FRIENDS SCHOOL OF BALTIMORE

Pre-Primary and Lower School Course Guide 2011-2012

FRIENDS SCHOOL
1784
BALTIMORE

Why Friends?

Friends School is the best choice for families of Baltimore who want for their children an education that will ready them to lead their lives with *wisdom* and *confidence*. The Friends School experience stimulates imaginations, engages intellects, strengthens bodies, and protects spirit. It is a school that gives its students the time and the place in which to build the foundation of a happy, prosperous and contributive life. Friends is an independent school in which *girls* and *boys*, women and men share in silence and noise, reflection and debate, with a self-respect and *mutual regard* that allows all to grow ever stronger and truer to themselves. The oldest school in one of America's foundational cities, Friends School of Baltimore is a progressive community of learning; its *commitment to balance* in education the product of centuries of work teaching children to find and keep their own balance in a world that is forever changing. Firmly rooted in the enduring values of the Quakers, today's School is a vibrant, 21st Century learning community that chooses *simplicity* over material possession; *peaceful resolution* of conflict over aggression; *integrity* over expedience; *equality* over elitism; and *stewardship* of the earth as a collective and personal responsibility. Friends students are lovingly educated; they go many places and do many things, each propelled by possibility, motivated by optimism, unrestricted by convention, reinforced by achievement, and guided by principle.

What is Pre-Primary?

In our Pre-Primary, children 4-6 years old develop and refine problem-solving and decision-making skills through interaction with others, as well as through a variety of concrete learning tools and the use of "play" as cooperative and interactive learning time.

The Pre-Primary is divided into four main groups of 18-21 children that adhere generally, but not always, to certain age and developmental patterns. The Pre-Primary is overseen by the Lower School Administration and support staff, which includes the Principal, two Assistant Principals, a Counselor and a Learning Specialist. Each group has a Head Teacher and an Associate Teacher. There are also Assistant Teachers who divide their time among the groups as needed. All our Head Teachers have attained Master's Degrees and are specialists in Early Childhood Education.

What is Lower School?

The Lower School, comprised of East and West buildings, houses Grades 1-5. There are two to four homerooms per grade, with 17-21 children in each. In addition to homeroom teachers, there are a number of part-time teachers in each grade so that children can be reorganized into smaller groups (generally 10-14 students) for Reading/ Language Arts and Math. Like the Pre-Primary, the Lower School is overseen by the Lower School Administration and support staff, which includes the Principal, two Assistant Principals, a Counselor and a Learning Specialist. All our homeroom and part-time teachers have attained or are pursuing a Master's Degree. The average tenure of all teachers at Friends School is 12 years.

What is the Daily Schedule?

Pre-Primary	**Grades PK-P1**
7:30 a.m.	Early arrival supervision
8:30 a.m.	School day begins
2:30-3:00 p.m.	Dismissal
2:30-6:00 p.m.	Extended Day

Lower School	**Grades 1-5**
7:30 a.m.	Early arrival supervision
8:00 a.m.	School day begins
8:15 a.m.	Classroom instruction begins
2:55 p.m.	Dismissal
3:00-6:00 p.m.	Extended Day

What are Special Subjects?

Interspersed throughout the schedule of classes, including Math and Reading/Language Arts, we also have special areas of instruction. These "Special Subjects" — Science, Music, Physical Education, Computer and Art — are taught by teachers from the Friends School community who are specialists in their field. They have attained an advanced degree, or are currently pursuing one, and have had significant experience teaching young children.

Each of these teaching specialists has developed a specific curriculum that challenges and appeals to Pre-Primary and Lower School students and is the beginning of a continuum of study coordinated through the Middle and Upper School divisions.

How does Extended Day work?

For the convenience of the parent, children may be dropped off at the Pre-Primary and Lower School as early as 7:30 a.m. We also have an Extended Day program, which is available from 2:30 p.m. until 6:00 p.m. in the Pre-Primary and 3:00 p.m. until 6:00 p.m. in the Lower School. The program, offered for an additional fee, has many variations to suit different personal schedules.

What is the role of Community and Service at Friends?

As members of the larger Friends community, the children in our youngest grades have many opportunities during the school year to interact with each other as well as with Middle and Upper School students. We believe such encounters enhance their learning experience, help them better visualize their own future and foster a strong sense of community and support.

Often this time together occurs when we actively participate in age-appropriate Community Service and Service Learning activities. These forms of service play a vital role in preparing our students, PK – Grade 12, to lead full, consequential and compassionate lives.

What is the Dress Code in the Pre-Primary and Lower School?

