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## Welcome!

We offer here a snapshot of the Friends School of Portland academic program. We have attempted to capture the essentials that guide our academic planning. The faculty considers a range of goals and principles as we plan for student learning - what to teach in a changing world, how to foster curiosity and engagement, how to weave reverence for life and joy of learning into the daily rhythm of our classes.

Academic planning in a multi-age classroom is sometimes puzzling to those for whom this is new. The class is treated as a single group as much as possible. In those subjects where skill development suggests ability grouping, teachers divide the class as they see the need. Science and social studies topics rotate on a two-year cycle. With the abundance of wonderful children's literature, it is often easy and more engaging for students if reading and writing parallel science and social studies.

Since schools are by nature dynamic and evolving, the curriculum must be as well. The Program Guide is not intended to be a strict curriculum outline, and in any given year, curricular goals may vary from what is printed here based on school-wide initiatives or faculty modifications.

Read on! Your questions and ideas are always welcome.

Mary Tracy  
Director of Studies

# PROGRAM OVERVIEW

One of the larger purposes for starting the Friends School of Portland is to witness to our children and our community that there is a way for all of us to be in society that is based on the transforming power of love. This overview is our attempt to put into words how we envision embodying that ideal as a school, knowing that words often fail to capture the essence of that love and transformation. In the same way that we have faith in the light that shines in each child, we have faith in the depth of our love for each child and for the adventure of learning together.

## Community Life

Friends School of Portland respects and celebrates individual gifts, while attending to each person's role in the larger community. We are conscious of the Quaker values of service, simplicity and peaceful solutions as we plan our curriculum and daily routines. Students learn to shape the rules of their classrooms together and are helped to resolve conflicts in a way that deepens their sense of mutual respect and understanding. Through class meetings and collaboration we introduce the Quaker decision-making process of gaining the sense of the group.

A strong community arises when its members know each other well and truly enjoy being together. We offer a low student-teacher ratio and the chance for students to stay with the same classroom teacher for at least two years. This stability and closeness build the trust children need to remain open to the world and to enjoy new challenges. It attracts teachers who value their relationships with students and who relish their time in school because they can craft lessons that suit these particular students at this particular time and freely share their passion for learning.

Faculty, staff and the Board work together in ways that Friends' experience has shown to be successful. The staff meets in silent worship every morning before the children arrive. This is a time of opening to the Inner Light, of seeking the understanding, the wonder, the grounding and the guidance to joyfully meet that of God in each person each day. The staff makes most decisions in an egalitarian and collaborative way, drawing upon the Quaker practice of hearing from all concerned, taking time to reflect deeply and seeking unity on important issues. Knowing that spiritual development and professional development are intertwined, we nurture both in order to liberate the love, knowledge and energy that our students need and deserve from us.

## Harmony with our Environment

We believe that love of place leads to an ethic of stewardship. Our location on the 100 beautiful acres of Mackworth Island allows us to be in and learn about nature. In as many ways as we can imagine, we intertwine a love of the outdoors with the learning of school. Students are outside at least twice a day and our curriculum inquiries often take us out onto the island to explore, read, write, play, make models of other places and times, solve

problems, and be generally curious and awestruck. We include studies that take us into the larger environment of the greater Portland area and southern and mid-coast Maine as the children grow.

## Reaching Outward

Service to others and to the world is important to Friends. Peer relationships are established within and beyond Friends School, such as reading buddies and connections with other small schools. The school is committed to a rich array of local field trips. Students visit farms, museums, wildlife centers, performances, libraries, parks and markets. Service projects within the school and surrounding community are age-appropriate and are often selected by the students and teachers together. They might include such actions as maintaining school buildings, playground and gardens; donating to a food drive; sharing projects and performances with Governor Baxter School for the Deaf and The REAL School here on Mackworth Island; and supporting local and international efforts.

## Reaching Inward

The Quaker foundation of Friends School of Portland distinguishes it from other schools in the surrounding community. Quakers believe in that of God in every person and in the practice of silent worship, which we call Quaker Meeting or Meeting for Worship. Once a week, all students and staff, along with visiting family members or others, sit together in silence and wait upon inspiration that may lead to words offered by anyone present. There is no ceremony, no dogma, no creed or sermon, simply an opportunity to become aware of Spirit, if one is so inclined, or simply to sit quietly. We start with short amounts of time and gradually build to approximately 20 minutes.

