

ST. MARY



Grades 6 - 8 Course Description

2016 - 2017

Love...Learn...Lead!

MISSION STATEMENT

As a ministry of St. Mary Parish, guided by the life of Jesus and His Blessed Mother, we love with devotion, learn with passion and lead with faith.

STUDENT LEARNING EXPECTATIONS

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Stewards of God's earth

People of prayer

Imaginative, enthusiastic, and creative

Respectful, loving, and kind

Intelligent, inquisitive learners

Traveling the path of Jesus

Live with devotion...
Learn with passion ...Lead with faith

Academics

Honor Roll

At St. Mary School, students are expected to achieve to the best of their ability. At the completion of each trimester, certificates are given to those who have earned “A’s” and “B’s” on their report card. Honor Roll is divided into the following categories:

- **Gold Honor Roll/Principal’s List**
 - (All A’s) including Christian Conduct and Effort

- **Blue Honor Roll**
 - A/B Honor Roll (All A’s and B’s)
 - Including Christian Conduct and Effort

- **On A Roll**
 - Awarded to students who are making consistent improvement.

- **Perfect Attendance**
 - Awarded to students with no absences and no tardies throughout the trimester.

- **SPIRIT Award**
 - Awarded to students exemplifying all of the Schoolwide Learning Expectations throughout the trimester

Subjects included in determining honor roll include Theology, Literature, English, Mathematics, Science, Social Studies, Technology, Physical Education, Spanish, Music and Art.

Conduct: Grades for Conduct are determined using Student Learning Expectations (SLEs) and classroom behavior. The following rubric is used:

A = Follows all SLEs without being reminded. Stands out as a leader and is a good role model.

B = Follows all SLEs. Does what is asked, but does not go the extra step.

C = Follows some of the SLEs. Occasionally off task and/or attitude needs improvement.

D = Rarely follows the SLEs. Makes poor behavior choices and/or is disruptive.

F = Does not follow the SLEs. Consistent behavioral issues and/or is defiant.

Effort: Grades for effort are determined through teacher's observations of student self-motivation and perseverance in the classroom. The following rubric is used:

A = Always willing to participate and comes prepared for class. Assignments always turned in on time.

B = Usually participates and comes prepared for class. Most assignments turned in on time.

C = Participates when called on and/or frequently unprepared for class. Most assignments in on time.

D = Rarely participates when called on and/or completely unprepared for class. Most assignments are not turned in on time.

F = Does not participate and/or completely unprepared for class. Does not turn in assignments on time.

Art Courses

6th Grade

Our sixth graders will be exploring the earliest images of pre-history through ancient civilizations until Classical Greece. We will be using materials of clay, charcoal, plaster and much more; scale and proportion will be a focus of part of the year's curriculum as will the study of values and space. This is a very hands-on year!

7th Grade

1st Trimester: *Rockin' Rome to the Face of Jesus*

How did those Romans build a city? Students will learn what the Romans built and design their own town. We will look at how the birth of Jesus changed art, what materials early Christians used to portray Christ in art and will be using the same methods and materials to illustrate.

2nd Trimester: *Knights in Armor to the Construction of Cathedrals*

Students will learn the art of *Heraldry* and design their own medieval shield. We will look at how the challenges of medieval life were portrayed in works and how the spread of Christianity influenced art and life. We will be working with one and two point perspectives as well as other tools.

3rd Trimester: *Classical Leonardo to the Bling of Baroque*

Students will be learning the foundations of classical Renaissance works of art and the techniques artists used. We will learn how the influence of events in the 15th and 16th centuries changed the style of art. Students will practice the methods used to create such works from artists as *Da Vinci*, *El Greco* and *Vermeer*.

8th Grade

1st Trimester: ***No Selfies Here! The Painted Face of Early America***

Students will learn not only the history of early American art but also will be putting into practice the drawing of the face and understand the use of symbols in works of art. Two and three - dimensional materials will be used.