The spirit of the Dress Code at Friends is to support safety, respectfulness and simplicity. Our Lower School and Pre-Primary students are asked to adhere to the following guidelines:

Do Wear:

- Flat shoes (closed toe and heel)—sneakers are the best choice
- Blouses, shirts, t-shirts, turtlenecks, sweatshirts and sweaters that are solid color, striped or allover patterned or with picture graphics
- Long pants or slacks
- Cotton or mesh shorts, skirts and culottes (mid-thigh or longer in length)
- Clothing in good repair and labeled with child's name
- Clothes appropriate for the weather

Don't Wear:

- Commercial messages, slogans, logos or any clothing with words ("Friends School" is the only writing allowed on clothing)
- Blue denim pants*
- Athletic pants of any kind (nylon or knit, loose or tight)*
- Cropped shirts, tank tops or spaghetti straps, halters, leotard tops or exposed undershirts (including Under Armour)
- Camouflage print clothing or camouflage backpacks (of any color)
- Dyed or bleached hair, dangling earrings, tattoos, excessive jewelry
- Shoes with wheels

*Children in Pre-Primary may wear blue denim pants and sweatpants.

What is the Lower School Policy on Homework and Assessments?

Written Assessments and Conferences
All homeroom teachers will hold fall and spring conferences with the parents of each student. Homeroom teachers will provide written assessments (narrative reports with a grade-expectation checklist) for each student in the winter and at the end of the school year.

Homework Policy
In our Lower School, we assign homework to reinforce academic skills, teach time management and build individual responsibility. All children, Pre-Kindergarten through Grade 5, are required to read or be read to at least 20 minutes nightly. Children in Grades 3-5 are assigned additional time to practice their instruments. All assigned homework, inclusive of the above reading and music requirements, should not exceed the following guidelines per night:

1st Grade:	30 minutes
2nd Grade:	30–45 minutes
3rd Grade:	45–60 minutes
4th Grade:	60–75 minutes
5th Grade:	75–90 minutes

Standardized Testing
Friends School does conduct standardized tests each year. Both achievement and aptitude tests are given to children in the Pre-Primary and Lower School, depending on grade level. These tests help provide information in curriculum areas and indicate areas of individual growth and development.

How does Placement work in Pre-Primary and Lower School?

Much care and consideration is given to the placement of each child into a group within our Pre-Primary building. All placement decisions are made by a placement committee made up of our Teachers, a Learning Specialist and Administrators. Placement is based on the whole child; this includes academic, social, emotional and physical development. The School strives to maximize each child's opportunity for success and comfort by placing him/her within a similar peer group. The curriculum in each group is modified and enhanced to meet the needs of the children at each stage of progression. There is not an automatic progression through the Pre-Primary program.

Placement in a certain group one year does not predetermine a specific placement for the following year. Decisions are made each year relative to each individual child and where the School can best meet his/her needs.

For current families all placement decisions are made in January and conveyed at a special January parent conference. For our new families, placement decisions are not made at the time of acceptance or enrollment, but are made later in the spring. Each newly enrolled child will attend a placement day in late spring prior to the child's first year in Pre-Primary and parents will be notified of their child's placement by August 1.

In Lower School, homeroom placement is based on a number of considerations, ensuring an appropriate mix of interests, abilities and learning styles. The homeroom placement is remixed each year.

What are the Admission Procedures for Lower School and Pre-Primary?

STEP I
Fill out and send in an application before December 1. Applications received after December 1 will be considered only where space permits.

STEP II
Upon acceptance of the application, you will be asked to complete a checklist of admission procedures, including:

- Parent Report—To be filled out by parents and returned to Friends School by December 1st, or as soon as possible, if after December 1.

- Common Referral Form and Transcript—To be filled out by your child's current teacher and sent directly to Friends School by February 1. (It is best if this is completed after December 1 so that the teacher has adequate time to get to know your child.)

- Admission Assessment for Applicants to Pre-Primary and Grade 1—Scheduled by appointment December-February, in small groups on Saturday and certain weekday mornings. You will be notified of an appointment after we receive your Parent Report.

- Admission Testing for Applicants to Grades 2 through 5—Scheduled for January 2012. Testing is held from 8:30 a.m. to 11:30 a.m. More information will be sent to applicants for those grades in November.

- Student Visit for Applicants to Grade 2 through 5—Scheduled December- February only for those students for whom we anticipate there may be a space.

STEP III
After Step II has been completed, the prospective student's file will be evaluated by the Admission Committee. Admission decisions are made beginning in March.

