify 11 basic colors by name (red, yellow, blue, green, orange, purple, pink, black, white, brown, and gray) Identify parts of the body and the five senses
<b>ASSESSMENT/ EVALUATION</b>	Teacher observation Participation in class discussions	Teacher observation Participation in class discussions and projects
<b>MATERIALS</b>	Books, posters, pictures, poems, songs	Books, posters, pictures, poems, songs

## Holy Trinity Episcopal School – Curriculum Guide – Prekindergarten 4

	Physical/Health Education	Social Development
<b>CONTENT</b>	Throwing Catching Movement Stability Jumping / Landing Running Galloping Health and Safety Practices	Social Skills Responsibility Self Awareness Conflict Resolution
<b>SKILLS</b>	Demonstrate the principles of movement (e.g., in various directions, alone, with others, at various speeds) using locomotion, manipulation, and stability skill. Throw objects underhand, using one or two hands and large targets (e.g., toss a bean bag through a hoop). Catch objects of various sizes, shapes, and textures below the waist and using two hands (e.g., catch a utility or beach ball). Practice appropriate personal hygiene Identify safe and unsafe situations, actions, and materials.	Identify feelings/emotions and express them acceptably Demonstrate an awareness of social surroundings, including others' rights, feelings, and abilities Demonstrate self-reliance appropriately Demonstrate self-control by following rules in different contexts (classroom, field trips, lunchroom, Fine Arts, Spanish, etc.) Recognize situations, words, or actions that threaten safety or well-being Use a variety of simple strategies to solve social problems (ask for help, talk it over, leave the situation, give advice, etc.) Work collaboratively to complete a task (academically) or to participate in group play, invented games, or drama (socially) State personal information (full name, age, city, state, phone number, school, teacher's name)
<b>ASSESSMENT/ EVALUATION</b>	Teacher observation	Teacher observation



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# Kindergarten

# Holy Trinity Episcopal School – Curriculum Guide – Kindergarten

	Language Arts	Mathematics
<b>CONTENT</b>	Letter Recognition (Sight and Sound) Balanced Literacy Recognizing beginning, middle and ending sounds Rhyming short vowels, beginning blends, phonics and phonemic awareness, listening skills Basic sight words Daily journal, shared reading and independent reading, poetry Dictate stories and ideas Creating drama related to literature Scientific Spelling D’Nealian handwriting	Counting by 1’s, 2’s, 5’s, 10’s Patterns Sequencing Measurement Telling time to the hour and half hour Graphing Money recognitions (penny, nickel, dime, quarter) Geometry Addition Subtraction Comparisons
<b>SKILLS</b>	Identify upper and lower case letters Identify beginning middle and ending sounds Forms letters appropriately Use upper and lowercase letters appropriately Read simple sight words Uses inventive spelling for creative writing Sounds words out to read simple words Reading on a developmentally appropriate level	Rote and rational counting 0-100+ Create and extend patterns Sorting by various attributes Recognizing numerals in random order 0-100 Recognize and describe shapes Recognizing more or less Understanding and creating word problems Tallying Standard / non standard measurements Beginning addition and subtraction
<b>ASSESSMENT/ EVALUATION</b>	Teacher observation / feedback Self check of work Student portfolios Progress narratives Developmental Reading Assessment (DRA) Milestone booklet Spelling tests	Teacher observation / feedback Self check of work Student portfolios Progress narratives Milestone booklets Math tests
<b>MATERIALS / RESOURCES</b>	Books, Poems Take home readers Literacy Games Literacy Centers Everyday Spelling First Grade Ed. – Text Book D’Nealian Handwriting –Text Book	Teacher-made materials Books Calendar Wall Everyday Math Games and Activities Visual Aides Math Centers Manipulatives

# Holy Trinity Episcopal School – Curriculum Guide – Kindergarten

	Social Studies	Science
<b>CONTENT</b>	Family Self Concept Nursery rhymes Folk & Fairy Tales Native Americans Pilgrims Christmas Traditions Around the World Wild Wild West	Trees/Plants Insects Harvest/Apples & Pumpkins Seasons Mammals Nocturnal Creatures Penguins & Polar Bears Rainforest Ocean Life
<b>SKILLS</b>	Problem Solving Critical thinking Participation Brainstorming Group Work / Cooperative Learning Value Awareness Building Vocabulary	Sorting / Classifying Building Vocabulary Problem Solving Cause and Effect Predicting Charting, Measuring, Graphing Estimating Cooperative Learning
<b>ASSESSMENT/ EVALUATION</b>	Teacher observation feedback Group discussions Participation Writing / Illustrating Projects / Oral Presentations Brainstorming	Teacher observation / feedback Participation Writing / Illustrating Projects Experiments Science Centers Exploration
<b>MATERIALS</b>	Teacher-made materials Books Newspapers Magazines Visual Aides Field trips Guest speakers Maps / Globe	FOSS kits Teacher-made materials Books Newspapers Magazines Visual Aides Field trips Guest speakers Lab Kits



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# First Grade

# Holy Trinity Episcopal School – Curriculum Guide – First Grade

	Language Arts	Mathematics
<b>CONTENT</b>	Reading workshop <ul style="list-style-type: none"> <li>• Age-appropriate novels</li> <li>• <i>Wright Group</i> leveled readers</li> </ul> Writing workshop <ul style="list-style-type: none"> <li>• Daily journaling</li> <li>• Editing – self, peer and teacher</li> </ul> Spelling <ul style="list-style-type: none"> <li>• Weekly spelling assessments</li> <li>• Creative, phonetic spelling</li> </ul> Handwriting <ul style="list-style-type: none"> <li>• D’Nealian</li> </ul>	Time Money Number grids, Number lines Geometry Algebra Measurement Data and chance Estimation Mental math Problem solving Patterns Functions Sequencing Procedural thinking
<b>SKILLS</b>	Read independently for information and enjoyment Fluency Follow oral and written directions Write creatively for enjoyment and in response to information Incorporate the form and mechanics of writing through daily journaling: capitalization, punctuation, sentence construction Parts of speech Capitalization, punctuation, sentence construction Proper form for D’Nealian handwriting	Time to the minute Money – all Measurement – inch, foot, yard, centimeter, meter, pounds, ounces, gram, kilogram Addition, subtraction Solving number grid puzzles Negative numbers
<b>ASSESSMENT/ EVALUATION</b>	Reading checks, oral reading Weekly spelling assessments Journal progress Teacher observation Comprehension checks Teach and peer editing	Timed math fact assessments Math boxes Teacher observation Unit reviews Self assessments
<b>MATERIALS</b>	Teacher-made games for language Books Teacher-made books Phonetic games	

# Holy Trinity Episcopal School – Curriculum Guide – First Grade

	Social Studies	Science
<b>CONTENT</b>	Pioneering: Connecting the past, to the present and the future. A year-long study of the pioneers of the past, present and future. Social Studies content is integrated throughout the curriculum	Air and Weather  Balance and Motion  Solids and Liquids  New Plants
<b>SKILLS</b>	Teamwork Problem solving Critical thinking Research Participation Brainstorming Map Reading Reporting	Teamwork Investigation Data gathering organization Predicting Drawing conclusions Reporting
<b>ASSESSMENT/ EVALUATION</b>	Teacher observation Group and individual projects Writing Class discussion Presentation Finished products	Teacher observation / feedback Participation Writing / class books Projects Presentations Finished products
<b>MATERIALS</b>	<i>Little House</i> books <i>Dear America</i> Journals Internet Field Trips	Teacher-made materials Magazines for children FOSS kits Visual aides, Literature Field trips Guest speakers, Newspaper



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## Second Grade

## Holy Trinity Episcopal School – Curriculum Guide – Grade 2

	Language Arts	Mathematics
<b>CONTENT</b>	Reading workshop Writing workshop Spelling Handwriting	Variables Algebra Chance and probability Geometry and spatial sense Measures and measurement Numeration and order Operations Patterns Functions Sequences Reference frames Procedural thinking Estimation and Mental Math Number sense Problem solving
<b>SKILLS</b>	Reading independently for information and enjoyment Fluency-correct spelling Following written and oral directions Grammar-parts of speech-sentence construction Editing – self and peer Writing form – types of sentences, paragraphs and reports Mechanics – punctuation - capitalization	Time to the minute Money – all Measurement – inch, foot, yard, centimeter, meter, pounds, ounces, gram, kilogram Addition, subtraction, multiplication facts Solving number grid puzzles Negative numbers
<b>ASSESSMENT/ EVALUATION</b>	Reading checks – oral reading Weekly spelling assessments Journal progress Teacher observation Comprehension checks Teacher and peer editing	Times tests for math facts Teacher observation Math facts unit review Self-assessments
<b>MATERIALS</b>	Novels Guided reading books (Wright Group) Journals Computer Word Wall Dictionary and Thesaurus Classroom and Public Libraries Teacher-made games	<i>Everyday Mathematics</i> – Grade 2 Supplemental resource books Teacher made materials

## Holy Trinity Episcopal School – Curriculum Guide – Grade 2

	<b>Social Studies</b>	<b>Science</b>
<b>CONTENT</b>	Exploration and westward expansion Exploring communities past and present Space exploration	Balance & Motion Pebbles, Sand and Silt Air and Weather New Plants Solids & Liquids Space Exploration
<b>SKILLS</b>	Discussion and speaking skills Dramatization and oral reading skills Vocabulary development Research and note taking skills Report and writing skills Study skills Map and globe skills	Classifying Measuring Observing Experimenting Communication Predicting Identify steps of the scientific method Inferring Controlling variables
<b>ASSESSMENT/ EVALUATION</b>	Class participation and discussion Teacher observation Tests / quizzes Short answer questions Cooperative learning Reports and products	Labs / Quizzes Teacher observation Daily work
<b>MATERIALS</b>	Communities textbook Teacher created materials / texts Novel Studies Field Trips	<b>FOSS Kits</b> Internet quests Teacher created materials / texts



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## Third Grade

# Holy Trinity Episcopal School – Curriculum Guide – Grade 3

	Language Arts	Mathematics
<b>CONTENT</b>	<p>Reading Comprehension, prediction, main idea and details, inference, analysis, comparing and contrasting, vocabulary development, dictionary skills, learning elements of poetry, and oral independent reading</p>	<p>Variables and Algebra Chance and probability Geometry and spatial sense Measures and measurement Numeration and order Operations and Functions Patterns and Sequences Reference frames Procedural thinking and Problem solving Estimation and Mental Math Number sense</p>
<b>SKILLS</b>	<p>Reading and listening comprehension: main idea of chapter, details about characters and setting, identifying problems and solutions, visualizing, interpreting words with multiple meanings, analyzing cause and effect relationships, making inferences and sequencing, relating facts to historical fiction Making predictions and drawing conclusions Using context clues for vocabulary words Grammar Oral, silent and independent reading</p>	<p>Time to the minute Area and Perimeter Place Value Comparing numbers Extend multiplication and division facts with fact families Money Measurement –Metric and customary length, weight, and capacity Addition, subtraction, multiplication, and division facts Explore number grids Classify angles Identify and construct 2-D and 3-D figures Negative numbers</p>
<b>ASSESSMENT/ EVALUATION</b>	<p>Teacher observation Student created materials, book reports Comprehension and vocabulary quizzes\class discussions</p>	<p>Quizzes Timed Tests Daily Work Projects</p>
<b>MATERIALS</b>	<p>Teacher created materials Novels and trade books Class and public libraries Student created projects Independent reading Literature circles <i>Grammar, Usage, and Mechanics</i>- Grade 4 <i>Sadlier- Oxford Vocabulary Workshop</i>- Grade 3</p>	<p><i>Everyday Mathematics</i> – Grade 3 Manipulatives Timed Tests</p>

