Friends School
Curriculum Guide
Preschool through 8th Grade

FRIENDS
SCHOOL

Challenging minds, nurturing spirits.

Friends School Curriculum

At Friends, we recognize and celebrate the gifts, challenges and inspirations of each individual. Our teachers nurture students' natural curiosity by engaging their minds, bodies and spirits in the learning process. Teachers ensure that students' physical, social, emotional and cognitive interests are being engaged and strengthened in all learning experiences.

From preschool through 8th grade, we believe in providing a rich and challenging program. Our teachers understand that learning requires discussion, experimentation, creative experiences, and context. Teachers employ multiple instructional strategies to be sure that our high academic standards are met, or surpassed, in lessons that are engaging, authentic, and meaningful to students. Our teachers integrate content areas that combine art, math, science, literacy, social studies and music to reflect the natural learning process and an understanding of current brain research. Each grade's content area builds on the previous year, as well as between our divisions (ie: Pre-K – Kindergarten and 5th grade to 6th grade). Our students are very well prepared for high school.

As you make your way through this Curriculum Guide, be aware that we are continually reflecting on and refining our curriculum. It may change from time to time or from year to year, and the best information comes directly from classroom teachers. We will update this Guide when significant changes occur.

Curriculum Guide
Preschool

FRIENDS SCHOOL

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Friends Preschool Curriculum

We believe that a gentle introduction to school through play-based learning and exploration provides the foundation for a lifetime of success. Social, emotional, physical, creative, and pre-academic development are encouraged through hands-on experiences and integrated curriculum. Positive, rich learning experiences ignite a love of learning, lay the foundation for a child's future education, social skills, confidence, self-awareness, emotional intelligence, creativity, and respect.

LITERACY & LANGUAGE

What Children DO

Storytelling, acting out stories, writing words to accompany pretend play (i.e. menus, stop signs), "reading" books based on the pictures, observing peers or adults read and write, telling stories with puppets, blocks, or other props, making books, dictating words to go with a painting or picture, writing names, hearing poems, and identifying rhyming

What Children LEARN

Socially & Emotionally

Social skills, understanding of the world around them, and self expression

Cognitively

Understanding that words carry meaning (written, spoken, and print) and that pictures tell stories, identifying the directionality of print, learning that words and pictures are symbols, predicting outcomes, learning about authors and illustrators, distinguishing fantasy from reality, language development, vocabulary development, love of words/ books , communication skills, sequencing, imagination, beginning to learn letters of the alphabet , and identify rhyming words and beginning sounds of words

Physically

Small motor development, visual tracking, eye-hand coordination, and listening skills

DRAMATIC PLAY

What Children DO

Pretend to be pirates, train engineers, fire fighters, kings, queens, princesses, police officers, animals, families, mail carriers, super heroes, storybook characters, roller skating babies, dancing horses, and others, have tea parties, create restaurants, space ships, stores, animal houses, and more

What Children LEARN

Socially & Emotionally

Play out real-life situations, group interactions, experience different roles and see from different vantage points, jobs in the community, respect for self and others, self expression, flexible thinking, confidence, self esteem, verbalizing their needs, conflict resolution, negotiation skills, expressing/representing emotion

Cognitively

Language development , planning skills vocabulary, problem solving, classification, develop representational thinking, and creating cognitive models of how the world works

Physically

Buttoning, snapping, zipping, tying, dressing skills, body awareness, spatial awareness, and physical expression

BLOCK PLAY

What Children DO

Use materials: wooden unit blocks, large hollow blocks, small pattern blocks, legos, and more, build roads, train tracks, homes, buildings, towers, animal worlds, airports, dinosaur environments, artistic designs, and more

What Children LEARN

Socially & Emotionally

Cooperation with others, making choices, negotiation skills, respect for self and others, self expression, represent and understand real life situations

Cognitively

Identifying shapes, understanding scale, classifying and sorting, counting sequentially, making predictions, creative use of materials, cause and effect, creative thinking, problem solving, developing concepts of balance, measurement, and gravity, language development skills, vocabulary, pattern identification skills, and developing spatial reasoning skills

Physically

Gross motor strengthening, small motor development, visual perception, muscle control and coordination, core muscle strengthening

SENSORY PLAY

What Children DO

Explore: sand, water, play dough, clay, gak, flour, cornmeal, bubbles, and more, use measuring cups, funnels, sifters, tubes, hoses, objects for imprinting and molding, garlic presses, scissors, rollers, etc.

What Children LEARN

Socially & Emotionally

Negotiation skills, turn-taking, cooperative play, group social skills, dramatic play (using flour to make a pretend birthday cake or creating an environment in the sand),making sense of the world using representation and playing out real life situations

Cognitively

Properties of various materials, how materials change with heat, water or manipulation; measuring, sorting, basic math concepts, conservation , volume, and cause and effect

Physically

Fine motor control, eye-hand coordination, and tactile stimulation/ soothing, energy modulation

ART

What Children DO

Painting, cutting, gluing, drawing, play dough, clay, mixing colors, sculpture, 3D construction , stringing beads, making books, collage, sewing, finger painting, etc

What Children LEARN

Socially & Emotionally

Creative expression , self-esteem, creative use of materials , and problem solving

Cognitively

Unique properties of materials, colors, shapes, textures, planning skills, how properties change, symbolic representation (precursor to reading/writing), ecological awareness (using recycled materials), cause and effect, and picture /illustration relations

Physically

Fine motor development, eye-hand coordination, and balance

MANIPULATIVES

What Children DO

Puzzles, pattern blocks, dominoes, geo-boards, peg boards, Brio-Mee, Cuisenaire rods, bottle caps, marbles, magnets, pipettes, tweezers, and sorting materials

What Children LEARN

Socially & Emotionally

How to work in small groups, to see peers as models, and perseverance

Cognitively

Classifying, sorting, creating patterns, understanding matching skills, concepts such as color, size, shape, and number, sequencing, problem solving, vocabulary, observation skills, and logic

Physically

Fine motor development, eye-hand coordination, visual discrimination, and motor planning

GROUP MEETING

What Children DO

Discussion, storytelling, introduction to science materials , planning for choices, group writing, singing, dancing, rhythm sticks, instruments, creative movement with music, imitating animals, yoga postures, group games, and graphing experiences

What Children LEARN

Socially & Emotionally

Respect for self and others, negotiating skills, verbal expression, cooperating with others, group social skills, confidence, appreciating differences , self- regulation, and public speaking

Cognitively

Following patterns, predicting outcomes, new vocabulary, beginning writing skills, listening skills, pitch, tempo, learning skills, classifications like colors, body parts , shapes, etc., observation skills, body awareness, balance, and keeping rhythm

Physically

Coordination, agility, listening skills, observation skills, and spatial awareness

OUTDOOR PLAY

What Children DO

Note: When the weather permits many activities from the above curriculum categories may also happen outside along with running, climbing, throwing and kicking balls, digging in the sandbox, pretend play, wood working: hammers, saws, and screwdrivers, swinging, spinning, sliding, riding tricycles, scootering, playing with snow, discovering bugs and birds, gardening and planting, ball games, group games, obstacle courses, and climbing trees

What Children LEARN

Socially & Emotionally

Self confidence, cooperative playing , environmental appreciation , negotiating and taking turns, connection with the natural world, perseverance, and practice makes better

Cognitively

Problem solving, physical properties of materials, planning skills, cause and effect , vocabulary observation skills, development, and listening skills

Physically

Body awareness, spatial awareness, large muscle development,

CELEBRATIONS

What Children DO

Birthdays, Family days, Harvest Celebration, Winter Celebration , Silver & Gold (year end). Note: These celebrations take place in each classroom and are designed expressly for young children.