How do I visit Friends School?

The best way to learn about a school is to see it in action. We strongly urge you to make arrangements to come see Friends.

Information Sessions and Tours—offered late September through December by appointment
Parents are invited to spend a **weekday morning**, from approximately 9:00 a.m. to 10:15 a.m., visiting classrooms, the library, and the art, science, and music areas.
The walking tour includes a discussion of philosophy and curriculum, observation of classes, and plenty of time for questions. Please call the Admission Office at (410) 649-3210 to set up a time to come, as we limit each tour to a small group (adults only).

Lunch and Learn
The "Lunch and Learn" session, our unique approach to Open House, provides parents with an opportunity to visit classes, speak with students, meet administrators and enjoy lunch with the Head of School. Dates for the "Lunch and Learn" sessions, held monthly, are posted on our website.

For more information on tours and Lunch and Learn please visit our website: **www.friendsbalt.org**

Curriculum Overview—Pre-Kindergarten

The Pre-Primary and Lower School curriculum provides students with a solid foundation upon which to build more complex learning. Each level of instruction reinforces students' understanding of concepts and applications while helping them to form connections between subject areas and their world. The charts on the following pages show the basic lesson structures that students explore as they progress through each grade level.

Worship	Reading/ Language Arts	Math	Social Studies	Art
Introduction to Meeting for Worship Stewardship Social Curriculum: Food Education	Reading readiness: ▪ Left to right progression ▪ Read aloud ▪ Letter recognition Language Experiences: ▪ Story structures ▪ Use of charts ▪ Rhyming ▪ Dictation and creation of stories ▪ Fairy Tales/Nursery Rhymes	Manipulatives used for counting: ▪ One-to-one correspondence ▪ Number concepts ▪ Reading & writing numerals ▪ Simple graphs ▪ Attribute sorting ▪ Concepts of time—calendar ▪ Basic shapes ▪ Patterns	Learning about campus, community, families: ▪ Multi-cultural perspective—compare/contrast ▪ Early geography skills ▪ Individual responsibility ▪ Japanese culture ▪ Chinese culture	▪ Shapes and color ▪ Drawing and cutting basic shapes ▪ Primary color and secondary color ▪ Drawing, painting, collage ▪ Clay modeling ▪ Portraits and self-portraits ▪ Introduction to works of art and artists (Monet) ▪ Crafts ▪ Texture rubbings and garden drawings on fabric ▪ Chinese brush painting—author/illustrator Ed Young

Music—General	Science	Computer	Library	Physical Ed.
Goals: ▪ Aesthetic/social experiences ▪ Enjoyment/participation ▪ Learning repertoire: songs, rhymes, games ▪ In-tune singing (matching pitch) ▪ Expressive movement ▪ Aural recognition of: same/different high/low loud/soft fast/slow pulse vs. rhythm	▪ All about Me ▪ The Senses ▪ Experiments with Color ▪ Animals in Winter ▪ Winter Experiments ▪ Experiments with Predicting and Observing ▪ Ladybugs ▪ Worms	▪ Introduce terminology ▪ Use mouse to click and drag ▪ Navigate through age-appropriate software ▪ Use drawing tools ▪ Play web-based games and activities	▪ Selects books for personal use with help ▪ Develops ability to listen to what is seen and heard ▪ Shows initial understanding of fiction and non-fiction ▪ Recognizes main parts of any book ▪ Knows, follows circulation procedures	▪ Safety/social skills ▪ Movement exploration ▪ Spatial & body awareness ▪ Primary ball skills: throwing, catching, kicking ▪ Dance & rhythm skills ▪ Theme activities ▪ Tumbling

Curriculum Overview—Kindergarten

Worship	Reading/ Language Arts	Math	Social Studies	Art
Introduction to Meeting for Worship Stewardship Social Curriculum: Food Education	▪ Phonics ▪ Spelling ▪ Writing ▪ Cooking/building projects based on literature/letters studies ▪ Author/illustrator studies ▪ Poetry ▪ Journal writing/ writing workshop ▪ Book Club ▪ Literative genres	▪ Calendar awareness/ development ▪ Problem solving/ articulation ▪ Recording/graphing data ▪ Number patterns ▪ Spatial relationships ▪ Numbers in print/ number sentences/ written representations of concepts, plus+minus ▪ Shapes ▪ Time ▪ Money	▪ Exploration of diversity/culture ▪ Community service/ awareness ▪ Basic mapping concepts ▪ Concepts of time—past and present ▪ Holidays around the world ▪ Themes related to language arts program	▪ Collage (shape and figure self-portraits) ▪ Puppet making (birds) ▪ Painting (tempera) ▪ Sculpture (paper and clay) ▪ Drawing (crayon, marker, pencil, wet chalk) ▪ Art appreciation discussions ▪ Printmaking ▪ Textiles—fabric craft