Silence and reflection are carried into other parts of the school experience as well. Students regularly take time to reflect on what they are learning, a practice supported by research and our own experience as beneficial to happier hearts and lasting learning. When normal everyday conflicts arise, we practice becoming still enough to hear all points of view and to remember the Inner Light in each person as a way of helping students resolve issues with dignity and growing awareness of self and others.

## Multi-Age Classes

We group children in multi-age classes. We offer Preschool (3's and 4's), Kindergarten, Grade 1-2, Grade 3-4, Grade 5-6, and Grade 7-8.

Multi-age grouping benefits children by offering a family-like atmosphere where labeling by grade, age or skill level becomes irrelevant. It is natural that each student is at a different place than others in one or more aspects - as they are in single grade classes. What's different and liberating is that we expect them to be. Whole group, small group and individualized instruction all fit into this setting. Social studies and science content follows a two-year rotation. Many common starting points of study are open-ended, allowing students a chance to progress to different degrees as appropriate. If feasible, children with similar skill levels will work together while their common needs are being addressed. Multi-age classes also offer a range of leadership opportunities for all children.

## A Typical Day

The school day begins at 8:15, often with a morning circle where we greet each other, settle in for several minutes of silence to prepare body, mind and spirit to receive the learning the day will bring, preview the day, share news, and perhaps sing. Work times follow different schedules in different classes. In preschool and kindergarten, outdoor time fills up the second half of every morning; with older students, outdoor play happens midmorning and before lunch, which students and staff eat together in their classrooms. At least once a day, teachers read aloud to children. Part time teachers offer their special expertise in Spanish, music, art and physical education. Outreach projects and visitors are woven into the day. At the end of the day, each student takes care of some part of the room or materials and classes may gather once again to reflect on the day.

## School Schedule

Arrival time Monday - Friday	7:55 to 8:15 a.m.
Official start, gr. 1-8	8:15 a.m.
Official start, Preschool and K	8:30 a.m.
Dismissal time Monday - Thursday	3:00 p.m.
Dismissal time Friday	1:45 p.m.
Quaker Meeting, Monday	2:30 to 3:00 p.m.
All School Assembly, Friday	1:00 to 1:45 p.m.

## AfterCare Program

After-school care is provided in a play-based program. Children enjoy plenty of time outdoors and a variety of arts, crafts, and games.

M - TH 3:00 - 5:30 p.m.    Friday 1:45 - 5:30 p.m.

# CURRICULUM GUIDE

Friends School of Portland believes that education is holistic and seamless. As much as possible, we take an interdisciplinary approach to learning. Within the broad strokes of the curriculum framework, teachers try to incorporate student interests as a way of nurturing curious and motivated learners. We design and choose learning experiences and materials that respect developmental stages; offer a multi-sensory, hands-on, inquiry-based approach to learning; and create opportunities for whole group, small group, and individual instruction. We set high expectations for students and faculty, incorporating research-based practice and integrating Quaker values. Within our cross-curricular approach, teachers attend to the core academic skills that are essential for students to acquire. These are explained below.

## English Language Arts

Our goal is to help children become confident, flexible, and thoughtful human beings who listen, speak, read and write well. Students find themselves immersed in a language-rich environment. In preschool and kindergarten we focus heavily on oral language development and literacy readiness skills. Songs, chants, poetry, dramatic play, informational books, and stories combine with art, movement, and music to engage the whole child. In grade 1-2, more formal reading and writing join listening and speaking. From labels to lyrics, science procedures to math diaries, fairy tales to business letters, children read and write for real purposes.

Small groups of students and individuals receive regular reading lessons to ensure that decoding and/or comprehension skills are progressing. Students listen to, read and discuss literature and nonfiction in groups to develop critical thinking, and they independently read books of their own choosing each day. Handwriting and spelling are practiced regularly, and a writing workshop approach gives students the chance to compose, to give and receive feedback, and to revise and publish a wide variety of pieces. By grade 3, all students engage in research, writing and oral presentation. In the upper grades, students practice note taking and outlining as ways to organize, understand, and learn from their reading, and to plan and organize their writing. Keyboarding skills, word processing, and multi-media presentations are also addressed in the upper grades. Plays, interviews, panel discussions, and poetry are some of the creative ways students may assimilate and present what's being learned.

We draw upon the published programs of *Units of Study for Writers K-5* from The Teachers College Reading and Writing Study, *Junior Great Books Literature and Discussion Program*, and the *Literature and Thought Series* from Perfection Learning. We rely heavily on children's nonfiction and fiction literature in all genres and at all levels.