# Holy Trinity Episcopal School – Curriculum Guide – Grade 3

	Social Studies	Science
<b>CONTENT</b>	Community Map and globe skills Longitude and latitude Continents American Landmarks Fifty states and capitals Economics	Vertebrates / Invertebrates Solar System Earth Materials Magnetism Chemistry- Mixtures and Solutions Science Fair
<b>SKILLS</b>	Discussion and speaking skills Dramatization and oral reading Vocabulary development Research skills and note taking Report and writing skills Study skills Plotting coordinates Wiring activities – haiku, Venn, creative stories	Classifying Measuring Observing Experimenting Communicating Predicting Identify steps of the scientific method
<b>ASSESSMENT/ EVALUATION</b>	Class participation and discussion Teacher observation Tests Essay tests Short answer questions Cooperative learning	Labs / Quizzes Teacher Observation Daily work
<b>MATERIALS</b>	Teacher created materials <i>HBJ Communities- grade 3</i>	FOSS Kits Internet Quests Teacher created materials / texts



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## Fourth Grade

# Holy Trinity Episcopal School – Curriculum Guide – Grade 4

	Language Arts	Mathematics
<b>CONTENT</b>	Reading: Elements of literature Comprehension Vocabulary development Oral and independent reading English: Grammar Usage Mechanics Writing – creative and expository Spelling	Numeration and order Measurement and reference frames Operations Mental arithmetic Fraction concepts and addition/subtraction of fractions Data and chance Geometry and spatial sense Patterns, functions, and algebra
<b>SKILLS</b>	Identify and discuss elements of literature: genre, setting, character, conflict, inciting force, rising action, climax, falling action, theme Summarize, identify details, compare, make predictions and inferences, apply concepts to personal experiences and other literary selections Identify subject, predicate, direct and indirect objects Identify and use parts of speech – nouns, pronouns, verbs, adjectives, and adverbs Use correct punctuation – capital letters, end marks, commas, semicolons, quotation marks Demonstrates correct word usage Writing – multi-paragraph descriptive, narrative, persuasive, compare/contrast, how-to, advantages/disadvantages, and reports Speaking – speeches and oral presentations	Read and write numbers- thousandths through billions Read and write numbers in exponential notation and expanded form Compare fractions; regions, and sets Rename fractions (tenths, hundredths) as decimals Add/subtract larger numbers Multiply/divide by 2-digit numbers Calculate area/perimeter Convert customary and metric units of measure Demonstrate proficiency in basic facts Classify and measure angles Make compass and straightedge constructions Collect, organize display data and identify data landmarks
<b>ASSESSMENT/ EVALUATION</b>	Comprehension questions Unit tests – spelling, vocabulary, English, and novel tests Creative and expository writing Projects Literature circle activities	Quizzes Tests Projects
<b>MATERIALS</b>	Novels : <i>Everyday Spelling</i> – Grade 5 <i>Shiloh</i> <i>Vocabulary Workshop</i> – Grade 5 <i>Ella Enchanted</i> <i>Grammar, Usage, and Mechanics</i> (5) <i>The Sign of the Beaver</i> <i>In the Year of the Boar and Jackie Robinson</i> <i>Mrs. Frisby and the Rats of NIMH</i> <i>Hatchet</i> <i>Homer Price</i> Miscellaneous short stories and poetry selections	<i>Everyday Mathematics</i> – Grade 4 Miscellaneous supplemental problem-solving, pattern recognition, visual thinking, and logic activities

# Holy Trinity Episcopal School – Curriculum Guide – Grade 4

	Social Studies	Science
<b>CONTENT</b>	Geographic terminology Map skills – longitude / latitude, map keys / legend/ compass rose, scale Vocabulary Texas geography Texas climate Texas resources and industries Texas cities Famous Texans Texas history Native Americans of Texas	Plants Electricity Weather Human Body Light Sound Matter Science fair
<b>SKILLS</b>	Identify and describe the four major regions, including climate, landforms, resources, and economic activity Read and compare maps – road maps, climate, ocean current, time zone, altitude, grids Graphs and plotting – pie chart, timeline, double bar Create maps Compare photographs and maps Locate textual information	Classifying Observing Measuring Experimenting/identifying and controlling Communicating Predicting Inferring Gathering information Graphing results Locating textual information
<b>ASSESSMENT/ EVALUATION</b>	Completion of study guides Quizzes Tests Projects Creative writing Expository writing	Completion of study guides Labs Quizzes Tests Projects
<b>MATERIALS</b>	<i>Explore Texas</i> Trade books	<i>McGraw Hill Science (5<sup>th</sup>)</i> FOSS Variables Kit Trade books



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## Fifth Grade

# Holy Trinity Episcopal School – Curriculum Guide – Grade 5

	Language Arts	Mathematics
<b>CONTENT</b>	Novel Biography Short stories Poetry Non-fiction trade books Newspapers Genre Identification Comprehension skills Journaling/Creative writing	Numeration and order Measurement and reference frames Operations with Whole Numbers, Fractions & Decimals Data and chance Geometry and spatial sense Patterns, functions, and algebra
<b>SKILLS</b>	Comprehension, Character analysis, Figurative language Point of view, Cause and effect Vocabulary Affixes Setting a purpose of reading, Visualization Making connections, Story structure, Main idea Electing books Genre identification Sentence structure, parts of speech, diagramming sentences, Punctuation Spelling	Read and write numbers; thousandths through millions Read and write numbers in exponential notation and expanded form Compare fractions; regions and sets Rename fractions (tenths, hundredths) as decimals Add/subtract/multiply/divide 2 digit numbers Calculate area/perimeter Convert customary and metric units of measure Demonstrate proficiency in basic facts Classify angles Compass and straightedge constructions Collect, organize display data and identify data landmarks
<b>ASSESSMENT/ EVALUATION</b>	Tests / quizzes Portfolio/ book projects Essays Discussions Oral presentations/Written presentation	Quizzes Tests Projects
<b>MATERIALS</b>	Short stories Poetry Class literature Reader’s response journals Literature circles Non-fiction trade books Newspapers Independent reading <i>Grammar Usage and Mechanics – Grade 5</i> <i>Everyday Spelling – Grade 5</i> <i>Vocabulary Workshop – Grade 5</i> Journals Creative writing portfolios Don’t Forget to Fly	<i>Everyday Mathematics – Grade 5</i>

# Holy Trinity Episcopal School – Curriculum Guide – Grade 5

	Social Studies	Science
<b>CONTENT</b>	Pre-historic World The Rise of Civilizations: Egypt, Mesopotamia Civilization & Empire: Ancient Greece, Rome The Middle Ages Renaissance & Reformation Non-Western Civilizations & World Religions	Plate Tectonics: Earthquakes & Volcanoes Rocks and Minerals Force & Motion Simple Machines Astronomy & Space Science Science Fair
<b>SKILLS</b>	Analyze graphic data and images Make valid generalizations Identify Frame of reference/Point of view Decision making/Problem solving Synthesize information Create/Use special purpose maps Identify main ideas/ Summarize Identify cause and effect/ Make predictions	Observing Questioning Classifying Experimenting Measuring Predicting Steps of the Scientific Method Inferring Designing Experiments Drawing conclusions Controlling variables
<b>ASSESSMENT/ EVALUATION</b>	Written and oral quizzes and tests Responsive essays Creative individual and group projects Map making and reading	Labs Quizzes Tests Projects Teacher observation Daily work
<b>MATERIALS</b>	Textbook: <i>World History: Connections to Today</i> , Pearson Prentice Hall Reference and Non-Fiction books Historical Novels Videos, Internet Field Trips	McGraw Hill Science- Level 6 Internet Teacher Created Materials



HOLY TRINITY EPISCOPAL SCHOOL

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## Sixth Grade

# Holy Trinity Episcopal School - Curriculum Guide – 6<sup>th</sup> Grade

	Language Arts	Mathematics
<b>CONTENT</b>	Novel Short stories Poetry Research Drama Classical mythology Spelling Vocabulary	Numeration Operations and computation Patterns, functions, and algebra Geometry Measurement and reference frames Data and chance
<b>SKILLS</b>	Literary analysis (point of view, character analysis, plot development, conflict and resolution setting analysis, genre identification, interpreting imagery)  Figurative language (metaphor, simile, personification, imagery, symbolism) Vocabulary development Paragraph writing Composition & Essay Writing	Read and write numbers; millions through trillions Read and write numbers in exponential notation and expanded form Convert between fractions/decimals/percents Add/subtract/multiply/divide fractions, mixed numbers, and decimals Use formulas to solve problems Classify angles Use properties of angles formed by intersecting lines Construct and explore properties of polygons Verify the Pythagorean Theorem Collect, organize, display data and identify data landmarks
<b>ASSESSMENT/ EVALUATION</b>	Tests Quizzes Portfolio Book projects Essays Discussions	Quizzes Tests Projects
<b>MATERIALS</b>	Short stories Novels Poetry <u>Elements of Literature</u> , Holt, Reinhart & Winston <u>BK English</u> , Barrett Kendall <u>Vocabulary Workshop</u> , Sadlier/Oxford Levels A & B <u>Everyday Spelling</u> , Scott/Forseman, Addison/Wesley Grade 6	<i>Everyday Mathematics – Grade 6</i>

# Holy Trinity Episcopal School - Curriculum Guide – 6<sup>th</sup> Grade

	Social Studies	Science
<b>CONTENT</b>	U.S. History Pt. 1 Pre-Colonial Period: Indigenous Peoples & European Exploration Colonial Period: Colonization & The Struggle for Independence Building A New Government & Expanding A Nation Pre-Civil War Period	Cell Processes and Genetics Bacteria and Viruses Protists and Fungi Sponges, Cnidarians, and Worms Mollusks, Arthropods, Echinoderms Fishes, Amphibians, Reptiles Birds and Mammals Body Systems Ecosystems and Biomes
<b>SKILLS</b>	Research: Directed and Independent Application of Map Skills Cause and Effect Chronological Reasoning Note-Taking Cultural Impact Conflict and Resolution Writing based on historical facts Organizational and Study Skills Compare & Contrast	Classifying / Experimenting Measuring / Communication Predicting Identify steps of the scientific method Inferring Designing Experiments Drawing conclusions Controlling variables
<b>ASSESSMENT/ EVALUATION</b>	Oral presentations, recitation Written and Oral Quizzes & Tests Research Group and Individual Projects Teacher observations Responsive and creative writing	Labs / Quizzes Teacher observation Daily work
<b>MATERIALS</b>	Textbook: <u>Call to Freedom</u> , Holt Reinhardt & Winston Reference and Non-Fiction books Historical Novels Videos, Internet Field Trips	Textbook: <u>Science Explorer: Life Science</u> , Prentice Hall Labs Field Trips



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HOLY TRINITY EPISCOPAL SCHOOL

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## Seventh Grade

# Holy Trinity Episcopal School - Curriculum Guide – 7<sup>th</sup> Grade

	Language Arts	Mathematics
<b>CONTENT</b>	<p>Novel Short stories Poetry Research Drama Traditional Literature Spelling Vocabulary</p>	<p>Pre-Algebra: Geometry Measurement Statistics/Data Analysis Patterns and Functions Coordinate Graphs and Equations</p>
<b>SKILLS</b>	<p>Literary analysis (point of view, character analysis, plot development, audience analysis, genre identification, interpreting imagery, theme) Figurative language (metaphor, simile, personification, imagery, symbolism) Vocabulary development Compare/Contrast Analyze tone and mood Formal Essay Writing</p>	<p>Pre-Algebra Read and write numbers in exponential notation and expanded form. Convert between fractions/decimals/percents. Add, subtract, multiply, and divide fractions, mixed numbers, and decimals. Use formulas to solve problems. Classify angles &amp; polygons. Verify and use the Pythagorean Theorem. Collect, organize, and display data and identify data landmarks. Determine solutions to number sentences.</p>
<b>ASSESSMENT/ EVALUATION</b>	<p>Tests Quizzes Portfolio Book projects Essays Discussions</p>	<p>Quizzes Tests Projects</p>
<b>MATERIALS</b>	<p>Short stories Poetry <u>Elements of Literature</u>, Holt/Reinhardt &amp; Winston <u>BK English</u>, Barrett Kendall <u>Vocabulary Workshop</u>, Sadlier/Oxford Levels B &amp; C <u>Everyday Spelling</u>, Scott/Forseman, Addison/Wesley Grades 7, 8</p>	<p><u>Transition Mathematics</u>, Prentice Hall UCSMP</p>

