



**LINCOLN  
INTERNATIONAL  
ACADEMY**

A CATHOLIC COLLEGE PREPARATORY SCHOOL



**Catholic Schools**  
Learn. Serve. Lead. Succeed.

## Middle School



Early adolescence is a crucial time not just for parents but for our students as well. Students in Middle School need to be continuously supported by their parents to help them be aware that their education is key to achieve overall development as adolescents.

LIA middle school students are required to be consistent with fulfilling their responsibilities at school, have a positive attitude, work hard and show respect to peers, faculty and staff.

Lincoln International Academy's curricular program is designed to give each and every student a solid academic foundation.

In addition to the academic approach, social and emotional skills are developed in an atmosphere where Catholic Faith and values are present in every aspect of the student's education. The High School makes an emphasis on problem solving, 21st century skills, and career orientation.

The Middle School Course description has been carefully designed to provide students with the preparation for High School and beyond.

# Lincoln International Academy

# MIDDLE SCHOOL CURRICULUM GUIDE

## 6th Grade

### Math

In this course students will reinforce basic operations with whole and rational numbers to later move into operations with integers. They will also learn how to solve algebraic problems, equations, and relationships between quantities through ratios, proportions & percent. Math 6 is geared toward the application of arithmetic and basic algebraic principles to represent real life situations.

### English Language Arts

In 6<sup>th</sup> grade, students practice reading comprehension and literary analysis through short stories and outside reading novels. The literary focuses in Middle School include analyzing plot, making predictions and inferences, analyzing direct and indirect characterization, identifying a story or novel's themes, determining point of view (first, omniscient, and third-person limited), and engaging in literary criticism. In addition, students will study forms of prose and poetry, myths, and folk tales. Through the reading, students will learn vocabulary strategies to determine meanings of unfamiliar words in context.

Writing is also integral part of the English course. Students will work on many different writing projects throughout the year, including weekly writing prompts, poetry, autobiographical and creative narratives, and analytical essays. Students will practice the writing process through brainstorming, outlining, and producing multiple drafts of the longer writing projects. In grammar, students will continue to improve sentence and paragraph structure through a variety of grammatical topics. In addition, students will practice speaking and listening and develop public speaking skills through oral presentation assignments. Alongside academic growth, differentiated instruction and technology are integrated in various aspects of the subject area. Students will develop cooperative learning skills through partner and small group work and class participation to create a better sense of readiness for life. In addition, students will take an active role in their community as good citizens.

### Science

In the sixth grade Earth Science course, students will learn to observe and analyze our planet from a scientist perspective. They will learn how the earth constantly changes through weathering and erosion processes, how it's interior looks like and how weather and oceans interact. Students will build models of objects and events to help them understand how processes, systems and cycles in earth affect the way living things grow and respond to changes. Finally, the knowledge gained will be used to make inferences and deductions about the way various agents in the natural world will react to different environmental changes.

### Nicaraguan History & Nicaraguan Geography

This class is in Spanish and deals with historical issues revolving around the Pre-Columbine society, the colonial period, the independence of Nicaragua, the regime of José Santos Zelaya, and the country's insertion in the 20th century. The geographical and social aspects are also covered by analyzing the physical geography of Nicaragua, its composition, population, and culture.

## **Spanish**

Spanish for sixth graders focuses on developing the basic skills of language (speak, read, write and listen). Students are presented with informative and literary texts adapted to the age and interest of each student allowing them to develop basic cognitive skills: to understand the content of the text, to place facts in time and space, to arrange processes, to compare situations. Students enjoy reading finished works adapted for them and discover the expressive possibilities of language. The grammar content is worked by means of an inductive procedure – deductively, depart from the previous knowledge and drives the application of new workmanship, promotes the reflection of the students language mechanism as a system of effective communication.

Spelling is realized by means of deductive process that allows the analysis of concrete orthographical problems and application in real communicative situations. All these skills and workmanship develop a scientific approach and direct the formation of Christian values.

## **Technology**

This course endeavors at preparing students to obtain the knowledge and skills for operating the computer. Throughout the course students will look at the following topics; help, the taskbar, short cuts, files, folders, the desktop, windows explorer, control panel, hardware peripherals, users, networks, system information, disks, backup data, remote assistance, fonts, printing, internet connection, internet explorer, security center, firewalls, sharing files and meeting space.