What Children LEARN

Socially & Emotionally

Ritual, social skills, respect for others, cyclical nature of life, experiencing membership in a community, and contributing to the community (by making food or gifts, singing, and participating)

Cognitively

Planning, vocabulary development, and cultural history

Physically

Fine motor skills used in cooking, gross motor skills used in dance or movement

Curriculum Guide
Elementary School

FRIENDS SCHOOL

Challenging minds, nurturing spirits.

Friends Elementary Curriculum

Our elementary teachers believe deeply in engaging students in emphasizing an experiential and integrated curriculum, focused on academics, problem solving, creativity, critical thinking, and social responsibility. Skilled teachers identify children's natural curiosity as building blocks for a flexible yet structured curriculum that engages students, stretches their abilities, and simultaneously helps them develop their respect for others. Instruction is individualized to meet the needs of all learners and our classroom teachers focus on character development in tandem with providing a rich academic program.

SOCIAL AND EMOTIONAL

Friends was founded as a school that honors children for both their unique gifts and their challenges. We foster experiential learning while addressing the social and emotional development of each student, yielding a superior education. Below are a list of learner characteristics that guide our work with children.

- Demonstrates a love of learning and is curious and questioning
- Has a growth mindset
- Asks for help when appropriate
- Applies conflict resolution strategies
- Makes voice heard in an appropriate way
- Shows empathy
- Initiates and joins play (K/1)
- Sustains focus and engagement
- Follows directions: oral and written
- Handles transitions well
- Does presented work with academic rigor
- Demonstrates independent work habits
- Demonstrates responsibility with assignments at school and at home
- Is able to manage materials responsibly
- Follows school and classroom agreements
- Has consistent positive relationships with peers
- Demonstrates resiliency in challenging situations

"We foster experiential learning while addressing the social and emotional development of each student, yielding a superior education."

MATH

The Friends mathematics program strives to teach concepts in a variety of ways to ensure understanding by all students. Students are given experiences that promote their ability to solve problems and that build mathematics from situations generated within the context of everyday experiences. Students are expected to make conjectures and conclusions and to discuss their reasoning in both written and spoken form, with pictures, graphs, charts, and with manipulatives. They are also asked to make connections between topics in mathematics, between the concrete and the abstract, between concepts and skills and between mathematics and other curricular areas. We utilize the Investigations curriculum, with supplemental materials, and students receive small group instruction.

Kindergarten

- Works with numbers 0-20 and is able to count forward, create, count, and compare sets of objects. Is able to identify and write numbers.
- Geometry: identifies and names 2D and 3D shapes, understands symmetry
- Compares objects by weight and length
- Describes and sorts attributes of objects (color, size, length, weight, and shape)
- Creates repeating patterns
- Uses +, - and = symbols
- Compares two single-digit numbers using <, =, >
- Uses objects, fingers, drawings and numbers to solve addition and subtraction problems
- Composes numbers up to 10 and identifies combinations of numbers that make 10
- Counts to 100 by ones and tens

1st

- Counts and identifies numbers up to 120
- Understands and compares two-digit numbers using <, =, > symbols
- Writes and adds numbers up to 100 using models, drawings or equations
- Mentally finds the number 10 more or 10 less than any two-digit number
- Names and draws shapes using attributes such as number of sides and angles
- Partitions circles into two and four equal parts
- Uses halves and quarters to describe parts of a whole
- Orders and compares objects by length
- Measures using a unit length
- Tells and writes time in hours and half hours using analog and digital clocks
- Organizes, represents and interprets data in a chart or table and a graph
- Works with numbers up to 20 to solve addition and subtraction problems fluently
- Is able to identify numbers as being odd or even
- Understands and uses direction words
- Recognizes and knows the value of coins and bills up to $20
- Knows doubles facts up to 9 + 9

2nd

- Demonstrates fact fluency to 20 and understands the concept of inverse operations
- Adds and subtracts double digit numbers
- Uses regrouping for addition
- Understands place value to 1,000s
- Understands multiplication concepts and skip counting 2, 5, 10
- Identifies fractions through twelfths
- Adds and subtracts fractions with like denominators
- Identifies two and three dimensional shapes
- Sorts and combines shapes to find compound shapes
- Understands geometric vocabulary such as symmetry, faces, edges, and vertices

“The Friends mathematics program strives to teach concepts in a variety of ways to ensure understanding by all students.”

MATH (Cont.)

3rd

- Multiplies and divides up to 12s and understands the concept of inverse relationships
- Adds and subtracts through 3 digit numbers with regrouping
- Understands equivalence, ordering and comparing fractions
- Adds and subtracts fractions with unlike denominators
- Works with mixed-numbers
- Understands place value up to 10,000 and uses expanded notation
- Understands decimals and their relationship to money
- Understands geometric vocabulary such as perimeter, area, classifying quadrilaterals, polygons, angles, congruence and symmetry

4th

- Reviews addition and subtraction (borrowing and across 0) strategies, and place value
- Multiplies and divides double digit numbers using a variety of strategies
- Understands mathematical vocabulary such as partial product/quotient, factors, multiples, GCF (greatest common factor), LCM (least common multiple)
- Adds and subtracts fractions with unlike denominators and mixed numbers
- Works with and manipulates decimals using all operations
- Understands patterns, functions and change
- Finds the area and perimeter of rectangles
- Understands and uses angle names
- Understands and calculates mean, median, mode and likelihood of an event

5th

- Multiplies and divides large numbers and applies to word problems
- Uses the standard algorithm for multiplication
- Introduced to Order of Operations
- Crafts an equation to solve a problem and then solves it clearly with an answer statement.
- Creates a “rule” from a pattern
- Adds, subtracts, and multiplies fractions and decimals.
- Solves word problems using decimals, fractions and mixed numbers.
- Finds area of triangles, parallelograms, and trapezoids.
- Finds the volume and surface area of rectangular prisms
- Understands and calculates mean, median, mode and likelihood of an event

“Students are given experiences that promote their ability to solve problems and that build mathematics from situations generated within the context of everyday experiences.”

LITERACY (Reading & Writing)

The ability to communicate clearly, to read, to write, and to speak and listen, is a central component of an educated society. Reading, writing and speaking transmit information. They are essential tools for our success at home and in the workplace, for enriching and expanding our lives, and for creating knowledgeable citizens who can responsibly and effectively communicate ideas. At all levels, language arts is integrated into thematic units as well as math, science and social studies. As a result, the focus of our literacy curriculum is:

- Developing awareness of language as a tool
- Reading and understanding a variety of written material
- Writing and speaking for a variety of purposes
- Applying higher-level thinking skills to reading, writing, speaking and listening
- Reading to select information from a variety of sources
- Reading to enjoy literature

We utilize the workshop model in both reading and writing, and incorporate the Lucy Calkins curriculum into our work with children.

READING

Kindergarten

- Active engagement in the reading process through book selection, reading aloud to others
- Holds book and turns pages independently
- Recognizes and names all uppercase and lowercase letters
- Verbally produces individual sounds in a word
- Recognizes and produces rhyming words
- Reads common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do)
- Demonstrates basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant
- Demonstrates spelling-sound correspondences for common consonant digraphs
- Demonstrates basic knowledge of the short vowel sounds with common spellings (graphemes) for the five vowels
- Retells stories and answers questions related to sequence of events and characters
- Identifies different genres of literature (fiction, nonfiction, poetry...)
- Reads with expression
- Self corrects miscues and problem solves unknown words

1st

- Selects a book at appropriate reading level ("just right" book)
- Draws on personal experiences and interests for book selection
- Reads aloud with others
- Sustains independent reading for at least 15 minutes
- Uses skills to problem solve unknown words
- Reads grade-level text orally with accuracy, appropriate rate, and expression
- Summarizes a story including key events in sequence
- Identifies important characters by name
- Identifies significant theme (message)
- Gives an opinion and support in reaction to a story or piece of writing
- Makes a literal connection that reflects an understanding of the writing
- Verbally produces individual sounds in words
- Demonstrates spelling-sound correspondences for common consonant digraphs and blends (two letters that represent one sound)
- Uses final “-e” and common vowel team conventions for representing long vowel sounds
- Reads common high frequency words by sight
- Reads with expression

2nd

- Selects a book at appropriate reading level ("just right" book)
- Identifies specific strengths and goals related to the reading process
- Expression reflects mood, pace, and tension of the text
- Phrases words together to derive meaning
- Asks questions and makes predictions that go beyond the text
- Summarizes text in own language including important characters, events, and details
- Accurately responds to literal questions about the text
- Understands important text implications and provides supporting details
- Identifies a significant message or event and supports ideas with details from the text
- Monitors and articulates reading and comprehension strategies
- Uses diphthongs and less common vowel team conventions for representing vowel sounds

READING (Cont.)