# Holy Trinity Episcopal School - Curriculum Guide – 7<sup>th</sup> Grade

	Social Studies	Science
<b>CONTENT</b>	<p>Texas History</p> <ul style="list-style-type: none"> <li>• Texas Geography</li> <li>• Native Texans</li> <li>• Early explorers</li> <li>• Missions &amp; Spanish Rule</li> <li>• Road to independence</li> <li>• Becoming a republic</li> <li>• Pioneer life</li> <li>• Statehood</li> <li>• Civil War &amp; reconstruction</li> <li>• Farming – Ranching</li> <li>• Oil Boom</li> <li>• WWI &amp; Depression</li> <li>• Civil Rights</li> <li>• Texas Constitution &amp; State Government</li> </ul>	<p>Earth Science</p> <ul style="list-style-type: none"> <li>• Topography</li> <li>• Rocks &amp; Minerals</li> <li>• Plate Tectonics</li> <li>• Earthquakes &amp; Volcanoes</li> <li>• Soil Formation</li> <li>• Erosion &amp; Deposition</li> <li>• Geologic Time</li> <li>• Energy Resources</li> <li>• Fresh Waters &amp; Oceans</li> <li>• Weather &amp; Climate</li> <li>• Astronomy</li> </ul>
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>• Mapping &amp; Mapping</li> <li>• Main Ideas &amp; Summarization</li> <li>• Critical Thinking &amp; Predicting</li> <li>• Reading diagrams, bar graphs, line graphs</li> <li>• Fact &amp; opinion / cause &amp; effect</li> <li>• Identifying control issues and alternatives</li> <li>• Drawing conclusions</li> <li>• Current events – analyzing newspaper articles &amp; political cartoons</li> </ul>	<p>Classifying / Experimenting            Measuring / Communication            Predicting            Identify steps of the scientific method            Inferring            Designing Experiments            Drawing conclusions            Controlling variables</p>
<b>ASSESSMENT/ EVALUATION</b>	<p>Written and oral quizzes and tests            Responsive essays            Creative group projects            Map reading            Oral reports            Written reports            Individual projects</p>	<p>Labs / Quizzes            Teacher observation            Daily work            Projects</p>
<b>MATERIALS</b>	<p>Textbook: <u>Texas and Texans</u> by Glencoe McGraw-Hill            Reference and Non-Fiction books            Historical Novels            Videos, Internet            Field Trips</p>	<p>Textbook: <u>Science Explorer: Earth Science</u>, Prentice Hall            Labs            Field Trips</p>



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HOLY TRINITY EPISCOPAL SCHOOL

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## Eighth Grade

# Holy Trinity Episcopal School - Curriculum Guide – 8<sup>th</sup> Grade

	Language Arts	Mathematics
<b>CONTENT</b>	<p>Novel Short stories Poetry Research Drama Traditional Literature Spelling Vocabulary</p>	<p>Algebra 1: Operations with variables Linear Equations Quadratic Equations Factoring Polynomials Functions</p>
<b>SKILLS</b>	<p>Literary analysis (point of view, character analysis, plot development, audience analysis, genre identification, interpreting imagery, theme) Figurative language (metaphor, simile, personification, imagery, symbolism) Vocabulary development Compare/Contrast Analyze tone and mood Formal Essay Writing</p>	<p>Algebra 1: Combine terms and simplify. Solve &amp; graph linear equations. Solve and graph quadratic equations. Factor polynomials. Define and manipulate functions.</p>
<b>ASSESSMENT/ EVALUATION</b>	<p>Tests Quizzes Portfolio Book projects Essays Discussions</p>	<p>Quizzes Tests Projects</p>
<b>MATERIALS</b>	<p>Short stories Poetry <u>Elements of Literature</u>, Holt/Reinhardt &amp; Winston <u>BK English</u>, Barrett Kendall <u>Vocabulary Workshop</u>, Sadlier/Oxford Levels B &amp; C <u>Everyday Spelling</u>, Scott/Forseman, Addison/Wesley Grades 7, 8</p>	<p><u>Algebra 1</u>, Prentice Hall UCSMP</p>

# Holy Trinity Episcopal School - Curriculum Guide – 8<sup>th</sup> Grade

	Social Studies	Science
<b>CONTENT</b>	<p>U.S. History</p> <ul style="list-style-type: none"> <li>• Discovery of the New World</li> <li>• The Colonial Period</li> <li>• The American Revolution</li> <li>• The Constitution</li> <li>• Expansion of the Nation</li> <li>• North vs. South</li> <li>• The Civil War</li> <li>• Reconstruction</li> <li>• The Industrial Revolution</li> <li>• World War 1</li> </ul>	<p>Physical Science</p> <ul style="list-style-type: none"> <li>• Matter</li> <li>• Atoms</li> <li>• Chemical Bonds &amp; Reactions</li> <li>• Forces &amp; Motion</li> <li>• Energy, Work, &amp; Machines</li> <li>• Sound &amp; Light</li> <li>• Electricity &amp; Magnetism</li> </ul>
<b>SKILLS</b>	<p>Analyze graphic data and images            Make valid generalizations            Identify Frame of reference/Point of view            Decision making/Problem solving            Synthesize information            Create/Use special purpose maps            Identify main ideas/ Summarize            Identify cause and effect/ Make predictions</p>	<p>Classifying / Experimenting            Measuring / Communication            Predicting            Identify steps of the scientific method            Inferring            Designing Experiments            Drawing conclusions            Controlling variables</p>
<b>ASSESSMENT/ EVALUATION</b>	<p>Written and oral quizzes and tests            Responsive essays            Creative group projects            Map reading</p>	<p>Labs / Quizzes            Teacher observation            Daily work            Projects</p>
<b>MATERIALS</b>	<p>Textbook: <u>Call to Freedom</u>, Holt Reinhardt &amp; Winston            Reference and Non-Fiction books            Historical Novels            Videos, Internet            Field Trips</p>	<p>Textbook: <u>Science Explorer: Earth Science</u>, Prentice Hall            Labs            Field Trips</p>



# HOLY TRINITY EPISCOPAL SCHOOL

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## Art

# Holy Trinity Episcopal School - Curriculum Guide – Art

<b>Pre-Kindergarten</b>	
<b>Overall Expectations</b>	<ul style="list-style-type: none"> <li>• produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences);</li> <li>• use the elements of design (color, line, shape, form, space, texture), in ways appropriate for this grade, ;</li> <li>• describe how the ideas in a variety of art works relate to their own knowledge and experience;</li> <li>• use correctly vocabulary and art terminology associated with the specific expectations for this grade.</li> </ul>
<b>Knowledge of Elements</b>	<ul style="list-style-type: none"> <li>• recognize and name the primary colors of pigment (red, blue, yellow);</li> <li>• identify the value of a color (i.e., distinguish between lighter and darker tones of a color);</li> <li>• describe different kinds of lines (e.g., jagged, broken, straight, curved);</li> <li>• identify the horizon line;</li> <li>• distinguish between geometric and organic shapes and forms;</li> <li>• describe the texture of various familiar objects (e.g., rough, smooth, slippery, wet), using vocabulary and terminology appropriate for this grade;</li> <li>• identify a variety of art tools, materials, and demonstrate understanding of their proper and safe use (e.g., brushes, sponges, fingers, sticks for painting; modeling clay for making sculptures).</li> </ul>
<b>Creative Work</b>	<ul style="list-style-type: none"> <li>• make artistic choices in their work;</li> <li>• produce two- and three-dimensional works of art ;</li> <li>• identify strengths and areas for improvement in their own art works (e.g., "I like the way I painted the dog. Next time I will use smaller brushes so I can make the fur look real").</li> </ul>
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>• describe the subject matter in both their own art work;</li> <li>• express a response to an art work that clearly communicates how the ideas, information, and feelings relate to their own experiences (e.g., a response in which they note that the artist's representation of a boy playing with a dog relates to the stories they have been reading about pets).</li> </ul>

# Holy Trinity Episcopal School - Curriculum Guide – Art

<b>Kindergarten</b>	
<b>Overall Expectations</b>	<ul style="list-style-type: none"> <li>• produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes;</li> <li>• use the elements of design (color, line, shape, form, space, texture), in ways appropriate for this grade, when producing and responding to works of art;</li> <li>• describe how the ideas in a variety of art works relate to their own knowledge and experience;</li> <li>• use correctly vocabulary and art terminology associated with the specific expectations for this grade.</li> </ul>
<b>Knowledge of Elements</b>	<ul style="list-style-type: none"> <li>• recognize and name the primary colors of pigment (red, blue, yellow);</li> <li>• identify the value of a color (i.e., distinguish between lighter and darker tones of a color);</li> <li>• describe different kinds of lines (e.g., jagged, broken, straight, curved);</li> <li>• identify the horizon line;</li> <li>• distinguish between geometric and organic shapes and forms;</li> <li>• describe the texture of various familiar objects (e.g., rough, smooth, slippery, wet), using vocabulary and terminology appropriate for this grade;</li> <li>• identify the elements of design in familiar environments (e.g., the colors in the classroom; the shapes used in wallpaper samples; the forms found in a piano, rectangles, columns);</li> <li>• identify a variety of art tools, materials, and demonstrate understanding of their proper and safe use (e.g., brushes, sponges, fingers, sticks for painting; modeling clay for making sculptures).</li> </ul>
<b>Creative Work</b>	<ul style="list-style-type: none"> <li>• make artistic choices in their work, using at least one of the elements of design specified for this grade (e.g., create a three-dimensional work, using "found" materials to create specific textures);</li> <li>• produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate thoughts and feelings (e.g., paint a picture about a class trip);</li> <li>• identify strengths and areas for improvement in their own and others' art works (e.g., "I like the way I painted the dog. Next time I will use smaller brushes so I can make the fur look real").</li> </ul>
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>• describe the subject matter in both their own and others' art work;</li> <li>• describe, using appropriate vocabulary, how artists communicate information and create a particular mood (e.g., the use of the bright primary colors red and yellow to suggest happiness);</li> <li>• express a response to an art work that clearly communicates how the ideas, information, and feelings relate to their own experiences (e.g., a response in which they note that the artist's representation of a boy playing with a dog relates to the stories they have been reading about pets).</li> </ul>