Also, students prepare students to obtain the knowledge and skills for Word processing. Throughout the course students will look at the following topics: documents' format, the spell function, headers and footers, columns, bullets and numbering, objects, multiple formats, offline help, tables, borders and shedding, wrap text, images, mail merge function, page layout, macros, and printing. They should also be able to describe and illustrate a content-related concept or process using a model, simulation, or concept-mapping software. Create original animations or videos documenting school, community, or local events. Gather data, examine patterns, and apply information for decision making using digital tools and resources. Participate in a cooperative learning project in an online learning community. Evaluate digital resources to determine the credibility of the author and publisher and the timeliness and accuracy of the content.

Finally, students employ data-collection technology, such as probes, handheld devices, and geographic mapping systems, to gather, view, analyze, and report results for content-related problems. Select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. Use collaborative electronic authoring tools to explore common curriculum content from multicultural perspectives with other learners. Integrate a variety of file types to create and illustrate a document or presentation. Independently develop and apply strategies for identifying and solving routine hardware and software problems.

## **Faith Formation**

Using guiding principles as the basis of teaching the subject of Formation in Faith will contribute to develop a strong religious foundation in the Catholic Faith for each student, and invite the student into the Church which is the mission of Jesus Christ. Lincoln International Academy hopes that each student will arrive at a deeper understanding of the Catholic Faith. During this course the sixth graders will be learning God's relation as a Father with the humanity across the Universal Church. Taking in account that the Christian faith always calls upon the action to improve the relation with one and with others.

The curriculum is based on a spiral approach to learning that is the same fundamental faith topics that are presented each year so that the student may gradually deepen his/her understanding of the faith.

The curriculum is structured according to the six fundamental tasks of catechesis set forth in the General Directory for Catechesis [GDC, #85-86] and the National Directory for Catechesis [NDC, pp. 60 – 63]. The NDC explains that “Catechesis comprises six fundamental tasks”: 1. Catechesis promotes knowledge of the faith [Creed], 2. Catechesis promotes knowledge of the meaning of Liturgy and the sacraments [Worship and Prayer], 3. Catechesis promotes moral formation in Jesus Christ [Moral Life], 4. Catechesis teaches the Christian how to pray with Christ [Worship and Prayer], 5. Catechesis prepares the Christian to live in community and to participate actively in the life and mission of the Church [Community Life], 6. Catechesis promotes a missionary spirit that prepares the faithful to be present as Christians in society [Apostolic Life]. In this curriculum there are four major strands for each grade. The strands represent a major category of religious knowledge which are: Creed, Liturgy and Prayer, Moral Life, Community and Apostolic Life.

### **Physical Education**

Students will participate in a variety of skills, games, and activities designed to develop an understanding of basic motor skills and increase their physical proficiency. Create an awareness of the importance of physical fitness through lifelong activities. This course provides experiences which develop initiative, auto esteem, honesty, responsibility and love for the game. It creates in the students the sense of fair play, cooperation and appreciation of team work. Students will gain a sense of sportsmanship and leadership.

The Physical Education course is divided in 5 Sports: Athletics, Basketball, Soccer, Volleyball and Baseball. In each of these areas students are provided with technical and methodological elements, sports activities and resources that allow a physical, spiritual and intellectual development which promotes the practice of moral, human and Christian values. This course is divided in two groups girls and boys guided by a female and male instructor respectively. The course is a 45 minute lesson. It begins with warm-ups and stretches. Then students enter the principal part, where they are taught to develop skills in every sport and continue with the final part, where the principal target is to do recovery exercises and warm-downs so that the children return rested and calm to the classroom. During each sports season, games and competitions are arranged by level and gender. The winners are prized with trophies, medals, and diplomas.

### **Art/Cultural Expression**

The goal of this course is to offer our students the opportunity to experience, discover, and develop artistic abilities in the areas of dance, music and arts. Students in Middle School choose one artistic area they wish to attend during the entire school year. Classes are once a week. At the end of each semester the Art class culminates with a presentation to celebrate Christmas, during the first semester, and Mother’s Day, during the second semester. Both shows integrate the work and effort made by our teachers and students from all three areas to produce a high quality show enjoyed by all our school community. Our students also participate in other school events during the school year in order for them to share with the school community the skills acquiring in these classes. Students also, support our Service Learning Clubs in the artistic area.

