



**ST. MARY ACADEMY**  
**BAY VIEW**

**MODEL CONTENT STANDARDS**  
**&**  
**GRADE LEVEL EXPECTATIONS**

**GRADE 1**

**Course Title: Language Arts**

**Grade: 1**

**Full Year**

**Text:** *Reading Street*, Pearson/Scott Foresman Copyright 2013  
*Reader's & Writer's Notebook*, Pearson/Scott Foresman Copyright 2013  
*Handwriting*, Zaner-Bloser 2012; Scholastic News 2018;

*Trade Books*

*Renaissance Learning, Inc.* Accelerated Reader, Copyright 2001

The Accelerated Reader Program is a supplemental reading program designed to encourage students to read books on their reading level. The students select a book to read. After reading the books, they take a multiple choice computerized test. They receive immediate reinforcement by seeing their scores along with the questions missed and correct answers. The points accumulate throughout the year.

**Course Description:** The language arts program for Grade 1 encourages the students to think what they read, write, hear and speak about. Through the application of appropriate phonics and the analysis of words, students will be able to read grade-level material well enough to understand the meaning. The children are guided to read and write with comprehension and confidence and to do so with purpose and pleasure. This course leads students through the various language arts of reading, speaking, writing, and listening so that they can communicate fluently, successfully, and independently.

**Course Outcomes:**

Upon completion of this language arts course the student will:

1. Listen to and speak about ideas with skill appropriate to their level;
2. Analyze information from text competently;
3. Recognize logical relationships, i.e., sequences, cause and effect, comparison/contrast, and problem/solution;
4. Demonstrate a knowledge of fiction and non-fiction elements;
5. Identify words through decoding strategies;
6. Recognize selected literary techniques and devices.
7. Write about topics that are personally meaningful

**Course Content:**

The following outline of course material covers the various concepts and skills that form the basic substance of this course.

- I. Reading
  - A. Reading
    - initial and final consonants
    - short and long vowels

- consonant digraphs
- consonants blends
- vowel digraphs/diphthongs
- R-controlled vowels
- vowel variants

#### B. Structural Analysis to decode Words

- affixation
- contractions
- compound words
- syllable patterns

#### C. Decoding New Words/Context Clues

### II. Writing

#### A. Pre-Writing

#### B. Composing

#### C. Editing for Mechanics

#### D. Post-Writing (reflecting)

#### E. Written Language Forms

- sentences
- narration of stories
- description of personal experience
- letters
- poems
- reports
- journals
- summaries

#### F. Listening skills

#### G. Speaking

- conversation
- story re-telling
- dramatizing
- directions
- poetry reading
- oral reporting
- oral/choral reading
- puns, riddles, anecdotes
- description of a personal experience
- creative fiction

#### H. Spelling

#### I. Handwriting

- vertical manuscript alphabet
- continuous stroke writing

***Course Objectives:***

1. Students will listen to and read stories on Epic
2. Students will read and retell familiar stories
3. Students will orally read with reasonable fluency
4. Students will use letter-sound associations, word parts and context to identify new words.
5. Students will identify an increasing number of words by sight
6. Students will sound out and represent all substantial sounds in spelling a word
7. Students will attempt to use some punctuation and capitalization
8. Students will use strategies; rereading, predicting, questioning and contextualizing

***Assessments:***

1. Daily observation
2. Daily written assignments
3. Oral and written responses to questions
4. Retelling and sequencing stories
5. Performance Assessments

**Course Title: Social Studies****Grade: 1****Full Year****Text:** No formal textbook is used.

**Course Description:** While the discipline of social sciences is not formally introduced into the academic schedule until Grade 3, students in the lower grades are routinely engaged in exploring topics universally accepted as social sciences material. Usually, these topics are presented within the context of another discipline; thus, not only is readiness for the formal study of the social sciences nurtured, but also the student experiences the process of learning across the disciplines—an essential aspect of holistic education. Examples of this practice are as follows:

1. In Grade 1, the practice of integrating disciplines through the presentation of thematic units is continued. A unit on “Cinderella Around the World” presents cultures around the world. These cultures are then compared and contrasted to the cultural heritages of the students. Frequently, reading selections highlight different aspects of geography and social practices throughout the world.
2. Children learn about various national holidays and observances throughout the year: Columbus Day, Presidential Election Day, Thanksgiving, Christmas, Martin Luther King, Jr. Day, President’s Day and Easter.
3. Children read and discuss current events which are presented in the “Scholastic News.”
4. The references to social sciences material are frequent and consistent in the lower grades. Children entering Grade 3 are ready to embark on the formal study of history and geography because of this preparation in both values and data.

**Course Title: Mathematics****Grade: 1****Full Year****Text:** *enVisionmath 2.0*, Scott Foresman, Addison Wesley, Copyright

**Course Description:** The mathematics program for Grade 1 leads the students to understand whole number concepts and operations, graphing and probability, patterns, relations and functions. The students learn problem-solving skills and how to use mathematical reasoning. They are presented concepts and activities involving measurement, time and money.

**Course Outcomes:**

Upon completion of this Grade 1 mathematics course the student will:

1. Represent and solve problems involving addition and subtraction within 10.
2. Develop fluency for addition and subtraction within 10, explore strategies to add within 20.

3. Use strategies based on the properties of operations and the relationship between addition and subtraction to solve subtraction facts to 20.
4. Work with addition and subtraction equations, and learn how to find a missing number in an equation and determine if an equation is true or false.
5. Organize and interpret data to answer questions and learn to represent data visually using tally charts and picture graphs.
6. Extend their understanding of the counting sequence to numbers through 120.
7. Learn that two-digit numbers represent amounts of tens and ones, and use their understanding of place value to compare numbers.
8. Use strategies based on place value and properties of operations to add within 100 and subtract multiples of 10 within 100.
9. Use indirect measurement to compare two lengths using nonstandard units.
10. Tell time to the minute, hour and half hour
11. Explore attributes of two- and three-dimensional shapes.
12. Divide shapes into two and four equal shares to build a conceptual foundation for fractions.

***Course Content:***

The following outline of course material covers the various concepts and skills that form the basic substance of this course.

- I. Solve Addition and Subtraction problems to 10
  - Solve Problems: Add To
  - Solve Problems: Put Together
  - Solve Problems: Both Addends Unknown
  - Solve Problems: Take From
  - Solve Problems: Compare Situations
  - Continue to Solve Problems: Compare Situations
  - Practice Solving Problems: Add To
  - Solve Problems: Put Together/Take Apart
- II. Fluency Add and Subtract Within 10
  - Count on to Add
  - Doubles
  - Near Doubles
  - Facts with 5 on a Ten-frame
  - Add in Any Order
  - Count Back to Subtract
  - Think Addition to Subtract
  - Continue to Think Addition to Subtract
  - Solve Word Problems with facts to 10
- III. Addition facts to 20: Use Strategies
  - Count On to Add
  - Count on to Add Using an Open Number Line

- Doubles
- Doubles Plus 1
- Doubles Plus 2
- Make 10 to Add
- Continue to Make 10 to Add
- Explain Addition Strategies
- Solve Addition Word Problems with Facts to 20

IV. Subtraction Facts to 20: Use Strategies

- Count to Subtract
- Make 10 to Subtract
- Continue to Make 10 to Subtract
- Fact Families
- Use Addition to Subtract
- Continue to Use Addition to Subtract
- Explain Subtraction Strategies
- Solve Word Problems with Facts to 20

V. Work with Addition and Subtraction Equations

- Find the Unknown Numbers
- True or False Equations
- Make True Equations
- Word Problems with Three Addends
- Add Three Numbers
- Solve Addition and Subtraction Word Problems