## Mathematics

Though we may call it “Number Patterns” or “Weather Graphing” or “Designing Playgrounds,” we are studying mathematics. We want children to enjoy math, to see it in everyday life and to feel confident thinking and expressing themselves mathematically. The major mathematical areas of number, data, and space comprise the bulk of our math teaching. This includes number sense and operations, measurement, data analysis, geometry, and patterns and the math of change, which provide foundations for algebra. As a natural part of their everyday mathematics work, students engage in multi-sensory math activities, explore problems in depth, develop a variety of problem-solving strategies, use models and diagrams, explain their math reasoning, develop proficiency with arithmetic, and work in a variety of group and individual settings. In Grades 1-8, our core curriculum is Singapore Math.

In preschool and kindergarten, children are offered many foundational experiences with the math concepts of number, quantity, measurement and geometry, and patterns and classification. Teachers there draw from a variety of resources.

## Science

We couldn't have landed in a more perfect place for science! Inspiration, excitement, awe, curiosity, and feeling connected to nature are key goals. Students practice the processes that scientists use - observation, measurement, investigation, experimentation, and communication - and experience the sometimes unpredictable dynamics of scientific study. We have our own garden where we get our hands dirty learning about soil, plants, sustainable agriculture, and nutrition. We are close to the coast, woods, fields and urban areas for other hands-on investigations in life science, earth science, and physical science. Health lessons occur in both science and physical education, and in the many teachable moments that occur throughout the day. In preschool and kindergarten, most science investigations arise from the children's interests, and in all grade levels teachers draw from a variety of resources.

## Social Studies

Children are taught an appreciation of the many ways in which people all over the world and throughout history have related to each other and to the part of the earth they inhabit. Mapping happens in every class. Beginning with inquiries into our local community, the subject matter expands as children grow, to include the entire world and its history. The earliest grades learn the social rules that allow harmonious sharing of space and resources. Systems of governments and current events are part of the study in the upper grades. Field trips, visitors, and the arts supplement and enrich each study. And of course, library, research, reading, writing and presentation skills are incorporated. Teachers develop the social studies curriculum using a variety of resources, including the outdoors - even when studying ancient civilizations from other continents.

## Spanish

Beginning in grade 1, we offer active, engaging Spanish classes, once a week in grades 1-2 and three times a week in grades 3-8. Students practice both oral and written communication through games, songs, stories, art and cooking. Graduating 8<sup>th</sup> graders will have had the chance to complete high school Spanish Level 1.

## Art

All students have weekly classes with our art teacher, creating in an art studio setting. Materials and techniques, drawing, painting, illustration and three-dimensional forms are taught and practiced to develop each young artists' personal ideas and processes. Building an appreciation for other artists' work and their lives, past and present, is weaved into the program.

## Music

In the younger grades, music is a part of every day, from greeting to leaving. More formal introduction of music includes weekly classes to learn the skills needed to read, write, and perform music. All students participate in group singing, from chants and simple songs, to rounds and harmonies. Music is recognized as a powerful way to communicate emotion, create community, and celebrate.

## Physical Education

Adults and children together enjoy a variety of physical activities, from hikes to hopscotch. Free play is valued during daily recesses. Preschoolers and kindergarteners spend a large portion of each morning outside exploring and playing. Students in grades K through 8 go twice a week for physical education classes. The emphasis is on exercise, skill development, and cooperation, with frequent tie-ins to the natural environment.

## Technology

We take a moderate stance with the use of computers, video, and electronic media. Prior to 3<sup>rd</sup> grade, we limit technology to listening centers where children can read along as they hear a story read aloud. In the 3<sup>rd</sup>-4<sup>th</sup> program, students are introduced to occasional simple word processing, as well as cursive writing, and closely guided Internet research. In 5<sup>th</sup>-6<sup>th</sup> grade, a typing program is used after cursive handwriting is reviewed and practiced, and students write both ways. Internet research also continues and students are taught to evaluate sources for reliability and usefulness. By 7<sup>th</sup>-8<sup>th</sup> grade, almost all language arts assignments are typed, and student often use the Internet for research. PowerPoint, video, and Garage Band are among the other ways teachers use technology in their classes. Students and staff together have written and agreed upon the Technology Guidelines in the Community Handbook. As the forms and uses of technology change, the way we incorporate these tools will likely evolve.