Music—General	Science	Computer	Library	Physical Ed.
Goals: ▪ Aesthetic/social experiences ▪ Enjoyment/ participation ▪ Learning repertoire: songs, rhymes, games ▪ In-tune singing (matching pitch) ▪ Expressive movement ▪ Aural recognition of: same/different high/low loud/soft fast/slow pulse vs. rhythm	▪ Mixing and measuring ▪ From caterpillar to butterfly ▪ Human body—teeth, x-rays, bones ▪ Building a wooden boat ▪ Dinosaurs ▪ Spiders	▪ Introduce terminology ▪ Use mouse to click and drag ▪ Use keyboard and the shift key ▪ Navigate through age-appropriate software ▪ Use drawing tools ▪ Insert clip-art and size ▪ Play web-based games and activities	▪ Selects books for personal use with help ▪ Develops ability to listen to what is seen and heard ▪ Shows initial understanding of fiction and non-fiction ▪ Recognizes main parts of any book ▪ Knows, follows circulation procedures	▪ Safety/social skills ▪ Movement exploration ▪ Spatial & body awareness ▪ Primary ball skills: throwing, catching, kicking ▪ Dance & rhythm skills ▪ Parachute games ▪ Theme activities ▪ Tumbling/gymnastics

Worship	Reading/ Language Arts	Math	Social Studies	Art
Introduction to Meeting for Worship Stewardship Social Curriculum: Food Education	▪ Phonics ▪ Spelling ▪ Writing ▪ Dramatization ▪ Book making ▪ Poetry ▪ Songs ▪ Sign language ▪ Keyword/Book Club	▪ Manipulatives used for number concepts, problem solving, spatial relationships, patterning, graphing, estimating, predicting, counting, time, measurement, money	▪ Self ▪ Grandparents ▪ Cooperation, community, other cultures ▪ USA ▪ Mapping ▪ Holidays of many cultures ▪ Quakers ▪ Underground Railroad ▪ Quilting ▪ Multi-cultural awareness ▪ Folk tales ▪ Nursery rhyme unit (writing rhymes) ▪ Sign language	▪ Collage (self-portrait and seascape) ▪ Baltimore row house collage ▪ Painting (tempera) ▪ Printmaking (styrofoam block) ▪ Stitchery and appliqué —drawstring bags ▪ Texture rubbings (crayon) ▪ Art appreciation discussions ▪ Sculpture—clay explorations

Music—General	Science	Computer	Library	Physical Ed.
Goals: ▪ Aesthetic/social experiences ▪ Enjoyment/ participation ▪ Learning repertoire: songs, rhymes, games ▪ In-tune singing (matching pitch) ▪ Expressive movement ▪ Aural recognition of: same/different high/low loud/soft fast/slow	▪ Frog metamorphosis ▪ Building a wooden moon buggy ▪ Seeds and plants ▪ Magnets ▪ Sea shells and ocean animals ▪ Bats	▪ Introduce terminology ▪ Use mouse to click and drag ▪ Use keyboard and the shift key ▪ Navigate through age-appropriate software ▪ Use drawing tools ▪ Insert clip-art and size ▪ Play web-based games and activities	▪ Selects books for personal use with help ▪ Develops ability to listen to what is seen and heard ▪ Shows initial understanding of fiction and non-fiction ▪ Recognizes main parts of any book ▪ Knows, follows circulation procedures	▪ Movement exploration ▪ Spatial & body awareness ▪ Primary ball skills: throwing, catching, kicking ▪ Dance & rhythm skills ▪ Parachute games ▪ Tumbling/gymnastics ▪ Cooperative games

Worship	Reading/ Language Arts	Math	Social Studies	Art
Introduction to Meeting for Worship Stewardship Social Curriculum: Food Education	▪ Phonics ▪ Spelling ▪ Writing ▪ Author/illustrator studies ▪ Poetry ▪ Music and movement ▪ Book Club ▪ Dramatization	▪ Numeration ▪ Cuisenaire rods ▪ Time ▪ Money ▪ Problem solving ▪ Simple graphing ▪ Measurement ▪ Fractions (fair share) ▪ Patterns ▪ Shapes	▪ Community ▪ Different cultures and religions—including holidays ▪ US geography (as relates to self) ▪ Simple map skills ▪ Quaker dimension—literature, music, history ▪ Friendship ▪ Biographies—inventors, African-Americans, Underground Railroad, MLK, Rosa Parks, George Washington Carver	▪ Collage——paper arts à la Matisse and Romare Bearden ▪ Secondary color mixing ▪ Folk Art figure ▪ Texture explorations ▪ Clay modeling ▪ Self-portraits ▪ Art discussion (fine artists and folk art) ▪ Printmaking—relief print ▪ Watercolor—color explorations ▪ Collaborative book illustration ▪ Drawing from observation ▪ Frida Kahlo pin