VI. Represent and Interpret Data

- Organize Data into Three Categories
- Collect and Represent Data
- Interpret Data
- Continue to Interpret

VII. Extend the Counting Sequence

- Count by 10s to 120
- Count by 1s to 120
- Count on a Number Chart to 120
- Count by 1s or 10s to 120
- Count on an Open Number Line
- Count and Write Numerals

VIII. Understand Place Value

- Make Numbers 11 to 19
- Numbers made with Tens
- Count with Groups of tens and Leftovers
- Tens and Ones
- Continue with Tens and Ones

- IX. Compare Two-Digit Numbers
  - 1 More, 1 Less; 10 More, 10 Less
  - Make Numbers on a Hundred Chart
  - Compare Numbers
  - Compare Numbers with Symbols ( $>$ ,  $<$ ,  $=$ )
  - Compare Numbers on a Number Line
  
- X. Use Models and Strategies to Add Tens and Ones
  - Add Tens Using Models
  - Mental Math: Ten More Than a Number
  - Add Tens and Ones Using a Hundred Chart
  - Add Tens and Ones Using an Open Number Line
  - Add Tens and Ones Using Models
  - Make a Ten to Add
  - Add Using Place Value
  - Practice Adding Using Strategies
  
- XI. Use Models and Strategies to Subtract Tens
  - Subtract Tens Using Models
  - Subtract Tens Using a Hundred Chart
  - Subtract Tens Using an Open Number Line
  - Use Addition to Subtract Tens
  - Mental Math: Ten Less Than a Number
  - Use strategies to Practice Subtraction
  
- XII. Measure Lengths
  - Compare and Order by Length
  - Indirect Measurement
  - Use Units to Measure Length
  - Continue to Measure Length
  
- XIII. Time
  - Understand the Hour and Minute Hands
  - Tell and Write Time to the Hour
  - Tell and Write time to the Half Hour
  
- XIV. Reason with Shapes and Their Attributes
  - Use Attributes to define Two-Dimensional (2-D) Shapes
  - Defining and Non-Defining Attributes of 2-D Shapes
  - Build and Draw 2-D Shapes by Attributes
  - Compose 2-D Shapes
  - Compose New 2-D Shapes from 2-D Shapes
  - Use Attributes to Define Three-Dimensional (3-D) Shapes
  - Defining and Non-Defining Attributes of 3-D Shapes
  - Compose with 3-D Shapes

- XV. Equal Shares of Circles and Rectangles
- Make Equal Shares
  - Make Halves and Fourths of Rectangles and Circles
  - Understand Halves and fourths

**Course Objectives:**

1. Students will receive direct instruction in large and small groups.
2. Students will participate in a variety of math games to reinforce concepts and skills.
3. Individual students will receive additional instruction when indicated.
4. Students will generate, solve and illustrate word problems.
5. Students will engage in individual exercises.

**Assessments:**

1. Daily observation of classwork
2. Homework assignments
3. Oral responses to questions
4. Varied online programs
5. Performance assessments

**PERFORMING ARTS**

**Course Title: Elementary – General Music**

Grades: Pre-K, 1, 2, 3 Full Year

*Text: The Music Connection* (and accompanying CDs.), Silver Burdett Ginn, 2000

Additional Resources: Liturgical music (Breaking Bread - Oregon Catholic Press, 2006) and various other music sources, CDs and tapes.

*Course Outcomes:*

The Elementary general music program strives to give the student an opportunity to:

1. Express herself creatively;
2. Build self-confidence;
3. Learn to interact with her fellow classmates;
4. Develop a love and appreciation for music and all the arts.

Through movement, singing, and using percussion instruments, the beginning student learns to use her whole mind, body, and spirit in experiencing the universal language of music.