2nd Trimester: ***Engraving or Paint? Techniques of Impressionism***

Students will learn and work with the materials that influenced artists of the Impressionist and Post Impressionist periods; color theory, painting, engraving and artists such as *Monet, Renoir, Van Gogh* and *Cassatt* will be covered.

3rd Trimester: ***Photography and Beyond***

Students will learn the role of the camera in history and how it influenced other forms of art. We will look not only at famous photographers but the various styles of art into the 20th century. and work in the style of artists such as *W. Johnson, O'Keefe, Picasso,* and *Roualt*.

English Courses

6th Grade

Students will progress through the writing process as they plan, draft, revise, edit, and publish their own specific types of writing. These writing types include persuasive, informative, and narrative. Students are required to draw upon and write about evidence from literary and informational texts. Different writing projects are infused throughout the year, which often answer specific questions, draw on several sources, and sharpen the focus based on researched findings. Through their writing tasks, students will grow in their mastery of written academic English and their knowledge and practice of academic oral speaking skills.

7th Grade

In this course the literacy skills of writing, speaking, listening, comprehending, and thinking are taught. Students practice grammar, punctuation, and writing organization skills. Assignments include persuasive, narrative, expository, and descriptive composition. The writing process includes ideas and content, organization, sentence fluency, and voice. The class will be planned and coordinated with the seventh grade literature class so that connections can be made and deeper understanding can be achieved and expressed. Vocabulary instruction and growth is emphasized throughout the year.

8th Grade

Eighth grade English coordinates with its corresponding Literature class and other subject specific classes. The focus of the class encourages further development of academic writing skills by clearly presenting supported ideas and concepts, using correct writing conventions, developing complete and varied sentence fluency by incorporating colorful and specific word choices, and cultivating a voice of their own. A wide variety of writing experiences and activities along with cross curricular connections help to facilitate the writing experience. This class also connects to students' current life experiences and interests while building skills and understanding of what is needed in the 21st century.

Literature Courses

6th Grade

The sixth grade Literature course teaches essential comprehension skills and strategies. Students will read closely and cite evidence from grade-level fiction and nonfiction to support an analysis of main ideas. Students apply skills learned from earlier grades to make sense of longer, more challenging books and articles. Students develop a rich vocabulary of complex words and use them to speak and write more precisely and coherently. They must work together, express and listen carefully to ideas, integrate information from a variety of multi-media sources, and evaluate diverse compositions.

7th Grade

Students will actively participate in the discussion and analysis of a variety of texts. The texts will cover the themes of character, perseverance, courage, survival, science fiction, and reflection over the course of the 2016-2017 school year. Classwork will consist of participation in speech, drama, reading, and analysis of selected works chosen by the teacher covering those specified themes. Homework will consist of completing any work that is not completed in class and participation in *Scholastic Reading Counts* (SRC), in which each student will need to read three books of their choice, according to their lexile score, per trimester.

8th Grade

Students will actively participate in discussions and analyses of a variety of texts, including informational, narrative and prose. Content of the texts will come from all across curricular subjects areas. Classwork will consist of participation in speech, drama, reading, and analysis of selected works from specific themes; homework will be given for work not completed in class, written assignments and long term projects. Students will be encouraged to read three books per trimester; this will be achieved through teacher selected Literature themes and personal choice novels, according to their lexile scores.

Mathematics Courses

6th Grade

By 6th grade, students should be proficient and fluent with all their multiplication and division facts. Students in this class will focus on four critical areas:

- 1) Connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems.
- 2) Completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers, and writing.
- 3) Interpreting and using expressions and equations.
- 4) Developing understanding of statistical thinking.

7th Grade

In this class, there are four critical areas to cover:

- 1) Developing an understanding of and applying proportional relationships.
- 2) Developing an understanding of working with rational numbers and working with expressions and linear equations.
- 3) Solving problems involving scale drawings and information geometric constructions, and working with 2 and 3 dimensional shapes to determine surface area and volume.
- 4) Drawing inferences about populations based on samples.