# 7th Grade

## Pre-Algebra

This course is designed to follow a logical development as an introduction to algebra that emphasizes basic concepts, skills and fundamental operations. Increased emphasis is placed on topics such as the use of integers, equations, inequalities, graphing, and applications to problem solving. Pre-Algebra revolves around a broadened approach to core topics integrating algebra, geometry and basic statistics.

## English Language Arts

In 7<sup>th</sup> Grade, students practice reading comprehension and literary analysis through short stories and outside reading novels. The literary focuses in Middle School include analyzing plot, making predictions and inferences, analyzing direct and indirect characterization, identifying a story or novel's themes, determining point of view (first, omniscient, and third-person limited), and engaging in literary criticism. In addition, students will study forms of prose and poetry, myths, and folk tales. Through the reading, students will learn vocabulary strategies to determine meanings of unfamiliar words in context.

Writing is also integral part of the English course. Students will work on many different writing projects throughout the year, including weekly writing prompts, poetry, autobiographical and creative narratives, and analytical essays. Students will practice the writing process through brainstorming, outlining, and producing multiple drafts of the longer writing projects. In grammar, students will continue to improve sentence and paragraph structure through a variety of grammatical topics. In addition, students will practice speaking and listening and develop public speaking skills through oral presentation assignments. Alongside academic growth, differentiated instruction and technology are integrated in various aspects of the subject area. Students will develop cooperative learning skills through partner and small group work and class participation to create a better sense of readiness for life. In addition, students will take an active role in their community as good citizens.

## Science

Life Sciences study all types of organisms and requires students to apply scientific skills as they investigate life processes, heredity, and evolution. Students will understand that all living things are composed of cells, from just one to many trillions, whose details usually are visible through a microscope. They will also describe how a typical cell of any organism contains genetic instructions that specify its traits. Students will examine the structure and function of living systems. They will also evaluate how biological evolution accounts for the diversity of species developed through gradual processes over many generations. Furthermore, students will describe the physical principles which underlie biological structures and functions.

## World Regions I

Students in grade seven expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined.

Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

## **Spanish**

This course is about the study of basic aspects of communication, language and literature. Students will work with several written techniques of expression, readings, and works of analysis from different genres such as: legends, stories, novels, dramas and poetry, of Nicaraguan, Latin-American and Spanish authors, of diverse eras and genres. In addition, students will develop the skills relative not only to the oral expression, but also to the knowledge of the exhibition skills, analysis, reading comprehension and the critical thought.

## **Technology**

The aim of this course to prepare students to obtain the knowledge and skills for creating Multimedia Presentations. Throughout the course students will look at the following topics: text format, auto shapes, images, pictures, sound (music), video clips, animations, inserting objects, hyperlinks, run presentations, objects, drawing, grouping objects, three dimension objects, and printing.

It also seeks at preparing students to obtain the knowledge and skills for creating a variety of printing materials such as banners, posters and so on. Throughout the course students will look at the following topics: main menu, tools, text objects, pictures, page layout, tables, graphics, banners, certificates, ads, brochures, forms, calendars, flyers, menus, labels, postcards and printing.

Furthermore, the course endeavors at preparing students to obtain the knowledge and skills for spreadsheet. Throughout the course students will look at the following topics; text format, text alignment, formulas, columns and rows width, hyperlinks, page setup, print, functions AVERAGE, SUM, MIN, MAX, MIN, IF, graphical charts, pictures, borders and shadings, export data, and math formulas.

Students should also be able to describe and illustrate a content-related concept or process using a model, simulation, or concept-mapping software. Create original animations or videos documenting school, community, or local events. Gather data, examine patterns, and apply information for decision making using digital tools and resources. Participate in a cooperative learning project in an online learning community. Evaluate digital resources to determine the credibility of the author and publisher and the timeliness and accuracy of the content. Employ data-collection technology, such as probes, handheld devices, and geographic mapping systems, to gather, view, analyze, and report results for content-related problems. Select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. Use collaborative electronic authoring tools to explore common curriculum content from multicultural perspectives with other learners. Integrate a variety of file types to create and illustrate a document or presentation. Independently develop and apply strategies for identifying and solving routine hardware and software problems.