**Course Content:**

Paying attention to the National Standards, students will have opportunities to:

- . Sing solo
- . Sing with a group
- . Develop listening skills

- . Learn to play an instrument
- . Compose their own songs
- . Learn about famous composers
- . Learn beginning music theory and form
- . Discover cultural connections with various styles of music, lyrics, and instrumentation.
- . Perform and express themselves at school liturgies and concerts.

**Assessments:**

1. Students are required to do their best in participating in all learning and listening skills.
2. Students are required to be respectful and patient with themselves and each other.
3. Beginning music students are encouraged to:
4. Perform in front of teacher, classmates and audience
  - . explore their God-given talents
  - . learn exciting new skills and appreciation that will last a lifetime;
  - . share their knowledge and talents generously with the world around them and beyond.

**Course Title: Science**

**Grade: 1**

**Full Year**

The formal study of science begins in Grade 3. Before that time, students explore science areas through thematic units which involve language arts, religion, music, art and math. The use of the thematic approach to teach science concepts creates the opportunity to present developmentally appropriate educational activity and hands-on projects that integrate many areas of the curriculum and afford a wide knowledge of a given topic.

**Text:** none

**Course Description:** *Tooth Unit*

**Course Outcomes:**

Upon completion of this Grade 1 science unit the student will:

1. Identify parts of a tooth;
2. Identify and name different human teeth;
3. Show an understanding of general tooth care and health.

**Course Content:**

The following outline of course material covers the various concepts and skills that form the basic substance of this course.

Various trade books, videos, models, Colgate Bright Smiles Curriculum

**Assessments:**

1. Objective type test
2. Open ended group and individual projects
3. Free-response type questions
4. Teacher observations
5. Participation in class discussions

**Course Description:** *Life Science*

**Course Outcomes:**

Upon completion of this science unit the student will come to the realization that:

1. To clearly identify the key features of the skeleton
2. To explain form and function of parts of the skeleton
3. To describe what happens to food as it goes through the body
4. To be able to explain what the circulatory system does and how

**Course Content:**

Various trade books on body systems  
Videos, experiments

### **Assessments:**

1. Objective type tests
2. Open ended group and individual experiments
3. Free response type questions
4. Teacher observation
5. Participation in class discussions

## **THEOLOGICAL STUDIES DEPARTMENT**

### **MISSION STATEMENT**

The Department of Theological Studies functions to provide a complete theological foundation so as to empower its young women to live lives of faith expressed in the unfolding of their created uniqueness and in the living of just interrelationships in the context of the global community. To that end, the Theological Studies program enables the students in their self-discovery by challenging them to honest self-appraisal; exposing stereotypical thinking; examining media and cultural influences that inhibit self-valuation and the development of personal uniqueness. The department provides the student with clear doctrine, intelligent reading of the Scriptures, and moral guidelines according to the teachings of the Catholic Church. It fosters that sense of justice grounded in the Judaeo-Christian tradition which enables them to respond to the challenges of their world and in so doing to expand the reign of God.

### **THEOLOGICAL STUDIES DEPARTMENT GOALS**

Upon completion of the Theological Studies program, the students will:

1. Express their personal uniqueness through personal choices and lifestyles.
2. Recognize their relationship with God and express in worship, prayer, and service the faith that is in them;
3. Understand and appreciate the ways in which others find and respond to the divine Presence in the world;
4. Make informed decisions based on a clear understanding of the Judaeo-Christian tradition, integrating a relationship between personal conduct and social accountability;
5. Demonstrate understanding of the interdependence of all life through reverence of the environment as God's stewards on earth.

**Course Title: Religion**

**Grade: 1**

**Full Year**

**Text:** *We Believe, God Loves Us* William H. Sadlier, Inc., 2015,  
*We Believe Assessment Book*, [www.webelieveweb.com](http://www.webelieveweb.com)  
*We Believe Music CD*

**Course Description:** The content of this religion program is faithful to the teachings of the Catholic Church and it holistically embraces the four pillars of the Catechism of the Catholic Church: Creed, Liturgy and Sacraments, Moral Life and Prayer.