# Holy Trinity Episcopal School - Curriculum Guide – Art

<b>First Grade</b>	
<b>Overall Expectations</b>	<ul style="list-style-type: none"> <li>• produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes;</li> <li>• use the elements of design (color, line, shape, form, space, texture), in ways appropriate for this grade, when producing and responding to works of art;</li> <li>• describe how the ideas in a variety of art works relate to their own knowledge and experience;</li> <li>• use correctly vocabulary and art terminology associated with the specific expectations for this grade.</li> </ul>
<b>Knowledge of Elements</b>	<ul style="list-style-type: none"> <li>• recognize and name the primary colors of pigment (red, blue, yellow);</li> <li>• identify the value of a color (i.e., distinguish between lighter and darker tones of a color);</li> <li>• describe different kinds of lines (e.g., jagged, broken, straight, curved);</li> <li>• identify the horizon line;</li> <li>• distinguish between geometric and organic shapes and forms;</li> <li>• describe the texture of various familiar objects (e.g., rough, smooth, slippery, wet), using vocabulary and terminology appropriate for this grade;</li> <li>• identify the elements of design in familiar environments (e.g., the colors in the classroom; the shapes used in wallpaper samples; the forms found in a piano, rectangles, columns);</li> <li>• identify a variety of art tools, materials, and techniques, and demonstrate understanding of their proper and safe use (e.g., brushes, sponges, fingers, sticks for painting; modeling clay for making sculptures; oil pastels, crayons, markers, pencil crayons for drawing).</li> </ul>
<b>Creative Work</b>	<ul style="list-style-type: none"> <li>• make artistic choices in their work, using at least one of the elements of design specified for this grade (e.g., create a three-dimensional work, using "found" materials to create specific textures);</li> <li>• produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate thoughts and feelings (e.g., paint a picture about a class trip);</li> <li>• identify, in a plan, the subject matter and the tools and materials they will use to produce an art work;</li> <li>• identify strengths and areas for improvement in their own and others' art works (e.g., "I like the way I painted the dog. Next time I will use smaller brushes so I can make the fur look real").</li> </ul>
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>• describe the subject matter in both their own and others' art work (e.g., La Orana Maria by Paul Gauguin and Kettle of Soap by Joseph-Charles Franchère, which depict people engaged in everyday activities);</li> <li>• describe, using appropriate vocabulary, how artists use the elements of design to communicate information and create a particular mood (e.g., the use of the bright primary colors red and yellow to suggest happiness);</li> <li>• express a response to an art work that clearly communicates how the ideas, information, and feelings relate to their own experiences (e.g., a response in which they note that the artist's representation of a boy playing with a dog relates to the stories they have been reading about pets).</li> </ul>

# Holy Trinity Episcopal School - Curriculum Guide – Art

<b>Second Grade</b>	
<b>Overall Expectations</b>	<ul style="list-style-type: none"> <li>• produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to familiar audiences;</li> <li>• use the elements of design (color, line, shape, form, space, texture), in ways appropriate for this grade, when producing and responding to works of art;</li> <li>• describe how the ideas in a variety of art works relate to their own knowledge and experience and to other works they have studied;</li> <li>• use correctly vocabulary and art terminology associated with the specific expectations for this grade.</li> </ul>
<b>Knowledge of Elements</b>	<ul style="list-style-type: none"> <li>• recognize and name the secondary colors of pigment (purple, orange, green);</li> <li>• describe how the secondary colors can be created by mixing the primary colors (e.g., blue and yellow make green);</li> <li>• identify types of lines in art works and in the environment (e.g., horizontal, vertical, diagonal);</li> <li>• identify the characteristics of symmetrical shapes and forms (e.g., show that all sides of square objects are the same in length);</li> <li>• identify and describe a variety of textures (e.g., rough: tree bark; smooth: plastics; ridged: corduroy fabrics);</li> <li>• identify the elements of design in a variety of familiar objects (e.g., color in clothing, symmetrical forms in buildings) and in works of art;</li> <li>• describe different ways in which a variety of art materials, tools, and techniques can be used (e.g., construction paper can be fringed with scissors, used as a background for paintings, cut into shapes to make pictures), and demonstrate understanding of their safe and proper use.</li> </ul>
<b>Creative Work</b>	<ul style="list-style-type: none"> <li>• make artistic choices in their work, using at least two of the elements of design specified for this grade for a specific purpose (e.g., sharp, jagged lines to depict a bulldozer tearing up trees);</li> <li>• produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate their thoughts and feelings on familiar topics (e.g., using pencil crayons, make a drawing of a tree after observing real trees and trees in works by Emily Carr, Tom Thomson, and Vincent van Gogh);</li> <li>• identify, in a plan, their specific choices of subject matter and tools, materials, and techniques (e.g., a plan to make a picture of their family in which they will use paint and fabric);</li> <li>• identify strengths and areas for improvement in their own and others' art work, and explain their choice (e.g., "I did a good job of cutting out the circles. Next time I will choose a background color that makes the circles stand out more").</li> </ul>
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>• describe the subject matter of a variety of art works from various cultures and periods and in various styles (e.g., Child and Dog by Alex Colville and The Sleeping Gypsy by Henri Rousseau, which depict animals);</li> <li>• describe, using appropriate vocabulary, how artists use the elements of design to create a specific effect (e.g., diagonal lines to suggest movement);</li> <li>• describe the relationship between an art work and their own experiences (e.g., explain how the images used by an artist to represent winter are similar to or different from images that they would use to depict their own experiences of winter).</li> </ul>

# Holy Trinity Episcopal School - Curriculum Guide – Art

<b>Third Grade</b>	
<b>Overall Expectations</b>	<ul style="list-style-type: none"> <li>• produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to familiar audiences;</li> <li>• identify the elements of design (color, line, shape, form, space, texture), and use them in ways appropriate for this grade when producing and responding to works of art;</li> <li>• describe how the ideas in a variety of art works relate to their own knowledge and experience and to other works they have studied, and how the artists have used at least one of the elements of design;</li> <li>• use correctly vocabulary and art terminology associated with the specific expectations for this grade.</li> </ul>
<b>Knowledge of Elements</b>	<ul style="list-style-type: none"> <li>• recognize and name the warm (red, orange, yellow) and cool (purple, green, blue) colors, and describe their emotional impact (e.g., a warm color scheme may make people feel warmer);</li> <li>• identify characteristics of a variety of lines (e.g., thick, thin, broken, dotted);</li> <li>• label the foreground, middle ground, and background, and identify objects in each of these areas of a work;</li> <li>• identify symmetrical and asymmetrical shapes in both the human-made environment and the natural world;</li> <li>• describe textures that are real in art works (e.g., the smooth surface of a piece of pottery) and illusory (e.g., the rough texture of bark in a two-dimensional painting);</li> <li>• identify elements of design in a variety of natural and human-made objects (e.g., the form of a tree is asymmetrical and its leaves and flowers may be symmetrical);</li> <li>• use art tools, materials, and techniques correctly to create different effects (e.g., paint with a sponge to create an open, airy feeling in a work; apply paint thickly with a brush to suggest heaviness).</li> </ul>
<b>Creative Work</b>	<ul style="list-style-type: none"> <li>• solve artistic problems in their art works, using at least three of the elements of design specified for this grade (e.g., describe why they placed objects in the foreground, middle ground, or background);</li> <li>• produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate their thoughts and feelings about specific topics or themes (e.g., produce a mural in a group interpreting a Native legend through color, shape, and line);</li> <li>• identify and explain the specific choices they made in planning, producing, and displaying their own art work (e.g., the choices of subject matter, colors, location for display);</li> <li>• identify strengths and areas for improvement in their own and others' art work (e.g., the need to have better control in using paints).</li> </ul>
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>• identify the similarities and differences in content between two or more works on a related theme (e.g., describe the artists' choices of subject matter in landscapes like <i>The Tangled Garden</i> by J. E. H. MacDonald and <i>Lake George in the Woods</i> by Georgia O'Keeffe);</li> <li>• explain how the artist has used the elements of design to communicate feelings and convey ideas (e.g., show that the artist has placed certain objects in the foreground of a picture to convey the idea that they are important);</li> <li>• state their preference for a specific work and defend their choice with reference to both their own interests and experience and to the artist's use of one or more of the elements of design (e.g., select a painting of skaters because they like skating and because they like the way the artist has used colors in the picture to create contrast and convey emotions).</li> </ul>

# Holy Trinity Episcopal School - Curriculum Guide – Art

<b>Fourth Grade</b>	
<b>Overall Expectations</b>	<ul style="list-style-type: none"> <li>• produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences;</li> <li>• identify the elements of design (color, line, shape, form, space, texture), and use them in ways appropriate for this grade when producing and responding to works of art;</li> <li>• describe their interpretation of a variety of art works, basing their interpretation on evidence from the works (i.e., on ways in which an artist has used the elements of design for expressive purposes) and on their own knowledge and experience;</li> <li>• use correctly vocabulary and art terminology associated with the specific expectations for this grade.</li> </ul>
<b>Knowledge of Elements</b>	<ul style="list-style-type: none"> <li>• identify monochromatic color schemes (i.e., tints and shades of one color);</li> <li>• identify the emotional quality of lines (e.g., smooth, flowing, horizontal lines create a feeling of peace and harmony; sharp, jagged, vertical lines create a feeling of energy and unease);</li> <li>• demonstrate awareness that the overlapping of shapes is one way of creating the illusion of depth;</li> <li>• distinguish between relief and freestanding sculpture;</li> <li>• describe ways in which artists use a variety of tools, materials, and techniques to create texture ;</li> <li>• describe their knowledge of the strengths and limitations of a variety of familiar art tools, materials, and techniques, which they gained through experiences in drawing, painting, sculpting, and printmaking;</li> <li>• demonstrate understanding of the proper and controlled use of art tools, materials, and techniques singly and in combination (e.g., outline shapes, create shading, or color a surface using both the point and the side of pencil crayons; create texture using cross-hatching).</li> </ul>
<b>Creative Work</b>	<ul style="list-style-type: none"> <li>• solve artistic problems in their art work, using the elements of design specified for this grade (e.g., create a self-portrait and defend their color choices);</li> <li>• produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences (e.g., create a poster for display in the school library to commemorate a personal literary hero, using an additive form of printmaking);</li> <li>• plan a work of art, identifying the artistic problem and a proposed solution (e.g., plan to use a sponge to paint the background of an underwater scene for a bubbly environment for the fish to swim through);</li> <li>• identify strengths and areas for improvement in their own work and that of others.</li> </ul>
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>• describe how a variety of artists working in different styles and media and in different historical periods have used the elements of design and/or tools, materials, and techniques of their art;</li> <li>• explain how the elements of design are organized in a work of art to communicate feelings and convey ideas (e.g., explain that, a picture using a monochromatic color scheme for all the houses on a street except one, the artist has conveyed the idea that all of the houses are uniform and the one in a different color is unique);</li> <li>• state their preference for a specific work chosen from among several on a similar theme, and defend their choice with reference to their own interests and experience and to the artist's use of the various elements of design (e.g., the artist's repeated use of lines, colors, and shapes create patterns that convey a sense of harmony and formality).</li> </ul>

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<b>Fifth Grade</b>	
<b>Overall Expectations</b>	<ul style="list-style-type: none"> <li>• produce two- and three-dimensional works of art that communicate a range of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences;</li> <li>• define the elements of design (color, line, shape, form, space, texture), and use them in ways appropriate for this grade when producing and responding to works of art;</li> <li>• describe their interpretation of a variety of art works, basing their interpretation on evidence from the works (especially on ways in which an artist has used the elements of design to clarify meaning) and on their own knowledge and experience;</li> <li>• use correctly vocabulary and art terminology associated with the specific expectations for this grade.</li> </ul>
<b>Knowledge of Elements</b>	<ul style="list-style-type: none"> <li>• identify the three pairs of complementary colors (red and green, purple and yellow, blue and orange);</li> <li>• describe how line may be used to define shapes and forms and to create movement and depth;</li> <li>• identify how the shading of shapes can be used to create the illusion of depth (e.g., create a spherical form by shading one side of a circle);</li> <li>• identify negative and positive shapes in works of art and the environment (e.g., shapes created by both the branches of a tree and the spaces between the branches);</li> <li>• recognize and describe the relationship between a work of art and its surroundings (e.g., the size and type of sculpture that is displayed in the foyer of a building should be appropriate for the building);</li> <li>• identify tools and techniques used by artists to create the illusion of texture (e.g., a pencil for cross-hatching, a paint brush for producing thick layers of paint);</li> <li>• describe the strengths and limitations of various art tools, materials, and techniques (e.g., identify drawing tools, such as charcoal, pencil crayons, and pastels, and describe their effectiveness on specific surfaces);</li> <li>• select the most appropriate tools, materials, and techniques for a particular purpose, and use them correctly.</li> </ul>
<b>Creative Work</b>	<ul style="list-style-type: none"> <li>• organize their art works to create a specific effect, using the elements of design (e.g., create a still life of their favorite foods, and explain how they used color, texture, shape to appeal to the viewer's senses);</li> <li>• produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate a range of thoughts, feelings, and ideas for specific purposes and to specific audiences;</li> <li>• identify, in their plan for a work of art, the artistic problem and a number of possible solutions (e.g., identify different types of subject matter that they could use to express their concern for the environment);</li> <li>• identify strengths and areas for improvement in their own work and that of others.</li> </ul>
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>• compare works on a similar theme (e.g., seasons) from various periods and cultures, and describe the impact of time and location on style;</li> <li>• describe the connection between an element of design and a specific artistic purpose, using appropriate vocabulary (e.g., using soft colors, circular shapes to emphasize relationship between the mother and child);</li> <li>• defend their preference for specific art works with reference to at least three elements of design (e.g., the artist's use of curved lines to show movement, shading to create the illusion of texture, and color to define form communicates a feeling of excitement).</li> </ul>