Music—General	Science	Computer	Library	Physical Ed.
Goals: ▪ Aesthetic/social experiences ▪ Enjoyment/ participation ▪ Learning repertoire: songs,rhymes, games ▪ In-tune singing (matching pitch) ▪ Expressive movement ▪ Aural recognition of: same/different high/low loud/soft fast/slow pulse vs. rhythm	▪ Space ▪ Rocks and Fossils ▪ Building a wooden wind racer ▪ Maple sugaring ▪ Birds ▪ Animals of the world	▪ Introduce terminology ▪ Use mouse to click and drag ▪ Use keyboard and the shift key ▪ Navigate through age-appropriate software ▪ Use drawing tools ▪ Insert clip-art and size ▪ Play web-based games and activities	▪ Selects books for personal use with help ▪ Develops ability to listen to what is seen and heard ▪ Shows initial understanding of fiction and non-fiction ▪ Recognizes main parts of any book ▪ Knows, follows circulation procedures	▪ Movement exploration ▪ Spatial & body awareness ▪ Primary ball skills: throwing, catching, kicking ▪ Dance & rhythm skills ▪ Parachute games ▪ Locomotor/non-locomotor skills ▪ Tumbling/gymnastics ▪ Cooperative activities

Worship	Reading/ Language Arts	Math	Social Studies	Art
▪ George Fox ▪ Equality ▪ Simplicity ▪ Peace ▪ Community ▪ Friendship ▪ Conflict resolution ▪ Respect differences ▪ Stewardship	Reading: ▪ Literature-based ▪ Phonics ▪ Sight words ▪ Comprehension Writing ▪ Written expression ▪ Journal writing ▪ Friendly letters/ penpals ▪ Handwriting ▪ Capitalization and punctuation ▪ Paragraphs Spelling: ▪ Priority words ▪ Word patterns ▪ Phonetic spelling	▪ Reading, writing, sequencing ▪ Finding combinations ▪ Developing strategies ▪ Measurement ▪ Constructing ▪ Sorting and categorizing data ▪ Computation ▪ Time ▪ Estimation ▪ Symmetry ▪ Geometry ▪ Fractions ▪ Place value ▪ Patterns ▪ Number relationships	Families' Basic Needs: ▪ Food ▪ Clothing ▪ Shelter In Different Cultures: ▪ Kenya ▪ Mexico ▪ India	▪ Folk art—India, Africa ▪ Mexican folk arts— Frida Kahlo retablos ▪ Rouault/Mark- blackline painting and oil pastels ▪ Color studies ▪ Collage of human form ▪ Painting of Community Garden ▪ Self portrait—full-figure ▪ Maori symbols/Asian Pacific Art ▪ Asian arts—bamboo brush painting ▪ Drawing and painting— Pop Art ▪ Clay sculpture ▪ Art appreciation discussions

Music—General	Science	Computer	Library	Physical Ed.
▪ Learn repertoire (songs, rhymes, games) ▪ In-tune singing (matching pitch) ▪ Expressive movement ▪ Aural recognition of elements: same/different high/low loud/soft fast/slow pulse/rhythm ▪ Overview of music of: Africa, Latin America, Asia	▪ Garbage, recycling ▪ Phases of matter ▪ Bubble Festival ▪ Design and build balloon-powered car ▪ Plants	▪ Introduce terminology ▪ Use mouse to click, drag and navigate in text ▪ Learn function of many of the keys on the keyboard ▪ Use basic keyboard shortcuts ▪ Log on and off ▪ Open, save, and print work ▪ Use drawing tools ▪ Introduce word processing ▪ Integrate activities and projects with language arts, math and social studies	▪ Selects books for personal use (with help) ▪ Develops ability to listen to what is seen and heard ▪ Shows initial under-standing of fiction and non-fiction ▪ Recognizes main parts of any book ▪ Knows, follows circulation procedures ▪ Identifies different sections of the library	▪ Safety/social skills ▪ Locomotor/non-locomotor skills ▪ Muscle relaxation/ breath control/imagery ▪ Movement & body exploration ▪ Dance & rhythm skills ▪ Cooperative games ▪ Gymnastics