**Course Outcomes:**

Upon completion of this religion course the student will:

1. Express an understanding and appreciation for the beauty of the Catholic faith.
2. Demonstrate a desire to grow in understanding of the Catholic religion.  
*In addition:*
  1. Explain that God is our creator
  2. Recognize that all creation is God's gift to us
  3. Show love and respect for God's creation
  4. Identify that Jesus is the Son of God
  5. Identify members of the Holy Family – Jesus, Mary, and Joseph
  6. Recognize that saints are people who led holy lives by loving God and helping others
  7. Recognize that the church is the house of God and a place of worship
  8. Show reverence during prayer time
  9. Recite the following prayers: The Lord's Prayer, The Hail Mary, The Sign of the Cross, and Grace before meals
  10. Treat others with respect
  11. Recognize the difference between good and bad choices
  12. Identify ways they care about others and their world
  13. Participate in community giving projects

**Course Content:**

The following outline of course material covers the various concepts and skills that form the basic substance of this course.

- I. The *We Believe* program is:
  1. Rooted in Scripture;
  2. Faithful to the tradition of the Catholic Church;
  3. Spirited by the *General Directory of Catechesis*;
  4. Christocentric, centering on the Person of Jesus Christ;
  5. Trinitarian, inviting relationship with God the Father, God the Son and God the Holy Spirit;
  6. Ecclesial, supporting faith that is lived in the domestic church and the universal church.
- II. Jesus Teaches Us About God's Love
  - God Is Our Father
  - We Believe in the Blessed Trinity
  - Jesus Grew Up in a Family
  - Jesus Works Among the People
  - Jesus Teaches Us About Love
  - The Church Year\Ordinary Time
- III. We Are Followers Of Jesus
  - Jesus Had Many Followers
  - Jesus Died and Rose to New Life
  - Jesus Sends the Holy Spirit

- The Holy Spirit Helps the Church to Grow
- The Church Serves
- Advent
- Christmas

IV. We Belong to the Church

- We Belong to a Parish
- We Celebrate the Sacraments
- The Church Welcomes New Members
- We Are Followers of Jesus
- We Celebrate God's Forgiveness
- Lent
- The Three Days

V. We Celebrate and Live Our Faith

- Jesus Gives Us the Eucharist
- We Celebrate the Mass
- We Share God's Love
- We Honor Mary and the Saints
- We Care for the Gifts of God's Creation
- Easter
- Sharing Faith in Class and at Home

***Course Objectives:***

1. Through listening to Scripture readings, the students will learn about God's love.
2. Through contemporary stories and discussion, the students will learn Catholic social teaching, vocation awareness, and mission.
3. The students will use music and prayer to enhance liturgical celebrations.

***Assessments:***

1. Review and assessments at the end of each chapter that reinforce the essential presented concepts.
2. Art projects
3. Free-response type questions
4. Oral responses to discussion
5. Participation in prayer services

**Course Title: Computer Science**  
**Grade: 1**  
**Full Year**

**Resources:** Code.org Course B, Blockly programming language, CS Unplugged, Computer Science for All, Edison Robots, Edblocks, Scratch Jr., CommonSense.org, G-Suite for Education, Hello Ruby series by Linda Lukas, Legos, student iPads and Typing.com.

**Course Description:** The Grade 1 computer science class give students multiple opportunities to code using different programming platforms. Using Legos from the Lego Mindstorms Kits students will begin to build structure that use gears and wheels to move. Students will be talking about digital footprints and how to manage them, as well as, copyright licenses and creative commons. All students will have G-Suite accounts which give them access to Google Docs, Drive, Slides and Sheets. The curriculum focuses on collaboration, investigation, persistence, problem solving.