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<b>Sixth Grade</b>	
<b>Overall Expectations</b>	<ul style="list-style-type: none"> <li>• produce two- and three-dimensional works of art that communicate a range of ideas for specific purposes and to specific audiences, using a variety of familiar art tools, materials, and techniques;</li> <li>• identify the elements of design (color, line, shape, form, space, texture) and the principles of design (emphasis, balance, rhythm, unity, variety, proportion), and use them in ways appropriate for this grade when producing and responding to works of art;</li> <li>• explain their interpretation of a variety of art works, supporting it with examples of how the elements and some of the principles of design are used in the work;</li> <li>• use correctly vocabulary and art terminology associated with the specific expectations for this grade.</li> </ul>
<b>Knowledge of Elements</b>	<ul style="list-style-type: none"> <li>• identify color relationships, using a basic color wheel (e.g. ,primary + secondary color = a tertiary color);</li> <li>• describe how line can be used to direct the viewer's attention;</li> <li>• describe how one-point perspective can be used to create the illusion of depth;</li> <li>• demonstrate understanding that shadows and shading create the illusion of a third dimension;</li> <li>• identify things to be considered when placing a sculpture in a specific location (e.g., type of light available);</li> <li>• describe how artists may use texture to represent or to evoke an emotional response;</li> <li>• describe how the strengths and limitations of both traditional and contemporary art tools, materials, and techniques affect artistic choices (e.g., strengths and limitations of pens, twigs, feathers, and brushes as tools for applying watercolors and ink in specific ways);</li> <li>• identify appropriate tools, materials, and techniques for the size and scope of a work and use them correctly.</li> </ul>
<b>Creative Work</b>	<ul style="list-style-type: none"> <li>• solve artistic problems in their work, using the elements of design and at least one of the principles of design specified for this grade;</li> <li>• produce two- and three-dimensional works of art that communicate a range of thoughts, feelings, and ideas for specific purposes and to specific audiences;</li> <li>• describe, in their plan for a work of art, how they will research their subject matter (e.g., by examining photographs and art works on the same theme), select their media, and use the elements and principles of design in solving the artistic problems in the work;</li> <li>• identify strengths and areas for improvement in their own work and that of others.</li> </ul>
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>• compare works from various periods and cultures, and describe how the artists have used the elements and principles of design;</li> <li>• demonstrate awareness that an artist intentionally uses some of the elements and principles of design to convey meaning, and explain how the artist accomplishes his or her intentions (e.g., explain that, in a seascape, the artist emphasizes the size and power of an iceberg by placing it in the foreground);</li> <li>• explain their preference for specific art works, with reference to the artist's intentional use of the elements and principles of design to communicate an idea or feeling (e.g., the brush strokes, the rhythmic, swirling lines, and the strong, bright colors in the stars in The Starry Night by van Gogh create a feeling of movement and excitement);</li> <li>• identify the function of visual arts in the community and the contribution that they make to the economy.</li> </ul>

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<b>Seventh Grade</b>	
<b>Overall Expectations</b>	<ul style="list-style-type: none"> <li>• produce two- and three-dimensional works of art that communicate a variety of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using appropriate art forms;</li> <li>• identify the principles of design (emphasis, rhythm, balance, unity, variety, proportion), and use them in ways appropriate for this grade when producing and responding to works of art;</li> <li>• explain how artistic choices affect the viewer, and support their conclusions with evidence from the work;</li> <li>• use correctly vocabulary and art terminology associated with the specific expectations for this grade.</li> </ul>
<b>Knowledge of Elements</b>	<ul style="list-style-type: none"> <li>• describe how the repetition of elements is used to create rhythm (e.g., the use of red both in the flowers and in the tablecloth causes the eye to move from one location in the picture to the other);</li> <li>• identify the area of emphasis (or focal point) in a work of art;</li> <li>• describe how two-point perspective is used to create the illusion of depth (e.g., in a drawing of a building that appears to have three dimensions);</li> <li>• distinguish between formal (symmetrical) and informal (asymmetrical) balance in compositions;</li> <li>• explain how the intent, character, and size of a work determine which tools, materials, and techniques the artist will use (e.g., fine detail may best be produced with pen and ink);</li> <li>• use the appropriate tools, materials, and techniques correctly, selecting those that will create the desired effect (e.g., use splatter painting or dry brush technique to represent the rhythms, melody, and dynamics in music).</li> </ul>
<b>Creative Work</b>	<ul style="list-style-type: none"> <li>• organize their art works to communicate ideas, using at least one of the principles of design specified for this grade (e.g., use informal balance in an art work to aid in the depiction of two sides of an issue);</li> <li>• produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate a range of thoughts, feelings, and experiences for specific purposes and to specific audiences;</li> <li>• describe, in their plan for a work of art, how they will research their subject matter, select the appropriate form and media, and use the elements and principles of design to solve the artistic problems in the work;</li> <li>• identify strengths and areas for improvement in their own work and that of others (e.g., by analyzing the decisions they made, the methods they used, and the ways in which they dealt with unexpected problems).</li> </ul>
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>• describe how artists representing a variety of historical periods, styles, and cultures have used the elements and principles of design to create a specific effect;</li> <li>• explain how the principles of design are used to organize a work, communicate feelings, and convey ideas, using appropriate vocabulary and terminology (e.g., the repetition of small squares arranged in vertical and horizontal lines in a work by Mondrian creates pathways through the work and, therefore, a feeling of movement);</li> <li>• explain their preference for specific art works, with reference to the artist's intentional use of the elements and principles of design;</li> <li>• identify ways in which the visual arts affect various aspects of society and the economy.</li> </ul>

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<b>Eighth Grade</b>	
<b>Overall Expectations</b>	<ul style="list-style-type: none"> <li>• produce two- and three-dimensional works of art that communicate a variety of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using a variety of art forms;</li> <li>• define the principles of design (emphasis, balance, rhythm, unity, variety, proportion), and use them in ways appropriate for this grade when producing and responding to works of art;</li> <li>• explain how an artist has used the expressive qualities of the elements and principles of design to affect the viewer, and support their analyses with evidence from the work;</li> <li>• use correctly vocabulary and art terminology associated with the specific expectations for this grade.</li> </ul>
<b>Knowledge of Elements</b>	<ul style="list-style-type: none"> <li>• describe how the repetition of elements of design creates rhythm, which unifies the composition (e.g., the diagonal lines in the trees are repeated in the horses and jockeys, and this repetition helps to link the foreground and the background);</li> <li>• describe how the elements of design are used to create the area of emphasis (focal point) in a work of art (e.g., contrasts in color, line, shape, or texture can serve to emphasize specific aspects of the work);</li> <li>• describe how the elements of design are used to create formal (symmetrical) and informal (asymmetrical) balance in compositions;</li> <li>• explain how size, scope, intent of a work determine which tools, materials; techniques the artist will use ;</li> <li>• use tools, materials, techniques correctly, selecting those appropriate for the size, scope, and intent of the work.</li> </ul>
<b>Creative Work</b>	<ul style="list-style-type: none"> <li>• organize their art works to create a specific effect, using at least two of the principles of design specified for this grade (e.g., create a work of art using rhythm and emphasis to communicate a particular mood);</li> <li>• produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate a range of thoughts, feelings, and experiences for specific purposes and to specific audiences (e.g., create an illustration for a children's book, using pen and ink and watercolor washes);</li> <li>• describe, in their plan for a work of art, the main idea they wish to communicate and the artistic decisions they have made to support that message;</li> <li>• identify strengths and areas for improvement in their own work and that of others, and describe possible strategies for improving their work.</li> </ul>
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>• describe how artists representing various periods, styles, and cultures have used similar materials, tools, and the principles of design for a variety of purposes and recognize that many modern artists and designers are influenced by designs from other periods and cultures;</li> <li>• explain how the effective use of the elements and principles of design contributes to an art work's ability to communicate feelings, convey ideas, and enrich people's lives (e.g., the effective use of formal balance in the design of a building can enable people to feel a sense of order and harmony when looking at or being in that building);</li> <li>• explain their preference for specific art works, with reference to the artist's use of the principles of design and their understanding of the ideas and feelings expressed in the work (e.g., Colville's use of somber colors and informal balance in Horse and Train conveys a strong sense of impending disaster).</li> </ul>



HOLY TRINITY EPISCOPAL SCHOOL

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# Theater Arts

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<b>Pre-Kindergarten</b>	
<b>Overall Expectations</b>	<ul style="list-style-type: none"> <li>• demonstrate an understanding of some basic elements of drama;</li> <li>• interpret the meaning of stories, poems, and other materials;</li> <li>• create short drama pieces;</li> <li>• communicate understanding of works in drama through discussion, movement, and visual art work;</li> <li>• solve problems in everyday situations through role playing.</li> </ul>
<b>Knowledge of Elements</b>	<ul style="list-style-type: none"> <li>• identify ways in which the voice and body can be used to convey thoughts and feelings when role playing;</li> <li>• identify the meaning of symbols used in their dramatic exploration of stories and poems;</li> <li>• describe some basic ways in which the body can be used in space and time (e.g., freezing in position to look like a statue);</li> <li>• demonstrate their knowledge of the movements of natural objects and materials (e.g., trees, flowers, water), using their voice and/or body.</li> </ul>
<b>Creative Work</b>	<ul style="list-style-type: none"> <li>• communicate their responses to a variety of stimuli (e.g., nursery rhymes, poetry, stories, picture books);</li> <li>• use the vocabulary and body movements of a particular character when role playing;</li> <li>• demonstrate control of their bodies when moving like different objects and animals (e.g., a clock ticking, a cat stretching).</li> </ul>
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>• describe ways in which the experiences of characters in simple performances relate to their own experiences;</li> <li>• identify themes and subjects used in works of drama;</li> <li>• identify ways in which role playing and movement are part of their daily experience (e.g., changing tone of voice or speed of walking to express a mood).</li> </ul>