## **Faith Formation**

During the first semester students will deepen their knowledge on the fundamentals of the Catholic faith. They will be exposed to the major principles of Catholic morality and the traditional church teachings on many important moral issues taking the attitudes and values of Jesus as one's own. This course overviews the key themes of Catholic Social Teaching: principle of the dignity of the human person, respect for human life, call to family, community and participation. In the second semester students are introduced to John Paul II's "Theology of the Body", in which they

learn who we are, how we are created, and our true calling. Students use the Sacred Scripture as an enhancement tool to compliment the classroom lessons.

### **Physical Education**

Students will participate in a variety of skills, games, and activities designed to develop an understanding of basic motor skills and increase their physical proficiency. Create an awareness of the importance of physical fitness through lifelong activities. This course provides experiences which develop initiative, auto esteem, honesty, responsibility and love for the game. It creates in the students the sense of fair play, cooperation and appreciation of team work. Students will gain a sense of sportsmanship and leadership.

The Physical Education course is divided in 5 Sports: Athletics, Basketball, Soccer, Volleyball and Baseball. In each of these areas students are provided with technical and methodological elements, sports activities and resources that allow a physical, spiritual and intellectual development which promotes the practice of moral, human and Christian values. This course is divided in two groups girls and boys guided by a female and male instructor respectively. The course is a 45 minute lesson. It begins with warm-ups and stretches. Then students enter the principal part, where they are taught to develop skills in every sport and continue with the final part, where the principal target is to do recovery exercises and warm-downs so that the children return rested and calm to the classroom. During each sports season, games and competitions are arranged by level and gender. The winners are prized with trophies, medals, and diplomas.

### **Art/Cultural Expression**

The goal of this course is to offer our students the opportunity to experience, discover, and develop artistic abilities in the areas of dance, music and arts. Students in Middle School choose one artistic area they wish to attend during the entire school year. Classes are once a week. At the end of each semester the Art class culminates with a presentation to celebrate Christmas, during the first semester, and Mother's Day, during the second semester. Both shows integrate the work and effort made by our teachers and students from all three areas to produce a high quality show enjoyed by all our school community. Our students also participate in other school events during the school year in order for them to share with the school community the skills acquiring in these classes. Students also, support our Service Learning Clubs in the artistic area.

# 8th Grade

## Algebra I

This course builds on concepts that were explored in Pre- Algebra and takes them to higher dimensions. The course starts with operations with real numbers, goes on to solving equations, inequalities, proportions. Students will build on their previous graphing skills to create scatter plots and draw linear equations. They will extend their knowledge on linear equations to solve systems of equations and inequalities. Students will work with exponents, simplify and factor polynomials and solve quadratic equations by factoring.

## Pre-AP Algebra I

This course is intended for eighth grade students who have demonstrated high abilities and interest in mathematics. It is designed to provide students with a deeper level of instruction, at a more accelerated pace, set in a cooperative learning environment. Students are guided through the development of critical thinking skills and algebraic problem solving skills that provide the foundation for solving real-world problems. The regular Algebra course has been enhanced with additional topics, materials and learning resources to promote a more intense understanding of mathematics. Additionally, it focuses deeply on the concepts and skills that are most essential for college and career success.

## English Language Arts

In 8<sup>th</sup> Grade, students practice reading comprehension and literary analysis through short stories and outside reading novels. The literary focuses in Middle School include analyzing plot, making predictions and inferences, analyzing direct and indirect characterization, identifying a story or novel's themes, determining point of view (first, omniscient, and third-person limited), and engaging in literary criticism. In addition, students will study forms of prose and poetry, myths, and folk tales. Through the reading, students will learn vocabulary strategies to determine meanings of unfamiliar words in context.

Writing is also integral part of the English course. Students will work on many different writing projects throughout the year, including weekly writing prompts, poetry, autobiographical and creative narratives, and analytical essays. Students will practice the writing process through brainstorming, outlining, and producing multiple drafts of the longer writing projects. In grammar, students will continue to improve sentence and paragraph structure through a variety of grammatical topics. In addition, students will practice speaking and listening and develop public speaking skills through oral presentation assignments. Alongside academic growth, differentiated instruction and technology are integrated in various aspects of the subject area. Students will develop cooperative learning skills through partner and small group work and class participation to create a better sense of readiness for life. In addition, students will take an active role in their community as good citizens.