8th Grade

In this class there are three critical areas to cover:

- 1) Formulating and reasoning about expressions and equations, including modeling an association in bivariate (2 categories) data with a linear equation and solving linear equations and systems of linear equations.
- 2) Grasping the concept of function and using functions to describe quantitative relationships.
- 3) Analyzing two and three dimensional space and figures, using distance, angle, similarity and congruence, and understanding and applying the *Pythagorean Theorem*.

As needed, students will be invited to begin algebra in order to get a good start on high school mathematics. As the high school math programs are in transition from the traditional sequence, we are committed first to the 8th grade standards. Any algebra work beyond 8th grade will be considered solid foundation for the high school classes as they are developed.

Music Courses

6th Grade

The sixth grade students will be exposed to the music of ancient civilizations in conjunction with their Social Studies curriculum. In addition, the students will continue to develop their performance skills and knowledge of ministry through singing in the *Advent Program*, *Living Stations of the Cross* and their class *All School Mass*.

7th Grade

1st Trimester: *Liturgical Singing and European Music in the Medieval and Renaissance Eras*

Seventh grade students will participate in singing an *All School Mass* during the first trimester. As we reinforce our music reading skills we will transition into a unit on the development of Western Music through the style periods with a focus on the development of music notation and how the history of music in Western Europe is also the history of music in the Catholic Church.

2nd Trimester: ***Oratorio and Performance***

During the second trimester the seventh grade will perform in the annual *Lenten Program* and continue studying the development of music in Western Europe including the development of the oratorio and characteristics of secular music in the *Renaissance*. This unit will also include learning to play the recorder.

3rd Trimester: ***Opera Rocks!***

The study of music transitions from oratorio to opera throughout history, including important works from *The Messiah* to *Jesus Christ, Superstar!* and the role opera played in the development of the American Musical (to be studied in depth next year.) Important composers and their contributions to the evolution of many musical forms will also be studied.

8th Grade

1st Trimester: ***Liturgical Singing and Music in Colonial America***

Eighth grade students begin their year of musical studies singing for an *All School Mass* and comparing and contrasting the music of the modern Catholic liturgy with that of religious services in Colonial America. In addition, we study the secular music of the colonies and the first American composers. Students will also begin preparing for the annual *Advent Program*.

2nd Trimester: ***War Music***

After completing the preparation and performance of the annual *Advent Program*, students study the characteristics of music as it relates to war in subject matter, function and psychological effect, beginning with the wealth of music preserved from the Civil War through modern times.

3rd Trimester: ***The American Musical***

Students will study the *American Musical* as an art form from its inception through its evolution to the modern musical form. There

will be a primary focus on the most prolific and popular era of musicals and those that made the most significant contribution to the genre.

Physical Education Courses

6th Grade

Sixth grade students use skills and combinations of skills appropriately in the context of actual performance. Mature patterns should be performed in all basic manipulative, locomotor, and nonlocomotor skills, while the student is beginning to acquire the basic skills of selected sports and dance. The student should be able to apply movement concepts and principles. The student should be able to recognize and use basic offensive and defensive strategies. Students begin to take on out of class physical activities that exhibit a physically active and healthy lifestyle. Sixth grade students demonstrate understanding and respect for differences among people in physical activity settings. Students understand physical activity provides opportunity for enjoyment, challenge, self-expression and social interaction.

7th Grade

The seventh grade student demonstrates competency in many movement forms such as modified versions of team sports, individual sports and dance. Individual sports are being introduced as well as skill proficiency in those particular sports. Students begin to understand and apply more advanced movement and game strategies, and critical elements of advanced movement skills. The student should be able to recognize and use basic offensive and defensive strategies. Students will be able to set individual fitness goals, exhibit a physically active and healthy lifestyle. Seventh grade students demonstrate understanding and respect for differences among people in physical activity settings. Students

understand physical activity provides opportunity for enjoyment, challenge, self-expression and social interaction.