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<b>Kindergarten</b>	
<b>Overall Expectations</b>	<ul style="list-style-type: none"> <li>• demonstrate an understanding of some basic elements of drama;</li> <li>• interpret the meaning of stories, poems, and other material drawn from a variety of sources and cultures;</li> <li>• create short drama pieces, using techniques learned in this grade;</li> <li>• communicate understanding of works in drama through discussion, movement, and visual art work;</li> <li>• solve problems in everyday situations through role playing and movement in drama.</li> </ul>
<b>Knowledge of Elements</b>	<ul style="list-style-type: none"> <li>• identify ways in which the voice and body can be used to convey thoughts and feelings when role playing (e.g., changing tone of voice and volume; changing speed or rhythm of movement);</li> <li>• identify the meaning of symbols used in their dramatic exploration of stories and poems;</li> <li>• describe some basic ways in which the body can be used in space and time (e.g., freezing in position to look like a statue);</li> <li>• demonstrate their knowledge of the movements of natural objects and materials (e.g., trees, flowers, water), using their voice and/or body.</li> </ul>
<b>Creative Work</b>	<ul style="list-style-type: none"> <li>• communicate their responses to a variety of stimuli (e.g., nursery rhymes, poetry, stories, picture books);</li> <li>• use the vocabulary and body movements of a particular character when role playing;</li> <li>• demonstrate control of their bodies when moving like different objects and animals (e.g., a clock ticking, a cat stretching);</li> <li>• create movement phrases, showing the beginning and the end of their work in appropriate ways.</li> </ul>
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>• describe ways in which the experiences of characters in simple performances relate to their own experiences;</li> <li>• identify themes and subjects used in works of drama;</li> <li>• demonstrate an understanding of different points of view (e.g., by playing the role of different characters, and identifying and solving problems they face);</li> <li>• identify ways in which role playing and movement are part of their daily experience (e.g., changing tone of voice or speed of walking to express a mood).</li> </ul>

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<b>First Grade</b>	
<b>Overall Expectations</b>	<ul style="list-style-type: none"> <li>• demonstrate an understanding of some basic elements of drama;</li> <li>• interpret the meaning of stories, poems, and other material drawn from a variety of sources and cultures, using basic drama techniques (e.g., role playing, movement sequences);</li> <li>• create short drama pieces, using techniques learned in this grade;</li> <li>• communicate understanding of works in drama through discussion, movement, and visual art work;</li> <li>• solve problems in everyday situations through role playing and movement in drama.</li> </ul>
<b>Knowledge of Elements</b>	<ul style="list-style-type: none"> <li>• identify ways in which the voice and body can be used to convey thoughts and feelings when role playing (e.g., changing tone of voice and volume; changing speed or rhythm of movement);</li> <li>• identify and correctly use drama vocabulary (e.g., in role, out of role, position, direction);</li> <li>• identify the meaning of symbols used in their dramatic exploration of stories and poems (e.g., the "circle of friendship");</li> <li>• describe some basic ways in which the body can be used in space and time (e.g., freezing in position to look like a statue);</li> <li>• demonstrate their knowledge of the movements of natural objects and materials (e.g., trees, flowers, water), using their voice and/or body.</li> </ul>
<b>Creative Work</b>	<ul style="list-style-type: none"> <li>• communicate their responses to a variety of stimuli (e.g., nursery rhymes, poetry, stories, picture books) by using elements of drama (e.g., chanting in a group, movement);</li> <li>• use the vocabulary and body movements of a particular character when role playing;</li> <li>• demonstrate control of their bodies when moving like different objects and animals (e.g., a clock ticking, a cat stretching);</li> <li>• create movement phrases, showing the beginning and the end of their work in appropriate ways.</li> </ul>
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>• describe ways in which the experiences of characters in simple performances relate to their own experiences;</li> <li>• identify themes and subjects used in works of drama;</li> <li>• demonstrate an understanding of different points of view (e.g., by playing the role of different characters, and identifying and solving problems they face);</li> <li>• identify ways in which role playing and movement are part of their daily experience (e.g., changing tone of voice or speed of walking to express a mood).</li> </ul>

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<b>Second Grade</b>	
<b>Overall Expectations</b>	<ul style="list-style-type: none"> <li>• describe some of the basic elements of drama;</li> <li>• interpret the meaning of stories, poems, and other material drawn from a variety of sources and cultures, using several basic drama techniques (e.g., tableaux);</li> <li>• create short drama pieces, using techniques learned in this grade;</li> <li>• communicate understanding of works in drama through discussion, writing, movement, and visual art work;</li> <li>• solve problems in various situations through role playing and movement in drama.</li> </ul>
<b>Knowledge of Elements</b>	<ul style="list-style-type: none"> <li>• identify and use some key elements of drama in exploring source materials (e.g., move at different speeds and different levels to music or to the words of a poem);</li> <li>• use vocabulary, tone of voice, and body movements appropriate for a specific character when role playing;</li> <li>• write in role as characters in a story, using the vocabulary and portraying the attitudes of the characters;</li> <li>• describe their own and others' work, using drama vocabulary (e.g., identify the tableau as a way of crystallizing a moment of importance in a story);</li> <li>• identify and describe symbols that are relevant to the meaning of stories and poems (e.g., the heart as a symbol of love);</li> <li>• distinguish between real and imaginary situations in drama;</li> <li>• recognize and demonstrate movement sequences used by specific characters or found in their natural surroundings (e.g., the sequence of movements of a knight donning armor; the sequence of movements of a butterfly emerging from a cocoon);</li> <li>• identify parts of the body and describe the variety of movements that can be done by each of them.</li> </ul>
<b>Creative Work</b>	<ul style="list-style-type: none"> <li>• speak in role as characters in a story, assuming the attitude and gestures of the people they are playing (e.g., as a courtier, bow to the king and use appropriate language when speaking to him);</li> <li>• demonstrate the ability to move and control their bodies in space and time (e.g., by creating tableaux in small groups);</li> <li>• use language and non-verbal means of communication effectively for a variety of purposes both in and out of role (e.g., explain why a character in a story or drama should not leave home);</li> <li>• perform a "soundscape" or sound collage based on a theme or topic studied in another area of the curriculum (e.g., portray wind and moving water studied in science);</li> <li>• interpret songs, music, poetry, or images, using elements of movement (e.g., rhythm, space).</li> </ul>
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>• compare what they experience through dramatic presentations with their experience of daily life;</li> <li>• ask and respond appropriately to relevant questions, in and out of role, about characters and dramatic situations being explored (e.g., "Do we have the necessary equipment to go down into the mine?");</li> <li>• compare, while working with others, some possible solutions to problems identified through drama (e.g., finding the way home when lost in the forest);</li> <li>• identify specific aspects (e.g., movements, words) of their work and that of others that were effective (e.g., the scary way the actor stopped and turned).</li> </ul>

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<b>Third Grade</b>	
<b>Overall Expectations</b>	<ul style="list-style-type: none"> <li>• describe basic elements of drama;</li> <li>• interpret and communicate the meaning of stories, poems, plays, and other material drawn from a range of sources and cultures, using basic drama techniques (e.g., writing in role);</li> <li>• create short drama pieces, using techniques learned in this grade;</li> <li>• compare their own work with the work of others in drama through discussion, writing, movement, and visual art work;</li> <li>• solve problems presented in different kinds of dramatic situations through role playing and movement;</li> <li>• use available technology appropriately to enhance their work in drama and dance.</li> </ul>
<b>Knowledge of Elements</b>	<ul style="list-style-type: none"> <li>• demonstrate an understanding of a character's point of view through writing and speaking in role, and through using body movement in role (e.g., write diary entries and plant grain as a pioneer);</li> <li>• describe their own and others' work in drama, using appropriate vocabulary (e.g., character, suspense, rhythm);</li> <li>• explain the importance of symbols used in specific stories, poems;</li> <li>• demonstrate the ability to concentrate while in role in drama (e.g., during an improvisation);</li> <li>• recognize and choose appropriate elements of movement for dramatizing their responses to different stimuli or ideas (e.g., real-life situations, the scientific concept of magnetic force);</li> <li>• identify technological means of creating different effects (e.g., the use of recorded music or lighting to heighten suspense);</li> <li>• describe the kinds of energy involved in a sequence of movements (e.g., energy related to speed or force).</li> </ul>
<b>Creative Work</b>	<ul style="list-style-type: none"> <li>• defend a point of view through speaking and writing in role (e.g., as townsfolk, plead with the mayor to save their town);</li> <li>• create works of drama, using appropriate elements (e.g., rhythm, form);</li> <li>• communicate, through movement, their thoughts and feelings about topics studied in other subject areas (e.g., create a movement sequence to express their fear of an environmental event such as a storm);</li> <li>• write and perform chants.</li> </ul>
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>• identify effective uses of drama elements in performances (e.g., form, space, pattern, energy) and compare their own responses with those of their peers;</li> <li>• identify the themes and subjects found in dramatic works, and make links between these and their own experiences;</li> <li>• clarify the meaning of complex or ambiguous dramatic situations (e.g., by posing questions in and out of role to characters in a drama);</li> <li>• solve artistic problems in drama in cooperative work groups (e.g., discuss the effect of combining different voices in choral reading; discuss the effects of using one actor or several to convey a message);</li> <li>• explain how their understanding of work in drama has been increased through research (e.g., through the use of reference books and the Internet, it is possible to find information about the rainforest to make an imaginary journey there more believable).</li> </ul>

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<b>Fourth Grade</b>	
<b>Overall Expectations</b>	<ul style="list-style-type: none"> <li>• demonstrate understanding of some of the principles involved in the structure of works in drama;</li> <li>• interpret and communicate the meaning of stories, poems, plays, and other material drawn from a variety of sources and cultures, using a variety of dramatic techniques;</li> <li>• communicate, orally and in writing, their response to their own and others' work in drama;</li> <li>• identify and apply solutions to problems presented through drama, and make appropriate decisions in large and small groups;</li> <li>• explain their use of available technology to enhance their work in drama.</li> </ul>
<b>Knowledge of Elements</b>	<ul style="list-style-type: none"> <li>• demonstrate an understanding of voice and audience by speaking and writing in role as characters in a story;</li> <li>• describe and interpret their own and others' work, using appropriate drama vocabulary (e.g., terms for elements of surprise, aspects of energy, use of space);</li> <li>• identify and explain the use and significance of symbols or objects (e.g., gestures to represent grief, letters in an old trunk) in drama;</li> <li>• identify and describe how the principles of variety and unity are used in dramatic productions;</li> <li>• identify and describe examples of movement found in their environment, and explain their use in creative movement;</li> <li>• demonstrate awareness of the need to do warm-up exercises before engaging in activities in drama.</li> </ul>
<b>Creative Work</b>	<ul style="list-style-type: none"> <li>• enact or create, rehearse, and present dramatic works based on novels, stories, poems, and plays;</li> <li>• represent and interpret main characters by speaking, moving, and writing in role (e.g., write and present monologues);</li> <li>• demonstrate control of voice and movement by using appropriate techniques (e.g., projection and enunciation in choral speaking);</li> <li>• demonstrate the ability to maintain concentration while in role (e.g., create tableaux in small groups, using different levels, a specific focus, facial expressions, and symbols to convey meaning);</li> <li>• demonstrate an understanding of the use of production technology to create different effects (e.g., the use of music for surprise; the use of lighting to create shadows that suggest danger).</li> </ul>
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>• explain how elements of drama work together to create an intended effect on the audience;</li> <li>• identify their own feelings and reactions in various situations, and compare them with those of a character they have portrayed;</li> <li>• solve problems in drama, individually and in groups, by analyzing the problems;</li> <li>• explain the importance of research in producing effective dramatizations (e.g., in portraying people in history, depicting current world events).</li> </ul>