3rd

- Select a just right book with some support
- Participates in in-depth discussions, reflects and responds to literary elements: characters, setting, plot
- Identifies specific strengths and goals related to the reading process
- Reads with expression, which reflects mood, pace, and tension of text
- Phrases words together to derive meaning
- Asks questions and makes predictions that go beyond the text
- Summarizes text in own language including important characters, events, and details
- Responds accurately to literal questions about the text
- Understands important text implications and provides supporting details
- Identifies a significant message or event and supports ideas with details from the text
- Monitors and articulates reading and comprehension and strategies

4th

- Select a just right book without support
- Participates in in-depth discussions, reflects and responds to literary elements: characters setting, plot
- Reads with expression that reflects mood, pace and tension
- Uses appropriate pauses; heeds punctuation; reads longer, meaningful phrases
- Has thoughtful questions and makes predictions that go beyond the text
- Writes well organized summaries in own language; includes characters' names, specific details, and all important events from the beginning, middle and end
- Uses information from the text that accurately responds to questions or prompts
- Understands important text implications and relevant supporting details
- Finds the significant message or event and has a relevant reason for opinion
- Uses specific examples from the text related to the identified strategy

5th

- Participates in in-depth discussions, reflects and responds to literary elements: characters, setting, plot
- Identifies specific strengths and goals related to the reading process
- Reads with expression, which reflects mood, pace, and tension of text
- Phrases words together to derive meaning
- Asks questions and makes predictions that go beyond the text
- Summarizes text in own language including important characters, events, and details
- Responds accurately to literal questions about the text
- Understands important text implications and provides supporting details
- Identifies a significant message or event and supports ideas with details from the text
- Monitors and articulates reading and comprehension and strategies

"The ability to communicate clearly, to read, to write, and to speak and listen, is a central component of an educated society."

WRITING

Kindergarten

- Draws on personal experiences and texts for writing
- Shares writing with others
- Chooses topics for writing
- Sustains independent writing for at least 15 minutes
- Produces a piece of writing focused on a consistent theme
- Writes from left to right, top to bottom
- Writes using spaces between words
- Adds details to writing using words and/or pictures
- Includes evidence of the writer's voice
- Varies start of sentences
- Uses upper and lower case letters correctly
- Uses major consonant and vowel sounds correctly
- Spells high frequency words correctly
- Applies Kindergarten language conventions in written work
- Uses tripod grip consistently
- Is able to cut curves and corners

1st

- Draws on personal experiences and texts for writing
- Shares writing with others
- Chooses topics for writing
- Sustains independent writing for at least 15 minutes
- Produces a piece of writing focused on a consistent theme
- Writes using a logical order of events
- Adds details to writing using words and/or pictures
- Includes evidence of the writer's voice and specific details
- Varies word choice
- Uses end punctuation
- Uses consistent spacing between words
- Uses major consonant digraphs and vowel sounds correctly
- Uses all uppercase letters correctly and is transitioning to lowercase letters
- Spells high frequency words correctly
- Uses age appropriate language
- Illustrations contribute to the piece of writing

2nd

- Draws on personal experience, texts, and mini-lessons for writing
- Shares writing with others
- Stays focused on a clearly defined topic
- Connects and presents ideas and events in a logical order
- Writes with specific and interesting detail
- Uses a variety of words to begin a sentence
- Expresses complete thoughts in sentences
- Writes creating an engaging picture
- Uses active verbs, precise nouns, and colorful adjectives
- Uses end punctuation, quotation marks, and commas
- Capitalizes beginning of sentences and proper nouns
- Begins using paragraphs
- Spells second grade high frequency and spelling words correctly
- Uses age appropriate grammar
- Learn and use the writing process- draft, revise and edit work

“Reading, writing and speaking are essential tools for our success at home and in the workplace, for enriching and expanding our lives, and for creating knowledgeable citizens who can responsibly and effectively communicate ideas.”

WRITING (Cont.)

3rd

- Draws on personal experiences and texts for writing
- Shares writing with others
- Chooses topics
- Sustains independent writing for at least 20-30 minutes
- Organizes ideas around a central topic
- Connects and presents ideas in a clear and logical order
- Provides only relevant and clear information
- Elaborates with specific and interesting detail
- Uses a variety of words to begin sentences
- Uses simple and complex sentences effectively
- Uses paragraphs
- Creates a picture that is engaging and compelling
- Uses active verbs, precise nouns, and colorful adjectives
- Uses end punctuation, apostrophes, commas, and quotation marks
- Uses capital letters at beginning of sentences and proper nouns
- Spells third grade high frequency and spelling words correctly
- Writes with awareness of subject/verb agreement
- Participates in the proofreading and editing processes, including spelling, rewriting, and conferring
- Reviews and works to mastery of cursive letter formation

4th

- Understands the internal structure of written pieces and uses logical and intriguing pattern or sequence of ideas
- Articulates the main message of the piece, the theme, with supporting details that enrich and develop the theme
- Uses rich, colorful, and precise language that moves and enlightens the reader
- Understands and manipulates the rhythm and flow of the language, the sound of word patterns, the way in which the writing plays to the ear, not just the eye
- Conveys the unique perspective of the writer through the use of compelling ideas, engaging language, and revealing details
- Uses age appropriate mechanics- spelling, punctuation, capitalization, grammar usage, and paragraphing
- Creates visual presentations that convey mastery of the balance of white space with visuals and text, graphics, neatness, handwriting, font selection, borders, overall appearance

5th

- Understands the internal structure of written pieces and uses logical and intriguing pattern or sequence of ideas
- Articulates the main message of the piece, the theme, with supporting details that enrich and develop the theme
- Uses rich, colorful, and precise language that moves and enlightens the reader
- Understands and manipulates the rhythm and flow of the language, the sound of word patterns, the way in which the writing plays to the ear, not just the eye
- Conveys the unique perspective of the writer through the use of compelling ideas, engaging language, and revealing details
- Uses age appropriate mechanics- spelling, punctuation, capitalization, grammar usage, and paragraphing
- Creates visual presentations that convey mastery of the balance of white space with visuals and text, graphics, neatness, handwriting, font selection, borders, overall appearance

"At all levels, language arts is integrated into thematic units as well as math, science and social studies."

SCIENCE

Our science curriculum is designed around student interest, curiosity and wonder about the ordinary, yet extraordinary world around them. Children explore, question, observe and are expected to discuss, elaborate and evaluate their findings in both written and spoken form. Students learn about environmental, life, physical and earth science each year. Our 2nd and 3rd grade classes and 4th and 5th grade classes study science together, giving students an opportunity to learn in multi-age groups. Science explorations are supported through field trips with overnight experiences in the middle and upper elementary classes.