8th Grade

The eighth grade student is expected to acquire and demonstrate competency in many movement forms such as modified versions of team sports, individual sports and dance. Students are able to have gained competence in the basic skills and their application. It is exemplified through their growing understanding and application of more advanced movement and game strategies, critical elements of advanced movement skills, and highly skilled performance. Concepts of practice in relation to performance can be understood and applied. Individual sports are being introduced as well as skill proficiency in those particular sports. Students will be able to set individual fitness goals, exhibit a physically active and healthy lifestyle. Eighth grade students demonstrate understanding and respect for differences among people in physical activity settings. Students understand physical activity provides opportunity for enjoyment, challenge, self-expression and social interaction.

Science Courses

6th Grade

In **Life Science**, students will conduct an investigation to provide evidence that living things are made of cells: either one or many different numbers and types of cell. They will develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. They will gather and synthesize information that explains how our brains convert sensory messages into memories.

Students will focus on inheritance and why genes mutate and how these mutations may prove harmful or beneficial to the organism.

They will develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.

In **Earth Science**, students will learn about the Earth's place in the universe. They will develop a model of the Earth-sun-moon system to explain patterns of rotation and lunar phases, eclipses of the sun and the moon and the seasons. They also discover the role of gravity in our universe among the planets in our solar system. Additionally, they will study how the motions of air masses results in our changing weather conditions.

Focusing on the Earth, students will discover and describe the cycling of the materials and the flow of energy in the Earth that drives this process. Lastly, the focus will be on the Earth and human activity. Here students will interpret data on human use of natural resources in an effort to design a method for monitoring and minimizing our human impact on the environment.

In **Physical Science**, the focus will be on energy. Students will discuss potential energy, kinetic energy, thermal energy transfer and the law of conservation of energy. They will construct, use and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.

7th Grade

In **Life Science**, students will learn about biological evolution through investigating patterns in fossil records that document changes in life forms throughout the history of life on Earth. They will analyze displays of pictorial data to compare patterns of similarities in the development of multiple species.

Students will also learn about ecosystems – how they interact, how energy moves within it and the dynamics of the system. They will construct explanations that predict patterns of interactions among organisms across ecosystems. They will examine various

ecosystems to construct food chains, food webs, and how human impact affects the balance of these delicate systems.

Students will analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. Then they will develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.

8th Grade

In **Life Science**, students will develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism. They will also gather information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.

Next students will analyze data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth. They will construct an explanation for the anatomical similarities and differences among modern organisms and fossil organisms. Students will compare patterns of similarities in the embryological development across multiple species to identify relationships.

Finally, students will construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.

Social Studies Courses

6th Grade – Ancient Civilizations

This course is based on the *California History-Social Science Framework* and *Content Standards*, and *Common Core Standards* for Language Arts in Social Studies for the 6th Grade. This course presents a chronological history of the world from prehistory to the rise of the Roman Empire. Students will learn about the following civilizations: early humans, Ancient Egypt and the Near East, Ancient India, Ancient China, Ancient Greece, and the beginnings of Ancient Rome. Students will study the geography, the daily life, the government, the architecture, and the contributions and the effects of these civilizations on today's world. Students will study major world religions in a historical context. Students will compare and contrast ancient civilizations to other ancient civilizations and modern civilization. Students will learn what led to the rise and fall of these ancient civilizations. *Arts Integration Projects* are also used to help students construct and demonstrate understanding through the use of various art forms, and to develop their artistic talents and critical thinking skills. The goal of this course is for students to become active participants in mastering the standards and to inspire further exploration.

7th Grade – Medieval and Early Modern

This course is based on the *California History-Social Science Framework* and *Content Standards*, and *Common Core Standards* for Language Arts in Social Studies for the 7th Grade. This course covers the Middle Ages. Students will learn about the following: the fall and legacy of the Roman Empire, Europe during medieval times, the rise of Islam, the culture and kingdoms of West Africa, Imperial China, and Japan during medieval times, civilizations of the Americas, Europe's renaissance and reformation, the age of exploration, and *The Enlightenment*. Students will study the geography, the daily life, the government, the architecture, major historical figures, and the contributions and the effects of the Middle Ages on today's world. Students will study major world religions in a historical context. Students will compare and contrast cultures of the middle ages and modern civilization. Students will learn what led to the modern age. *Arts Integration Projects* are also used to help students construct and demonstrate understanding through the use

of various art forms, and to develop their artistic talents and critical thinking skills. The goal of this course is for students to become active participants in mastering the standards and to inspire further exploration.