## Assessment and Reporting

**Assessment:** Assessment takes many forms. There is continuous observation of children - how they interact, how confident they are, how they approach different kinds of tasks, how they learn different kinds of things. These observations inform our teaching in the moment and as we plan ahead.

Assessment also happens when teachers look at student performance on class assignments. As children's drawing becomes writing and their writing matures, written samples of all kinds are valuable ways to notice growth. Listening to children read, discuss, explain and interact with peers also informs teachers.

Quizzes, tests, and major projects are the third category of assessments. When teachers want to gauge the learning of skills or content that they have recently taught students, they may ask for a spelling test, a math quiz, a demonstration, an essay, or other traditional forms of assessment. There may be other end-of-unit projects that are less traditional, such as drama, oral presentations, art, diagrams and posters, or group presentations. Student practice self-assessment in many forms as well.

Finally, we also use some relatively formal standardized tests sparingly to measure how our students do compared to national norms. For reading, we administer many of the DIBELS assessments to individuals at least twice a year beginning in the middle of the kindergarten year. This measures ability to identify segment sounds in isolation and within words, read letters and words in isolation, and read aloud fiction and nonfiction. Beginning in grade 2, we also give the CORE Maze to check reading comprehension. For writing, we give a writing prompt to all students twice a year and we score their writing using the 6 Traits model, which looks at topic development, organization, voice, sentence fluency, word choice, and mechanics. In math, we use the G-MADE, a comprehensive math assessment. It, too, is given twice a year and is nationally normed, providing us with a way to compare our students' performance to thousands of other students in the US.

**Reporting:** We share our observations with parents and students in a variety of ways. Daily drop-off and pick-up times are moments when small bits of information can be shared. Phone calls and email are other common tools. We try to stay on top of new developments promptly.

We meet in conferences with parents at a bare minimum of once in the fall and once in the winter or spring. Parents or teachers may, and often do, request a conference at any other time. Some of the time, students join the conference and may lead it, showing their work and sharing their sense of progress and goals.

Written reports are made available electronically to parents at the end of each quarter.

## Preschool

The preschool class is a joyful place for the children to grow in an atmosphere of love and acceptance. Quakers believe that each person has a divine seed, or Inner Light. For that reason, Quaker education is a process where both student and teacher are learning together. All children bring their unique way of learning into the world, to be nurtured and celebrated.

The three- and four-year-olds are masters of imitation. Children carefully observe other humans, especially adults, to learn how to behave. For this reason, teachers endeavor always to model the highest level of integrity, wonder, service, enthusiasm, and respect.

These children are natural learners with a built-in urge for exploration and experimentation. The two hours of free play, one inside and one outside, provide time for the rich interaction with the environment that the growing brain needs in order to create meaningful learning. Teachers observe the children's play and provide resources and join in the enthusiasm so that groups and individuals are able to follow their own learning journeys. Curiosity and questions are encouraged from everybody and the search for answers is a mutual adventure.

The preschool class is often a child's first experience with being in a group other than the family. While we recognize that each child is unique we also emphasize the joy of creating a community by helping children see ways that each contributes to the whole. We have communal snacks each day, provided by families in turn. Children take part in preparation and clean up. We encourage each other to show appreciation and helpfulness.

Natural materials and simple, lovely surroundings create a safe, comfortable and aesthetically pleasing environment for learning. If children's brains are to be ready for abstract reading and math tasks, they must first have plenty of chance to develop their imagination and problem solving skills through play. For children of this age, play is the way that they learn. Significant learning experiences outside are directly correlated to greater interest in all learning, and in improved performance in all academic areas.

Visible to the teachers, but seamlessly woven into the children's experience, are activities and conversations that extend learning in language and literacy, mathematical thinking, scientific and social inquiry, art, music, and physical development. Teachers carefully observe and plan, leaving ample room for spontaneity. Preschool students attend art and physical education classes with those teachers.

Frequent communication with families is a hallmark of the preschool program. Teachers and parents exchange observations, questions and ideas through written journals and conferences.

## Kindergarten

The kindergarten is a lively bridge between the preschool and first grade. Four- and five-year-olds are awakening to the world around them with exuberance, humor, strong emotions and opinions, and the urge to express themselves by talking, moving, drawing, writing, counting, and playing - sometimes all at once! It is an exciting time to be alive.