Kindergarten & 1st

- Analyzes, interprets, and records observations
- Identifies common needs such as food, air, and water of familiar living things
- Compares and contrasts physical attributes
- Observes, investigates, and describes how objects can be sorted using their physical properties
- Collects, describes, and records information through discussion, drawings, and charts
- Describes how adaptations help plants and animals survive
- Observes and explores the natural processes of growing, changing, and adapting to the environment
- Identifies cause-and-effect relationships in everyday experiences
- Engages with the natural world
- Identifies adaptations that help plants and animals survive

2nd & 3rd

- Selects and uses appropriate tools to gather and display data
- Asks questions and defines problems, plans and carries out investigations, develops and uses models, analyses and interpreting data, constructs explanations and designs solutions, engages in argument from evidence, and obtains, evaluates, and communicates information
- Plans and conducts investigations to provide evidence of the effects of balanced and unbalanced forces on the motion of an object
- Makes observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion
- Explores the relationships between simple machines, gravity, and weight (pulleys, inclined planes, levers)
- Examines maps to find the changes in the earth's geologic history
- Learns and identifies basic cloud types, records and graphs temperatures
- Studies the moon, sun, and planets in our solar system
- Raises butterflies from egg to adult; plants a variety of seeds and tracks their growth

4th & 5th

- Selects and uses appropriate tools to gather and display data
- Designs, plans and conducts a variety of simple investigations
- Uses scientific method
- Asks questions and defines problems, plans and carries out investigations, develops and uses models, analyzes and interprets data, constructs explanations and designs solutions, engages in arguments from evidence, and obtains, evaluates, and communicates information.
- Understands that measurable physical properties can be compared before and after effecting a change to verify a change has occurred and can be used to predict outcome in similar circumstances
- Understands that matter exists in physical states (solid, liquid, gas) and can change from one state to another
- Understands that electricity in circuits can produce heat, light, sound, magnetic effects
- Understands that conductors allow electrical flow
- Understands and explores different types of energy
- Understands and explores different types of forces
- Understands and explores the interaction and interdependence between and among non-living components of ecosystems
- Understands and studies human body systems: basic structure, functions and needs

"Our science curriculum is designed around student interest, curiosity and wonder about the ordinary, yet extraordinary world around them."

SOCIAL STUDIES

Social studies is the study of social interaction and human culture in our past, present and future. Our social studies units look at community, geography and civics. We emphasize the following in our elementary social studies programs:

- Developing a strong sense of community beginning with the self in Kindergarten and expanding through the grades to international affairs and current events to develop social awareness
- Participating in class and school wide service learning projects
- Facilitating individual country studies and integrated projects
- Celebrating school wide activities such as May Day, Earth Day, Winter and Harvest

Our 2nd and 3rd grade classes and 4th and 5th grade classes study social studies together, giving students an opportunity for multi-age learning experiences.

Kindergarten

- Identifies cultural and family traditions and their connections to other groups and the environment
- Compare and contrast how people live in different settings around the world
- Gives examples of food, clothing, and shelter and how they change in different environments

1st

- Identifies similarities and differences between themselves and others
- Explains that maps and globes are different representations of Earth
- Uses terms related to directions: forward and backward, left and right, near and far, and cardinal directions
- Distinguishes between land and water on a map or globe, identifies a compass rose and map key
- Creates simple maps
- Identifies how community activities differ due to physical and cultural characteristics
- Identifies cultural and family traditions and their connections to other groups and the environment
- Describes the characteristics and attributes of responsible community members
- Demonstrates the ability to be both a leader and team member

2nd & 3rd

- Learns about the seven continents, is able to identify North America, South America, Africa, Europe, Asia, Australia, and Antarctica.
- Understands timeline: then and now between ancient and modern for different countries
- Explore a variety of different cultures around the world
- Understands the rise and fall of civilizations
- Understands prehistoric Colorado, including geography, plate tectonics, human migration, dinosaurs
- Learns about the first people of Colorado (Paleo-Indians, hunters and gatherers, Basket Makers, Ancient Puebloans, and tribe Indians: Navajo, Ute, and Arapaho)
- Learns about explorers (Spanish, French)
- Learns about early settlers
- Learns about the technology, engineering, and building prowess of the ancient civilizations
- Studies the lasting influence of ancient civilizations on the world today (government, architecture, language, and more)

4th & 5th

- Analyzes historical sources from multiple points of view to develop an understanding of historical context
- Studies the historical eras, individuals, groups, ideas, and themes in North America from 1491 through the found of the United States government
- Recognizes patterns and relationships across time and space and describes patterns that exist in nature and society
- Explains and interprets geographic variables that influence the interaction of people, places, and environments
- Understands the interconnected nature of the world, its people and places
- Understands the foundations of citizenship in the United States
- Understands the origins, structure, and functions of the United States government

“Our social studies units look at community, geography and civics.”

SPANISH

Spanish at Friends School is intended to introduce students to the language and culture of Spanish speaking countries. Students will leave the program with a fluency level of novice-low to novice-high based on the ACTFL language proficiency guidelines. Students will have an introduction to frequently used structures and phrases in the Spanish language and have some knowledge and understanding about Spanish and Latino cultures. The following tenets guide our teaching practice.

- Spanish language and culture lessons should be relevant to children's lives
- Language is best learned when it is enjoyable and not based on memorizing grammar and structural patterns
- Language learning begins with input (listening/reading) and eventually extends to output (speaking/writing)
- Students are engaged in all modalities: auditory, kinesthetic, visual; to ensure success for all learning styles
- Language is used for different purposes including: interpretive, interpersonal and presentational tasks
- Language is not static
- Humans have an innate language acquisition process
- Language is the means by which cultures reflect upon their experiences and knowledge
- Language is a key factor in the development of international understanding and acceptance
- Learning two or more languages is a powerful tool that gives students access to the global community
- Learning two or more languages nurtures brain growth and development that mono-lingual brains do not demonstrate

Kindergarten

- Listens to and comprehends greetings
- Greets teacher and classmates
- Identifies numbers up to 10, colors and shapes
- Responds to yes/no questions about family, body parts and age
- Can comfortably listen to spoken Spanish for up to 10 minutes
- Can repeat Spanish words when asked
- Can follow basic commands in Spanish
- Can participate in cultural studies focused on Spain and Ecuador

1st

- Listens to and comprehends greetings
- Greets teacher and classmates
- Identifies numbers up to 20, colors and shapes
- Counts to 20 forward and backwards
- Comprehends describing words, weather expressions, and talk about food
- Responds to yes/no questions about family, body parts, age, animals, basic needs
- Can comfortably listen to spoken Spanish for up to 15 minutes
- Can repeat Spanish words when asked
- Can follow basic commands in Spanish
- Can participate in cultural studies focused on Guatemala and Colombia

2nd

- Listens to and comprehends greetings
- Identifies numbers up to 100, colors and shapes
- Counts to 100 and does basic math functions
- Comprehends describing words, weather expressions, and talk about food, location, emotions, and home
- Responds to yes/no questions about family, body parts, age, animals, likes/dislikes, and basic needs
- Can comfortably listen to spoken Spanish for up to 20 minutes
- Can repeat Spanish words when asked and can create basic structures
- Can follow commands in Spanish
- Can participate in cultural studies focused on Puerto Rico and Venezuela

"Spanish at Friends School is intended to introduce students to the language and culture of Spanish speaking countries."

SPANISH (Cont.)