8th Grade – American History

The goal of this course is for students to become active participants in mastering the standards and to inspire further exploration. This course is based on the *California History-Social Science Framework* and *Content Standards* and *Common Core Standards* for Language Arts in Social Studies for the 8th Grade. This course covers the development of the United States from the framing of the Constitution to World War I. Course study includes: exploration, colonization, the thirteen English colonies, the Revolutionary War, the Constitution and early government, Westward Expansion, the Civil War, Reconstruction, the early Industrial Revolution, the progressive era, and The United States becoming a world power. Arts and literature integration projects are also used to help students construct and demonstrate understanding through the use of various art forms, and to develop their artistic talents and critical thinking skills. Current events will be discussed.

Civics – American Government Test

All 8th grade students must pass (with a score of 80%) the American Government Civics Test before graduation. This test is based on the same test taken to obtain United States Citizenship. There are practice tests, video tutorials, and flash cards available on the United States Citizenship and Immigration Website.

There will be three dates to take the test. The first will be in the middle of January, the second in middle of February, and the third in the middle of April.

In preparation for this test students are expected to research the answers outside of class time, (Independent Study). The test will be multiple choice and short answer. This test must be passed before graduation.

Spanish Courses

6th Grade

This course is designed to build upon the instruction from previous years. The content focuses on comprehensive written and spoken Spanish by developing listening, speaking, reading, and writing language skills. Students will be exposed to the geography and cultures of the Spanish-speaking world which is increasingly important to the global community. Your child will be participating in Spanish class twice a week. Students are encouraged to participate individually and as a whole class through cooperative learning activities. Your child will be utilizing the *Aventuras* textbook and workbook that is provided by St. Mary School until the end of their 8th grade year. Quizzes and exams will be taken in class. Homework, class work, and active participation are very important and part of the learning process.

7th Grade

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Technology Courses

6th Grade

Sixth grade takes a close look at transitions in life and the world. We will be examining how the world is changing for the better or for the worse and what solutions student teams can come up with to make our transition to the future better for all. In Technology the students are organized in work teams from three to six students each. In this manner the students are able to learn, to collaborate and to communicate with each other effectively. Another component of academic success, creativity, is also increased when there is the free exchange of ideas. Each week we will examine another way that we can use computers to make our lives easier and use that skill to express ourselves and the changing relationships we find happening all around us. Through the study of the history of computers sixth grade will see that transitions are a part of life and necessary for the eventual betterment of all.

7th Grade

Seventh grade's focus will be on personal development and our relationship to the world around us. With this as their guide students will work on getting to know themselves, their particular qualities and how they fit in the big picture. From the inside workings of a single computer to the ways that computers are connected throughout the world we will examine how all the pieces work together and the interdependence of all. While focusing on academic skills needed to excel in life the students will be expected to collaborate and communicate with each other effectively. Another component of academic success, creativity, is also increased when there is the free exchange of ideas. Every week in computer class we will learn new skills related to researching, writing and presenting information clearly, respectfully and in a way that will benefit the world. Working individually and collectively students will be developing a project that reflects their views, hopes and beliefs on topics also being covered in other subject areas in school.

8th Grade

Eighth grade focuses on skills needed to excel in High School and beyond. If you visit our computer lab you will see evidence of this in the physical arrangement of our computer workstations. Borrowing from a common practice in 70% of all offices in America, the open office or bull-pen, we have the students organized in work teams from three to six students each. In this manner the students are able to collaborate and communicate with each other effectively. Another component of academic success, creativity, is also increased when there is the free exchange of ideas. With America as our focus in 8th grade we will also be examining issues that concern us in America and its relationship to the world at large. Building our computer, collaboration and critical thinking skills we will work on projects that reveal the strength in our diversity as Americans.