**Course Outcomes:**

Upon completion of this class, the student will be able to:

1. Identify the main components of a computer
2. Locate and identify the characters on the keyboard
3. Open, use and close an application on the computer and the iPad.
4. Create, save and edit a Google file.
5. Program using a variety of platforms
6. Build moving structures using Legos.
7. Discuss digital footprint and create a work to share with others.
8. Use journals to reflect on computer science concepts and activities.
9. Work cooperatively with other students

**Course Content:**

The following outline of course material covers the various concepts and skills that form the objectives of this course.

- I. Computer Basics
  - o Hardware identification
  - o Icon recognition
- II. Mouse Utilization
  - o Double clicking to open applications independently
  - o Find objects by clicking through numerous screens
- III. Keyboarding
  - o Introduction to the QWERTY keyboards
  - o Type using home row and correct finger placement
- IV. G-Suite - Google Apps for Education
  - o Log in and out of their Google account.
  - o Create, save, edit and open files using Google Slides, Docs and Draw.
- V. Programming
  - o Identify an algorithm
  - o Program using simple algorithms
  - o Debug a program
  - o Program using Loops

- Program an Edison robot using EdBlocks including motors, sounds and lights.
- Program on the iPad using Scratch Jr. to create animated stories.
- VI. Building
  - Using Legos create a structure that uses gears to create moving parts.
- VII. Digital Citizenship
  - Digital footprint
  - Managing a digital footprint
  - Intellectual property rights
- VIII. Journaling
  - Using drawing and symbols reflect on computer science concepts
  - Practice programming concepts using graphs, cutouts, pencils and markers
- IX. Cooperative Learning
  - Work in groups to solve problems and challenges
  - Take part in paired programming lessons

## **WORLD LANGUAGE**

**Course Title: Lower School Spanish**

**Grades: Pre-K 3-Year Olds Through Grade 5 Full Year**

**Text: *Spanish is Fun* (Grades 4+5), Amsco School Publications, Inc.1997; *Viva El Español, A+B* (PreK-3)National Textbook Company, 1995 *Total Physical Response in First Year Spanish*, Francisco Cabello. (All Grades)**

**Course Description:** This early introduction to Spanish applies the natural approach used to teach children their first language. It emphasizes oral competence (speaking and listening skills). It uses various media to enhance the learning process: picture cards, videos, books, puppets, skits, songs, dances and games. Writing and reading skills are introduced in Grades 2-5. Basic grammar is introduced in Grades 4 and 5.

### **Course Outcomes:**

Upon completion of this Spanish course the student will:

1. Listen to and understand; speak on topics of general interest; read basic level reading material and write simple responses to questions.
2. Demonstrate a basic knowledge of the history, values and cultures of the Spanish-speaking countries.
3. Compare / contrast her own lifestyle with those of the Spanish-speaking peoples.
4. Relate world language study with the vision of Catherine McAuley and the Core Values and Critical and Critical Concerns of the Sisters of Mercy.

### **Course Content:**

The following outline of course material covers the various concepts and skills that form the basic substance of this course.

- I. Each grade begins with a review of previously learned material. Common phrases, vocabulary and cultural facts and experiences are added gradually as the students' comprehension increases along with their facility in the language arts.

**Course Objectives:**

1. Students will demonstrate a comprehension of basic, relevant vocabulary used in settings familiar to children: home, school, friends, community, sports and entertainment and travel
2. Students will give appropriate responses to questions made regarding material presented in class
3. Students will grow in respect and appreciation for the customs and values of the cultures of the Spanish-speaking countries
4. Students will be able to read, write and comprehend basic vocabulary and language structures according to each class level

**Assessments:**

1. Oral assessments
2. Individual and group projects
3. Physical responses to spoken and/or written commands
4. Written reviews
5. Homework assignments (depending on grade level)

**Course Content:**

Each grade level builds on the content taught in previous grade levels and introduces new vocabulary as well as further knowledge of the language structure and culture.