3rd

- Identifies numbers up to 100, colors and shapes
- Counts to 100 and performs basic math functions
- Comprehends describing words, weather expressions, and talk about food, location, emotions, home, actions, clothing and school
- Responds to yes/no questions about family, body parts, age, animals, basic needs and likes/dislikes
- Can comfortably listen to spoken Spanish for up to 30 minutes
- Reads Spanish words and phrases
- Writes up to three sentences in Spanish with a model
- Can repeat Spanish words when asked and create basic structures to communicate
- Can follow commands in Spanish
- Can participate in cultural studies focused on Chile and Cuba

4th

- Identifies numbers up to 100, colors and shapes
- Counts to 100 and performs basic math
- Comprehends describing words, weather expressions, and talk about food, location, emotions, home, actions, clothing, school, places and time
- Responds to yes/no questions about family, body parts, age, animals, basic needs and likes/dislikes
- Can comfortably listen to spoken Spanish for up to 30 minutes
- Reads Spanish sentences and short paragraphs
- Writes short paragraphs in Spanish with a word bank
- Can repeat Spanish words when asked and create basic structures to communicate
- Can follow commands in Spanish
- Can participate in cultural studies focused on Peru and Costa Rica

5th

- Counts to 100 and performs basic math functions
- Comprehends describing words, weather expressions, and talk about food, location, emotions, home, actions, clothing, school, places and time
- Responds to yes/no questions about family, body parts, age, animals, basic needs and likes/dislikes
- Can comfortably listen to spoken Spanish for up to 30 minutes
- Reads short books in Spanish
- Writes up to a page in Spanish with or without a word bank
- Can repeat Spanish words when asked and create basic structures to communicate
- Can follow commands in Spanish
- Can participate in cultural studies focused on Peru and Costa Rica

“Students will leave the program with a fluency level of novice-low to novice-high based on the ACTFL language proficiency guidelines.”

MUSIC

Music at Friends is meant to be both enjoyable and content oriented. Our goal is that children have fun while learning musical skills through age appropriate activities. We want all students to have enough skill and background knowledge to appreciate and engage with a wide variety of music from a wide variety of cultures. Our program is based on a balanced and comprehensive approach. Major themes addressed include:

- Rhythm
- Melody
- Musical terms
- Performance skills
- Reading music
- Song form
- Culture

Children play games, sing songs, and play instruments, all the while developing their rhythmic and melodic skills, learning musical vocabulary, reading music and developing an understanding of song form and music from other cultures. Performances are often used as a goal toward which we work for an extended period of time. During rehearsals students have the opportunity to solidify skills they are learning.

Kindergarten

- Distinguishes between speaking and singing voice
- Sings a variety of simple songs and singing games
- Echoes and performs simple melodic and rhythmic patterns
- Demonstrates basic performance skills and behaviors
- Moves to music, demonstrating awareness of beat, tempo, dynamics, and melodic direction, reflecting changes in mood or form
- Moves to music, differentiating between sound and silence

1st

- Uses the head voice to produce a light, clear sound
- Responds to cues of a conductor for stopping and starting
- Performs four-beat patterns that include sol-mi-la or mi-re-do pitches and quarter notes, eighth notes and quarter rests
- Plays simple patterns and simple music forms

2nd

- Performs two-part rounds using speech, body percussion, singing, movement, and instruments
- Follows conductor's cues demonstrating dynamic changes, tempo changes, and fermata
- Performs four- and eight-beat patterns that include do, re, mi, sol, la pitches (pentatonic scale) and half notes, whole notes, half rests, and whole rests
- Plays tonic chord accompaniments in simple keys

“We want all students to have enough skill and background knowledge to appreciate and engage with a wide variety of music from a wide variety of cultures.”

MUSIC (Cont.)

3rd

- Uses correct vocal and instrumental techniques when singing and playing instruments
- Recognizes and follow conductor's beat patterns and gestures
- Performs expressively for peers in a large or small group setting
- Plays and sings simple notated melodies
- Performs more complex patterns that include do, re, mi, sol, la, high do, low sol, and low la (extended pentatonic scale) and sixteenth and dotted half notes
- Performs rhythmic and melodic ostinati in small groups
- Performs a steady beat while contrasting rhythms are being played
- Performs I-V accompaniments in simple keys

4th

- Performs three-part vocal and/or instrumental rounds, using movement, and speech
- Watches the conductor and follow meter patterns, tempo, and dynamic changes
- Perform using correct posture, breathing, and diction
- Performs patterns that include do, re, mi, fa, sol, la, ti, high do, low sol, low la pitches and dotted quarter-eighth, triplet rhythms
- Performs I-IV-V accompaniments in simple keys

5th

- Performs four-part vocal and/or instrumental rounds, using movement, and speech
- Responds to the conductor for phrasing and dynamics
- Demonstrates proper care of voice and instruments
- Performs patterns that include the following rhythms: sixteenth/sixteenth-eighth, eighth-sixteenth/sixteenth, eighth-quarter-eighth, and ties
- Performs patterns that include the pitches of the major scale
- Performs I-IV-V chords in the keys of C, F, and G
- Plays and sings notated melodies (12 to 16 measures) with attention to pitch, rhythm, and expressive qualities
- Plays and sings simple melodic notation in treble clef in major and minor keys

"Our goal is that children have fun while learning musical skills through age appropriate activities."

ART

Art is a universal language. Art at Friends School is an outlet for creativity and self-expression; a channel for communication; a way to express intelligence; a means for deepening connections between people; and a vehicle for enhancing cross-cultural, historical, and global understanding. Every child will create art as part of integrated units of study and simply for art's sake. Every child will explore a wide-range of materials, media, and techniques while studying artists, art history, and world cultures. A primary goal is for each child to see her/himself as an artist. Because our art program is so project focused vs. product focused, students across the grade levels are assessed on the following criteria:

- Uses class time to complete projects and contributes to discussions
- Demonstrates respect for the work, feelings and opinions of others
- Artwork demonstrates personal interpretation
- Art mediums are used correctly and respectfully
- Demonstrates a basic understanding of art concepts discussed in class
- Demonstrates an attention to detail and craftsmanship

"Every child will explore a wide-range of materials, media, and techniques while studying artists, art history, and world cultures."

PHYSICAL EDUCATION

The Physical Education program is directed foremost at developing lifelong learners. Emphasis is on developing individual competencies, skills and team building rather than on competition. Student goals are in three areas: head, hand, and heart. Activities are planned using goals from all three areas every day.

- Head- game rules and strategies, problem-solving, and creativity
- Hand- perceptual-motor skills, sport skills, and fitness
- Heart- positive attitude, sportsmanship, and teamwork

The PE curriculum is based on developmental benchmarks and perceptual-motor skills and uses exposure to a variety of sports to accomplish these goals. An example of this is the hand-eye coordination unit. During the unit, students engage in sports like Ultimate Frisbee, football, or volleyball as well as other challenge activities, all of which include throwing and catching. The balance unit, on the other hand, includes activities like gymnastics, circus stunts, activities to increase core strength, and team challenges that require static and dynamic balance to complete.

Kindergarten

- Understands age-appropriate sports concepts
- Demonstrates responsible behavior
- Has solid bodily awareness and pushes self to attempt new challenges
- Can walk and balance on a variety of objects
- Can catch and throw
- Can climb the rope and net, lifts body on the uneven bars
- Demonstrates awareness of body in space and can cross the midline
- Has the stamina to complete class
- Demonstrates sportsmanship and honesty

1st

- Understands age-appropriate sports concepts
- Demonstrates responsible behavior
- Demonstrates awareness of body in space and can cross the midline
- Is able to balance on one body part
- Can catch and throw consistently
- Can climb the rope and net, lifts body on uneven bars
- Has the stamina to complete class
- Demonstrates sportsmanship and honesty

2nd

- Understands sports and game rules presented in class
- Is responsible with own body and equipment
- Participates in problem solving activities
- Demonstrates awareness of body in space and can cross the midline
- Can climb the rope and net, lifts body on uneven bars
- Can catch and throw consistently; uses a mature throwing pattern while throwing overhand
- Can climb the rope
- Has the stamina to complete class
- Knows and follows the rules of games
- Demonstrates sportsmanship and honesty
- Listens to classmates and works as a team

“The Physical Education program is directed foremost at developing lifelong learners.”