Theology Courses

This program is designed to build upon the liturgical themes throughout the seasons of the Church. Students will develop an understanding of Church history revealing *why we do what we do* throughout the liturgical year, and why we are called to serve. This will include scripture studies and learning to develop various forms of Christian prayer and spirituality.

6th Grade

This course provides a foundational understanding that faith is a gift freely given by God, which we freely receive and to which we respond. Students will learn how the Divine Persons of the Trinity relate to one another while being wholly united as God, and yet are distinct from one another. Students will examine the essential elements and symbols of the Sacraments, and recognize that they are signs of God's grace. Students will develop an understanding that they have a responsibility to work for the common good of society and recognize the meaning of environmental stewardship.

7th Grade

Students will recognize how God reveals Himself over time in our human history. This course defines the Holy Trinity and explains how it is the central mystery of Christian faith and life. The meaning of the sacraments will be examined in our personal life and how that life is rooted in faith and prayer. Students will learn how to identify the steps of moral decision-making and define the common good. We will explore the Seven Themes of Catholic Social Teaching, and articulate how the Church today has been formed.

8th Grade

This course provides a deeper understanding of how the Triune God is revealed through the signs of creation, Sacred Scripture, Catholic tradition and human experience. Students will read, comprehend and

articulate salvation history through Scripture. Students will recognize that the benefits of the sacramental life are personal and ecclesial. The gifts of the Holy Spirit will be defined and explored as the class moves toward the sacrament of Confirmation. Students will research and examine the life of saints to provide a meaningful understanding of their impact on Church history. The Seven Themes of Catholic Social Teaching will be explored as students recognize the importance of actively living their faith.

8th Grade Graduation

Location: Graduation, for St. Mary School, is held at St. Mary Catholic Church at the corner of 58th and M Streets in Sacramento, California. In order to be eligible to receive a diploma students must complete all courses with a final grade of “D-“ or higher. Any

student with a final grade of “F” in any subject, including Conduct and Effort, will not be allowed to graduate from St. Mary School.

Ceremonies: Graduates participate in three ceremonies.

- There is a “**farewell**” **assembly** in the gym which includes the entire student body. During this ceremony, awards and/or certificates are given for the following:
 - Valedictorian – this student has the highest academic grades in the class.
 - Salutatorian – this student has the second highest academic grades in the class.
 - Principal’s List Honor Roll
 - Blue Honor Roll - A/B Honor Roll
 - Subject Awards
 - Perfect Attendance – this includes no tardies as well.
- **Baccalaureate Mass** is held in the morning of graduation followed by a brunch in the hall.
- Students and their families attend the **graduation ceremony** held at the church in the evening. The Valedictorian and Salutatorian address the congregation and diplomas are given out.

Special honors are presented for:

- *Dr. Barbara Gisla* Algebra Scholarship
- *St. Joseph Marello* Award for Excellence
- *Nano Nagel* Award for Excellence
- *Blessed Kuriakose Elias Chavara* Award for Excellence
- *Marion* Award
- *Parent Club* Scholarship

High School

Application Process: The 8th grade year is filled with excitement and anxiety at the prospect of choosing a high school. As a Catholic School, St. Mary School has been preparing your student for entrance into the Catholic private high schools in the

Sacramento area. Whether you choose Christian Brothers High School, St. Francis High School, Jesuit High School, or Cristo Rey High School your child will be receiving a college preparatory education. Although the specific dates are not the same for all of the high schools, the admissions process is very similar.

If your graduate is interested in attending any one of the following high schools, it is always recommended you and your graduate go to Open House in October. Shadow Days are arranged between the high schools and St. Mary’s. Graduates are made aware of these dates when they are set.