**1. Grade 1:**

- Review of prior material
- Articles of clothing
- Months and Seasons of the year
- Prayers in Spanish and the Pledge of Allegiance
- Places in the School and personnel
- Numbers 1-30
- Vowel sounds and consonant sounds similar to English

Cultural Celebrations at all levels: Hispanic Heritage Month, Día de la Raza, Día de los Santos, Día de los Muertos, Juan Diego y la Guadalupe, Las Posadas, La Noche Buena y la Navidad, El Día de los Reyes Magos, la Semana Santa, Cinco de Mayo.

**Mercy Mission Values:** There are many opportunities to incorporate teaching Mercy values and the Critical Concerns with special emphasis on: respect for differences, embracing our multicultural and international reality, awareness of racism, commitment to nonviolence. Also tied in with these concerns is the conscience raising regarding the way in which climate change affects the poor and third world nations.

## **VISUAL ARTS**

**Course Title:** Visual Arts, Grades K-5

**Full Year**

In Visual Arts Grades K-5 the students have access to:

- Wide range of art materials
- Art Room Book Corner
- Promethean Board Art Instruction
- Apple TV
- iPad Drawing Apps
- Artist Visits
- Blank Sketchbooks for each student

### **Course Description:**

The Visual Art program for Grades Kindergarten- Grade 5 will develop students' appreciation for art as well as their creative skills. They will be introduced to varied media and instructed on how to use materials properly. Both individual and group projects will encourage their creative thought, expression, and knowledge of art. Students will learn about and be inspired by the artistic accomplishments of past and present artists and cultures, while developing skills to express their own artistic vision. Special projects that connect with classroom curriculum will be included. The schedule provides each grade with one 45-minute class per week. Lessons will span over several weeks when time is required.

### **Course Outcomes:**

Upon completion of the course the students will:

1. Develop creativity and appreciation of the arts
2. Use art materials properly
3. Develop confidence in their own artistic ability
4. Increase artistic skills
5. Develop a respect for their own and others' work and belongings
6. Gain knowledge of art and cultural history

### **Course Content:**

The following outline of course material covers the various concepts and skills that form the basic substance of this course.

#### **Grade 1 Art**

Skills

- Continue to develop skills using art materials
- Continue to develop cutting and pasting skills
- Listening and following directions
- Sharing art tools and respecting others' work
- Develop drawing and painting skills
- Develop neatness and commitment to completing tasks

Design and Materials

- Elements of art and design
- Line, shape, and color
- Color mixing and theory/ primary, secondary, tertiary colors

- Paper folding/ Washi Paper
- Watercolor techniques
- Self portraiture
- Printmaking with natural objects, studying historical methods (ex: Gyotaku)
- Tissue Paper Collage
- Flower studies/ Audubon
- Repeat patterns (Bogolanfini Mudcloth patterns)
- Animal drawings
- Materials: crayon, watercolor, paper, pencil, colored pencil, oil pastel, tempera paint, tissue paper

#### Art History and World Culture

- Teacher will read to class and show examples of historical artists and world cultures
- Students will respond by creating art inspired by art history and world cultures

#### Contemporary Art

- Teacher will read to class illustrated books by contemporary artists
- Teacher will show artwork by contemporary artists
- Students will respond by creating art inspired by contemporary art
- Artist Visit: The lower school will have a visit by an Illustrator/Author during Reading Week

#### Drawing from Nature

- Students will take sketchbooks into Bay View's Garden to observe and draw from nature

#### Technology

- Students will experiment with drawing app on iPad

### ***Course Objectives:***

#### **The student will:**

1. Increase creativity
2. Have experience with new materials, techniques, and processes
3. Increase skills with materials and tools
4. Share thoughts, ideas, and the artistic process with other students and teachers
5. Learn about artists and cultures from the past and present
6. Increase confidence and self-reflection through art

### ***Assessments:***

1. Evaluation of class work
2. Attention to directions, cooperation
3. Creativity
4. Completion of assignment