Because the world includes other people, a significant amount of time and attention is devoted to helping children communicate with others. Seeing the Light in ourselves and others is modeled and practiced. Safety, kindness, and friendship are modeled and practiced again and again. We listen and model language the children can use to express their needs with respect for self and others, and we help children listen to each other.

One important class focus is helping children develop a sense of place through immersion in nature and in the communities of which we are a part. Spending time in a natural setting leads to richly extended and often imaginative units of study that involve asking and recording questions, finding resources to look up information, using art to making representations of what is being learned, experimenting, and conversing. The reverence and excitement generated builds a sense of stewardship that we hope lasts a lifetime.

Role-play, fantasy, and creativity are alive and well, both inside and out. When children use a large log on the beach as their own horse or boat, they help their minds develop in wonderful ways. Inside, props, puppets, and art materials are available for children to stretch imaginatively. Storytelling arises and writing is suddenly contagious.

Since the best preparation for children's continued school success is meeting them at their current stage of development, not starting the work of older children sooner, we embed "school learning" in play. Teachers introduce new learning from all the disciplines of school - language and literacy, math, science, social studies, art, music, and movement. As in the preschool, the agenda may be more evident to the teachers than to the children. Teachers carefully observe students for signals that they are each ready to be nudged forward while offering a program that is enriching and motivating. Kindergarten students attend art, music and physical education classes with those teachers.

Parents are important partners in their child's kindergarten experience, with regular communication encouraged and welcomed. The relaxed morning drop-off time and pick-up in the afternoon lend themselves to frequent checking in. Email, notes, and conferences are other important avenues.

## Grades 1-2

Now begins what we often think of as real school! This somewhat austere list of skills does not exclude having fun! Active learning, games, music, art, outdoor learning, and play are vital parts of the routine.

### Personal and Social Development

- Self concept
- Developing friendships
- Sharing, taking turns
- Expressing feelings & needs
- Solving problems with others

### Language and Literacy

#### Listening & Speaking

- Hearing separate sounds within words
- Taking turns in conversation
- Listening to others with full attention
- Speaking clearly
- Expressing ideas, feelings & needs in words

#### Reading

- Phonics - matching letters and sounds
- Decoding words using phonics
- Sight words
- Oral reading fluency
- Comprehension

#### Writing

- Upper & lower case alphabet
- Invented spelling
- Conventional spelling of common words
- Simple sentences
- Paragraphs (end of 2<sup>nd</sup> grade)
- Using simple writing process

### Mathematics

#### Grade 1 Focal Points:

- Concept of addition & subtraction
- Strategies for recalling addition & subtraction facts
- Whole number relationships, including grouping in tens and ones
- Composing & decomposing geometric shapes
- Calendars

#### Grade 2 Focal Points:

- Base ten system & place-value concepts
- Quick recall of addition & subtraction facts
- Fluency with multi-digit addition & subtraction
- Linear measurement concept & skill
- Time, money

### Science

#### Skills:

- Observing & recording in words & drawings
- Predicting results of simple demonstrations & experiments
- Describing & comparing physical attributes
- Using basic equipment to collect data
- Designing a simple experiment to answer a question

#### Year 1 Topics (2012-13)

- Habitats in nature
- Rocks

#### Year 2 Topics:

- Ways to move: balls, ramps, how energy flows
- Bridges and structures: engineering challenges

### Social Studies

Inquiries focus on our local region and include field trips, visitors, model-making and other active projects.

#### Year 1 Topics (2012-13):

- Transportation
- Jobs
- Voting

#### Year 2 Topics:

- Shelter
- Wabanaki Life
- Mapping

### Spanish

- Oral games, songs, and conversations introduce children to the sounds of the language

### Art Studio

- Practice the translation of idea to visual form
- Practice working cooperatively in an art studio setting
- Draw with contour & continuous line
- Draw a descriptive self portrait with the knowledge of symmetry placing eyes, nose, mouth, hair & ears
- Develop an understanding of spatial depth in a two dimensional composition using overlapping, foreground, middle ground, & background
- Identifies primary colors & can mix secondary colors
- Use a palette
- Practice clay techniques & construct a single standing structure with joining techniques
- Practice mixed media sculpture techniques
- Practice with simple printmaking tools to make relief prints
- Develop sequential imagery
- Reflect and share processes with others

### Music: All About Rhythm

- Musicianship: reading treble clef notes with solfege & letter names; recognizing simple time values & signatures
- Using drums and Boomwhackers to keep a steady beat
- Playing Flutophones to enhance note-reading
- Singing songs from the common canon

### Physical Education

- Further improvement of gross motor movements alone & with partners
- Introduction to teamwork
- Recognition of leadership qualities
- Improved social skills through play

### Body Mind Spirit

This is a weekly class designed to build awareness of self, others, and being a community. Through movement, mindfulness activities, stories, arts and crafts, discussion, and service, children are given opportunities to stretch and grow spiritually, emotionally, and socially.