Worship	Reading/ Language Arts	Math	Social Studies	Art
Topics: ▪ Friendships ▪ Holidays ▪ Conflict resolution ▪ Quakerism ▪ Service ▪ Good decisions ▪ Families ▪ Disabilities & abilities ▪ People—special role models ▪ Loss and grieving ▪ Fear ▪ Courage ▪ Stewardship	▪ Spelling words ▪ Spelling rules ▪ Homophones ▪ Phonetic strategies ▪ Sight words ▪ Comprehension ▪ Genre studies: biography, poetry, non-fiction, fiction ▪ Oral fluency ▪ Manuscript and cursive handwriting ▪ Writing complete sentences, paragraph writing, poetry, the writing process ▪ Dictionary skills ▪ Plays	Topics: ▪ Math thinking ▪ Number system ▪ Sorting/classifying data ▪ Geometry ▪ Fractions ▪ Addition ▪ Subtraction ▪ Measurement—time, money, metric, standard ▪ Adding coins, making change ▪ Telling time to the minute ▪ Place value ▪ Multiplication readiness	Topics: ▪ Community ▪ Maps–Directionality ▪ Graphs ▪ Holidays ▪ Animal research ▪ Maryland history ▪ Multicultural awareness	▪ Collage (family portraits) ▪ Painting (tempera) ▪ Mask making ▪ Drawing (oil pastels) ▪ Sculpture (papier maché or clay) ▪ Stitchery (Maryland State symbol project) ▪ Art appreciation discussions ▪ Textiles—silk painting ▪ Social Justice themed computer art

Music—General	Science	Computer	Library	Physical Ed.
Musical elements: ▪ Notation New rhythmic elements: ▪ Steady beat ▪ Beat vs. rhythm ▪ Quarter and eighth notes New melodic elements: ▪ So, la, mi ▪ Maryland state song ▪ Animal songs ▪ Nonsense songs ▪ Instrument families ▪ Co-curricular topics	▪ Butterfly metamorphoses ▪ Rocks and fossils ▪ Design and build a wooden racer ▪ Measuring, mixing, and reactions ▪ Electricity ▪ Human Body I	▪ Reinforce terminology ▪ Reinforce mouse and keyboard skills ▪ Use icons, keyboard shortcuts and right click ▪ Log on and off ▪ Open, save, and print work ▪ Build on the use of drawing tools ▪ Continue word processing ▪ Integrate activities and projects with language arts, math and social studies ▪ Use websites on the library resource site	▪ Independent selection of books and other media ▪ Listens, responds to what is seen and heard ▪ Differentiate between fiction, non-fiction, biography, periodicals and reference ▪ Recognizes all parts of a book ▪ Searches the library catalogue with assistance ▪ Locates information in encyclopedia and dictionary ▪ Understands the Caldecott Award	▪ Safety, relaxation & social skills ▪ Hand-eye coordination ▪ Foot-eye coordination ▪ Self-testing activities ▪ Fitness health/ target heart rate ▪ Rhythms/ movement activities ▪ Special games: Frisbee, balloons, flags ▪ Creative movement/ balance/group dances

Curriculum Overview—Grade 3

Worship	Reading/ Language Arts	Math	Social Studies	Art
▪ Silence ▪ Centering ▪ Tolerance ▪ Empathy ▪ Equality ▪ Community ▪ Friendship ▪ Peace ▪ Virtues Curriculum (Popov) ▪ Stewardship ▪ Cooperative Learning	Writing process: ▪ Paragraph writing: descriptive, focused, persuasive ▪ Personal narratives ▪ Fiction writing ▪ Grammar ▪ Spelling Reading: ▪ Comprehension ▪ Story structure ▪ Story analysis ▪ Vocabulary ▪ Readers' response ▪ Reading independently Performing Arts: ▪ Readers' theater ▪ Shakespeare ▪ Musical ▪ Cooperative Learning	▪ Time ▪ Estimation to 1000 ▪ Symmetry ▪ Area ▪ Geometry ▪ Fractions ▪ Collecting, recording, and representing data ▪ Basic facts (+, –, x, _) ▪ Multiple strategies and algorithms, including word problems ▪ Patterns and relationships ▪ Measurement ▪ Model drawing for problem solving ▪ Numeration ▪ Using bar model method to solve word problems Cooperative Learning	American families: ▪ Stereotypes ▪ Native Americans ▪ Colonial times ▪ African Americans ▪ Biographies ▪ Timelines ▪ Differing perspectives Geography: ▪ Related to topics above ▪ Directionality ▪ Basic map skills ▪ United States Cooperative Learning	▪ Self-portraits-Expressionist style and Cubist style ▪ Writing artist's statements ▪ Tempera painting ▪ Navajo style weaving/ Paper and fiber weaving ▪ Study of Zuni Animal Fetish sculpture ▪ Tissue collage or crayon resist painting — O'Keeffe flowers ▪ Art appreciation discussions ▪ Sculpture ▪ Drawing—Line wash ▪ Clay combined techniques