## Science

The 8<sup>th</sup> grade physical science course is designed to give students the necessary skills for a smooth transition from elementary physical science standards to high school physical science standards. The purpose is to give all students an overview of common strands in physical science including, but not limited to, the nature of matter, laws of energy, matter, motion and forces, and energy transformations.

## **World Regions II**

Students in grade eighth study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A.D. 500–1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.

## **Spanish**

In 8th grade Spanish, students use reading techniques and strategies to predict, analyze, comprehend, interpret and establish proper analogies in the various texts. In response to diverse communication needs, students use writing process strategies for the production and composition of their written work. They produce a variety of literary and non-literary texts with different intention, adequacy, coherence, cohesion, and correction. To support the effectiveness of the message and communication, students use morphosyntactic knowledge and simple vocabulary from different origin, meaning and etymology. Students use oral expression as a form of personal communication, in public situations of communicative interaction, interpreting and inferring ideas.

## **Technology**

The aim of this course to prepare students to obtain the knowledge and skills for creating Multimedia Presentations. Throughout the course students will look at the following topics: text format, auto shapes, images, pictures, sound (music), video clips, animations, inserting objects, hyperlinks, run presentations, objects, drawing, grouping objects, three dimension objects, and printing.

It also seeks at preparing students to obtain the knowledge and skills for creating a variety of printing materials such as banners, posters and so on. Throughout the course students will look at the following topics: main menu, tools, text objects, pictures, page layout, tables, graphics, banners, certificates, ads, brochures, forms, calendars, flyers, menus, labels, postcards and printing.

Furthermore, this course endeavors at preparing students to obtain the knowledge and skills for spreadsheet. Throughout the course students will look at the following topics; text format, text alignment, formulas, columns and rows width, hyperlinks, page setup, print, functions AVERAGE, SUM, MIN, MAX, MIN, IF, graphical charts, pictures, borders and shadings, export data, and math formulas. They should also be able to describe and illustrate a content-related concept or process using a model, simulation, or concept-mapping software. Create original animations or videos documenting school, community, or local events. Gather data, examine patterns, and apply information for decision making using digital tools and resources. Participate in a cooperative learning project in an online learning community. Evaluate digital resources to determine the credibility of the author and publisher and the timeliness and accuracy of the content. Employ data-collection technology, such as probes, handheld devices, and geographic mapping systems, to gather, view, analyze, and report results for content-related problems. Select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. Use collaborative electronic authoring tools to explore common curriculum content from multicultural perspectives with other learners.

Integrate a variety of file types to create and illustrate a document or presentation. Independently develop and apply strategies for identifying and solving routine hardware and software problems.

### **Faith Formation**

This course provides a continuum in the deepening of the study of the four major strands: Creed, Liturgy and Prayer, Moral Life, Community and Apostolic Life. Students will recognize that Faith and Reason come together to live, know and share the truth. This course will examine God as a Creator and Father who dwells within them and accompanies them throughout their quest in life. They are called to be stewards of God providing testimony of the values of the Kingdom, and therefore spreading the Gospel.

### **Physical Education**

Students will participate in a variety of skills, games, and activities designed to develop an understanding of basic motor skills and increase their physical proficiency. An awareness of the importance of physical fitness through lifelong activities will also be developed. Students will gain a sense of sportsmanship and leadership.

The Physical Education courses at Lincoln International Academy provide the student with technical and methodological elements, sports activities and resources that allow a physical, spiritual and intellectual development which promotes the practice of moral, human and Christian values. To develop in the students love towards physical exercise, sports, games and the need to be in good physical form. To create in the students the sense of fair play, cooperation and appreciation of team work. To provide experiences which develop initiative, auto esteem, honesty, responsibility and love for the game. To facilitate the relation with nature and ambiance; to respect, take care and admire the environment.

### **Art/Cultural Expression**

The goal of this course is to offer our students the opportunity to experience, discover, and develop artistic abilities in the areas of dance, music and arts. Students in Middle School choose one artistic area they wish to attend during the entire school year. Classes are once a week. At the end of each semester the Art class culminates with a presentation to celebrate Christmas, during the first semester, and Mother's Day, during the second semester. Both shows integrate the work and effort made by our teachers and students from all three areas to produce a high quality show enjoyed by all our school community. Our students also participate in other school events during the school year in order for them to share with the school community the skills acquiring in these classes. Students also, support our Service Learning Clubs in the artistic area.

*Lincoln International Academy*