## Grades 3-4

What adventuresome souls these students are! Their days include field studies and field trips, experiments, plays, art, and much outdoor time.

### Personal and Social Development

- Self confidence
- Awareness of others' needs & feelings
- Responsible for actions
- Respect for people & surroundings

### Language and Literacy

#### Listening and Speaking

- Discussion skills
- Oral presentation

#### Reading

- Word attack skills, word structure, multi-syllabic words
- Oral reading fluency - readers' theater, reading buddies
- Literature & nonfiction - interpretive questioning & response, supporting ideas, novel exploration
- Varied independent reading

#### Writing

- Spelling age appropriate words
- Handwriting fluency
- Simple word processing
- Planning, drafting, revising, editing
- Giving & receiving constructive feedback
- Research skills - asking questions, reading for facts, summarizing, simple note-taking, distinguishing between fact & opinion

### Mathematical Thinking

#### Grade 3 Focal Points

- Multiplication & division concepts & strategies for basic recall of facts
- Fractions & fraction equivalence
- Properties of 2-D shapes

#### Grade 4 Focal Points

- Quick recall of multiplication & division facts
- Fluency with whole number multiplication and long division
- Fractions: add, subtract, multiply, divide
- Concept of area & finding area of 2-D shapes

### Science

#### Skills:

- Classifying & identifying organisms
- Hypotheses & experimental design
- Simple data collection & organization
- Using data to support ideas, see patterns, make predictions

#### Year 1 Topics (2012-13):

- Plant ecology
- Properties of matter - the water cycle
- Simple machines and inventions

#### Year 2 Topics:

- Animal ecology
- Reading the environment of Casco Bay
- Circuits and pathways
- Sun, moon, earth and planets

### Social Studies

Inquiries include field studies within our region and state, visitors, model-making, art, and drama.

#### Year 1 Topic (2012-13): Maine

- Geography
- History
- Cultural contributions from Native Americans, European settlers, African Americans

#### Year 2 Topics:

- Landforms
- US Geography
- Our 50 States
- US Colonial history

### Spanish

- Reacting/responding to environmental stimuli & basic questions
- Pronunciation and rhythm of language
- Basic, age-specific vocabulary and cognates
- Using Spanish in limited school situations

### Art Studio

- Practice the translation of idea to visual form
- Practice working cooperatively in an art studio setting
- Reflect and share processes with others
- Drawing with contour and continuous line
- Develop an understanding of spatial depth in a two dimensional composition using overlapping, foreground, middle ground, & background
- Draw a descriptive self portrait with the knowledge of symmetry, frontal & three quarter view perspectives
- Practice one point perspective to enhance spatial depth in two dimensional compositions
- Mix secondary colors, neutrals, tints & shades
- Use a palette
- Practice clay techniques and construct a two sided standing structure with joining techniques
- Develop mixed media sculptures
- Practice with printmaking tools to make relief prints
- Arrange sequential imagery into a story form

### Music: American Music

- Learning through singing, reading, listening, dancing, and playing
- Musicianship: reading treble & bass clefs with solfege & letter names; simple meters; common key signatures; major scales; simple harmony
- Children make their own folk guitars & play simple chords on them, accompanying songs
- Year 1 (2012-13): Maine History - the music of the peoples of Maine; the Maine Counties Song; the Maine State song
- Year 2: US Geography - American folk music; The Fifty Nifty States Song

### Physical Education

- Practicing fine motor skills & more coordinated movements
- Sportsmanship, ability to enjoy winning & losing
- Teamwork, cooperation, leadership qualities
- Exposure to a variety of recreation & leisure activities

### Body Mind Spirit

This is a weekly class designed to build awareness of self, others, and being a community. Through movement, mindfulness activities, stories, arts and crafts, discussion, and service, children are given opportunities to stretch and grow spiritually, emotionally, and socially.

# Grades 5-6

Competent, engaged, and reaching ever wider into the world, these students love projects!