Music—General	Music–Instrumental	Science	Computer	Library	Physical Ed.
New song repertoire New rhythmic elements: ▪ Half-note New melodic elements: ▪ Do, re ▪ Pentatonic scale ▪ Absolute pitch ▪ Treble staff letter names ▪ Playing the soprano recorder	Exploratory Music: ▪ Hands-on introduction to four main families of instruments—woodwind, brass, string, and percussion ▪ Students use basic playing technique on clarinet, trumpet, and violin ▪ Culminates with informed decision by students/ parents about preferred instrument choices for 4th grade	MicroWorlds: computer programming ▪ Designing and building an electric machine ▪ Magnets ▪ Space ▪ Bottle biology ▪ Human Body II ▪ Ocean animals	▪ Use correct terminology ▪ Use icons, keyboard shortcuts and right clicking ▪ Build on word processing skills ▪ Introduce keyboarding ▪ Create a multimedia project ▪ Record and edit audio ▪ Integrate projects with art, language arts, math and social studies ▪ Use Digital Library and the library resource sites	▪ Independent selection of books and other media ▪ Listens, responds to what is seen and heard ▪ Differentiate between fiction, non-fiction, biography, periodicals and reference ▪ Recognizes all parts of a book ▪ Searches the library catalogue without assistance ▪ Locates information in encyclopedia and dictionary ▪ Searches the digital library with supervision	▪ Safety ▪ Locomotor & non-locomotor movement skills ▪ Fitness activities ▪ Creative movement/ balance/ group dances ▪ Ball activities ▪ Gymnastics and self testing ▪ Rhythms ▪ Special games

Curriculum Overview—Grade 4

Worship	Reading/ Language Arts	Math	Social Studies	Art
Focus on core human values: ▪ Respect ▪ Honesty ▪ Courage ▪ Kindness ▪ Peace ▪ Justice and mercy ▪ Loyalty and dependability ▪ Self-reliance and reaching potential ▪ Moderation ▪ Community ▪ Interpersonal relations / communication skills ▪ Human development ▪ Service learning ▪ Stewardship	Reading: ▪ Realistic fiction ▪ Fantasy ▪ Greek mythology ▪ Partnered Reading Writing: ▪ Writing process ▪ Proofreading for usage and mechanics ▪ Writers' tools Reading/Writing: ▪ Responding to literature ▪ Expository ▪ Reading for information ▪ Summarizing ▪ Understanding text structure ▪ Spelling	▪ Communicate mathematical thinking ▪ Addition and subtraction of large numbers ▪ Multi-digit multiplication and division ▪ Geometry ▪ Fractions ▪ Number sense and Logic ▪ Decimals ▪ Patterns and relationships among numbers ▪ Problem solving ▪ Statistics	World geography: ▪ Physical ▪ Cultural Archeology: ▪ Creating and analyzing a culture ▪ Cultural universals Ancient cultures (Egypt/Greece): ▪ Research process ▪ Share research through writing, projects and oral presentations	▪ Intro to artist and style of expression—Impressionist ▪ Watercolor Landscape—Asian and Western styles in silhouette ▪ Color mixing, development of personal stroke ▪ Elements of foreground, middle, background including diminishing size, overlaps ▪ Drawing—"chimera", fantasy, hybrid animals