PHYSICAL EDUCATION (Cont.)

3rd

- Understands sports and game rules presented in class
- Is responsible with own body and equipment
- Participates in problem solving challenges
- Demonstrates awareness of body in space and can cross the midline
- Can climb the rope and net, lifts body on uneven bars
- Can catch and throw consistently; uses a mature throwing pattern while throwing overhand
- Can climb the rope to the top
- Has the stamina to complete class
- Knows and follows the rules of games
- Demonstrates sportsmanship and honesty
- Listens to classmates and works as a team

4th

- Understands sports and game rules presented in class
- Is responsible with own body and equipment
- Participates in problem solving challenges.
- Demonstrates awareness of body in space and can cross the midline
- Can climb the rope and net, can hold themselves up on the pommel horse
- Is able to balance on one body part for more than 30 seconds
- Can catch and throw consistently; uses a mature throwing pattern while throwing overhand
- Can climb the rope to the top
- Has the stamina to complete class
- Knows and follows the rules of games; tries to be fair and honest
- Demonstrates sportsmanship and honesty
- Can think strategically in a group setting
- Listens to classmates and works as a team

5th

- Understands the sports and game rules presented in class
- Is responsible with own body and equipment
- Participates in problem solving challenges
- Demonstrates awareness of body in space and can cross the midline
- Can climb the rope and net, can hold themselves up on the pommel horse
- Is able to balance on one body part for more than 30 seconds
- Can catch and throw consistently; uses a mature throwing pattern while throwing overhand
- Can climb the rope to the top
- Has the stamina to complete class
- Knows and follows the rules of games; tries to be fair and honest
- Demonstrates sportsmanship and honesty
- Can think strategically in a group setting
- Listens to classmates and works as a team

“Emphasis is on developing individual competencies, skills and team building rather than on competition.”

TRIPS PROGRAM

At Friends School we believe that the best way to know something is to experience it first hand. That is why emphasis is placed on taking field trips and hosting guest speakers that enhance classroom activities through real-life experiences. Beginning in 2nd grade, students begin to build independence through our overnight trips program. They begin close to home for one night and gradually increase distance and duration, that continues into middle school. Such experiences help develop classroom community, independence, resilience, responsibility, increased confidence, and flexible thinking.

Kindergarten

- Students take field trips and host guest speakers to enhance curriculum and provide hands on experiences (examples of past trips: family-run organic farm, Denver Zoo, nature walks)

1st

- Students take field trips and host guest speakers to enhance curriculum and provide hands on experiences (examples of past trips: Boulder Public Library, Butterfly Pavilion, nature walks)

2nd

- Students take field trips and host guest speakers to enhance curriculum and provide hands on experiences (examples of past trips: Denver Museum of Nature and Science, Boulder Public Library, Science Center)
- Students set the foundation for future overnights with a one-night sleepover in the Great Room on campus; an evening science program and community building activities are the highlights.

3rd

- Students take field trips and host guest speakers to enhance curriculum and provide hands on experiences (examples of past trips: History Colorado Center, Colorado State Capitol Building)
- Students extend the overnight experience by attending Cal-Wood Education Center in Jamestown, CO. Emphasis is placed on hands-on, engaging science experiences connected to classroom curriculum.

4th

- Students take field trips and host guest speakers to enhance curriculum and provide hands on experiences (examples of past trips: Denver Art Museum, Colorado Shakespeare Festival)
- Students extend the overnight experience with a two-night overnight stay at Cal-Wood Education Center in Jamestown. Emphasis is placed on community building and intentionally taken at the start of the school year to foster community and connection among students.

5th

- Students take field trips and host guest speakers to enhance curriculum and provide hands on experiences (examples of past trips: Longmont Museum, Denver Botanic Gardens)
- Students participate in a culminating field trip to Crow Canyon Archaeological Institute in Cortez, Colorado. This 5-day, 4-night experience focuses on archaeological exploration and a culminating celebration of the end of elementary school.

"At Friends School we believe that the best way to know something is to experience it first hand."

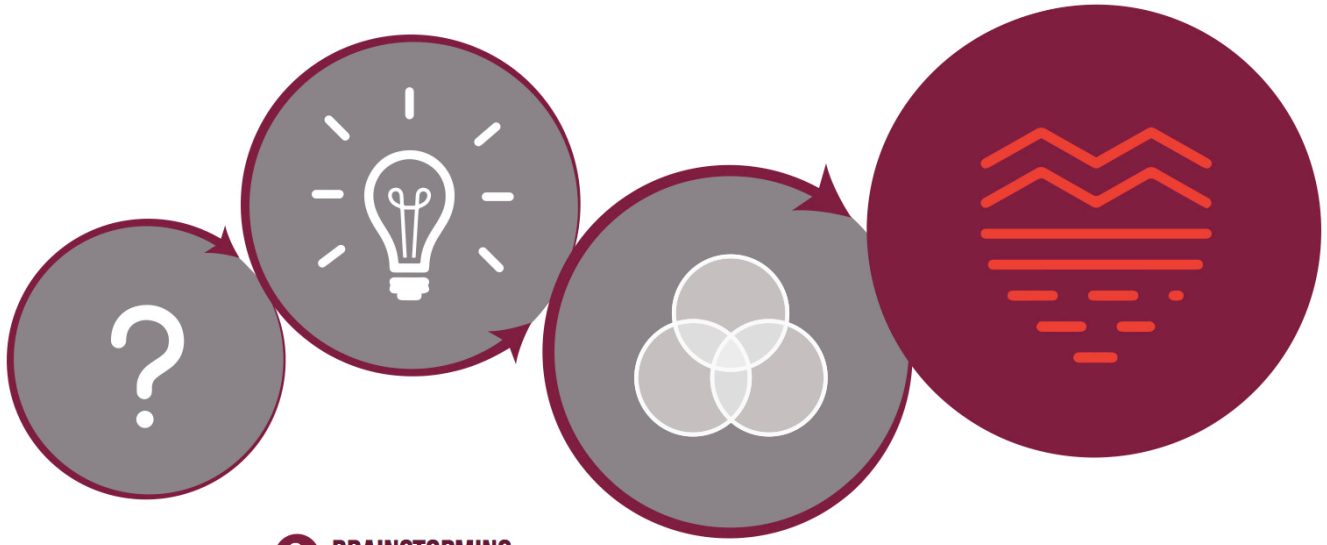
Curriculum Guide
Middle School

FRIENDS
SCHOOL

Challenging minds, nurturing spirits.

Friends Middle School Integrated Curriculum: A Collaboration Between Students, Staff, and Standards

One of the hallmarks of Friends School's middle school program is our commitment to an Integrated Curriculum (IC) that stems from the important questions that students have about themselves and the world, and state and local standards. Using an overarching question as inspiration, students and staff work together to determine major themes of study for the school year. All core classes, regardless of content area, examine these themes, providing challenging content that is exciting and relevant to their lives. The Integrated Curriculum model not only connects what students are learning, it ensures creative and critical thinking and meets their social and emotional needs while referencing essential standards in preparation for high school.



1 OVERARCHING QUESTION

Each year, teachers develop a question based on science and social studies standards as a foundation for the curriculum.

2 BRAINSTORMING

Students work individually, in groups, and with teachers to brainstorm questions related to overarching question.

3 REFINING

Students and teachers work together to identify themes within the questions generated during the brainstorming phase.

4 FINAL CURRICULUM

Teachers in core subject areas develop curriculum from these emergent themes, providing an integrated study of important concepts and ideas.