## Personal and Social Development

- Independence, responsibility, creativity
- Problem-solving skills and conflict resolution
- Community service
- Study skills and time management

## Language and Literacy

Listening, Speaking, Reading, Writing

- Discussion skills
- Oral presentations
- Multiple literary genres, often connecting with SS & SCI
- Word analysis & derivations
- Note-taking
- Essays
- Creative writing - short stories, poetry, drama
- Research
- Word processing

## Mathematics

Grade 5 Focal Points

- Division of whole numbers
- Addition, subtraction of fractions & decimals
- Properties of 3-dimensional shapes, including volume and surface area
- Data - mean, median, mode, range

Grade 6 Focal Points

- Multiplication, division of fractions, decimals
- Connecting ratio to multiplication & division
- Writing, interpreting and using mathematical expressions & equations
- Data- mean, median, mode, range, comparisons

## Science

Being a scientist: Participate in citizen science projects, meet scientists, solve design challenges, analyze science in the news, & continually practice scientific and engineering practices. Includes:

- Asking questions & defining problems
- Planning & carrying out investigations
- Designing solutions to solve problems
- Collecting, analyzing & interpreting data
- Constructing explanations based on evidence
- Communicating science understanding.

Concepts: cause & effect, patterns, scale, systems, energy & matter, developing & using models, structure & function, stability & change.

Year 1:

Fall: Life Sciences/Biological Systems  
Cells, organisms, communities, ecosystems  
Natural selection, evolution, genetics

Winter: Problem solving and Invention

Spring: Designing and conducting independent investigations

Year 2:

Fall: Earth Sciences/Non-living systems  
Landforms, atmosphere, hydrology  
Movement: Convection, density, energy flow

Winter: Engineering and Design Challenges

Spring: Designing and conducting independent investigations

## Social Studies

Inquiries include using Mackworth Island topography and the lens of Quaker values as means of understanding geography and history.

Year 1 (2012-13): American history with a local lens - 18<sup>th</sup> and 18<sup>th</sup> centuries. Topics may include:

- American Revolution and creation of government

- Louisiana Purchase
- Lewis and Clark
- Westward Expansion
- Civil War
- Industrial Revolution
- Government

Year 2: Ancient Civilizations and Cultures - Topics may include:

- Mesopotamia & Ancient Egypt
- Greek & Roman Empires
- Mayans, Incas, & Aztecs
- Ancient & Medieval times in Asia, the Middle East, & Europe

## Spanish

- Pronunciation & rhythm
- Continued development of age-appropriate vocabulary
- Introductory writing and grammar
- Group projects in Spanish only
- Increased fluency in everyday situations

## Art Studio

- Demonstrate independent & individual artistic behaviors
- Work cooperatively in an art studio setting
- Group art reflection & critiquing
- Draw and paint with shadows & shading
- Paint with intent and expression using line, color & texture
- Create freestanding sculptures
- Mix intermediate colors
- Practice independent sketch book skills & habits
- Use professional printmaking tools to produce relief prints
- Develop collage & fiber work

## Music: World Music

- Why do different cultures have different kinds of music & what are those differences? We define the style, hear & see examples, & sing songs.
- Musicianship: reading treble & bass clefs with solfege & letter names; complex rhythms
- Year 1 (2012-13): Music of Sub-Saharan Africa, Native America, Ethnic North America, Latin America, & American music from Revolution to Civil War
- Year 2: Music of Ancient Greece & Rome, the Middle East, China, Japan, India, & Indonesia

## Music Performance Classes

- Middle School Chorus - all middle school students participate in weekly classes
- Beginner Strings (elective) - a year of group lessons for beginner violin, viola, cello
- String Ensemble (elective) - For students who have completed at least one year of lessons & can play their instrument at the intermediate level
- Band (elective) - a year of group lessons for beginner & intermediate wind & brass

## Physical Education

- Improved coordination by practicing more advanced skills & movements
- Sportsmanship, fair play, positive attitude
- Further development of leadership qualities through challenge-based curriculum
- Exposure to variety of recreation & leisure activities

## BodyMindSpirit

Students to explore and experience the blending of body, mind, and spirit. Human sexual development and healthy decision-making are included for everyone, as well as workshops that use nature, movement, the arts and reflection to build inner awareness.

## Grades 7-8

In their final stretch, students hone their leadership skills through the Quaker practices of meeting for business, developing an honor code, and serving others.