Music—General	Music–Instrumental	Science	Computer	Library	Physical Ed.
New song material: ▪ Singing in parts New rhythmic elements: ▪ 3/4 meter ▪ dotted half note New melodic elements: ▪ Low la ▪ Low so Co-Curricular topics: ▪ Ancient Egypt—music of the Middle East ▪ Ancient Greece—musical myths, "Orpheus and the Underworld," "Daphnis and Chloë" ▪ Riverdance	▪ All students choose a band or an orchestral instrument and instruction is accomplished in homogeneous classes (string, clarinet/sax, flute, percussion, and brass). As students progress beyond the beginning level, the wind and percussion players add full band rehearsals (heterogeneous class). Both band and orchestra demonstrate achievement in concerts.	▪ Measuring ▪ Scientific process and controlled experiments ▪ Electricity ▪ MicroWorlds: computer programming ▪ Human Body III: digestive system, urinary system, reproductive systems ▪ Outdoor Education at Genessee Valley Farm	▪ Use correct terminology ▪ Build on word processing skills ▪ Continue to learn icons, keyboard shortcuts and right clicking ▪ Build on word processing skills ▪ Improve speed and accuracy of keyboarding ▪ Create a multimedia project ▪ Record and edit audio ▪ Integrate projects with language arts and social studies ▪ Use Digital Library / library resource site	▪ Independent searches of the library catalogue ▪ Initiates use of appropriate research strategies to locate information ▪ Familiar with concept of Dewey Decimal System ▪ Uses digital library resources effectively ▪ Cites sources using Noodlebib	▪ Safety ▪ Fitness ▪ Movement skills—locomotor, non-locomotor & manipulative ▪ Rhythms ▪ Creative movement/ relaxation/ balance ▪ Individual & team sports

Curriculum Overview—Grade 5

Worship	Reading/ Language Arts	Math	Social Studies	Art
Quaker Testimonies: ▪ Simplicity ▪ Peace ▪ Integrity ▪ Community ▪ Equality ▪ Stewardship Quaker History	Reading ▪ Genres of literature ▪ Literal and inferential analysis ▪ Responding to literature ▪ Building vocabulary through literature ▪ Analysis of story ▪ Reading for information ▪ Figurative language Writing ▪ Poetry Writing ▪ Writing process Paragraph, expository, and report writing ▪ Vocabulary ▪ Writer's tools ▪ Poetry ▪ Letter writing ▪ Spelling	▪ Number theory ▪ Conversion between fractions, percents, decimals ▪ Computation and estimation with whole numbers, fractions, decimals ▪ Data and graphs ▪ 2-and 3-dimensional geometry and measurement ▪ Fact work ▪ Pre-algebra	U.S. History ▪ Reading a text for information ▪ Pre-reading strategies ▪ Note-taking strategies Colonies ▪ Geography's influence on history Revolutionary War ▪ Research process ▪ Projects/technology/ presentation Lewis and Clark ▪ Research process ▪ Expository writing ▪ Presentation/projects ▪ Using primary sources Civil War ▪ Understanding historical point of view ▪ Simulation	▪ Contour line botanicals ▪ Drawing from observation ▪ Graphic design journal covers and drawing in handmade journals Watercolor landscape: ▪ Technique approach ▪ Final unit culminates in landscape painting ▪ Heritage Project— memory box, quilt, or album project—family heritage & personal self-portrait ▪ Art appreciation discussions—contemporary / conceptual art ▪ Figure drawing— gestures ▪ Perspective practice one-point and two-point

Music—General	Music–Instrumental	Science	Computer	Library	Physical Ed.
New song material: ▪ Singing in parts New rhythmic elements: ▪ 3/4 meter New melodic elements: ▪ High do ▪ Fa, ti Co-curricular topics: ▪ Spirituals ▪ Music of the Underground Railroad Music Games	▪ All students continue their instrumental experience in band or orchestra. The 5th graders generally perform at the intermediate level and are involved in several concerts throughout the year. They are encouraged to continue playing their instruments in middle school.	▪ Flight ▪ Chemistry ▪ Inventor's workshop ▪ Outdoor Education at Echo Hill and Wye Island ▪ MicroWorlds: computer programming	▪ Use correct terminology ▪ Continue to learn icons, keyboard shortcuts and right clicking ▪ Build on word processing skills ▪ Improve speed and accuracy of keyboarding ▪ Create a multimedia project ▪ Record and edit audio ▪ Integrate projects with language arts, math and social studies ▪ Scan pictures ▪ Use a spreadsheet to add data and graph ▪ Use Digital Library and the library resource sites	▪ Independent searches on the library catalogue ▪ Initiates use of appropriate research strategies to locate information ▪ Familiar with concept of Dewey Decimal System ▪ Engages in discussions of authors and books of interest ▪ Uses digital library resources effectively ▪ Cites sources used in research projects with Noodlebib	▪ Safety ▪ Movement skills ▪ Social skills ▪ Team sports ▪ Gymnastics ▪ Lifetime sports ▪ Fitness ▪ Creative movement/ relaxation/ balance

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The world needs what our children can do.

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