High School	Christian Brothers	St. Francis	Jesuit	Cristo Rey
Open House	October	October	October	October
Classroom Visits	September or October	September or October (same date as Jesuit)	September or October (same date as St. Francis)	September or October
Shadow Days	October – January	October – January	October – January	See CR Admissions calendar
Placement Test	January	January	November	November, January, March, April
Tuition Assistance Applications	Available October & Due January	Available October & Due January	Available October & Due January	See CR Admissions calendar
Online Admissions Application	Due January	Due January	Due January	Due November & January
Freshman Interviews	As needed basis	January	January	November, January, March, April
Decision Letters Mailed	February	February	February	Varies

Athletics

The following teams will be offered during this school year:

Flag Football

Varsity: Boy’s 5th- 8th

Varsity: Girl’s 5th- 8th

Cross Country

Varsity: Co-Ed 7th- 8th

Volleyball	J.V.: Co-Ed 5 th - 6 th Varsity Boys: 5 th - 8 th Varsity Girls: 7 th - 8 th
Basketball	J.V. Girls: 5 th - 6 th Varsity Boys: 7 th - 8 th J.V. Boys: 5 th - 6 th Varsity Girls: 7 th -8 th J.V. Girls: 5 th - 6 th
Track	Varsity Co-Ed: 7 th - 8 th J.V. Co-Ed: 5 th - 6 th
Golf	Varsity Co-Ed: 5 th - 8 th

All upper grade level students are eligible to participate on athletic teams sponsored by St. Mary School. Varsity teams are composed primarily of 7th and 8th grade students.

Participation of 5th grade students will be limited to practices and support for the team from the sidelines during the game with the intent for them to learn the game and the program prior to their participation in 6th grade.

Player Eligibility

All students are eligible to participate on athletic teams sponsored by St. Mary School and we will provide a team for everyone, as we are a no cut program. Participation in the program requires regular attendance at practices and games as required by athletic coaches. **However, it is important that we remember that students are at St. Mary's to get a good education. They are Student Athletes at St. Mary's and their first priority is their education.** Coaches and parents often forget this fact. In addition, membership on a sports team requires acceptable behavior at all times--good sportsmanship, and respect for coaches, players, and officials during games and practices. Participation in sports is a privilege afforded to all students and is intended to supplement the academic program.

Players must have a "C" average in each subject and at least a "Satisfactory" or a "B" in conduct and effort from every teacher to be eligible to play. The principal and athletic director will review

grades every two weeks during the season. The first time a grade falls below the acceptable level, a warning will be issued to the student, parent, and coach explaining that improvement must be made in that particular subject or subjects within the next week in order to continue playing. The following directives will apply:

If a student has a C- in a subject that student will be on academic warning until the C- goes up to a grade of C or better.

If a student maintains a “C-“ at grade check then the student will continue to be on warning.

If a student has a “D” in a subject that student will be on academic warning. If improvement has not been made by the next grade check, an academic ineligibility notice will then be issued and the student will not be able to participate for at least two weeks and will have to bring the grade or grades up to acceptable levels to regain their eligibility.

If a student has an “F” in a subject that student is automatically academically ineligible. If improvement is made in that subject or subjects to acceptable standards at the next grade check then the student will be eligible to play.

At the end of a trimester, if a student’s report card has a grade of “D” or “F,” the student will automatically be on academic warning at the beginning of the new quarter. If improvement is made in that subject(s) to acceptable standards at the grade check period, then the student will be taken off academic warning. If no improvement is made then the student will be academically ineligible.

Prior to starting the winter and spring sports’ seasons, grade checks will be submitted by the teachers to the athletic director for all students signing up to participate. Grades will have to be satisfactory before any student is allowed to begin practice for that particular sport. A student with a grade of a “D” or “F” will be put on academic warning automatically to begin that particular sports season. If the student brings up the grade(s) to an acceptable level then the student will be eligible to play by the first game. If the

student fails to bring up the grade(s) then the student will be ineligible to play until the regular grade check is submitted and the students' grade(s) is at an acceptable level.

It is imperative that coaches and parents/guardians support this policy and continually emphasize the importance of turning in homework assignments, studying for tests, and displaying appropriate behavior in the classroom. Athletes need to know from the beginning that their coaches and parents/guardians are supporting the policy, but are willing to help them in the process. It is important that athletes feel comfortable enough to tell their parents/guardians and coaches how they are doing or if they are worried about a particular class.

Athletic Handbook

Please refer to the St. Mary Athletic Handbook for additional and more detailed information on the athletic program.