### Personal and Social Development

- Leadership
- Self-reliance
- Community service
- Study skills and time management

### Language and Literacy

Listening, Speaking, Reading, Writing

- Discussion skills
- Oral presentations
- Academic reading skills
- Multiple genres, often connecting with SS & SCI
- Note-taking
- Essays - interpretive, evaluative, comparative, persuasive, expository
- Creative writing - short stories, poetry, drama
- Word processing and multi-media production

### Mathematical Thinking

Grade 7 Focal Points

- Understanding and applying proportionality, including similarity (ratios, percents, graphing, slope, algebra)
- Understanding and using formulas to determine surface areas and volumes of 3-dimensional shapes
- Operations on rational numbers and solving linear equations
- Data - measures of center, variability

Grade 8 Focal Points

- Linear functions, linear equations, systems of linear equations
- Analyzing 2-D & 3-D space & figures by using distance & angle
- Analyzing, summarizing & comparing data sets

### Science

Year 1 Topics (2012-13):

- Physics I: light, heat, sound, magnetism, & electricity
- Meteorology, climate, & climate change
- Botany
- Organic chemistry: Carbohydrates, fats, oils & proteins; hydrocarbons & synthetic compounds

Year 2 Topics:

- Physics II: electromagnetism, motors, color theory, prisms
- Water flow & forms
- Inorganic chemistry: combustion, acids & bases, metals
- Geology
- The human body

### Social Studies

Inquiries include using local explorations and the lens of Quaker values as means of understanding the geography, history and culture of past times.

Year 1 (2012-13): World History, 15<sup>th</sup>-18<sup>th</sup> centuries. Topics may include:

- Ancient and Medieval Greece & Rome
- Renaissance
- Reformation
- Age of Discovery

Year 2: World & US History, 17<sup>th</sup> - 21<sup>st</sup> centuries. Topics may include:

- Colonization
- Napoleonic & Post-Napoleonic Europe
- 19<sup>th</sup> century South America, Africa, and Asia
- The Great War, the Great Depression, & WWII

- Post War Period (capitalism & communism; Israel & Palestine; Iraq, Iran, & Afghanistan; energy & the environment; etc)
- Government

### Spanish

- Pronunciation & rhythm
- Continued development of age-appropriate vocabulary
- Introductory writing and grammar
- Group projects in Spanish only
- Increased fluency in everyday situations

### Art Studio

- Strengthen individual artistic behaviors
- Work cooperatively in an art studio setting
- Group art reflection & critiquing
- Strengthen drawing skills
- Draw with shading, cross hatching, contour & continuous line
- Paint with intent & expression
- Paint & draw showing space, distance & volume
- Create freestanding sculptures
- Mix intermediate colors
- Practice independent sketch book skills & habits
- Create a social justice art study project
- Use professional printmaking tools to produce relief prints
- Develop collage and fiber work
- Design sequential character, environmental, story movement in an art form

### Music: Western Music History

- Designed to show how music is intricately woven into western world history from ancient to modern times. Culturally representative repertoire is examined through the lens of rhythm, melody, harmony, form, texture, & timbre.
- Musicianship: reading treble & bass clef with solfege & letter names; understanding complex rhythms
- Keyboard skills: Major/minor keys; intervals, circle of 5ths; chords & symbols
- Composition: Use of Finale and Garageband to write short, stylistically appropriate pieces
- Year 1: Listening to music; Ancient Greece, Middle Ages, Renaissance, Baroque, & Early Classical periods
- Year 2: Listening to music; 19<sup>th</sup>-21<sup>st</sup> centuries

### Music Performance Classes

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## CURRICULUM RESOURCES

Friends Council on Education  
[www.friendscouncil.org](http://www.friendscouncil.org)

The Center for Spiritual and Ethical Education  
[www.csee.org](http://www.csee.org)

The Work Sampling System  
[www.pearsonlearning.com](http://www.pearsonlearning.com)

National Council of Teachers of English  
[www.ncte.org](http://www.ncte.org)

International Reading Association  
[www.reading.org](http://www.reading.org)

National Council of Teachers of Mathematics  
[www.nctm.org](http://www.nctm.org)

National Science Teachers Association  
[www.nsta.org](http://www.nsta.org)

National Council for the Social Studies  
[www.ncss.org](http://www.ncss.org)

The Common Core State Standards  
[www.corestandards.org](http://www.corestandards.org)

## CONTACT INFORMATION

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