MATH

Taught in a block- all students have math class at the same time

Ability-based

Units reinforced with online practice (MobyMax)

Problem-of-the-Week (POW) focuses on problem solving a real world scenario and articulating the mathematical thinking process

Practice Standards for All Mathematicians:

- **Make sense of problems and persevere in solving them**
- **Use appropriate tools efficiently**
- **Attend to precision**
- **Model with mathematics**

Teachers make an effort to connect to the overarching question for the year so as to illuminate the pervasiveness and integrated nature of math throughout life

Math A

- ***Rational Numbers***-efficiently uses all four operations and understands factors and multiples to solve real world scenarios
- ***Integers-*** understands relationships that can be described with positive and negative numbers, add and subtract with integers and explore the idea of absolute value
- ***Decimals-*** place value and operations
- ***Fractions***-operations and problem solving
- ***Fraction-Decimal- Percent-*** relational understanding between the three and use that understanding to solve problems
- ***Ratios and Proportions***- can apply the concept of ratios and ratio language to describe relationships between two quantities.
- ***Coordinate Plane Graphing***- understand that numbers have a location on the coordinate grid and can plot points
- ***Geometry***- angles, perimeter and area of 2 and 3d shapes and complex shapes
- ***Statistics and Data-*** measures of central tendency, reading and creating a variety of data representations

Math B

- ***Rational Numbers*** –applies and extends understanding of rational numbers operations to solve problems.
- ***Integers-*** extends and applies previous knowledge to solve real world problems with integer.
- ***Algebraic Expressions and Equations-*** write and solve equations with one and two steps including integers, fractions and decimals and an understanding of variables
- ***Linear Graphing-*** using tables, equations and graphs to solve linear growth problems
- ***Proportions-*** use proportional reasoning to solve multistep ratio, rate, and percent problems.
- ***Percent Application-*** using the percent proportion to solve problems about increase and decrease.
- ***Statistics and Data and Probability-*** Understand how central tendency measures can affect data by examining samples
- ***Geometry-*** Pythagorean Theorem and problem solving

Algebra

- ***Rational Number, Variables, Percentages-*** review to ensure ready for algebra.
- ***Solving equations, Proportions, and Scale-*** defining variables, multi-step equations and proportions, and using those proportions to understand scale
- ***Solving Inequalities-*** making connections between inequalities and real world application to solve problems
- ***Linear Equations and Graphs-*** create and describe a linear relationship, represent and solve equations graphically, interpret functions
- ***Systems of Equations and Inequalities-*** solving a system of 2 equations using substitution, elimination, and/or various methods
- ***Exponents***- using properties of exponents to evaluate exponential expressions and graph exponential functions
- ***Polynomials***- add, subtract, multiply and perform single term factoring
- ***Quadratics***- graphing a quadratic equation from a table, understand and interpret the intercepts of a parabola

Advanced Levels

Will be offered in 2018-2019. More details to follow.

LANGUAGE ARTS

Friends Middle School students are active agents in their learning. Students engage with the world—past, present, and future—through reading, writing, speaking, and listening. They're inspired to learn through both their own passions and teacher-directed assignments. Students read, write, and communicate across the curriculum.

Lucy Calkins Units of Study in Reading and Writing are foundational to the Humanities program.

Writing

Opinion/Argument Writing

- Literary Essay (Compare/ Contrast)
- Research-Based Essay (The Art of Argument)
- Literary Essay (Analyzing Craft and Theme)

Information Writing

- Books, Websites, and Presentations (Teen Activism)
- Writing about Reading (Respond to Literature)
- Position Papers: Research and Argument

Narrative Writing

- Crafting Powerful Life Stories
- Realistic Fiction
- Investigative Journalism

Mechanics

- Spelling
- Punctuation
- Capitalization
- Paragraphs

Usage

Sentence Formation

Reading

- Thinking and Reasoning Critically
- Reading for All Purposes
- Read a wide range of literature (American and world literature) to understand important universal themes and the human experience
- Vocabulary Development
- Self-assess, and reflect on personal learning while engaging with increasingly more difficult texts
- Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks
- Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions
- Evaluate explicit and implicit viewpoints, values, attitudes, and assumptions concealed in speech, writing, and illustration
- Demonstrate the use of a range of strategies, research techniques, and persistence when engaging with difficult texts or examining complex problems or issues
- Use primary, secondary, and tertiary written sources to generate and answer research questions (source: Colorado State Standards)

Listening & Speaking

- Collaboration skills including preparation, questioning, goal setting, time management, delegating roles, problem solving
- Presentation skills including voice volume, dress, eye contact, clarity of content, etc.
- Appropriate Language for Audience
- Inferential and Evaluative Listening
- Listening for meaning and understanding

SOCIAL STUDIES

The four strands of social studies are examined through several lenses throughout the middle school years: **Western Hemisphere, Eastern Hemisphere, American History: Revolution up to Reconstruction, Current Events**

Social Studies is integrated with Literacy as Humanities in our Integrated Curriculum

History

- Formulate and respond to historical questions using primary and secondary sources
- Analyze sources for accuracy, point of view
- Construct and defend arguments using primary and secondary sources
- Interconnection/ interdependence of people, products, and culture and the change over time
- Social, political, cultural, economic, and technological development and change over time
- Sources of historical conflict and compromise
- Impact of age, gender, class, geography, etc. during different events and eras in history
- Historical contexts of events/ ideas/ people of early western cultures (ex. Maya, Aztec, Inca, Inuit, early Native American, explorers, colonizers), eastern cultures (ex. Greek, Roman, Chinese, African, Medieval)
- Critical ideas of American History (democracy, federalism, capitalism, abolition, temperance, nativism, expansionism)

Geography

- Use maps and other geographical tools for gathering information, finding patterns, and analyzing issues
- Analyze data
- Formulate and respond to questions using geographic data
- Identification of various physical features
- Analyze interaction between humans and earth's physical features including adaptations, economics, interdependence, and human settlements
- Expansion of the United States: land, security, sovereignty from a geographical lens
- Analyze how geography influences perspectives on historic and current events and issues.

Economics

- Impact of economic systems on jobs, careers, standards of living
- Personal career exploration
- Market economy including supply/ demand, price/ profit
- Personal finance including saving, investing, credit, debt
- Role of taxes, tariffs and impact on income and spending
- International trade including purposes of debt, trade policies, negotiation strategies

Civics

- Advantages/ disadvantages of living in an interconnected world
- Current events / political issues over time
- Citizenship in various governments including rights, responsibilities, avenues for voicing opinions, avenues for monitoring government, and bringing about change
- Changes in citizenship over time
- Comparing governments and their authority
- Analyzing primary sources supporting democratic freedoms (Declaration of Independence, Constitution, Bill of Rights) and how they provide for continuity and change
- How nations solve differences
- Laws: various types, strengths and weaknesses of rule of law
- Identify tensions between individual rights, state laws, federal laws, international law
- Political activism and advocacy

SCIENCE

Science strands are part of our Integrated Curriculum. Equal weight is given to Life Science, Earth Science, and Physical Science

All courses include lab safety, supplies, protocols and materials; use of metric system; application of Greek and Latin based scientific language

Earth

Anatomy of Earth & landforms
- Rock & mineral classification
- Rock cycle
- Plate tectonics, convection currents & Earth evolution

Astronomy
- Explore solar system, galaxy, universe
- Key astronomical landmarks, formations and evolution
- Key thinkers in astronomy

Ecology
- Biomes
- Cycles of matter: Carbon, Oxygen, Nitrogen, Water
- Major components of environment
- Organism interactions

Physical

States of matter
- Behavior of gasses, pressure and temperature
- Kinetic theory of matter
- Phase changes of matter
- Application of Bernoulli, Pascal, Venturi & Archimedes principles

Chemistry
- Anatomy of the atom
- Acids Bases Periodic Table and pH scale
- Mixtures, compounds & molecules
- Ionic & Covalent bonding