# Holy Trinity Episcopal School - Curriculum Guide – Theatre Arts

## Fifth Grade

<p><b>Overall Expectations</b></p>	<ul style="list-style-type: none"> <li>• demonstrate understanding of some of the principles (e.g., contrast, harmony) involved in the structuring of works in drama;</li> <li>• interpret and communicate the meaning of stories, films, plays, songs, and other material drawn from different sources and cultures, using a range of dramatic techniques;</li> <li>• describe, orally and in writing, their response to their own and others' work in drama, gather others' responses (e.g., through interviews, research), and compare the responses;</li> <li>• solve problems presented through drama, working in large and small groups and using various strategies;</li> <li>• use different forms of available technology to enhance their work in drama.</li> </ul>
<p><b>Knowledge of Elements</b></p>	<ul style="list-style-type: none"> <li>• demonstrate awareness of audience when writing in role, and use the appropriate language, tone of voice, gestures, and body movements when speaking as a character in a drama;</li> <li>• use drama vocabulary in describing and interpreting their own and others' work (e.g., conflict, setting, rhythm, pace);</li> <li>• explain drama techniques (e.g., body language, group formations) and use them to convey information and feelings;</li> <li>• identify the significance of symbols or objects in drama, and use props appropriately;</li> <li>• demonstrate the ability to sustain concentration in drama (e.g., by adding transitions between tableaux);</li> <li>• describe the use of sequential patterns in drama (e.g., in the organization of a plot);</li> <li>• demonstrate understanding of the use of technology in creating contrasting effects (e.g., fast/slow, dark/light, loud/soft).</li> </ul>
<p><b>Creative Work</b></p>	<ul style="list-style-type: none"> <li>• create characters and portray their motives and decisions through speech (e.g., vocabulary, volume) and movement (e.g., hand gestures, facial expressions, pace);</li> <li>• rehearse and perform small-group drama presentations drawn from novels, poems, stories, plays, and other source materials;</li> <li>• select words, visual images, and sounds from other subjects in the curriculum for interpretation and dramatization;</li> <li>• identify the elements of drama that are best suited for conveying a specific subject or theme.</li> </ul>
<p><b>Critical Thinking</b></p>	<ul style="list-style-type: none"> <li>• explain how elements of drama work together to create different effects on audience (e.g., staging, lighting);</li> <li>• describe some dramatic performances, and compare events in them with their own experiences;</li> <li>• describe, orally and in writing, the differences between their own responses to a situation and the responses of a character they have portrayed (e.g., record their responses in a journal);</li> <li>• evaluate dramatic presentations done in class;</li> <li>• solve problems in drama individually and in groups (e.g., negotiate the "best" ending to an improvisation), and evaluate the solutions;</li> <li>• provide support for their interpretations of personal experiences and aspects of history, which they have presented through drama (e.g., arrival in a new country, life in a medieval village), using various research resources to gather information.</li> </ul>

# Holy Trinity Episcopal School - Curriculum Guide – Theatre Arts

## Sixth Grade

<b>Overall Expectations</b>	<ul style="list-style-type: none"> <li>• demonstrate an understanding of the principles involved in the structuring of works in drama;</li> <li>• interpret and communicate the meaning of novels, scripts, legends, fables, and other material drawn from a range of sources and cultures, using a variety of dramatic techniques (e.g., "reader's theatre"), and evaluate the effectiveness of the techniques;</li> <li>• evaluate, orally and in writing, their own and others' work in drama (e.g., performances);</li> <li>• solve problems presented through drama in different ways, and evaluate the effectiveness of each solution;</li> <li>• create different interpretations of their work in drama, using available technology.</li> </ul>
<b>Knowledge of Elements</b>	<ul style="list-style-type: none"> <li>• demonstrate understanding of ways of sustaining the appropriate voice or character (e.g., through language, gestures, body movements) when speaking or writing in role for different purposes;</li> <li>• describe the meaning and evaluate the effect of the work of others, using drama vocabulary correctly;</li> <li>• identify and describe examples of balance, harmony, and contrast in dramatic productions;</li> <li>• identify the significance of symbols in dramatic explorations, and use various props appropriately;</li> <li>• recognize when it is necessary to sustain concentration in drama;</li> <li>• explain and demonstrate the use of different patterns in creating effects in drama (e.g., patterns of pace and direction; symmetry);</li> <li>• recognize and name characteristics of dramatic performances that incorporate technology, visual art, music, and popular media to create artistic effects;</li> <li>• describe the skills needed to perform in public;</li> <li>• distinguish between different theatrical genres.</li> </ul>
<b>Creative Work</b>	<ul style="list-style-type: none"> <li>• interpret and perform some forms of drama (e.g., mime, choral reading);</li> <li>• explain the function of masks, and use masks in their dramatic presentations;</li> <li>• create, rehearse, and present dramatic works to communicate the meaning of poems, stories, paintings, myths, and other source material drawn from a wide range of cultures;</li> <li>• create dramatic productions in which they make effective use of the principles of harmony, balance, and contrast;</li> <li>• produce a short script that makes use of a variety of technologies to create different effects for different audiences (e.g., tape recorder, still camera, stage lighting).</li> </ul>
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>• present and defend their analysis of a performance, focusing on assessment of the ways in which various elements of drama are used together (e.g., structure, texture, harmony, contrast);</li> <li>• evaluate dramatic performances, with reference to their own experiences in daily life;</li> <li>• solve artistic problems in drama, individually and in groups, and evaluate the solutions;</li> <li>• explain their preferences for specific dramatic works;</li> <li>• provide evidence for their interpretations of personal experiences and events of social significance, which they present through drama, using a variety of research sources;</li> <li>• identify the function of drama in their community and the contribution that drama makes to the economy.</li> </ul>

# Holy Trinity Episcopal School - Curriculum Guide – Theatre Arts

<b>Seventh Grade</b>	
<b>Overall Expectations</b>	<ul style="list-style-type: none"> <li>• describe the overall effects of various aspects of drama (i.e., elements, principles, techniques);</li> <li>• interpret and communicate the meaning of novels, scripts, historical fiction, and other material drawn from a wide variety of sources and cultures, using a variety of drama techniques (e.g., drama anthologies);</li> <li>• evaluate, orally and in writing, their own and others' work in drama, using criteria developed by the class;</li> <li>• solve, in various ways, a problem that is presented through drama, and explain ways in which each solution is effective;</li> <li>• create different interpretations of a single dramatic work, using available technology for performance.</li> </ul>
<b>Knowledge of Elements</b>	<ul style="list-style-type: none"> <li>• demonstrate understanding of the motives of the characters they interpret through drama (e.g., explain the motives and accurately represent the attitudes of a character through voice quality, gestures, body movements);</li> <li>• write in role in various forms (e.g., reports, speeches, interviews), showing their understanding of the complexity of a dramatic situation, and using appropriate vocabulary, tone, and voice for the character portrayed;</li> <li>• use drama vocabulary correctly (e.g., crisis, space, symbol, drama anthology, texture) in analyzing the meaning and effect of their own and others' work;</li> <li>• explain the significance of the materials, props, costumes, and symbols used in drama;</li> <li>• identify ways of sustaining concentration in drama;</li> <li>• recognize and use criteria for evaluating the quality of dramatic performances;</li> <li>• choose specific kinds of technology to enhance their dramatic work, and explain their choices (e.g., slide projectors, microphones);</li> <li>• identify different theatrical venues and their effect on modes of presentation (e.g., outdoor spaces, theatre in the round).</li> </ul>
<b>Creative Work</b>	<ul style="list-style-type: none"> <li>• interpret and present scripts, paying attention to the subtext, characters, and setting;</li> <li>• create and present drama anthologies, independently and in a group, manipulating various techniques of drama and incorporating multimedia technology;</li> <li>• assemble, rehearse, and perform a collection of dramatic works based on themes and issues drawn from a variety of sources from diverse cultures;</li> <li>• communicate abstract ideas through drama.</li> </ul>
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>• evaluate the quality of a dramatic performance by writing a review that refers to what was experienced;</li> <li>• identify performance techniques that have an effect on the audience's emotions and senses and evaluate their use in a performance;</li> <li>• describe the significance of drama in their lives;</li> <li>• describe the economic and social impact of drama in our society (e.g., research the role of drama in films and videos, and in television programming);</li> <li>• research and dramatize material from various sources (e.g., material from autobiographies, history books);</li> <li>• describe how different cultures use drama;</li> <li>• describe attitudes and skills needed to organize and perform a group theatrical work.</li> </ul>

# Holy Trinity Episcopal School - Curriculum Guide – Theatre Arts

## Eighth Grade

<p><b>Overall Expectations</b></p>	<ul style="list-style-type: none"> <li>• evaluate the overall effect of various aspects of drama (i.e., elements, principles, techniques, style);</li> <li>• interpret and communicate ideas and feelings drawn from fictional accounts, documentaries, and other material from a wide variety of sources and cultures, selecting and combining complex dramatic techniques;</li> <li>• create drama pieces, selecting and using a variety of techniques;</li> <li>• critique, orally and in writing, their own and others' work in drama, using criteria developed independently and in a group;</li> <li>• critique solutions to problems presented in drama, make decisions in large and small groups, and defend their artistic choices;</li> <li>• create different multimedia interpretations of a single work, using available technology to enhance their work in dramatic performances.</li> </ul>
<p><b>Knowledge of Elements</b></p>	<ul style="list-style-type: none"> <li>• demonstrate understanding of the appropriate use of the voice, gestures, and the level of language in different dramatic situations;</li> <li>• write in role in various forms (e.g., monologues, speeches, radio or television broadcasts), showing understanding of the complexity of a dramatic situation and using appropriate vocabulary, tone, and voice for the character portrayed;</li> <li>• use the vocabulary of drama correctly in analyzing, explaining, and critiquing the meaning and effect of their own and others' work;</li> <li>• identify ways of sustaining concentration in drama (e.g., focusing on the character's motives to stay in role);</li> <li>• identify and evaluate the variety of choices made in drama that influence groups to make different interpretations or representations of the same materials;</li> <li>• choose technology for enhancing their dramatic work, and evaluate the effectiveness of their choice (e.g., camcorders, lighting dimmers).</li> </ul>
<p><b>Creative Work</b></p>	<ul style="list-style-type: none"> <li>• write in role, analyzing the subtext of a script and the attitudes and points of view of the characters;</li> <li>• write, memorize, and present short documentary scenes based on their improvisational work and on source material drawn from diverse cultures;</li> <li>• select appropriate themes that deal with specific situations and that are aimed at a specific audience;</li> <li>• organize and carry out a group improvisation;</li> <li>• produce pieces that deal appropriately with youth problems;</li> <li>• produce work as a member of an ensemble.</li> </ul>
<p><b>Critical Thinking</b></p>	<ul style="list-style-type: none"> <li>• review dramatic performances, orally or in writing, critiquing the use of elements and techniques in the particular genre of the piece;</li> <li>• evaluate the overall effect of a performance in drama, analyzing the key elements;</li> <li>• identify and discuss the qualities and skills needed to create and perform productions in drama;</li> <li>• produce pieces of writing in which they reflect on their experiences in drama and in which they show their ability to analyze and find solutions to problems in real life;</li> <li>• dramatize material that they have researched from primary sources (e.g., historical documents), and use it effectively in presenting documentary scenes.</li> </ul>



HOLY TRINITY EPISCOPAL SCHOOL

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# Spanish

# Holy Trinity Episcopal School - Curriculum Guide – Spanish

	Prekindergarten	Kindergarten
<b>CONTENT</b>	<p>Basic greetings (How are you? What is your name?)                      Family vocabulary - basic                      Numbers 1-20                      Latin Culture                      Body vocabulary - basic                      Days of the week                      Christmas in Mexico                      Colors                      Animal vocabulary - basic                      Transportation vocabulary - basic                      Home vocabulary – basic                      Basic responses (Where is ___? Who has ___?)                      Variety of Spanish songs</p>	<p>Basic greetings (How are you? What is your name?)                      Family vocabulary - basic                      Numbers 1-20                      Latin Culture                      Body vocabulary - basic                      Days of the week                      Día del Los Muertos                      Fruit and vegetable vocabulary                      Christmas in Mexico                      Colors                      Animal vocabulary - basic                      Transportation vocabulary - basic                      Home vocabulary – basic                      Basic responses (Where is ___? Who has ___?)                      Variety of Spanish songs</p>
<b>SKILLS</b>	<p>Very basic oral dialogue                      Participation                      Group work / cooperative learning                      Building vocabulary                      Responding to very basic questions</p>	<p>Very basic oral dialogue                      Participation                      Group work / cooperative learning                      Building vocabulary                      Responding to very basic questions</p>
<b>ASSESSMENT/ EVALUATION</b>	<p>Teacher observation                      Group discussions                      Oral Participation</p>	<p>Teacher observation                      Group discussions                      Oral Participation</p>
<b>MATERIALS</b>		