Physics (energy and motion)
- Newton's laws and principles in the physical world
- Motion, velocity, acceleration
- Weight vs mass
- Balanced, unbalanced and net forces

Life

What is life?
- What does something need to be "alive"?
- Defining the characteristics of life

Cellular Biochemistry and Interaction (Plant and Animal)
- Anatomy of the cell
- Respiration: cytoplasm, cellular, mitochondria
- Photosynthesis: light dependent and independent
- Roll of ATP in energy exchange
- Meiosis and Mitosis

Genetics
- Mendelian Genetics
- Alleles: dominant, recessive, co-dominance
- Chromosomes
- Genes & Pedigrees
- Phenotypes & Genotypes
- Applications of Punnett squares

Science Fair

- Choose a scientific question
- Develop hypothesis
- Apply scientific method
- Create scientifically sound and testable experiment
- Think about independent dependent variables
- Develop procedures
- Analyze results
- Explain process, errors, and potential next experiments
- Present to a variety of audiences, including Denver Metro Regional Science Fair

TECHNOLOGY

Our student's use of technology will play a vital role in their education by empowering lifelong learning, creating digital citizens, developing creative problem solvers, strengthening their construction of knowledge & meaning, promoting innovative design solutions, and strengthening their communication & collaboration within local and global communities.

With an integrated curriculum, students will help guide our themes, topics, and questions throughout the year where technology will be used both as a tool for learning and as a topic of learning.

Tools

- Utilize technology to demonstrate competency of their learning goals
- Recognize both the responsibilities and affordances a digital world can provide
- Start to understand the safety, ethical, and legal concerns of digital environments
- Employ effective research strategies and evaluate the credibility of sources
- Express themselves for a variety of purposes in a variety of formats
- Use digital tools to construct knowledge & meaning individually and collaboratively
- Explore the maker movement and the design process
- Solve real-world problems

Topics

- Hardware & software
- Internet & world wide web
- Robotics
- Coding
- 3D design
- Engineering
- Circuits & Electronics
- Video Editing, Documentary Making, Film Making
- Computational Thinking

SPANISH

All students taking Spanish participate in once a week Culture class. This class builds cross-cultural understanding and perspective necessary for global living.

Culture

- Oral and aural language skills: communicative, comprehensible input (CI) and teaching proficiency through reading and storytelling (TPRS) methods.
- Literacy Skills: descriptive, interpersonal and presentational
- Cultural concepts: compare and contrast world and local cultures
- Geography of Latin America

Year 1

- **Vocabulary**: thematic vocabulary units from K-5 Risas and Sonrisas, TPRS story vocab, reflexive verbs
- **Grammar**: present progressive, preterite tense, gender agreement, number agreement, articles, prepositions, personal pronouns, irregular verbs, "gustar" verbs, reflexive verbs

Year 2

- High frequency words and TPRS story vocabulary, irregular/stem changing verbs, prepositions
- Object pronouns, compound future, stem changing verbs, irregular verbs, using the two past tenses together (preterite/imperfect), comparatives/superlatives, saber/conocer, past progressive, formal commands

Year 3

- Technological world, daily routine and household chores, culture and the arts, TPRS story vocabulary
- Subjunctive mood and the "que" clause, double object pronouns, accidental "se" and impersonal "se", irregular preterite verbs, informal commands

FRENCH

During the 2017-18 school year Introduction to French is being offered twice a week, after school as a year long class.

This is an introduction to the French language and culture, organized around games and activities.

This first year focuses primarily on speaking the language over writing. Writing will be used as a learning tool but will not be a goal in itself.

Culture

- games
- songs
- geography
- staples of French cultural regions
- cooking

Year 1

- **Vocabulary**: foods, the body, numbers, colors and shapes, polite forms of address, time and dates, weather, landscapes, community, and feelings.
- **Grammar**: simple grammar, present tense verb formation, subject pronouns, and syntax forms to become familiar with the phonetics of French

ART

Art class: One day per week for 1.5 hours for one semester in 6th and 7th grades. Art is an elective for 8th grade.

Electives:
- Open Studio
- Photography

Art

- 3-D collage, assemblage and sculpture
- Composition and perspective studies
- Seeing the world like an artist
- Color wheel study
- Drawing and painting: A range of experiences from still life drawing through abstract painting techniques.
- Print making (Japanese Woodcut technique)
- Art History through the lens of various cultures

Photography

- Camera and photography basics
- Composition
- Evoking emotion
- Telling stories with photographs
- Editing software

Open Studio

Students work on projects of their design and inspiration. Teachers support through providing materials, suggestions, resources, etc. This is independent innovative time meant to unleash creative ideas, hone skills, and try new media.

MUSIC

Students interested in band or orchestra should have some previous experience either through private lessons or group classes.

Band and orchestra are year-long classes.

Marimba is available for all students, no experience necessary.

Marimba classes are one semester each in 6th and 7th grade.

Band

- Technical development, more advanced each year
- Performance skills (Performances each semester, including a spring music festival at Elitch's)
- Reading music, more advanced each year
- Ensemble skills (various parts, solos, hearing other instruments)

Orchestra

- Technical development, more advanced each year
- Performance skills (Performances each semester, including a spring music festival at Elitch's)
- Reading music, more advanced each year
- Ensemble skills (various parts, solos, hearing other instruments)

Marimba

- History of marimba music
- Mallet technique
- Aural music learning
- Rhythm security
- Performance skills (sharing at the end of the semester)
- Ensemble skills (various parts, leads, hearing other parts)

COMMUNITY

Fall camping trips (3 day/ 2 night) build community and understanding of each students' uniqueness and strengths to begin the school year with empathy and connection.

Spring trips celebrate a year of working and living together at school, growth, and revisit some themes from the school year.

Weekly grade-level classes taught by Middle School Counselor

Regular Advisory/ Insight class keeps each student connected to a teacher, builds social / emotional skills and community

Trips

- Camping trip in fall
- Week-long trip in spring
- Buddies with elementary school
- Service learning with Elders
- Field trips associated with classroom content and Integrated Curriculum

Classes

Classes that build community and social emotional skills:

- Advisory/Insights
- 6th Grade Life (with counselor)
- 7th Grade Seminar (with counselor)
- 8th Grade Seminar (with counselor)
- Transition Class - 6th Grade, 1 semester

Highlights

- Respect
- Emotional Literacy
- Executive function skills
- Organization and time management
- Communication
- Shared experiences, fun, trust, building grit through "right size" challenges, failure, frustrations and difficulty
- Self-awareness
- Self- advocacy
- Emotional safety
- Voice and choice in curriculum
- Career path exploration (8th)
- Demystification of self
- Identity building through thoughtful conversations and perspective taking

PHYSICAL EDUCATION

Taught in combined age groups for 6th and 7th grade

Ongoing through all years:
Rules and strategies, problem-solving and creativity

Motor skills, techniques, sports skills, coordination, flexibility, control

Positive attitude, sportsmanship, teamwork

Activities

May include:

- Yoga
- Field hockey
- Volleyball
- Basketball
- Frisbee
- Obstacle courses
- Circus
- Soccer
- Gymnastics
- Strength training
- Pilates
- Track and field events

TRANSITIONS

- Single semester course for 6th graders
- Time management
- Organization and materials management
- Study skills
- Staying focused
- Advocating for yourself with adults and peers
- Navigating Schoology
- Building flexibility
- Managing difficult situations with others

MINI COURSES

These 4-6 week courses come from student interests and connect us with to community experts, giving students exposure to new ideas and concepts in a dynamic and integrated way.

Examples

Examples of previous classes include:

- Bicycle Safety and Maintenance with Community Cycles
- Landscape Architecture with Native Edge Landscaping
- Photography with Cinder Trout
- Ecology with Wildlands Restoration Volunteers

FRIENDS
SCHOOL

Challenging minds, nurturing spirits.