# Holy Trinity Episcopal School - Curriculum Guide – Spanish

	1st	2nd
<b>CONTENT</b>	Basic greetings (How are you? What is your name?) Family vocabulary - basic Numbers 1-20 Latin Culture Body vocabulary - basic Days of the week Dia del Los Muertos Fruit and vegetable vocabulary Christmas in Mexico Colors Animal vocabulary - basic Transportation vocabulary - basic Home vocabulary – basic Basic responses (Where is ___? Who has ___?) Variety of Spanish songs	Basic greetings with various responses Family vocabulary Numbers 1-100 Latin Culture Body vocabulary Movement verbs Days, months, seasons Dia de los Muertos Food vocabulary Preference verbs (I like _____, I don't like _____) Animal vocabulary Adjectives – basic Transportation vocabulary Home vocabulary Variety of Spanish songs
<b>SKILLS</b>	Very basic oral dialogue Participation Group work / cooperative learning Building vocabulary Responding to very basic questions	Basic oral dialogue Oral participation Very Basic writing – vocabulary words Partner and group work Building vocabulary Responding to basic questions Asking questions / initiate conversation
<b>ASSESSMENT/ EVALUATION</b>	Teacher observation Group discussions Oral Participation	Teacher observation Group discussions Oral Participation
<b>MATERIALS</b>		

# Holy Trinity Episcopal School - Curriculum Guide – Spanish

	3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup>	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>
<b>CONTENT</b>	<p>Basic greetings with various responses            Family vocabulary with dialogue            To Be verbs            Numbers 1-100 with computation            Latin Culture            Body vocabulary            Movement verbs            Days, months, seasons - Calendar Dialogue - Time            Dia de los Muertos            Food vocabulary and dialogue            Preference verbs (I like _____, I don't like _____)            Animal vocabulary            Adjectives – oral and written usage            Transportation and community vocabulary and dialogue            Home vocabulary            Variety of dialogue (Where do you live? How old are you? Who are you? How many____?)</p>	<p>Basic greetings with various responses            Family vocabulary with dialogue            To Be verbs            Numbers 1-100 with computation            Latin Culture            Body vocabulary            Movement verbs            Days, months, seasons - Calendar Dialogue - Time            Dia de los Muertos            Food vocabulary and dialogue            Preference verbs (I like _____, I don't like _____)            Animal vocabulary            Adjectives – oral and written usage            Transportation and community vocabulary and dialogue            Home vocabulary            Variety of dialogue (Where do you live? How old are you? Who are you? How many____?)</p>
<b>SKILLS</b>	<p>Basic oral dialogue            Oral participation            Basic writing – vocabulary words and simple sentences            Partner and group work            Building vocabulary            Responding to basic questions            Asking questions / initiate conversation            Language solving skills – predicting patterns in language</p>	<p>Basic oral dialogue            Oral participation            Basic writing – vocabulary words and simple sentences            Partner and group work            Building vocabulary            Responding to basic questions            Asking questions / initiate conversation            Language solving skills – predicting patterns in language</p>
<b>ASSESSMENT/ EVALUATION</b>	<p>Teacher observation            Group discussions            Oral Participation</p>	<p>Teacher observation            Group discussions            Oral Participation</p>
<b>MATERIALS</b>		<p><i>Somos asi</i>  <i>En Sus Marcas, A</i>            EMC/Paradigm Publishing            Workbook to go with textbook</p>



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# Physical Education

# Holy Trinity Episcopal School - Curriculum Guide – Physical Education

	Kindergarten	1st
<b>CONTENT</b>	<p>Ball Handling:            Throwing, Catching, Kicking, Dribbling            Movement/Basic Exercises            Stability            Jumping / Landing            Running: Forward/Backward/Gaited            Health and Safety Practices            Teamwork</p>	<p>Ball Handling            Throwing, Catching, Dribbling, Kicking            Movement/ Basic Exercises            Stability            Jumping / Landing            Running: Forward/Backward/Gaited            Teamwork</p>
<b>SKILLS</b>	<p>Demonstrate the principles of movement (e.g., in various directions, alone, with others, at various speeds) using locomotion, manipulation, and stability skill.            Throw objects underhand, using one or two hands and large targets (e.g., toss a basketball through a basketball hoop).            Bounce, while running and stationary, a ball with one hand            Catch objects of various sizes, shapes, and textures below the waist and using two hands (e.g., catch a utility or beach ball).            Fundamental Soccer skills            Basic Volleyball skills:Bumping/Setting            Practice appropriate personal hygiene            Identify safe and unsafe situations, actions, and materials.</p>	<p>Demonstrate the principles of movement (e.g., in various directions, alone, with others, at various speeds) using locomotion, manipulation, and stability skill.            Throw objects underhand, using one or two hands and large targets (e.g., toss a basketball through a basketball hoop).            Catch objects of various sizes, shapes, and textures below the waist and using two hands (e.g., catch a utility or beach ball).            Fundamental Soccer skills            Basic Volleyball skills:Bumping/Setting            Bounce, while running and stationary, a ball with one hand            Jump forward with control, using a variety of take-offs and landings</p>
<b>ASSESSMENT/ EVALUATION</b>	<p>Skills assessments            Teacher observation</p>	<p>Skills assessments            Teacher observation</p>
<b>MATERIALS</b>	<p>Variety of balls and throwing objects            Jump ropes            Hoola hoops            Bean Bags            Team games: Relay races/Kickball.</p>	<p>Variety of balls and throwing objects            Jump ropes            Hoola hoops            Bean Bags            Team games: Relay races/Kickball</p>

# Holy Trinity Episcopal School - Curriculum Guide – Physical Education

	2nd	3rd
<b>CONTENT</b>	<p>Basic movement skills required to participate in physical activities:</p> <ul style="list-style-type: none"> <li>Locomotion</li> <li>Skipping</li> <li>Hopping</li> <li>Stability</li> <li>Balancing</li> <li>Twisting</li> <li>Ball Handling:                             <ul style="list-style-type: none"> <li>Throwing, Bouncing, Kicking, Shooting basketballs</li> </ul> </li> <li>Teamwork</li> </ul>	<ul style="list-style-type: none"> <li>Principals of movement</li> <li>Dodging</li> <li>Chasing</li> <li>Striking</li> <li>Hitting</li> <li>Balancing</li> <li>Rolls</li> <li>Stability skills</li> <li>Sustained movements</li> <li>Ball Handling:                             <ul style="list-style-type: none"> <li>Dribbling, Kicking, Shooting basketballs</li> </ul> </li> <li>Teamwork</li> </ul>
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>Travel in a variety of ways, changing pathways and directions.</li> <li>Kick a stationary or moving ball, using either foot, to a partner or large target.</li> <li>Basic Volleyball skills: Bumping/Setting</li> <li>Soccer skills</li> <li>Dribble a ball, with feet, over a short distance.</li> <li>Bounce a ball, with hands, while moving.</li> <li>Jump and land safely, using take-off combinations of one or two feet.</li> <li>Balance on a variety of body parts, on and off equipment, while stationary and moving</li> <li>Transfer their body weight over low equipment in a variety of ways</li> </ul>	<ul style="list-style-type: none"> <li>Combine various locomotion movements with changes in direction and level;</li> <li>Travel in various ways, and dodge stationary objects or opponents;</li> <li>Basic Volleyball skills: Bumping/Setting</li> <li>Soccer skills</li> <li>Throw a ball overhead using two hands, while stationary, to a large target or stationary partner;</li> <li>Catch, while stationary, objects of various sizes and shapes using two hands both above and below the waist;</li> <li>Hit a slowly moving object using various parts of the body, directing it to a partner or a large target;</li> <li>Balance in different positions, using different body parts and levels.</li> </ul>
<b>ASSESSMENT/ EVALUATION</b>	<ul style="list-style-type: none"> <li>Skills assessments</li> <li>Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Individual student tasks</li> </ul>
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>Variety of balls and throwing objects</li> <li>Variety of targets</li> <li>Bases</li> <li>Goals</li> <li>Movement manipulatives</li> </ul>	<ul style="list-style-type: none"> <li>Variety of balls</li> <li>Variety of striking instruments</li> <li>Measuring tools</li> <li>Bases</li> <li>Goals</li> </ul>

# Holy Trinity Episcopal School - Curriculum Guide – Physical Education

	4 <sup>th</sup>	5 <sup>th</sup> , 6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> (Athletics)
<b>CONTENT</b>	Gymnastics Sliding Gliding Kicking Trapping Stability Running Throwing Catching Teamwork	Soccer Basketball Volleyball Gymnastics Dance Running Jumping Hopping Stability Teamwork
<b>SKILLS</b>	Combine locomotion skills in repeatable sequences, incorporating a variety of speeds and levels Throw, both while stationary and while moving, a ball using a one-hand overhand motion to a partner or large stationary target, or pass and receive an object Stop an object with the lower part of the body or with a piece of equipment Balance safely in a variety of static positions Grip, hang, and swing from equipment Jump from a low height, using a variety of turns, shapes, and directions Team Sports: Soccer Skills, Volleyball Skills, Basketball Skills	Perform a combination of locomotion skills using equipment: navigating through obstacle courses Demonstrate a variety of running techniques Kick balls of various sizes and shapes for distance and accuracy Throw an object overhand or side arm, using the dominant hand, to a target or a partner for distance and accuracy; Demonstrate goal-tending skills with or without a piece of equipment Jump for height Perform a variety of springing actions Team Sports: Baseball, Basketball, Track, Flag Football, Volleyball
<b>ASSESSMENT/ EVALUATION</b>	Teacher observation Skills assessments	Teacher observation Skills assessments – Fundamentals of Sports Skills Compete in Team Sports
<b>MATERIALS</b>	Variety of balls and throwing objects Tumbling pads Variety of striking manipulatives Cones and field marking equipment Variety of targets	Variety of balls and throwing objects Tumbling pads Variety of striking manipulatives Cones and field marking equipment Variety of targets



HOLY TRINITY EPISCOPAL SCHOOL

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# Technology

# Holy Trinity Episcopal School - Curriculum Guide – Technology

	3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup>	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>
<b>CONTENT</b>	Keyboarding Social, Legal, Ethical Issues Multimedia Telecommunications Word Processing Basic Operations	Keyboarding Social, legal ethical issues Multi-media Telecommunications Word processing Simple Programming Core Subject Integration
<b>SKILLS</b>	Use grade-level appropriate keyboarding techniques Follow Acceptable Use guidelines Create multi-media presentations Enter data on a spreadsheet and create a chart and graph Save to floppy disk / hard drive Create / name documents and files Close / resize / scroll windows Create / open a file Use copy / cut paste Select / change font, size, style Print work Access games software	Use grade-level appropriate keyboarding techniques Follow Acceptable Use guidelines Create multi-media presentations Enter data on a spreadsheet and create a chart and graph Save to floppy disk / hard drive Create / name documents and files Transfer documents between computers Adapt file formats Demonstrate proficiency with all tools of a word processing program Create a program for a purpose.
<b>ASSESSMENT/ EVALUATION</b>	Teacher observation Multi-media presentations Word processing documents	Teacher observation Multi-media presentations Word processing documents
<b>MATERIALS</b>	Acceptable Use Policy Microsoft Word PowerPoint Internet	Acceptable Use Policy Microsoft Word, Excel, Power Point Internet Graphics, Modeling & Animation Programs Programming Compiler